

School Strategic Plan 2018-2022

Greensborough Secondary College (8750)



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Awaiting endorsement by School Council President

School Strategic Plan - 2018-2022

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School vision	Greensborough College is a community of Courageous, Aspirational and Respectful learners. We promote equality and see the potential for excellence in every student.
School values	At Greensborough College we CARE. This acronym encapsulates our four core values. Courage - We show courage when we are determined to face new challenges and help others to do the same. Aspiration - We show aspiration when we unlock our potential and help others to do the same. Respect - We show respect when we are kind and considerate to everyone at our school and in the community. Equality - We show equality when we accept diversity at our school and in the community
Context challenges	<p>Our College enrolments have drawn from a wide and diverse geographic area. However as new schools have been built, our enrolment growth has dropped and we have experienced a decline in enrolment numbers, from 806 in 2015, 747 in 2016, 643 in 2017, 517 in 2018 and 480 in 2019. We expect a turnaround in our growth (confirmed increase in Year 7 enrolments of almost 50% for 2020) due to the positive changes occurring in the College, including the 10 million dollar building which was completed in June 2018. Our local primary schools are reporting growth, which we intend to be mirrored at Greensborough College when students reach secondary school age, making Greensborough College, once again, the School of Choice.</p> <p>The student profile includes 14 (2.2%) EAL (English as an Additional Language) students and 9 (1.4%) ATSI (Aboriginal and Torres Strait Islander) students. Our equity-funded students' category consists of 151.5 students (32%). 30 PSD students (6%) There are 6 (4%) students in Out of Home Care. The staffing profile includes 1 Principal, 1 Assistant Principal, 42.6 EFT Teachers and 15.3 EFT Education Support Staff.</p> <p>We are an inclusive school that is focused on academic achievement and ensuring all students achieve their personal best. We provide a wide range of programs for all ability levels. There is a strong emphasis on core subjects: English, Mathematics, Science and Humanities; complemented by programs in the Technologies, Arts, Music, Languages (Italian), Physical Education and Health. A wide range of VCE subjects including a strong VET program runs parallel to our VCAL program, offering students diverse futures pathways. We offer a high level Athletic Development Program (ADP) which has 56 students enrolled in a curriculum program, strength and conditioning training programs and coaching programs (Tennis, Basketball and Australian Rules Football).</p> <p>We offer a wide range of inter-school sporting and co-curricular activities including a full camps program, Musical Instrumental</p>

	<p>Program, School Production, Debating, Outdoor Education, Community Involvement, overseas cultural experiences, student leadership, student achievement celebrations, Homework Club and Model Aeroplane club.</p> <p>School attendance is addressed through a range of strategies. The use of COMPASS for record keeping and communication to families ensures that all absence data is up-to-date and accurate. We use sms, telephone contact, staged response letters alerting families and family meetings to work through issues around attendance for individual students. We incorporated redemption strategies for students to make up attendance time and we have established attendance policies for all students and VCE/VCAL students specifically. We offer a broad curriculum and co-curriculum program as stated, to engage students.</p>
<p>Intent, rationale and focus</p>	<p>In the next four years our intent is to:</p> <ul style="list-style-type: none"> - challenge all students to achieve learning growth and outcomes in literacy and numeracy. - Improve student engagement and connectedness to school and peers - improve student engagement in learning <p>An analysis of the school's NAPLAN and school-based data identified a proportion of students demonstrating low to medium learning gain, although continuous improvement was evident in the previous strategic plan period learning gain remains an area for future focus. Discrepancies in teacher against NAPLAN results and VCE GAT adjusted score were identified through the review. Learning growth was therefore identified as an area requiring focus for the next SSP, particularly in the use of student achievement data to inform planning and track for impact. During the review process the Panel found there was inconsistency in the process for student goal setting, tracking and monitoring of learning outcomes. There was inconsistent evidence of students being empowered to direct and take responsibility for their learning. Setting expectations and promoting inclusion was therefore identified as an area requiring focus for the next SSP, particularly in the enhancement of student agency, catering for individual student need and tracking impact. The Panel found that the College set five goals in the previous SSP and targets varied throughout the AIPs, some targets were deemed aspirational. The Strategic Plan and Annual Implementation Plan were not widely understood outside of the college leadership team. Instructional and shared leadership and Building leadership teams were therefore identified as areas requiring focus for the next SSP, particularly in the strategic planning and tracking of student achievement and learning growth. A focus on the FISO Essential Element of a relentless focus on improvement across the school, linking all work to the goals of the AIP and SSP is the recommended improvement focus for this goal.</p>

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Goal 1	To challenge all students to achieve learning growth and outcomes in literacy and numeracy
Target 1.1	<p>By 2022 relative growth will be at or above state benchmarks for Reading and Numeracy</p> <p>Continue to Improve high relative growth for reading from 35.2% (above state benchmark) to 38% as measured by NAPLAN.</p> <p>Improve medium relative growth for reading from 42.6% to the state benchmark of 50% as measured by NAPLAN.</p> <p>Continue to improve high relative growth for numeracy from 23.1% to 30% above state benchmark as measured by NAPLAN.</p>
Target 1.2	<p>In 2019 state benchmark for Year 9 students in the top 2 bands for Numeracy was 22.3%. At Greensborough College Year 9 students in the top 2 bands was 21%. By 2022, 25 percent of Year 9 students will be in the top two bands in Numeracy.</p> <p>In 2019 state benchmark data for Year 9 students in the top 2 bands for Reading was 21.4%. At Greensborough College Year 9 students in the top 2 bands for reading was 20.3%. By 2022 25 percent of Year 9 students will be in the top two bands in Reading.</p>

Target 1.3	<p>In 2018 state benchmark for VCE Study Score mean was 28.86. The school mean was 26.91. By 2022 the overall school VCE Study Score Mean will be 29.</p> <p>In 2018 state benchmark for VCE English mean score was 28.26. The school mean was 24.03. By 2022, the VCE English mean study score will be 28.</p>
Target 1.4	<p>By 2022, VCAL completion rates will increase to 95 percent above state benchmark.</p>
Key Improvement Strategy 1.a Building practice excellence	<p>Embed the practice of data collection, analysis and evaluation of student learning growth over time</p>
Key Improvement Strategy 1.b Building practice excellence	<p>Embed the explicit use of evidence-based school improvement strategies and teacher professional practice activities</p>
Key Improvement Strategy 1.c Curriculum planning and assessment	<p>Embed a whole school documented curriculum plan, assessment and shared pedagogical approaches</p>
Goal 2	<p>Improve student engagement and connectedness to school and peers</p>
Target 2.1	<p>Attitudes to School Survey - by 2022, improve percentage of positive endorsement of School engagement and Learner characteristics and disposition parent factors</p> <p>Social engagement</p> <ul style="list-style-type: none"> • School staged transition (Year 10-12) from 81 percent (2018) to 95 percent (2022)

	<ul style="list-style-type: none"> • School staged transition (Year 7 and new students) 84.4 percent (2018) to 95 percent (2022) • Sense of connectedness from 71 percent (2018) to 90 percent (2022) • Student voice and agency from 86.3 percent (2018) to 95 percent (2022) <p>Learner characteristics and disposition</p> <ul style="list-style-type: none"> • Attitudes to attendance from 59.5 percent (2018) to 80 percent (2022) • Motivation and interest from 73.2 percent (2018) to 85 percent (2022) • Resilience from 81.9 percent (2018) to 95 percent (2022) • Self-regulation and goal setting from 76.6 percent (2018) to 80 percent (2022) • Sense of confidence from 81.9 percent (2018) to 95 percent (2022)
<p>Target 2.2</p>	<p>Staff Opinion Survey – by 2022, improve participation and positive endorsement of the School climate domain</p> <p>School climate</p> <ul style="list-style-type: none"> • Collective efficacy from 42.2 percent (2018) to 65 percent (2022) • Collective responsibility from 57.8 percent (2018) to 65 percent (2022) • Academic emphasis from 32.2 percent (2018) to 55 percent (2022) • Trust in students and parents from 38.2 percent (2018) to 55 percent (2022) • Staff trust in colleagues from 53.7 percent (2018) to 65 percent (2022) • Teacher collaboration from 29.8 percent (2018) to 65 percent (2022)
<p>Target 2.3</p>	<p>Parent Opinion Survey - by 2022, improve participation and positive endorsement of Connection and progression and Student cognitive engagement domains.</p> <p>Connection and progression</p>

	<ul style="list-style-type: none"> • School connectedness from 76 percent (2018) to 90 percent (2022) • Positive transitions from 61 percent (2018) to 85 percent (2022). <p>Student cognitive engagement</p> <ul style="list-style-type: none"> • High expectations for success from 89 percent (2018) to 95 percent (2022) • Student motivation and support from 63 percent (2018) to 80 percent (2022) • Stimulating learning environment from 71 percent (2018) to 85 percent (2022) • Effective teaching from 71 percent (2018) to 85 percent (2022)
Key Improvement Strategy 2.a Empowering students and building school pride	Enable student voice, leadership and agency in own learning activated so students have positive school experiences and can act as partners in school improvement
Key Improvement Strategy 2.b Empowering students and building school pride	Build school pride and connectedness
Key Improvement Strategy 2.c Health and wellbeing	Embed a whole school approach to health, wellbeing, inclusion and engagement
Goal 3	To improve student engagement in learning
Target 3.1	<p>Attitudes to School Survey - by 2022, improve percentage of positive endorsement of Effective teaching practices for cognitive engagement and teacher-student relationships parent factors</p> <p>Effective teaching practices for cognitive engagement</p> <ul style="list-style-type: none"> • Differentiated learning challenge from 77.9 percent (2018) to 85 percent (2022) • Effective classroom behavior from 87.5 percent (2018) to 80 percent (2022)

	<ul style="list-style-type: none"> • Effective teaching time from 86 percent (2018) to 95 percent (2022) • Stimulating Learning from 67.9 percent to 80 percent (2022) <p>Teacher-student relations</p> <ul style="list-style-type: none"> • Effort from 76 percent (2018) to 85 percent (2022) • High expectations for success from 67.9 percent (2018) to 80 percent (2022) • Teacher concern from 92.1 percent (2018) to 95 percent (2022)
Target 3.2	Attendance – By 2022, student absences days per full time equivalent will decrease to 19 days Year 7 to Year 12
Key Improvement Strategy 3.a Building leadership teams	School Improvement Team formed to develop, oversee and evaluate the effectiveness and impact of the Annual Implementation Plan: For Improving Student Outcomes
Key Improvement Strategy 3.b Instructional and shared leadership	School-based professional learning program developed and implemented that supports the school's identified improvement strategies
Key Improvement Strategy 3.c Building leadership teams	Embed an improvement culture through collaborative professional learning communities with instructional and shared leadership