

School Strategic Plan 2019-2023

St Albans Secondary College (8330)



ST ALBANS
SECONDARY COLLEGE

Submitted for review by Kerrie Dowsley (School Principal) on 05 March, 2020 at 03:31 PM

Endorsed by Anne Fox (Senior Education Improvement Leader) on 05 March, 2020 at 07:17 PM

Endorsed by Tracy Nero (School Council President) on 18 March, 2020 at 11:47 AM

School Strategic Plan - 2019-2023

St Albans Secondary College (8330)

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| <p>School vision</p> | <p>St Albans Secondary College is dedicated to providing an environment that values excellence, is respectful of all members of the community and which inspires each individual to achieve their potential, and to take their place with confidence in a changing society.</p> |
| <p>School values</p> | <p>At St Albans Secondary College, we hold these values and guiding principles:</p> <p>We show leadership by taking responsibility and being committed to our vision and each other. We demonstrate respect and fairness to each other. We show integrity at all times by being open and honest. We take pride in our achievements and strive for academic excellence. We value critical thinking, creativity and risk taking in our learning.</p> |
| <p>Context challenges</p> | <p>Context</p> <p>Location and history: St Albans Secondary College (St Albans SC) is located in the City of Brimbank in the north–western suburbs of Melbourne, approximately 18 kilometres from the Melbourne central business district. The school was established in 1956.</p> <p>School facilities: The college grounds include an indoor multi–purpose hall, buildings with general purpose classrooms and specialist facilities for science, the arts, music, food technology and materials technology, a library, staff offices, meeting rooms and an administration area. The grounds include a sporting oval, soccer fields, a running track, ball courts and quiet areas for students.</p> <p>Enrolments Enrolments at the time of the review were approximately 1533 students. Over the past four years, enrolments increased by approximately 150 students. A large percentage of students come from non–English speaking backgrounds, covering more than 50 nationalities.</p> <p>SFO and SFOE The Student Family Occupation Education (SFOE) index was 0.5886 in 2019.</p> <p>Staff profile The staffing profile of St Albans SC includes a Principal and three Assistant Principals, 120 teachers, 41 full time equivalent (FTE) Education Support (ES) staff which includes office administration staff, support staff and a qualified school nurse.</p> <p>Curriculum The college provides an approved curriculum framework, based on the Victorian Curriculum, to meet student needs. The junior and middle school curricula are organised into nine key learning areas and, in the senior school, students are able to study for the Victorian Certificate of Education (VCE) or the Victorian Certificate of Applied Learning (VCAL). A range of Vocational Education and Training (VET) is also offered at the college as well as through the Brimbank VET cluster of schools.</p> <p>A Select Entry Accelerated Learning (SEAL) program is offered at the college.</p> <p>Additional information St Albans SC provides literacy and numeracy support assistance when required, and there is an English as an Additional Language (EAL) program for newly arrived students. Extension programs are also available.</p> <p>A multi–layered wellbeing support program is available to students at the college.</p> |

Current Challenges

Goal 1:

- (a) To significantly improve student achievement in all areas of learning.
- (b) To maximise learning growth in writing, reading and numeracy and VCE.
- (c) To develop student capabilities required for lifelong learning

Target 1: The target to improve outcomes in reading, writing and numeracy was not met with each area not meeting the set targets.

The Panel noted that, in the PRSE, it was stated that the college had not had a whole school approach to numeracy and that, in Mathematics classes, there was a high reliance on the use of the textbook. Further, there had been limited use of real-world problems. This, in turn, reduced the motivation of students to learn and reduced their confidence in their ability in mathematics and numeracy.

The Panel noted that there had been some professional learning in differentiation and how a differentiated program could be implemented in Mathematics. However, many teachers, in discussions during the review, commented that differentiation was difficult and, as a result, there was little differentiation in many classes.

Goal 2: To ensure all students are supported in their transitions into, within and beyond the college, and into appropriate high quality post school pathways.

Target 3: Whilst the target to improve the percentage of students continuing with education beyond school was partially met, the target related to students having an electronic MIPs plan was not met. The Panel noted that the target, to have 100 per cent of students with an electronic MIPs plan, was a positive one to have aimed for. As mentioned in the PRSE, the target was not met and a major barrier was related to the timing of course counselling and that fact that, despite the counselling, a large number of students had changed subject choices at the beginning of the following year. It was noted that this could have been a result of lack of information, unclear expectations of subjects or lack of clarity regarding pathways choices.

The Panel also noted that the implementation of electronic MIPs plans was hampered by students who had not brought their computers or other devices to school or who did so inconsistently, and this resulted in an uptake that was less than 100 per cent.

Goal 3:

- a) To significantly improve student relationships and wellbeing.
- b) To further strengthen the culture of student voice and leadership across the school
- c) To engage parents and families more fully in their child's education.

Target 2: The target, to improve outcomes in the AToSS was not met and the difference in outcomes between males and females was a key barrier to achieving this target.

The Panel noted that, in the 2019 AToSS, there were many areas where there were significant differences between the responses of males and females. In several scales, the difference was greater than 20 per cent. These scales were:

AToSS Results—2019

| Scale | School Percentile Rank | Male Percentile Rank | Female Percentile Rank |
|-------------------------------|------------------------|----------------------|------------------------|
| Effort | 49.2% | 67.0% | 35.8% |
| High Expectations for Success | 33.5% | 49.1% | 22.5% |
| Teacher Concern | 22.5% | 42.8% | 12.0% |
| Sense of Confidence | 36.6% | 52.2% | 23.1% |

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| | <p>Sense of Connectedness 37.2% 49.4% 28.7%</p> <p>Advocate at School 20.6% 35.8% 9.3%</p> <p>These results, the Panel noted, were a clear barrier to meeting the target and showed that work needed to be done to determine the thoughts of girls and the reasons that had affected these results.</p> |
| <p>Intent, rationale and focus</p> | <p>The following key directions are identified the next SSP:</p> <ul style="list-style-type: none"> • Literacy and numeracy • Creative and critical thinking • Assessment and feedback • Differentiation of learning • Guaranteed and viable curriculum • Student voice and agency • Active learning, including real–world applications • Student engagement and wellbeing • Engagement of families in student learning <p>Goal 1 To improve student achievement in all areas of learning at all year levels. The Panel recognised the need to improve numeracy outcomes and to ensure that literacy outcomes continued to improve, through the development of curriculum and pedagogical practices with an emphasis on curriculum, high impact teaching strategies and the development of creative and critical thinking skills.</p> <p>Goal 2 To develop the capacity of students to be active learners and citizens. It was the Panel's view that the development of student voice and agency and the implementation of real world applications in the classroom would improve student engagement and achievement.</p> <p>Goal 3 To enhance the extent to which all students feel connected, protected and respected within and beyond the college. It was the Panel's view that continued work related to student wellbeing, resilience and engagement would enhance student connectedness to school, and sense of confidence. The Panel was also keen to ensure that parents and carers were a key factor in ensuring improved achievement, engagement and wellbeing outcomes for students.</p> |

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| Goal 1 | To improve student achievement in all areas of learning at all year levels |
| Target 1.1 | By 2023, to increase the percentage of students in the top two bands in Year 9 NAPLAN for: <ul style="list-style-type: none">• reading from 16% to 25%• writing from 15% to 25%• numeracy from 21% to 25% |
| Target 1.2 | By 2023, to increase the percentage of students with medium and high relative growth in NAPLAN for: <ul style="list-style-type: none">• reading from 82% to 85%• writing from 81% to 85%• numeracy from 65% to 85% |
| Target 1.3 | By 2023, to increase the mean all study VCE score from 30.15 (2018) to 32 |
| Target 1.4 | By 2023, to have all VCE subjects achieve a mean score greater than the score predicted by the GAT. |
| Key Improvement Strategy 1.a Curriculum planning and assessment | Develop and implement a whole-school plan for literacy and numeracy |

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| Key Improvement Strategy 1.b Building practice excellence | Develop and integrate a whole-school approach to differentiation within the context of the college's instructional model. |
| Key Improvement Strategy 1.c Intellectual engagement and self-awareness | Build the capacity of students to use thinking skills |
| Goal 2 | To develop the capacity of students to be active learners and citizens |
| Target 2.1 | By 2023, to increase the percentile results on the AToSS for: <ul style="list-style-type: none"> • Motivation and interest from 57.8% to 75% • Self-regulation and goal setting from 23.7% to 75% • Student voice and agency from 42.8% to 75% |
| Target 2.2 | By 2023, to reduce the difference between the percentile ranks for males and females on the AToSS to less than 10 percent for: <ul style="list-style-type: none"> • Effort (2019 difference 31.2%) • High expectations for success (2019 difference 26.6%) • Teacher concern (2019 difference 30.8%) |
| Target 2.3 | By 2023 to increase Senior Secondary completion rates from 88.4% to 95% |

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| Target 2.4 | By 2023 to reduce student absence from 12 days to 10.5 days |
| Key Improvement Strategy 2.a Building practice excellence | Develop staff capacity to activate student voice and agency in every classroom |
| Key Improvement Strategy 2.b Intellectual engagement and self-awareness | Build the capacity of students to set learning goals and to drive their own learning |
| Key Improvement Strategy 2.c Curriculum planning and assessment | Develop and integrate real world applications into the curriculum |
| Goal 3 | To enhance the extent to which all students feel connected, protected and respected within and beyond the college |
| Target 3.1 | By 2023, to increase the percentile results on the AToSS for: <ul style="list-style-type: none"> • Resilience from 33.8% to 60% • School connectedness from 37.2% to 75% • Advocate at school from 20.6% to 60% • Respect for diversity from 62.2% to 75% |
| Target 3.2 | By 2023, to reduce the difference between the percentile ranks for males and females on the AToSS to less than 10 percent for: <ul style="list-style-type: none"> • Sense of confidence (2019 difference 29.1%) |

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| | <ul style="list-style-type: none"> • Sense of connectedness (2019 difference 20.7%) • Advocate at school (2019 difference 26.5%) |
| Target 3.3 | By 2023, to increase the percentage positive response on the Parent participation and support scale of the POS from 68 per cent in 2019 to 75 per cent. |
| Key Improvement Strategy 3.a Empowering students and building school pride | Build the resilience of all students |
| Key Improvement Strategy 3.b Parents and carers as partners | Further improve the engagement of families in the education of their children |