School Strategic Plan for Alexandra Secondary College 01-7505 2015 to 2018

Endorsements

Endorsement by School Principal	Signed *A. J. Johnston* Name……Andrew Johnston……. Date………27th of April 2015…………
Endorsement by School Council	Signed. Name………Gavan Skerritt…………………………. Date…………27th of April 2015……………… School Council President's endorsement represents endorsement of School Strategic Plan by School Council
Endorsement by the delegate of the Secretary	Signed Name Tony Gooden Date 8/6/15

School Profile

Purpose	Alexandra Secondary College strives to develop a culture of shared responsibility, personal safety and mutual respect for each other and their environment. The College aspires to challenge the staff and students by providing a curriculum which is enjoyable, challenging, stimulating and encouraging of personal and community achievement whilst supporting a variety of potential career pathways.
Values	Belonging to our educational community means that students, teachers and the community promote and practise our core values: **Respect** – respecting the rights and contribution of every individual and acknowledging the responsibility to support one another. **Personal Best** – striving to do our very best individually in all that we engage in. **Integrity** – aspiring personally to be fair and honest in all that we do.
Environmental Context	Alexandra Secondary College is a school committed to delivering excellent education in a wide breadth of subject areas. Our College is the centre of a large catchment, taking students from the towns of Molesworth, Yarck, Merton, Eildon, Thornton, Taggerty, Buxton, Narbethong, Marysville and Alexandra. The timber industry in the area is in decline. Building and Agriculture industries are stable. The hospitality industry is being rebuilt post the 2009 'Black Saturday' fires. Alexandra Secondary College has a number of new facilities and modern equipment designed to meet the needs of students in an ever changing environment. Our connection with the community is strong and expanding. We know that all families add value to our school and we are continually endeavouring to engage with them further. The College has a proud record of achievement, with our average study score of 27 matching or exceeding that of our neighbouring secondary schools. Our aim is for all students to complete their Victorian Certificate of Education or Victorian Certificate of Applied Learning or gain an apprenticeship or other learning opportunities. We combine with our 6 cluster primary schools, other secondary schools in the Central Ranges Trade Training Centre (CRTTC), post-secondary institutions and industry to ensure that the range of interests of our students is addressed. We also have a commitment to the social and emotional health and well-being of our students.

Programs operate at each level targeting these issues. Our school nurse and chaplain promote physical and mental health and healthy choices. The College also makes provision for counselling by professionals in their fields.

At Alexandra Secondary College we place emphasis on facilitating the transition from primary to secondary school, a program that is highlighted for its excellence. In the Middle Years of learning (Year 7 to Year 9), students undergo studies spanning Domains of English, Mathematics, Science, Humanities, Technology, Languages (Indonesian, Japanese), The Arts, Health & Physical Education. All students study one period of Life Skills (two in Year 9). All students in **Year 7** and **Year 8** are in mixed ability classes where teachers challenge and provide support according to individual learning needs.

Year 9 contains 8 periods a week of English and Mathematics. They study 6 short units of 4 periods over 2 semesters selected from a minimum of five Key learning Areas: Humanities and Social Sciences, Science, The Arts, Technology, Languages and Health & Physical Education. Alongside this they study one extended unit of 8 periods per semester of applied learning.

Students plan their next three years in **Year 10.** Students complete six subjects with many undertaking a VCE Unit or VET Unit. Some students begin an Australian School Based Apprenticeship or Traineeship.
Years 11 and **12** operate according to the requirements of VCE and VCAL. All studies at VCE level have been reaccredited by the Victorian Curriculum Assessment Authority. The College combines with various RTOs to offer a broad range of VET courses, most of which are delivered on site by our teachers.

Student progress is assessed using a variety of tasks with formal written reports and an interim report provided each semester. There are two scheduled student/parent/teacher interview sessions but families are encouraged to contact the college at any time. Email addresses of all staff are available to families via our website. The school regularly communicates with families through our weekly school newsletter, the 'skool bag' app and the school's official Twitter account. The College also provides many extra-curricular activities such as the College Music Program, Alpine School, Hillary Challenge, Alice Sloan and competes in local, zone, state, and national sporting competitions. There is also the opportunity to participate in national competitions in English, Mathematics, Languages, Science and Information Technology, to name a few. Camps and excursions are a regular feature of the extra curricula program with camps at each level.

Our College is well equipped in the area of information and communications technology and all students have their own electronic learning device. All student devices are connected to the school-wide wireless network. The College is proud of its spacious physical environment, including a Community Centre with an indoor

	basketball court, gymnasium and squash courts, an Assembly Hall (that is used for many community events), two ovals, tennis courts and ample recreational space for active and passive activity. Classrooms and furniture are neatly maintained and constantly upgraded to complement the learning environment.
Service Standards	At Alexandra Secondary College, we strive to ensure that our students finish their secondary education with maximum opportunities for the future. We offer a broad, balanced and flexible curriculum, including skills and learning for life. We celebrate individual differences and actively encourage all members of the school community to reach their potential. We know that students are more likely to succeed when they feel connected to their school and their learning. School connection includes the belief by students that adults in the school care about their learning, as well as about them as individuals. At Alexandra SC, we base our teaching framework around the AITSL Standards: • Knowing students and how they learn • Knowing the content and how to teach it • Planning for and implementing effective teaching and learning • Creating and maintaining supportive and safe learning environments • Assessing, providing feedback and reporting on student learning • Engaging in professional learning • Engaging professionally with colleagues, parents/ carers and the community We use data to inform what we teach and how we teach. Teachers work in data teams to assess where individual students are at and how to help them achieve success and move onto the next level. Teachers work together to share strategies and ideas, and use feedback from student learning data and reflections to ensure that content is specifically designed for effective learning. All members of the school community have the right to participate fully in an educational environment that is safe, supportive and inclusive. Positive classroom environments are critical in developing and maintaining the wellbeing of students. A positive environment is one in which students feel secure, have the skills and opportunities to participate and have their contributions valued and acknowledged. Our Positive Behaviour Support approach assists all staff and students to consistently act with integrity and behave in a respectful manner. We work with our parents and school community to ensure that students are provided with opportunities and the environment for maximum success.

If students are struggling to give their best, we use a Restorative Justice approach to assist them to understand the impact of their actions and alternative ways to achieve what they need. Our House system ensures that students have staff working with them who know them and know how to help them move forward and be respectful and effective learners. The school has an Anti-Bullying Policy which outlines the steps in dealing with bullying based around restoring the relationships and building an understanding of what all parties involved are thinking and feeling. Student engagement and participation is actively encouraged at Alexandra SC.

Alexandra SC offers many leadership development opportunities, including Student Representative Council membership, House leadership roles, Bus Captains, Alice Sloan Leadership program, Building Culture of Success camp, yLead and many others. Students are encouraged to have a voice and make a difference in their community.

Parents are an important part of our school community and integral in maximising student outcomes. We respond to parent communications in a timely manner and engage them regularly, both when their child is not working to potential and to celebrate their positive efforts and achievements.

"Sentral" is a student-management portal that staff use to record student information and data that can be accessed by students and parents. Parents can also use Sentral to update details, inform the school about absences, book parent-teacher interviews, etc. Students can view their data and keep up-to-date on what is happening around our school.

Strategic Direction

	Goals	Targets	Key Improvement Strategies
Achievement Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support. While recognising that literacy and numeracy are essential foundations for students' success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains, as well as students' co-curricular achievements.	Improve all students' outcomes and ensure progression rates are appropriate	To increase the percentage of students in the median and high categories for: • Numeracy from 64% to 80% • Reading from 67% to 80% • Writing form 60% to 70% To increase the percentage of students gaining A or B in English AusVELS to 30% for the three domains (from an average of 20%) To increase the percentage of students gaining A or B in Mathematics AusVELS to 25% for the three domains (from an average of 10%) Increase the percentage of students above the NMS NAPLAN: • Numeracy from 80% to 90% • Reading from 80% to 90% • Writing form 50% to 80% Increase VCE all studies average	Implement Instructional Learning Model Teachers make explicit use of data to inform their teaching. Implementation of a developmental continuum. Continue and increase use of collegiate observations Differentiation of teaching to meet student needs

		from 27 to 30	
		In the Staff Opinion Survey increase the Collective Efficacy for all staff from 67% to 80%	
Engagement Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community. Engagement spans students' motivation to learn, as well as their active involvement in learning. Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.	Reduce student absence rates across the College Improve student connectedness to school Improve Student transition data	Decrease Student Absences across the College from 25days per year to 19 Decrease unexplained absences from 12.5 days per year to 9 Maintain student connectedness to school within the 4th quartile Reduce percentage for students' with unknown destination in all categories from above 18% to below 10%	Work with parents and staff to enable greater visibility of attendance data during the year. Formalised documentation on how exit/attendance data is to be recorded, when and by whom. including a proforma and flowchart that enables new students transitioning to ASC during the school year to have attendance data from day 1 Continue to work on improving teaching practice through use of data and research Celebrate attendance particularly improved attendance and improved connection with school values.
Wellbeing Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences.	Provide a safe and positive learning environment for all members of the school community	To maintain Student Safety, Teacher Empathy, Student Morale and Student Distress above the 70th percentile on the Student Attitude to School survey Negative Respect Incidents to show a consistent downward trend as recorded on Sentral	Continue with the implementation of School-Wide Positive Behaviour Support (SWPBS). A SWPBS committee to meet monthly (within meeting schedule) and report to Council quarterly

		To increase Behaviour Management, Student Safety, Classroom Behaviour and Social Skills on the Parent Opinion Survey to at least the 50th percentile On Staff Opinion Survey raise the category "Trust in students and parents" from 64% to above 75%	Matrices to be developed for all three values, Branding and logo of our school values to be completed Regular system of raffles to be set up PD new staff in SWPBS / Behaviour Management strategy Bullying / Cyberbullying to be addressed in Year 7 – 10 Lifeskills, Years 11 and 12 students catered for via irregular presentations Social skills & emotion awareness and management strategies to be explicitly taught in Year 7 – 10 Lifeskills, Years 11 and 12 students catered for via irregular presentations Communicate wellbeing approaches to parents – letter home, Inside Out, Student voice / work
Productivity Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school. Successful productivity outcomes exist	Support school priorities through strategic allocation of resources. Budgeting processes reviewed and revised processes in place	All budgets reviewed and all priorities fully resourced by 2017 New budgeting process in place by 2018	Establish a working party of members of staff and councillors to review current budget disbursement and funding of priorities Seek input from: • Leadership team

when a school uses its resources – people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets.			- KLA Leaders - Staff - Members of Council Examine previous spending patterns: resources and timing Review distribution of funds within the College and compare with similar schools

School Strategic Plan 2014- 2017: Indicative Planner

Key Improvement Strategies		Actions	Achievement Milestone
		Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.	Achievement milestones are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Achievement milestones often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of achievement milestones should be set.
Achievement Implement Instructional Learning Model Teachers make explicit use of data to inform their teaching. Implementation of a developmental continuum. Continue and increase use of collegiate observations Differentiation of teaching to meet student needs	Year 1	▪ Review e5 model and purpose and present to staff. ▪ Research and present methodology for writing quality criteria. ▪ Develop data literacy in staff ▪ Teachers continue to use observations. ▪ All teachers are provided with regular feedback on planning by KLA and Data teams	▪ Staff are knowledgeable about the e5 teaching model and able to discuss its application. ▪ Staff write quality criteria. ▪ Staff collect and analyse student data individually and in Data Teams ▪ Teachers to complete collegiate observations and record improved practice and implementation of e5.
	Year 2	▪ Initiate units of work in e5 model in PD, KLA and PLTs. ▪ Implement developmental progression for a specific unit of work. ▪ Staff use data to track student progress and differentiate teaching. ▪ Observations are used to monitor implementation of data and progressions.	▪ Staff produce units that reflect the e5 learning model. ▪ Staff can design developmental progression for a specific unit of work. ▪ Students are working at a range of levels within the classroom. ▪ Teachers and teams to collect and analyse data and use outcomes to direct their teaching
	Year 3	▪ Expand knowledge and use of strategies in each domain.	▪ Staff share strategies that reflect the different domains.

		▪ Continue to use and create developmental progressions for curriculum area. ▪ Students and staff use data to evaluate and identify individual future learning needs. (differentiation) ▪ Observations are used to review practice and modify strategies in each domain.	▪ Staff write progressions across year levels for specific skill development. ▪ Increase in student levels of responsibility for learning. ▪ Staff trial and refine strategies. ▪ Increase in collegiate discussions around strategies.
	Year 4	▪ Evaluate the consistency of use of e5 across classrooms. ▪ Evaluate the developmental curriculum across the learning areas. ▪ Evaluate students' use of data and involvement in their own learning ▪ Review observation process	▪ Feedback from the school community regarding the use of a range of strategies from across the domains. ▪ Learning areas audit and evaluate their curriculum progressions. ▪ Students are able to reflect meaningfully on their progress and future direction.
Engagement Work with parents and staff to enable greater visibility of attendance data during the year. Formalised documentation on how exit/attendance data is to be recorded, when and by whom. including a proforma and flowchart that enables new students transitioning to ASC during the school year to have attendance data from day 1 Continue to work on improving teaching practice through use of data and research Celebrate attendance particularly improved attendance and improved connection with school values.	Year 1	▪ Attendance data visible to parents via Sentral ▪ Employ an engagement officer ▪ Establish level of internet access by families ▪ Formalised process for entry and exit of students to the College ▪ Attendance data celebrated through College publications ▪ Explore strategies to reduce unexplained absences ▪ Explore ways transition data is collected and recorded and updated ▪ Design a process for student curriculum data for transition through the school ▪ Develop Individual Learning Plans for all students who obtain an E	▪ ASC will encourage those families with suitable internet access and knowledge to access Sentral and report level of success ▪ ASC will provide long term school avoiders options to reengage with education ▪ School will provide alternative options for families who do not have internet access ▪ Student CASES enrolment data accurately reflects the College enrolments ▪ Attendance data published and reviewed quarterly ▪ Decrease of 2 total days absence per student ▪ Transition data from school and

		(AusVELS) in English and/or Mathematics	within accurately reflects student pathways
	Year 2	- Attendance data accessed by parents via Sentral - Monitor strategies for re-engaging long term school avoiders - Monitor internet provision to families - Monitor the entry and exit procedures for students to the College - Implement strategies to reduce unexplained absences across the College - Implement ways to connect with ex-students and their transition to further education and careers. - Implement a process for student curriculum data for transition through the school	- Assist the majority of families to access Sentral and provide hard copy to those who cannot - Decrease in long term school avoiders - Maintain student school connectedness in the fourth quartile - Decrease in total days absence per student by 1 - Decrease in unexplained absences to 10 days - Improved transition data - Transition data from school and within accurately continues to reflect student pathways
	Year 3	- Attendance data accessed by parents via Sentral - Expand strategies for re-engaging long term school avoiders - Monitor internet provision to families - Refine the entry and exit procedures for students to the College - Continue strategies to reduce unexplained absences across the College - Enhance ways to connect with ex-students and their transition to further education and careers. - Expand the process for student curriculum data for transition through the school	90% of families regularly access Sentral - Most long term school avoiders regularly connected with educational programs - Student school connectedness in the fourth quartile - Absence per student per annum to be less than 20 - Decrease in unexplained absences to 9.5 days - Improved transition data

	Year 4	- Attendance data accessed by parents via Sentral - Appraise strategies for re-engaging long term school avoiders - Review internet provision to families - Evaluate the entry and exit procedures for students to the College - Review strategies to reduce unexplained absences across the College - Appraise ways to connect with ex-students and their transition to further education and careers. - Evaluate student curriculum data for transition through the school	100% of families access and regularly use Sentral - Long term school avoiders regularly connected with educational programs - Student school connectedness in the fourth quartile - Absences per student per annum at or below 19 days - Decrease in unexplained absences to 9 days. - Student transition data shows the College in line with the state median result for the 4 year average.
Wellbeing Continue with the implementation of School-Wide Positive Behaviour Support (SWPBS). A SWPBS committee to meet monthly (within meeting schedule) and report to Council quarterly Matrices to be developed for all three values, Branding and logo of our school values to be completed PD new staff in SWPBS / Behaviour Management strategy Bullying / Cyberbullying to be addressed in Year 7 – 10 Lifeskills, Years 11 and 12 students catered for via irregular	Year 1	- New SWPBS Committee established - PD new staff / student leaders in SWPBS / Behaviour Management - Respect & 1 other value matrices developed - Respond to the data by implementing teaching point areas of need. - Logo & branding of values developed - Monitor Respect incidents decreasing - Communicate wellbeing approaches to parents - Develop & implement bullying / cyber safety, social & emotional skills units for Lifeskills - Regular system of raffles to be set up and operating	- Respect matrix visible around the College - Student Safety, Student Morale and Student Distress maintained above the 70th percentile on the Student Attitude to School survey - Baseline number of Negative Respect Incidents per week established - Increase in Behaviour Management, Student Safety, Classroom Behaviour and Social Skills on the Parent Opinion Survey to at least the 50th percentile - Continued growth in the "Trust in Student and Parent" section of the Staff Opinion Survey 2 Values Matrices developed - Logo / Branding completed - Raffle Draws at least twice a term

presentations Social skills & emotion awareness and management strategies to be explicitly taught in Yr 7 – 10 Lifeskills, Years 11 and 12 students catered for via irregular presentations Communicate wellbeing approaches to parents – letter home, Inside Out, Student voice / work	Year 2	- New SWPBS Committee established - PD new staff / student leaders in SWPBS / Behaviour Management - Complete matrix of third value - Revisit SWPBS with staff, students and parents to ensure it is meeting targets. - Review & implement bullying / cyber safety, social & emotional skills units for Lifeskills	- Student Safety, Student Morale and Student Distress maintained above the 70th percentile on the Student Attitude to School survey - Negative Respect Incidents to be 10% less than last year. - Behaviour Management, Student Safety, Classroom Behaviour and Social Skills on the Parent Opinion Survey above the 60th percentile "Trust in Student and Parent" section of the Staff Opinion Survey above 70% 3rd Value Matrix developed and displayed - Raffle Draws at least twice a term
	Year 3	- New SWPBS Committee established - PD new staff/ student leaders in SWPBS / Behaviour Management - Review & implement bullying / cyber safety, social & emotional skills units for Lifeskills	- Student Safety, Student Morale and Student Distress maintained above the 70th percentile on the Student Attitude to School Survey - Negative Respect Incidents to be 10% less than last year. - Behaviour Management, Student Safety, Classroom Behaviour and Social Skills on the Parent Opinion Survey above the 65th percentile - Trust in Student and Parent section of the Staff Opinion Survey above 75% - Raffle Draws at least twice a term
	Year 4	- New SWPBS Committee established - PD new staff / student leaders in SWPBS / Behaviour Management - Review & implement bullying / cyber safety, social & emotional skills units for Lifeskills	- Student Safety, Student Morale and Student Distress above the 75th percentile on the Student Attitude to School survey - Negative Respect Incidents to be 10% less than last year.

			▪ Behaviour Management, Student Safety, Classroom Behaviour and Social Skills on the Parent Opinion Survey above the 75th percentile ▪ Trust in Student and Parent section of the Staff Opinion Survey above 75% ▪ Raffle Draws at least twice a term

Productivity
 	
▪ Establish a working party of the School Council to review current budget disbursement and funding of priorities
▪ Seek feedback from:
  • Leadership team
  • KLA Leaders
  • Staff
  • Members of Council
▪ Examine previous spending patterns: resources and timing
▪ Review distribution of funds within the College and compare with similar schools
	Year 1	▪ Form working party
		▪ Design new budgeting processes
		▪ Implement new processes including ways of directly funding priorities
			▪ Working party meets
			▪ New processes adopted by Council
			▪ 2016 budget confirmed by Council
			▪ Budget for 2016 supports strategic plan priorities in money, time, staffing and professional learning

	Year 2	▪ Design processes for accountability in relation to revenue and expenditure ▪ Monitor new budgeting processes ▪ Monitor revenue and expenditure over year	▪ All budget managers in-serviced in accountability process ▪ All budgets are not in deficit ▪ All areas are adequately resourced ▪ Priorities directly funded
	Year 3	▪ Expand budgeting processes to have input from all budget managers ▪ Appraise use of resources against progress of priority	▪ Revised budgeting processes in place before 2018 budget is formulated ▪ Revised expenditure in line with needs to achieve priorities
	Year 4	▪ Evaluate budgeting and accountability processes ▪ All priorities funded to required levels	▪ No budget in deficit ▪ All budgeting completed in line with developed practices