

School Strategic Plan 2018-2022

Glenroy Secondary College (8893)



Submitted for review by Anne-Maree Crivelli (School Principal) on 10 December, 2018 at 08:06 AM

Endorsed by Jason Coningsby (Senior Education Improvement Leader) on 11 December, 2018 at 03:29 PM

Endorsed by Bridget Kille (School Council President) on 12 December, 2018 at 12:03 PM

School Strategic Plan - 2018-2022

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School vision	<p>Glenroy College values the diversity within its school community and has a strong belief that all students can achieve to a high standard. The College has a clear focus on improving student's literacy and numeracy skills through consistent teaching and learning practices based on Literacy for Learning (LfL) practices and the implementation of High Impact Teaching Strategies (HITS). The College has a strong belief that literacy and numeracy standards are crucial in ensuring students are well placed to achieve success in the Later Years and transition successfully into further education and employment pathways. The College has a commitment to building strong relationships with the local and wider community, primary and secondary schools, business and industry, tertiary education institutions and community agencies. The school improvement agenda is based on targeted professional learning for staff, clear organisational structures, processes and procedures, a consistent approach to teaching and learning, appropriate resourcing of learning programs, engagement with families and the community and the empowerment of students through leadership opportunities and programs. Glenroy College is a small secondary school with a diverse cultural and socio-economic profile. Our objectives are to continually improve student learning outcomes across all domains and in all year levels, to increase student agency in their learning, to enhance family engagement with the College and to develop a strong home/school partnership. This will be achieved through consistent and sustained high quality teaching practices, planning informed by relevant student achievement data and validated through critical professional conversations.</p> <p>Glenroy College offers a well-planned and comprehensive curriculum based on the Victorian Curriculum. It offers a wide curriculum in years 7 and 8, an opportunity to explore in year 9 and access to vocational and academic pathways in years 10, 11 and 12. Both the Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL) are offered at Years 11 and 12.</p> <p>The College improvement agenda will continue to focus on:</p> <ul style="list-style-type: none">• consistent teaching and learning practices, informed by LfL, AfL, HITS• development of leadership capabilities• using data to plan and monitor for effective student learning• effective and positive student management techniques (PBS)• effective, differentiated and relevant literacy teaching strategies across all domains (PLC)• effective, differentiated and relevant numeracy teaching strategies (PLC)• increasing family engagement in the home/school partnership• active and effective student voice and agency
School values	<p>Glenroy College values: *Respect</p>

	<ul style="list-style-type: none"> *Integrity *Achievement *Teamwork
Context challenges	<p>Glenroy College is currently facing negative community perceptions about the type of students enrolled and the quality of education provided. This is largely faulty but is difficult to shift in the community. Currently, the College has more males than females, partly due to local girls' schools being the preferred choice for many Muslim families, in particular. This negatively impacts on student enrolment numbers. While there has been significant work done to meet with prospective families in primary schools and efforts to attract the community into our learning space through large-scale events, including Arts and Technology Expo, enrolments have remained static. It is disappointing that other local schools are struggling to house booming enrolments as this is at a cost to schools such as Glenroy College. However, it remains a priority to challenge the community perceptions about the College. Enrolments of students with low literacy skills has been identified as an area for further work as staff skills to address this issue continue to be developed through targeted PL.</p>
Intent, rationale and focus	<p>Glenroy College seeks to become well-regarded as a school that differentiates teaching and learning for each student and facilitates their learning so that they reach their full potential.</p> <p>With a rebuild of College teaching facilities, there is potential for innovative teaching practices to be explored, including the establishment of Learning Communities instead of lineal classes.</p> <p>Students at Glenroy College need to be well-prepared for the changing future where their job is sometimes not even extant at the time of study. It is vital to develop student ability to learn, to explore and to monitor their own progress as well as to be involved in the decisions surrounding what and how they learn.</p>

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Goal 1	Improve learning growth and outcomes for all students across each domain.
Target 1.1	By 2022 improve the percentage of students in the top two bands (8 and 9) of Year 9 NAPLAN: <ul style="list-style-type: none">• Reading from 6% (2015-17 average) to 10%.• Writing from 4% (2015-17 average) to 10%• Numeracy from 4% (average 2015-18) to 10% .
Target 1.2	By 2022 improve the percentage of students achieving medium and high relative gain on NAPLAN from Years 7 to 9: <ul style="list-style-type: none">• Reading from 58% (average 2017-18) to 70%• Writing from 35% (average 2017-18) to 60%• Numeracy from 63% (average 2017-18) to 70%.
Target 1.3	VCE and VCAL <ul style="list-style-type: none">• By 2022 improve the All Studies mean score from 23.96 (average 2016-17) to 26.00• By 2022 improve satisfactory completion of the VCAL Senior Certificate from 71% (average 2015-18) to 90%.
Target 1.4	By 2022 improve the following percentage of positive responses on the School Staff Survey: <ul style="list-style-type: none">• Academic emphasis from ..% to ..%

	<ul style="list-style-type: none"> • Teacher collaboration from ..% to ..% • Guaranteed and viable curriculum from ..% to ..% • (To be finalised using 2018 data) 																			
Key Improvement Strategy 1.a Curriculum planning and assessment	Develop, embed and continuously evaluate a student-centred sequential curriculum. (CPA)																			
Key Improvement Strategy 1.b Building practice excellence	Deepen teacher knowledge and practice excellence through professional learning communities and regular feedback. (BPE)																			
Key Improvement Strategy 1.c Instructional and shared leadership	Build instructional leadership capability to lead whole school improvement.(ISL)																			
Key Improvement Strategy 1.d Curriculum planning and assessment	Staff to use agreed data sets and evidence to plan differentiated teaching and learning. (CPA)																			
Goal 2	Empower students to be engaged learners and leaders.																			
Target 2.1	<p>By 2022 improve the percentage of positive responses to the Attitudes to School Survey for the following factors: (To be finalised with 2018 percentages as benchmarks)</p> <table border="1"> <thead> <tr> <th rowspan="2">Factor</th> <th colspan="2">Years 7-9 percentage of positive responses</th> <th colspan="2">Years 10-12 percentage of positive responses</th> </tr> <tr> <th>2018</th> <th>2022 target</th> <th>2018</th> <th>2022 target</th> </tr> </thead> <tbody> <tr> <td>Sense connectedness</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Stimulated learning</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Factor	Years 7-9 percentage of positive responses		Years 10-12 percentage of positive responses		2018	2022 target	2018	2022 target	Sense connectedness					Stimulated learning				
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	Student voice and agency																		
	Self-regulation and goal setting																		
Target 2.2	By 2022 decrease the average days absent per student Years 7 to 12 from 30 days (2017) to 18 days or less.																		
Key Improvement Strategy 2.a Empowering students and building school pride	Harness student voice and agency in learning. (ESBSP)																		
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Goal 3	To foster students as resilient, self-regulated learners.																		
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<p>Target 3.2</p>	<p>By 2022 improve the percentage of positive responses on the Parent Opinion Survey for the following factors:</p> <ul style="list-style-type: none"> • Parent participation and involvement from 67% (2018) to 78% • Promoting positive behaviour from 79% to 85% • Teacher communication from 65% to 75% • Transitions from 82% to 85%. 															
<p>Key Improvement Strategy 3.a Setting expectations and promoting inclusion</p>	<p>Build high expectations for student learning and behaviour. (SEPI)</p>															
<p>Key Improvement Strategy 3.b Health and wellbeing</p>	<p>Implement a whole-school approach to health, wellbeing and community inclusion. (HW and BC)</p>															