

School Strategic Plan 2022-2026

Alexandra Secondary College (7505)



Submitted for review by Nigel Lyttle (School Principal) on 13 October, 2022 at 03:53 PM

Endorsed by Steven Rogers (Senior Education Improvement Leader) on 25 October, 2022 at 03:27 PM

Endorsed by Mandy Gesler (School Council President) on 28 October, 2022 at 06:27 PM

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<p>School vision</p>	<p>Our vision is to develop responsible global citizens who are lifelong learners, capable of facing the future with resilience and optimism.</p>
<p>School values</p>	<p>In consultation with parents, staff and students, we have embraced three values, which resonate, within our community</p> <p>Respect We demonstrate respect for our school; each other and ourselves by understanding that our attitudes and behaviours have an impact on the people around us .We strive to make that impact positive.</p> <p>Personal Best We demonstrate our personal best by striving for personal excellence, in all of our endeavours</p> <p>Integrity We demonstrate integrity by being trustworthy, fair, just and honest in our everyday actions.</p> <p>We celebrate and embed our values in our school community by,</p> <ul style="list-style-type: none"> • Modelling these values in our everyday interactions. • Displaying posters and banners that promote our values in our school • Celebrating our values in our school newsletter, local print media and social media • Providing awards and recognition for students who actively demonstrate the values • Discussing our values with students in the classroom, meetings and assemblies.
<p>Context challenges</p>	<p>Alexandra Secondary College Context:</p> <ul style="list-style-type: none"> • An isolated rural Secondary College, 340 students across years 7-12 • Committed to all students achieving excellence in both academic and vocational streams of education • Consistently strong academic outcomes, with highly aspirant students • Good provision of post-secondary pathways, into both academic and vocational fields • We recognize the importance of Alexandra Secondary College to the socio-economic fabric of a thriving and growing community, with education being a key question from potential permanent residents

	<ul style="list-style-type: none"> We enjoy and strategically develop strong partnerships with our broader community <p>Challenges:</p> <ul style="list-style-type: none"> Attracting and retaining high quality teaching staff. The college strategically recruits from the Melbourne Graduate School of Education and “Teach for Australia” as providers of rural practicum placements for pre-service teachers and over the last six years we have employed seven high-quality graduates from these programs. It is still difficult, however, to attract and retain middle-seniority staff through their ‘family years’ and still difficult to attract staff into maths, english and science areas. Continuing our journey as educators. Our aspiration to be the best we can be influences our learning journey as a school community. The isolation that exists within rural schools is often challenging, as accessing high quality professional learning opportunities usually requires significant travel and networks are difficult to maintain from a distance. Retaining students until the end of Year 12. Our boys, especially, are attracted to the work force and apprenticeships pre completion of Year 12. There are positives in this for students but also concerns with social development and building their capacity to open pathway doors. In addition, private schools are becoming increasingly aggressive in our area, attracting students who would and are doing well at the College. High absence rates. We have work to do to engage our students and their families so that they value every day of learning. We want our students to be strongly connected to our College so that they want to be present each day.
<p>Intent, rationale and focus</p>	<p>With strong foundations in place and a dedicated staff, the school believes it is in a good place to move from good to great over the next four years. The challenge now is to lift the school to the next level of performance, aiming for higher order expectations and outcomes.</p> <p>Intent: To improve individual student learning outcomes for every student To be the college of choice for our community</p> <p>Rationale: <ul style="list-style-type: none"> When the practice excellence of all teachers is strengthened, the student learning outcomes of all students will improve. When learning is valued by the community (staff, parents and students) and there is increased levels of engagement by families with learning, the outcomes achieved by students is maximised. </p> <p>Foci: <ul style="list-style-type: none"> To improve student engagement To improve student learning To improve student wellbeing </p>

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Goal 1	Improve student learning
Target 1.1	By 2026, increase the percentage of students assessed as meeting and above benchmark growth in NAPLAN: <ul style="list-style-type: none">• Reading from 48 per cent in 2021 to 75 per cent with above benchmark growth at 25 per cent• Writing from 63 per cent in 2021 to 75 per cent with above benchmark growth at 25 per cent
Target 1.2	By 2026, increase the percentage of students working at or above level against the Victorian Curriculum in: <ul style="list-style-type: none">• Reading and Viewing from 85 per cent in 2021 to 86 per cent• Writing from 76 per cent in 2021 to 80 per cent
Target 1.3	By 2026, increase the mean VCE study scores for: <ul style="list-style-type: none">• English mean from 24.7 in 2021 to 28• All studies mean from 25.8 in 2021 to 28
Target 1.4	By 2026, improve the percentage positive endorsement in the School Staff Survey for the following measures: <ul style="list-style-type: none">• Understand how to analyse data from 44 per cent in 2021 to 70 per cent• Use data for curriculum planning from 56 per cent in 2021 to 80 per cent

	<ul style="list-style-type: none"> • Believe peer feedback improves practice from 67 per cent to 80 per cent
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Research, develop and implement a whole school literacy strategy
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Strengthen all teachers capability to provide targeted and responsive teaching through PLC methodology
Goal 2	Improve student engagement
Target 2.1	By 2026, increase the percent positive responses score on AtoSS for the following factors: <ul style="list-style-type: none"> • High expectations of success from 78 per cent in 2021 to 85 per cent • Self regulation and goal setting from 60 per cent in 2021 to 70 per cent • Stimulating learning from 67 per cent in 2021 to 75 per cent • Student voice and agency from 51 per cent in 2021 to 60 per cent
Target 2.2	By 2026, improve the percentage positive endorsement in the School Staff Survey for the following measures: <ul style="list-style-type: none"> • Focus learning on real life problems from 89 per cent in 2021 to 90 per cent • Promote student ownership of goals from 78 per cent in 2021 to 80 per cent • Believe student engagement is key to learning from 78 per cent in 2021 to 85 per cent

Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Research, develop and implement a whole school student voice and agency strategy
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Empower students as active and aspirational agents in their learning environment
Goal 3	Improve student wellbeing
Target 3.1	By 2026, decrease the percentage of students with 20 or more days absence from 36 per cent in 2021 to 25 per cent.
Target 3.2	By 2026, increase the percent positive responses score on AtoSS for the following factors: <ul style="list-style-type: none"> • Advocate at school success from 72 per cent in 2021 to 75 per cent • Respect for diversity from 56 per cent in 2021 to 60 per cent • Sense of connectedness from 62 per cent in 2021 to 65 per cent
Target 3.3	By 2026, improve the percentage positive endorsement in the Parent Opinion Survey for the following measures: <ul style="list-style-type: none"> • Respect for diversity from 75 per cent in 2021 to 85 per cent

	<ul style="list-style-type: none"> • Managing bullying from 79 per cent in 2021 to 83 per cent
<p>Key Improvement Strategy 3.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Research, review and refine consistency across the school with inclusivity and wellbeing strategies</p>
<p>Key Improvement Strategy 3.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Use targeted strategies to improve the attendance of individuals and groups of concern</p>