

School Strategic Plan 2023-2027

St Albans Secondary College (8330)



ST ALBANS
SECONDARY COLLEGE

Submitted for review by Craig Jennings (School Principal) on 13 November, 2023 at 02:20 PM

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School vision	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.
School values	<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>
Context challenges	<p>Context 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. 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, a covered outdoor learning area, and quiet areas for students.</p> <p>Enrolments Enrolments at the time of the review were approximately 1655 students. Over the past four years, enrolments increased by approximately 130 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 0.5486 in 2023.</p> <p>Staff profile The staffing profile of St Albans SC includes a Principal and three Assistant Principals, 121.9 teaching staff (FTE), 42.5 Education Support staff (FTE) 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 Education (Vocational Major). A range of Vocational Education and Training (VET) is also offered at the College as well as through the Brimbank VET cluster of schools. 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. A multi-layered well-being support program is available to students at the College.</p> <p>Current Challenges based on the Panel Review of the previous SSP:</p> <p>Goal 1: To improve student achievement in all areas of learning at all year levels. Commentary including enablers and challenges The panel found that the College had a culture which encouraged high expectations, and that students were focused on their learning in most classrooms of the College. It was noted that the percentage of students in the top two bands of NAPLAN was approximately 20%, whilst 10% of students achieved teacher judgements that were above the expected level.</p> <p>The panel found that enablers for partially meeting this goal included:</p> <ul style="list-style-type: none"> • The fact that the College has an instructional model that was consistently implemented in all classrooms; • The classrooms were generally calm and students were focused on their learning; • Differentiation strategies were being employed in most subject areas; • The support that learning specialists provided to staff in literacy and numeracy. <p>The panel found that challenges to meeting this goal included:</p> <ul style="list-style-type: none"> • The inconsistency of practice in relation to the implementation of the literacy across the curriculum initiative; • The fact that, during the COVID-19 lockdowns, some students had decreased levels of engagement in their learning, resulting in the expected improvements in student learning outcomes not being realised. <p>Goal 2: To develop the capacity of students to be active learners and citizens. Commentary including enablers and challenges The panel found that students at the College were aspirational with many focused on achieving results that would allow them to continue to tertiary studies once they completed their secondary education. Whilst the College had focused on building the capacity of students to be active learners and to exert ownership over their own learning, the panel found that a large percentage of students were passive learners who, whilst they achieved positive results, may have had a more positive educational experience if they had</p>
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	<p>agency over their learning.</p> <p>The panel found that enablers for the partial meeting of this goal included:</p> <ul style="list-style-type: none"> • The positive climate that existed at the College and in most classrooms; • The strong leadership shown by the leadership team in relation to establishing increased consistency of practice; • The fact that, prior to 2022, the student absence rates were significantly below the State average, and that students were positive about their school and its teachers. <p>The panel found that challenges to achieving this goal included:</p> <ul style="list-style-type: none"> • The effects of COVID-19 on student motivation and engagement in learning, resulting in a lowering of AtoSS results; • During the COVID-19 pandemic, other priorities became important, meaning that student voice and agency was replaced as a focus for much of the four-year SSP period. <p>Goal 3: To enhance the extent to which all students feel connected, protected, and respected within and beyond the College. Commentary including enablers and challenges</p> <p>The panel found that student wellbeing at the College was positive and that students, parents and staff members spoke positively about the range of wellbeing programs that were available. The panel also found that the relationships between the College and parents and carers were positive, and that significant community partnerships had been established and were maintained. The panel further noted that, during the COVID-19 years, the focus on student wellbeing had increased, and that the College had been effective in its approach to providing positive wellbeing programs to students and their families.</p> <p>The panel found that enablers to the partial meeting of this goal included:</p> <ul style="list-style-type: none"> • The work done by the College to maintain student levels of engagement and to maximise student outcomes; • The positive relationships that the College had with parents and carers; • The diverse nature of the student population which, students stated, was a strength of the College. <p>The panel found that challenges to the achievement of this goal included:</p> <ul style="list-style-type: none"> • The effects of COVID-19 on the anxiety and stress levels of students and staff members; • The inconsistency of the implementation of curriculum content related to this goal. Students commented that the effectiveness of the Learner Manager program depended on the teacher.
Intent, rationale and focus	<p>The following key directions are identified for the next SSP:</p> <ul style="list-style-type: none"> • Further developing assessment and feedback practices • Increasing student agency and influence over their learning

- Embedding differentiation in teaching practice and curriculum and assessment
- Building excellence in research-based teaching practice, including in literacy and numeracy
- Promoting a safe, orderly, inclusive and stimulating school environment.
- Enhancing the extent to which all students, families and staff feel connected, protected and respected

The panel identified that, based on the data and feedback from stakeholders, these were the logical next steps in progressing our work from the previous strategic plan.

One of our initial foci will be to identify, develop and begin the implementation of a research based approach to classroom management.

We will also continue our work in developing teacher capacity to embed differentiation practices.

The writing of the first Annual Implementation Plan will be very important in setting the directions and strategies for the next four years.

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Goal 1	To maximise learning and engagement for every student in every classroom.
Target 1.1	NAPLAN—target to be determined.
Target 1.2	By 2027, <ul style="list-style-type: none">• to increase the mean All Studies VCE score from 30.96 (2022) to 32.00 (2027)• to increase the percentage of VCE study scores that are greater than or equal to 40, from 8.8% (2022) to 9.5% (2027)• to increase the VCE completion rate by 5% from a baseline set in 2023.
Target 1.3	By 2027, to increase the percentage positive response on the AtoSS from: <ul style="list-style-type: none">• 65% (2023) to 73% (2027) for Differentiated learning challenge• 58% (2023) to 66% (2027) for Stimulated learning• 49% (2023) to 57% (2027) for Student voice and agency• 69% (2023) to 77% (2027) for Effective teaching time.
Target 1.4	By 2027, to increase the percentage positive response on the SSS from: <ul style="list-style-type: none">• 52% (2023) to 60% (2027) for Academic emphasis• 73% (2023) to 81% (2027) for Use student feedback to improve practice• 77% (2023) to 85% (2027) for Plan differentiated learning activities.

Target 1.5	By 2027, to increase the percentage positive response on the POS from 70% (2023) to 78% (2027) for Stimulating learning environment.
Key Improvement Strategy 1.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Strengthen teacher capacity to utilise a range of assessment and feedback strategies to improve student outcomes.
Key Improvement Strategy 1.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	
Key Improvement Strategy 1.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Build teacher capacity to increase student agency and influence in their learning.
Key Improvement Strategy 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	
Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum	Embed differentiation so that it is consistently observable in classroom practices and curriculum and assessment

and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 1.d Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build excellence in research-based teaching practice.
Key Improvement Strategy 1.d The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	
Goal 2	To enhance student wellbeing.
Target 2.1	By 2027, to reduce the number of days absent per student per year from 17 days (2023) to 13 days (2027).
Target 2.2	By 2027, to increase the percentage positive response on the AtoSS from: <ul style="list-style-type: none"> • 46% (2023) to 54% (2027) for School connectedness • 62% (2023) to 70% (2027) for Advocate at school • 50% (2023) to 58% (2027) for Respect for diversity • 63% (2023) to 71% (2027) for Effective classroom behaviour.
Target 2.3	By 2027, to increase the percentage positive response on the POS from: <ul style="list-style-type: none"> • 66% (2022) to 74% (2027) for Student motivation and support • 79% (2023) to 87% (2027) for Confidence and resiliency skills.

Target 2.4	<p>By 2027, to increase the percentage positive response on the SSS from:</p> <ul style="list-style-type: none"> • 39% (2023) to 47% (2027) for Shielding and buffering • 46% (2023) to 54% (2027) for Staff professional safety; • 43% (2023) to 51% (2027) for Staff psychological safety • 52% (2023) to 60% (2027) for Staff safety and wellbeing consultation and participation.
Key Improvement Strategy 2.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Develop the capacity of staff to promote a safe, orderly, inclusive and stimulating school environment.
Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Develop the capacity of staff to promote a safe, orderly, inclusive and stimulating school environment.