

# School Strategic Plan 2020-2024

Altona College (8857)



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Awaiting endorsement by School Council President

# School Strategic Plan - 2020-2024

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<p><b>School vision</b></p>	<p><b>VISION</b>            At Altona College we are committed to a culture of success where all learners experience growth. We have high expectations of ourselves and know that the challenges associated with learning provide opportunities for personal and academic development. We strive for excellence in education and ensure that students are the agents of their own learning. In valuing innovation, respect and integrity, we seek to provide opportunities for our students to be resilient and future-focused learners. As educators, we are curious as to our effect on student learning and engage in continuous and collective evaluation of this impact. We are curious about our world and the ways in which we can actively contribute to our community.</p> <p><b>MISSION</b>            Altona College's mission is to ensure every child is known, valued and connected to their learning pathway.</p>
<p><b>School values</b></p>	<p><b>VALUES</b>            Altona College's values are Innovation, Integrity and Respect. As a community, we take care to teach, learn and adopt the following traits:</p> <p><b>Innovation:</b> We are curious, creative and collaborative. We take calculated risks and invest time in learning from our mistakes. We seek to improve with every opportunity we encounter and we are passionate about creating positive change in our world.</p> <p><b>Integrity:</b> We take pride in ourselves and our community. We are accountable and trustworthy. Big or small, we take care to do the right thing, even when nobody is looking.</p> <p><b>Respect:</b> We are compassionate, caring and considerate in our dealings with others. We are sensitive to the needs, cultures, opinions and understandings of others. We are aware of our surroundings and act accordingly.</p>
<p><b>Context challenges</b></p>	<p>Altona College has continued to grow annually, from 279 in 2017 to 569 in 2021. Prep and Year 7 enrolments are now restricted to in zone enrolments only due to limited enrolment capacity. Throughout the strategic period, capital works will be completed to expand school facilities, responding to local demand. This will require significant planning and flexibility in the strategic allocation of human and physical resources. The Student Family Occupation (SFO) index was 0.569 and the Student Family Occupation Education (SFOE) index was 0.4508 in 2019–20 and is predicted to continue to decrease in line with changing local demographics.</p> <p>After four years of dramatic change of identity with the expansion of the school there has been a total redevelopment of the structures, policies, programs, infrastructure and values. During this upcoming strategic period we will continue to develop our culture and seek to turn each new challenge into an opportunity.</p> <p>In 2021, the staffing profile of Altona College includes a Principal and two Assistant Principals, 41.9 full time equivalent (FTE)</p>

	<p>teachers including learning specialists and leading teachers and 14.4 FTE support staff. The college teaching and leadership team will continue to expand over the strategic period. This will demand an ongoing focus on distributed leadership, professional learning and new staff induction.</p> <p>Our Prep to 12 environment creates unique opportunities and challenges for teaching practice. Our holistic approach will ensure that collaboration between experts across all stages of learning will foster an environment of respect in which teachers learn with and from each other. The school's F-10 curriculum framework incorporates the eight learning areas required by The Education and Training Reform Act 2006[1] aligned with the Victorian Curriculum. During the strategic period, significant reforms to Victorian Certificate of Education (VCE) and Victorian Certificate of Applied Learning (VCAL) qualifications, will demand ongoing review of our senior pathways, curriculum and leadership.</p> <p>Transition programs will be a key area of need across the strategic period. In the early years, our proximity to the Altona Early Years Hub empowers pre-school and Prep teachers to strengthen learning partnerships and programs to aid the arrival of Prep students. At Year 7, our increased local enrolments present an opportunity to narrow the focus of our transition programs and increase connection to local community groups and services. With fewer feeder schools, we plan to increase communication and connections between primary and secondary teams both within and external to the College.</p> <p>In Prep to 9, our previous strategic plan emphasised improvement in reading outcomes. To ensure holistic student growth, we must broaden our work to include writing and numeracy to mirror our success in reading. Having expanded to add years 10 to 12, there is now increased pressure to deliver strong VCE results and build community confidence in the college. To reach this goal, the college will build the capacity of our staff to narrow their focus and target learning needs with precision of all students.</p> <p>The ongoing response to COVID 19 sees us continuing to manage the impact on student health, wellbeing and learning. There are noticeable challenges with social and emotional regulation which may be the result of prolonged lockdowns at critical transition points in 2020 and now 2021. Staff also continue to feel the affects associated with the uncertainly and unpredictable nature of their role during the pandemic. We need to strategically target resilience, relationship building and social skills whilst promoting and growing a positive school climate. To do so, ongoing work on student voice, agency and leadership will be critical to ensure that students feel connected and valuable members of our community.</p>
<p><b>Intent, rationale and focus</b></p>	<p>As a College committed to a culture of success where all learners experience growth, we will continue to set high expectations for all members of our community. This strategic period will see us focus on improving precision with data to</p>

Goal 1: To improve learning outcomes for all students from Foundation to Year 12

As a growing college we know that clearly defined professional learning processes and practices are key drivers of continuous school improvement. These serve to strengthen the link between professional learning, improved classroom practices and enhanced student learning.

We will continue to build staff capacity and consistency in implementing the College's Instructional Framework in all curriculum areas. Having established middle level leadership and learning specialists, the college will build the capacity of the school improvement team (SIT), to ensure our professional learning and pedagogical practices are targeted and sustained.

We have a commitment to achieving excellence through professional collaboration. We know that using the right data systematically and adapting teaching approaches accordingly with evidence-based practices, will result in improved student achievement. Throughout the strategic period, high expectations for improvement across the whole College will be set. Measured through student growth and achievement, we will commit to improving outcomes for all students from Prep to Year 12. This requires forms of support which help all teachers to continuously build their expertise and efficacy, with feedback from colleagues and students on their practice. Sustained whole staff professional learning using the FISO Inquiry model, will build staff collective efficacy in relation to data collection, analysis and student achievement.

Goal 2: To improve student engagement and motivation in learning.

Students engage deeply in learning when it is interesting, relevant and appropriately challenging, and when they receive meaningful and regular feedback about their progress. A student's intellectual engagement occurs when authentic and open-ended tasks develop their capabilities and self-efficacy. Teaching metacognitive strategies supports students in articulating and evaluating their progress. They self-regulate and take responsibility for their learning.

Throughout the strategic period, we will seek to activate the voice and agency of our students both within and beyond the classroom to better understand what motivates and engages them. We will strive to develop an individual and collective sense of efficacy by actively promoting students' sense of pride and self-respect. In doing so, we aim to improve the stimulation provided by our learning programs whilst also encouraging greater student responsibility and commitment.

To achieve these outcomes, we will continue to embed our work within the Professional Learning Communities Framework to explore, develop, implement and monitor various approaches to improve intellectual engagement and self awareness. Improving the data capabilities of our staff will enhance their capacity to effectively evaluate and diagnose student learning needs and differentiate learning programs accordingly. In addition, increased attention to student feedback will inform teachers about their practice and remain responsive to the needs of each individual, class and cohort.

Goal 3: To improve the health and wellbeing of all students.

A positive and healthy school culture and climate is the foundation of a high-quality learning environment and creates the conditions for effective teaching and learning to occur. Student wellbeing relies on positive, trusted and supportive environments, basic material needs being met, good mental, social emotional and physical health, learning participation and a positive sense of culture and identity.

Throughout the strategic period we will embed a whole school approach to health and wellbeing which is integral to positive student engagement, learning, growth relationships and achievements. Maintaining relationships with parents/carers/kin and students, and teaching social and emotional skills, helps students to make informed decisions, build resilience and actively participate in decisions about their learning.

To achieve this we will embed the norms and values that shape patterns of behaviour, attitudes and expectations between stakeholders across the college. Through the school wide positive behaviour support program and the continued implementation of the Berry Street Education Model we will foster positive relationships between teachers, parents/carers/kin and students. Building resilience through the strategic implementation of the respectful relationships curriculum will enable students to reach their full learning potential and feel connected and engaged in their learning.

To strategically implement these improvements, we will incrementally work through the following stages of change:

- In stage 1 we will establish sustainable routines and systems for data collection, analysis, peer observation and feedback and student voice.
- In stage 2 we will focus on collaboration, classroom observation, the modelling of effective practice and feedback across the school. Teachers will challenge and improve each other's practice.
- In stage 3 teachers will provide scaffolding and feedback that supports students to assess their work and solve their own problems. Teachers will create forums for discussion with students on how classroom planning can meet student learning needs.
- In stage 4, we will have embedded all strategies and undertake a strategic review to measure their impact.

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<b>Goal 1</b>	To improve learning outcomes for all students from Foundation to Year 12.
<b>Target 1.1</b>	<p><b>NAPLAN:</b></p> <p>Increase percentage of students in the NAPLAN top two bands:</p> <ul style="list-style-type: none"><li>• Year 3 Reading from 67% (2019) to 70% (2024)</li><li>• Year 5 Reading from 37% (2019) to 40% (2024)</li><li>• Year 7 Reading from 10% (2019) to 35% (2024)</li><li>• Year 9 Reading from 18% (2019) to 35% (2024)</li></ul> <p>Increase percentage of students in the NAPLAN top two bands:</p> <ul style="list-style-type: none"><li>• Year 3 Numeracy from 29% (2019) to 40% (2024)</li><li>• Year 5 Numeracy from 33% (2019) to 40% (2024)</li><li>• Year 7 Numeracy from 15% (2019) to 25% (2024)</li><li>• Year 9 Numeracy from 16% (2019) to 25% (2024)</li></ul> <p>Decrease the percentage of students in the NAPLAN below benchmark growth:</p> <ul style="list-style-type: none"><li>• Year 3 – 5 Writing from 27% (2019) to 15% (2024)</li><li>• Year 5 – 7 Writing from 26% (2019) to 15% (2024)</li><li>• Year 7 – 9 Writing from 38% (2019) to 25% (2024)</li></ul>

<p><b>Target 1.2</b></p>	<p>Teacher Judgements:</p> <p>Increase the percentage of students achieving at or above the age expected level in:</p> <p>PREP to YEAR 6</p> <ul style="list-style-type: none"> <li>• Reading and Viewing from 77% (2020) to 90% (2024)</li> <li>• Writing from 77% (2020) to 90% (2024)</li> <li>• Number from 85% (2020) to 90% (2024)</li> </ul> <p>YEAR 7 – 10</p> <ul style="list-style-type: none"> <li>• Reading and Viewing from 64% (2020) to 76% (2024)</li> <li>• Writing from 57% (2020) to 76% (2024)</li> <li>• Number from 67% (2020) to 75% (2024)</li> </ul>
<p><b>Target 1.3</b></p>	<p><b>VCE:</b></p> <p>To achieve a median all study score of 28 by 2024.</p>
<p><b>Target 1.4</b></p>	<p><b>VCAL:</b></p> <ul style="list-style-type: none"> <li>• Year 11/12 VCAL/VET Unit completion rate to be at or above 90 per cent.</li> <li>• To achieve the percentage of exit students, exiting to employment or training, to be at or above 96 per cent.</li> </ul>

<b>Key Improvement Strategy 1.a</b> Building practice excellence	Consolidate the Instructional Framework, ensuring that consistency and more effective pedagogical practices occur.
<b>Key Improvement Strategy 1.b</b> Evaluating impact on learning	Build teacher capacity to use data and a range of assessment strategies to differentiate the curriculum.
<b>Key Improvement Strategy 1.c</b> Building leadership teams	Embed an improvement culture within the professional learning community focusing on instructional and shared leadership.
<b>Goal 2</b>	To improve student engagement and motivation in learning.
<b>Target 2.1</b>	<b>Attendance Data:</b>  Decrease the percentage of 20 or more days of absence for student attendance data from 31% (P–6) and 43% (7–12) in 2019 to 28% (P–6) and 35% (7–12) by 2024.
<b>Target 2.2</b>	<b>Student Attitude to School Survey:</b>  Improve the percentage of positive endorsement for the following factors - <ul style="list-style-type: none"> <li>• Differentiated learning challenge from 70% (2019) to 85% (2024)</li> <li>• Motivation and interest from 61% (2019) to 80% (2024)</li> <li>• Stimulated learning from 58% (2019) to 78% (2024)</li> <li>• Student voice and agency from 42% (2019) to 62% (2024)</li> </ul>



<b>Target 2.3</b>	<p><b>School Staff Survey:</b></p> <p>Improve the percentage of positive endorsement for the following factors –</p> <ul style="list-style-type: none"> <li>• Use student feedback to improve practice from 52% (2020) to 65% (2024)</li> <li>• Teachers in this school need to promote ownership of student learning goals learning progress from 48% (2020) to 65% (2024)</li> </ul>
<b>Target 2.4</b>	<p><b>Parent Opinion Survey:</b></p> <p>Improve the percentage of positive endorsement for the following factors –</p> <ul style="list-style-type: none"> <li>• Stimulated learning environment from 76% (2020) to 82% (2020)</li> <li>• Student agency and voice from 63% (2020) to 82% (2024)</li> </ul>
<p><b>Key Improvement Strategy 2.a</b> Building practice excellence</p>	<p>Build teacher capacity to activate student voice and agency within the classroom.</p>
<p><b>Key Improvement Strategy 2.b</b> Setting expectations and promoting inclusion</p>	<p>Instil high expectations in order to maximise student success.</p>
<b>Goal 3</b>	<p>To improve the health and wellbeing of all students</p>
<b>Target 3.1</b>	<p><b>Student Attitude to School Survey:</b></p> <p>Improve the percentage of positive endorsement for the following factors –</p>

	<ul style="list-style-type: none"> <li>• Respect for diversity from 46% (2019) to 60% (2024)</li> <li>• Managing bullying from 61% Years 4–6 (2019) to 80% (2024)</li> <li>• Managing bullying from 39% Years 7–9 (2019) to 60% (2024)</li> <li>• Managing bullying from 30% Years 10–12 (2019) to 60% (2024)</li> </ul>
<b>Target 3.2</b>	<p><b>Parent Opinion Survey:</b></p> <p>Improve the percentage of positive endorsement for the following factors –</p> <ul style="list-style-type: none"> <li>• Managing bullying from 72% (2020) to 80% (2024)</li> <li>• My child feels confident about the skills and strategies he/she has learnt at school to address bullying behaviours from 54% (2020) to 75% (2024)</li> </ul>
<b>Target 3.3</b>	<p><b>School Staff Survey:</b></p> <p>Improve the percentage of positive endorsement for the following factor –</p> <ul style="list-style-type: none"> <li>• Support, growth and learning of the whole student from 64% (2020) to 75% (2024).</li> </ul>
<b>Key Improvement Strategy 3.a</b> Health and wellbeing	Embed the School Wide Positive Behaviour support program across the college.
<b>Key Improvement Strategy 3.b</b> Health and wellbeing	Embed the Respectful Relationships program college-wide.

