

School Strategic Plan 2018-2022

Alexandra Secondary College (7505)



Submitted for review by Nigel Lyttle (School Principal) on 25 October, 2018 at 02:56 PM

Endorsed by Rhonda Cole (Senior Education Improvement Leader) on 11 November, 2018 at 07:54 PM

Awaiting endorsement by School Council President

School Strategic Plan - 2018-2022

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School vision	Our vision is to develop responsible global citizens who are lifelong learners, capable of facing the future with resilience and optimism
School values	<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.
Context challenges	<p>Alexandra Secondary College Context:</p> <ul style="list-style-type: none">• An isolated rural Secondary College, 310 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

	<p>community, with education being a key question from potential permanent residents</p> <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 three years, we have employed two 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 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:</p>

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| | <ul style="list-style-type: none">• To improve student engagement in Learning• To improve student achievement outcomes in Literacy• To improve student achievement outcomes in Numeracy |
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Goal 1	To improve student engagement in learning
Target 1.1	By 2021, to reduce student absence rates from 29.98 (2017) to 23 days per year in Years 7–10 and 15 days per year in Years 11 and 12
Target 1.2	By 2021, to increase the AToSS results for Stimulated Learning, Teacher Concern, Sense of Confidence and Differentiated Learning Challenge to at least the 50th percentile
Key Improvement Strategy 1.a Building practice excellence	Develop and embed a culture of high expectations in all classrooms at the College (BPE)
Key Improvement Strategy 1.b Empowering students and building school pride	Implement a Student Voice and Agency strategy across the College (ESBSP)
Key Improvement Strategy 1.c Building practice excellence	Build leadership and teacher capacity to develop stimulating learning environments for students (BPE)
Goal 2	To improve student achievement outcomes in literacy.
Target 2.1	By 2021, to increase the percentage of students with medium and high growth in NAPLAN Reading and Writing to at least 80 per cent.

Target 2.2	By 2021, to increase the mean study score in VCE English from 25.2 to at least 29 and in all VCE subjects from 24.2 to at least 29.
Key Improvement Strategy 2.a Building practice excellence	Develop teacher capacity in the teaching of English and Literacy (BPE)
Key Improvement Strategy 2.b Building practice excellence	Implement a Literacy Across the Learning Areas program (BPE)
Key Improvement Strategy 2.c Empowering students and building school pride	Provision of point of need support programs for students at risk (EBHIS)
Key Improvement Strategy 2.d Empowering students and building school pride	Develop capacity of all staff to use data to inform their teaching (EBHIS)
Goal 3	To improve student achievement outcomes in numeracy.
Target 3.1	By 2021, to increase the percentage of students with medium and high growth in NAPLAN Numeracy from 48.6% in 2017 to at least 75%
Target 3.2	By 2021, to increase the mean study score in VCE Further Mathematics from 23.9 to at least 28 and in VCE Maths Methods from 25.4 to at least 28.
Key Improvement Strategy 3.a Building practice excellence	Develop teacher capacity in the teaching of Mathematics and Numeracy (BPE)

Key Improvement Strategy 3.b Building practice excellence	Implement a Numeracy Across the Learning Areas program (BPE)
Key Improvement Strategy 3.c Evidence-based high-impact teaching strategies	Provision of point of need support programs for students at risk (EBHIS)
Key Improvement Strategy 3.d Evidence-based high-impact teaching strategies	Develop capacity of all staff to use data to inform their teaching (EBHIS)