

School Strategic Plan 2018-2022

Glen Eira College (8704)



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School vision	<p>VISION Glen Eira College's vision is to ensure our students have the skills, knowledge and dispositions needed to prepare them for the best life possible.</p> <p>MISSION Glen Eira College's mission is to provide a comprehensive academic and social education to the students of our diverse community.</p> <p>OBJECTIVE Glen Eira College's objective is to create a learning environment that promotes challenge with explicit teaching of academic and personal development skills. We acknowledge student strengths and build on areas for improvement in order to allow students to successfully pursue future pathways.</p>
School values	<p>The college values success and endeavour in its many forms: academic, social, interpersonal. We demonstrate this in our teaching practice. We celebrate success through awards, assemblies and publications. We pride ourselves on being respectful and responsible and we demonstrate this through our clearly delineated policies and procedures, publication and reinforcement of the Glen Eira 5 and our College Expectations To Do your best, Allow others to do their best and Always act respectfully. Respect is a pervasive value which underpins our promotion of tolerance and inclusion.</p>
Context challenges	<p>Glen Eira College is located in Caulfield in the local government area of the City of Glen Eira. It is approximately 12 kilometers south-east of the Melbourne central business district. The school was founded in 1997 following the amalgamation of three secondary schools.</p> <p>The college classrooms are located in a recently refurbished three story core building and a further cluster of classrooms around a central withdrawal space, which houses the English Language Centre. There is a netball sized gymnasium and a Performing Arts complex and theatre. The grounds include an oval, tennis courts and paved and landscaped areas for play and seating.</p> <p>Enrolments at the time of the review were approximately 839 students. Over the past four years, enrolments increased steadily from 540 students in 2014.</p> <p>The Student Family Occupation Education (SFOE) index was 0.26 in 2018.</p>

	<p>The staffing profile of Glen Eira College includes a Principal and two Assistant Principals, 57.1 full time equivalent (FTE) teachers and 21.8 FTE Education Support (ES) staff.</p> <p>The school provides an approved curriculum in each Victorian Curriculum domain for Years 7-9. Languages offered include French, Japanese and Hebrew. There is an immersion program in French and Japanese. The Year 9 program includes a Making Connections program. The Year 10 program includes core English and Mathematics and choice of units from other learning areas. The Victorian Certificate of Education (VCE) is offered at Years 11-12 with opportunities for students to study VCE units 1 and 2 from Year 10. Student in Year 12 may also study university enhancement subjects.</p> <p>There is an English Language Centre at the college that caters for new arrivals and provides an intensive English language program and awareness of Australian culture to prepare students for schooling in mainstream classes. There is also an International students program. The college provides an interschool sports program and academic and sports challenges. There is a House system and Student Representative Council. The college offers a range of extra-curricular opportunities for students including instrumental music tuition, ensembles, choir, band, school productions, camps and excursions and international trips. There is a wellbeing program led by a team including a leading teacher, a support worker, part-time school nurse and a Department of Education psychologist. The school has established partnerships with a range of community agencies that support students and their families.</p>
<p>Intent, rationale and focus</p>	<p>Over the next four years, the school is seeking to achieve the following goals:</p> <ul style="list-style-type: none"> To improve literacy and numeracy across the curriculum in Years 7-10. To improve learning outcomes in VCE. To build student engagement and empower all students as learners and leaders. To enhance student connectedness and wellbeing in an inclusive school environment. <p>These goals are important to our community, and reflect the College's desire to be a government school of choice.</p> <p>Additional, the following key directions have been identified for the next School Strategic Plan:</p> <ul style="list-style-type: none"> • Student voice and agency • Collaboration, particularly for assessment and planning • Differentiated teaching and learning • Feedback for students and teachers • Student connectedness and wellbeing, particularly building positive relationships • Parent/carer and community partnerships. <p>Building student voice and agency is an important pillar of ongoing improvement. As students become invested in their own learning, they gain a better understanding of what good learning is and the purpose of it. This enables them to evaluate their own work, and to more purposefully discuss progress and achievement with teachers. This collaboration will have a particular focus on individual student needs, with differentiated instruction being a key pathway to improved student outcomes. Giving and receiving feedback will</p>

allow both students and teachers to determine the next steps on each child's learning journey.

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Goal 1	To improve literacy and numeracy across the curriculum in Years 7-10.
Target 1.1	To improve the percentage of students in the top two NAPLAN bands for numeracy in Year 9 from the average of 35% across 2017 and 2018 to 42% by 2022.
Target 1.2	To improve the percentage of students in the top two NAPLAN bands for reading in Year 9 from the average of 28% across 2017 and 2018 to 35% by 2022.
Target 1.3	To improve the percentage of students in the top two NAPLAN bands for writing in Year 9 from the average of 17% across 2017 and 2018 to 20% by 2022.
Target 1.4	To increase the percentage of students with medium or high relative growth on NAPLAN Year 7 to 9 to 85% in numeracy, reading and writing by 2022.
Key Improvement Strategy 1.a Building practice excellence	Embed the agreed research based instruction model with fidelity and consistency. (BPE, CPA, EIL, EHS)
Key Improvement Strategy 1.b Building practice excellence	Develop teacher capability to embed agreed literacy strategies for each key learning area. (BPE, CPA)

Key Improvement Strategy 1.c Building practice excellence	Embed numeracy teaching and learning that is sequential and supports learning across the curriculum. (BPE, CPA)
Key Improvement Strategy 1.d Curriculum planning and assessment	Develop teacher capability to effectively use evidence and assessment to differentiate instruction. (CPA)
Goal 2	To improve learning outcomes in VCE.
Target 2.1	To improve the All Study mean score from 29.21 (2017) to 32 by 2022.
Target 2.2	To improve the English and EAL English mean scores by 2022: <ul style="list-style-type: none"> • English from 28.75 (average 2016-17) to 30 • EAL English from 29.63 (average 2016-17) to 30.
Target 2.3	To improve the percentage of 40+ scores from 4.1% (average 2016-17) to 6.5% by 2022.
Key Improvement Strategy 2.a Building practice excellence	Embed and continuously refine the agreed VCE Action Plan. (BPE, ISL, EIL)
Key Improvement Strategy 2.b Instructional and shared leadership	Strengthen pathway planning and retention strategies. (ISL, EIL)
Goal 3	To build student engagement and empower all students as learners and leaders.
Target 3.1	By 2022 the positive endorsement on the following Attitudes to School Survey factors for Years 7-12 to increase:

	<ul style="list-style-type: none"> • Stimulated learning from 47% (2018) to 55% • Student voice and agency from 37% (2018) to 50% • Differentiated learning challenge from 52% (2018) to 60% • High expectations from 64% (2018) to 70 %.
Target 3.2	<p>By 2022 the positive endorsement on the following School Staff Survey (School Climate module) factors to increase:</p> <ul style="list-style-type: none"> • Academic emphasis from 51% (2017) to 70% • Teacher collaboration from 51% (2017) to 70% • Guaranteed and viable curriculum from 51% (2017) to 70%.
Key Improvement Strategy 3.a Empowering students and building school pride	To develop and embed a shared understanding of student voice, agency and leadership in learning. (ESBSP, IES)
Key Improvement Strategy 3.b Building practice excellence	To build teacher capability to design authentic challenging learning experiences for all students. (BPE)
Key Improvement Strategy 3.c Building practice excellence	To implement feedback cycles that improve teaching and learning. (BPE)
Goal 4	To enhance student connectedness and wellbeing in an inclusive school environment.
Target 4.1	<p>By 2022 the positive endorsement on the following Attitudes to School Survey factors for Years 7-12 to increase:</p> <ul style="list-style-type: none"> • Teacher concern from 34% (2018) to 50%

	<ul style="list-style-type: none"> • Advocate at school from 60% (2018) to 65% • Sense of connectedness from 47% (2018) to 55.
Target 4.2	<p>By 2022 the positive endorsement on the following Parent Opinion Survey factors to increase:</p> <ul style="list-style-type: none"> • Teacher communication from 48% (2018) to 70% • Student motivation and support from 58% (2018) to 70% • General satisfaction from 66% (2018) to 75%.
Key Improvement Strategy 4.a Health and wellbeing	To ensure that every student is known as an individual and a learner. (HW)
Key Improvement Strategy 4.b Building communities	Build parent/career and wider school community partnerships to enhance an inclusive school environment. (BC, PCP)