School Strategic Plan 2018-2022

Gleneagles Secondary College (8869)

GLENEAGLES
SECONDARY COLLEGE

Submitted for review by Sue Peddlesden (School Principal) on 15 March, 2019 at 05:20 PM
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VICTORIA State Government | Education and Training

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School vision	At Gleneagles we empower students to reach their personal best by exploring and taking responsibility for their own learning. Note as part of this strategic plan we will be reviewing our Vision and Values statements.
School values	Together we are stronger, better and diverse. We are individuals with in the whole. We value PACKS. Persistence - I never give up. I haven't got it yet. I take responsibility. Acceptance - I welcome all. I respect all. Compassion - I show empathy. I seek to understand. I care. Kindness - I am generous. I am considerate. I offer goodwill. Success - I create purpose and reach my goals. I develop my passions. I acknowledge achievement and effort.
Context challenges	Gleneagles Secondary College is located in the City of Casey in the south eastern suburbs of Melbourne. The College is approximately 36 kilometers from the Melbourne Central Business District. The school was founded as a Year 7 - 12 College in 2009, with the disaggregation from Eumemmerring College (previously Gleneagles Campus year 7 - 10). 1,395.4 students were enrolled on census day and this included 3.8EFT international students. Enrolment numbers have steadily increased over the last few years and we have reached capacity for our facilities. The staffing profile of Gleneagles Secondary College includes a Principal, four Assistant Principals, and the equivalent of 96.2 full time teachers. There are 31.7 full time equivalent Education Support (ES) staff who are employed in a range of classroom support roles, office administration and health and wellbeing support. KEY CHALLENGES Gleneagles Secondary College is currently a member of the 'Alliance' with Hallam Senior Secondary College and Fountain Gate Secondary College. Hallam SSC is currently creating a new strategic direction/plan and this in turn may impact on the provision of senior programs and across the Alliance or require a new partnership arrangement between the school(s). This may include Gleneagles contemplating offering a VCAL program in the future. If Gleneagles retains students that would have previously

transferred to Hallam there will be an increased strain on our facilities. In turn this may require a rigid enrolment protocol that results in students who wish to be enrolled being turned away. DET could alleviate this by providing further accommodation onsite. It is noteworthy that Hon Luke Donnellan has made a verbal commitment to support the building of a VCE centre at Gleneagles. The Principal provided an overview of the project and an indicative costing. If this project moved forward it would provide teaching spaces for 100+ students to be accommodated.

Our Community

The demographics of our student cohort includes many migrant families who report they hold tertiary and technical qualifications but are in low paid employment, unemployed or under employed often because their qualifications are not recognized in Australia or English is a barrier. Our Student Family Occupation SFO has been trending up (a measure of increasing disadvantage) while our Student Family Education SFE is much lower. SFOE is the average of the SFO and SFE and it is the measure used in equity funding for the SRP. Our equity need is closer to the SFO measure than the SFE and so we are challenged in addressing all the equity needs of our families.   When Gleneagles is compared with like schools, they may or may not have similar demographics e.g. may have the same SFOE but a lower SFO.

The City of Casey has the highest incident rate of family violence in Victoria and is the 9th fastest growing city Nationally. The outcome of these statistics is a decrease in the availability of affordable housing, and an increase in poverty especially amongst women who are victims of family violence. Our school has students living with family violence and we regularly have to support these students including by reporting to DHHS and other services. Additionally, we have students with refugee and asylum seeker backgrounds that have been exposed to and/or experienced significant trauma. Students presenting with trauma type responses (high levels of anxiety, challenging behaviors and a lack of emotional regulation) often struggle to reach their potential (e.g. poor attendance, poor concentration, low self esteem, low self efficacy). More than one in three students come from homes where the parent holds a Health Care Card which can in turn be used as a proxy measure of poverty.

Literacy and Numeracy
Our Year 7 cohort continue to come in with data showing 34% of students are two or more years below standard in Literacy and 30% of students below standard in Numeracy. This puts significant pressure on limited resources. We have implemented tier 2 and 3 interventions over the last 2 years with positive outcomes, but we are limited in the number of students that can access these supports and the time we can allocate them. We are strategic in allocating our resources to those with the greatest need but find it difficult not to provide further supports.

Comprehensive and reliable processes for identifying student academic and wellbeing needs creates a longer list of students who need support. The resources however have not kept pace with the needs so we are faced with difficult decisions about where to funnel our limited resources and what to prioritise. We have made the decision to employ more staff in wellbeing than most schools, but still struggle to meet all the demands of some of our most complex students and their families.

	Gleneagles has had a very stable leadership structure for many years. There will be changes within the Principal team over the period of this strategic plan. New PCOs will need to establish themselves in the role and potentially the school. They may review the strategic direction or priorities. With change comes both opportunities and some uncertainty. The very nature of these changes may impact on the progress of the school against the strategic intention articulated in this plan. We have a stable and collegiate teaching staff, well-documented and established processes and clear expectations of staff and students making for a well ordered school. We are good at collecting and identifying the range of data that is most useful and staff are relatively skilled in using this to analyse and diagnose the learning needs of the cohort. Now they understand what the data story is telling them; they want to do the right thing by their students but it can be challenging to meet the needs of a diverse cohort. Teachers often feel the need to be experts and can struggle to overt what they don't know or need to know more about. As a College, our challenge is to build a robust and deep culture of trust among staff in teams where they discuss their practice, look for opportunities to develop their pedagogy and share their expertise. These professional conversations will be based on evidence and maintain a clear focus on improving student outcomes. We will be exploring the PLC project in 2019 with the intention of implementing a PLC model from 2020. In the meantime we will be preparing and supporting staff to have rigorous data conversations. This will be challenging as teachers are commonly very collegiate and supportive of each other but very uncomfortable and inexperienced in having evidenced based conversations. This is a significant change and will take some time to be embedded in the culture of the College.

Intent, rationale and focus	Improved student learning outcomes
	    Improved reading and numeracy outcomes. There is a need to always focus on developing the students' skills in literacy and numeracy as these are the building blocks that support learning.
	    It is the purpose of an educational institution!
	    Capacity building among staff in having professionally challenging conversations. Creating the conditions and providing the support for these conversations to be successful leading to cultural change around professional trust. This enables teachers to focus their professional conversations on how to improve student outcomes
	    Staff using VCE data to plan forward for the next cohort of students so they can continue to value add
	    Staff using other sets of data to reflect on what they might do differently to get a better outcome for the students in their classes
	    Teachers using the standards, the data and the knowledge of their cohort to evaluate curriculum documents and develop rigorous tools for more consistent teacher judgement
	    Clarity for all teachers and students about what our focus is over the next 4 years and how we will get there.
	    Alignment of key work at leadership level so we can use our resources wisely and effectively.
	
	Increase student engagement in their learning
	    A commitment to increasing student agency, so by the end of this SSP it is embedded in school culture. This in turn will promote

independence, interdependence and self-motivation and increase students active participation in their learning.

Improved student wellbeing
    Student wellbeing impacts on attitudes to learning, concentration, commitment and enjoyment of the learning process
    Continued focus on having a whole school approach to behaviour support
    Continue the implementation of the Respectful Relationships program
    Continue the implementation of School Wide Positive Behaviour System SWPBS

Ongoing commitment to collaborating with local secondary schools to support a robust and comprehensive senior program.

Priorities and how will the plan unfold

Create an AIP each year that will address the goals, strategies and targets of the strategic plan.

Priorities will be documented in the AIP each year and collectively will ensure that all goals, strategies and targets are attended to over the four year period of strategic plan

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Goal 1	Improve student learning outcomes.
Target 1.1	NAPLAN – Increase medium and high growth across all NAPLAN achievement bands in reading, writing and numeracy and to equal or exceed Like Schools in high growth. To achieve 25%, 50%, 25% growth by category for each domain.. *Note: this data is available in the NAPLAN Growth by Band report*
Target 1.2	NAPLAN – Increase the percentages of students in the top two bands of NAPLAN and decrease students in the bottom two NAPLAN bands in reading, writing and numeracy. Numeracy top two bands 25% and bottom two bands 15%. Reading top two bands 20% and bottom two bands 25%. Writing top two bands 15% and bottom two bands 33%
Target 1.3	VCE – • Achieve an all study score of 28.8 on average over the four year review period.

	• Achieve higher rates of students with greater than 37 in comparison with similar schools. • Reduce the difference in student achievement at VCE reflected in Report 20. .
Key Improvement Strategy 1.a Building practice excellence	Enhance school-wide approaches in the use of data to inform curriculum design which challenges and extends all students at their point of learning need.
Key Improvement Strategy 1.b Building practice excellence	Implement a whole school approach to improved pedagogical practices, which include the high impact teaching strategies.
Key Improvement Strategy 1.c Building practice excellence	Embed the PLC structure and develop a culture where professionally challenging conversations occur.
Key Improvement Strategy 1.d Instructional and shared leadership	Develop leadership capacity.
Goal 2	Improve student engagement in their learning.
Target 2.1	2.1 Improve the percentages of positive endorsement in the student attitudes to school (AToS) survey measures for the Effective teaching practice for cognitive engagement domain, the Teacher-student relations domain and the Learner characteristics and disposition domain. • percentage of positive endorsement for Stimulated Learning to increase to 55%.

	• percentage of positive endorsement for Teacher Concern to 43%. • percentage of positive endorsement for Resilience to increase to 65%.
Target 2.2	2.2 Improve the percentages of positive endorsement in the staff opinion survey measures for • the average of Collective Focus on Student Learning factors to move towards 70%. • teaching and Learning – Practice Improvement to move towards 60% • Teaching and Learning Implementation to move towards 63%
Target 2.3	***Please provide benchmark % data for 2018 and target % data for 2022*** 2.3 Improve the average percentage of positive endorsement factors in the parent opinion survey for the Student Cognitive Engagement domain to 80% and negative endorsements for each factor to decrease
Key Improvement Strategy 2.a Intellectual engagement and self-awareness	Create learning environments that promote independence, interdependence and self-motivation.
Key Improvement Strategy 2.b Intellectual engagement and self-awareness	Enable students to be active participants in their learning.
Key Improvement Strategy 2.c	Embed the whole-school approach to individualised learning.

Building practice excellence	
Key Improvement Strategy 2.d Networks with schools, services and agencies	Enhance student pathways into, within and beyond the College.
Goal 3	Improve student wellbeing.
Target 3.1	Improve the percentages of positive endorsement in the student attitudes to school (AToS) survey measures for the School safety and the Social engagement domains. School Safety domain to improve towards or exceed similar schools and state for positive endorsement Managing Bullying to equal or exceed 57%. Social Engagement domain to improve towards or exceed similar schools and State and positive endorsement for Student Voice and Agency to equal or exceed 52%.
Target 3.2	3.2 The percentages of positive endorsement in the parent opinion survey for the Safety domain to remain at or above similar schools and State and maintain the current high level of positive endorsement..
Key Improvement Strategy 3.a Setting expectations and promoting inclusion	Embed a whole school approach to positive behaviour support.
Key Improvement Strategy 3.b Health and wellbeing	Enhance student support processes and referral.
Key Improvement Strategy 3.c	Enhance networks with schools, services and agencies.

Networks with schools, services and agencies	