

School Strategic Plan 2022-2026

Glenroy Secondary College (8893)



Glenroy
College

Submitted for review by Andrew Arney (School Principal) on 22 June, 2023 at 11:48 AM

Awaiting endorsement by Senior Education Improvement Leader

Awaiting endorsement by School Council President

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<p>School vision</p>	<p>Glenroy College is an inclusive learning community where we strive to instil a passion for lifelong growth and to impact the world in positive ways. We are dedicated to providing a high-quality education that challenges, stimulates and enables all students to achieve personal success and be capable of facing the future with resilience and optimism. We are committed to building strong partnerships to provide a broad range of engaging learning opportunities to allow our community to "Aspire Together".</p>
<p>School values</p>	<p>Glenroy College values:</p> <ul style="list-style-type: none"> * Respect - we respect ourselves, our classmates, the college staff and our school * Integrity - we are honest and responsible in our dealings with others, and we always aim to do our best * Achievement - we encourage our students to achieve to a high standard, both personally and in their learning * Teamwork - we look out for each other, we support each other in our learning, and we work together to make our school a place where every student learns and thrives
<p>Context challenges</p>	<p>The college has faced some significant challenges over the length of the previous Strategic Plan. Ongoing changes in leadership have brought about the absence of a consistent long-term strategic vision for the college. This has in turn impacted consistency of staffing, consistency in classroom instruction and professional learning, and consistency of processes for enabling a calm learning environment. Additionally, the COVID-19 pandemic has heavily impacted staff and student motivation and resilience, requiring a rebuild of students' readiness-to-learn and self confidence.</p> <p>The shifting of community perceptions continues to be at the core of our work, and links to our renewed commitment to publicly celebrate all the amazing achievements of our students and to engage deeply with our community at every chance we get. Glenroy's Inclusion in the Merri-Bek North Education Plan will also be an important vehicle to rebuild community trust in local public education.</p>
<p>Intent, rationale and focus</p>	<p>Glenroy College aims to provide a safe and engaging learning environment where we visibly live and celebrate our college values every day. We "Aspire Together" to build a narrative that prioritises personal and academic growth, quality pathways and ethical global leadership.</p> <p>The College improvement agenda will continue to focus on:</p> <ul style="list-style-type: none"> • consistent teaching and learning practices • clear organisational structures, processes and procedures • ongoing development of leadership capabilities • using data to plan and monitor for effective student learning

- effective and positive student management techniques (SWPBS)
- effective, differentiated and relevant literacy and numeracy teaching strategies across all domains
- increasing family engagement in the home/school partnership
- active and effective student voice and agency

We will continue to prioritise a culture of educational best practice supported by data and research, allowing our students to be constantly evolving as learners, inquiring and globally ready for their lives ahead.

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Goal 1	To improve the learning outcomes of all students.
Target 1.1	NAPLAN target(s) to be determined.
Target 1.2	<ul style="list-style-type: none"> • By 2026, VCE Studies (Adjusted) residuals as per report 10 on the Victorian Assessment Software System (VASS) to be greater than -2 for all Year 12 classes. • To maintain the percentage of students completing VCE Inclusive to above 90% (2026)
Target 1.3	<p>By 2026, increase the percentage of positive response scores on the School Staff Survey (SSS) in the factors:</p> <ul style="list-style-type: none"> • Academic emphasis from 20% (2022) to 40% • Collective efficacy from 31% (2022) to 40% • Teacher Collaboration from 34% (2022) to 50% • Guaranteed and viable curriculum 38% (2022) to 60%
<p>Key Improvement Strategy 1.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	<p>Build teacher team capability to use evidence and data to target student point of learning need and inform differentiated teaching and learning.</p>

<p>Key Improvement Strategy 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	<p>Build and embed structures and roles that support staff collaboration, professional learning and collective efficacy.</p>
<p>Key Improvement Strategy 1.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	<p>Build the instructional and shared leadership capacity of all staff for learning and wellbeing.</p>
<p>Goal 2</p>	<p>To improve student engagement in learning.</p>
<p>Target 2.1</p>	<p>By 2026, increase the percentage of positive response scores on the Attitude to School Survey (AtoSS) in the factors:</p> <ul style="list-style-type: none"> • Student voice and agency from 43% (2022) to 45% • Differentiated learning challenge from 50% (2022) to 60% • School connectedness from 46% (2022) to 50%
<p>Target 2.2</p>	<p>By 2026 the percentage of students with 20 or more days of absence will decrease from 51% (2022) to 40%</p>
<p>Target 2.3</p>	<p>By 2026, increase the percentage of students exiting Year 12 attaining full time employment, education or training from 78% (2022) to 85%</p>

<p>Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Build student capacity to take agency over their own learning habits and dispositions.</p>
<p>Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Develop initiatives and opportunities designed to support student connectedness to school.</p>
<p>Key Improvement Strategy 2.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Further develop and embed authentic learning partnerships based on shared high expectations between students, families and community stakeholders.</p>
<p>Goal 3</p>	<p>To strengthen the wellbeing of all students.</p>
<p>Target 3.1</p>	<p>By 2026 increase the percentage of positive endorsement in the student Attitude to School Survey (AtoSS) in the factors:</p> <ul style="list-style-type: none"> • Teacher concern from 35% (2022) to 40% • Respect for diversity from 39% (2022) to 45% • Managing bullying 46% (2022) to 50%
<p>Target 3.2</p>	<p>By 2026, increase the percentage of positive endorsement in the School Staff Survey (SSS) in the factors:</p> <ul style="list-style-type: none"> • Staff psychological health from 44% (2021) to 50% • Staff support and wellbeing consultation and participation from 45% (2021) to 50%

<p>Key Improvement Strategy 3.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	<p>Further develop the school's culture of partnerships with families and community agencies to enhance student learning and wellbeing outcomes.</p>
<p>Key Improvement Strategy 3.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Review and adapt the instructional model to embed a trauma-informed approach.</p>
<p>Key Improvement Strategy 3.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Further support and build the capacity of staff to respond to the health and wellbeing needs of students.</p>