

School Strategic Plan 2022-2026

Glen Eira College (8704)



Submitted for review by Sheereen Kindler (School Principal) on 16 June, 2023 at 11:23 AM

Endorsed by Stuart Andrews (Senior Education Improvement Leader) on 16 June, 2023 at 12:56 PM

Awaiting endorsement by School Council President

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School vision	<p>Glen Eira College is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. We recognise the importance of the partnership between our college and parents and carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe environment for our students.</p> <p>Our students are empowered with a desire to learn and grow as individuals, and to become connected local and global community members who respect the rights of all – Learn, Grow, Connect.</p> <p>Our community believes passionately in state education and education as a human right. Our objectives in achieving our vision are;</p> <ul style="list-style-type: none">• providing a challenging academic curriculum• learning and connections beyond the classroom• celebrating our learning endeavours• teaching and encouraging critical and reflective thinking• encouraging independent and creative thinking• fostering a sense of belonging• developing diverse and positive relationships• promoting a sustainable future• developing agile, self-confident and resilient learners
School values	<p>Our values are:</p> <p>Growth and striving – we grow and aspire to learn by innovating and collaborating together.</p> <p>Equity and integrity – we all have access to a broad range of opportunities that are inclusive of our diverse community.</p> <p>Care and respect – we care for each other, we act respectfully and support each other in doing our best .</p>
Context challenges	<p>One of the main challenges for Glen Eira College is managing the progressive increase in student numbers in the existing buildings. This will be resolved by the end of 2025 which is when the completion of facilities enabling an increase of capacity to 1200 students. Connectedness to school, with a particular focus on girls, is a priority.</p> <p>Consistency of teacher practice will continue to be a focus area and improving teachers ability to analyse data to differentiate learning, engage in moderation practices and provide regular feedback to students to meet the needs of all learners. This will be</p>

	<p>facilitated through our PLC structures.</p>
<p>Intent, rationale and focus</p>	<p>Connectedness to school both in and out of the classroom is our continued focus. All students will be supported to achieve their best academically and socially. We are embedding practices for inclusion (Universal Design for Learning) to support teachers ensuring curriculum delivery is inclusive of all students. This will ensure we achieve an evidence-based guaranteed and viable curriculum. Strengthening Professional Learning Communities process with a focus on differentiation, student voice and agency and inclusion.</p> <p>Students will:</p> <ul style="list-style-type: none"> - Feel engaged in the classroom - Have a voice in the classroom - Feel safe in the yard and have equitable access to facilities - Be able to identify a significant adult they feel connected to. <p>Improvements continue to be made in the analysis of classroom data particular with literacy and numeracy through detailed analysis of NAPLAN and On DEMAND data to inform teacher planning for point of need teaching and learning. Team planning to design curriculum and assessment tasks is thorough and each common assessment task included a rubric to guide student learning.</p> <p>There continues to be significant improvement on learning outcomes for students. We aim to increase the percentage of students with medium or high relative growth on NAPLAN Year 7 to 9; to achieve minimum English and EAL English mean scores of 30.</p> <p>Students have some choices in deciding what and how they would learn, particularly in some common assessment tasks. In most lessons teachers direct learning. Strategies such as aims for lessons and reflection on learning enable student agency in learning and building of students' skills as self-regulated learners but approaches are not yet embedded in consistent practice across the college.</p> <p>Student leadership is more formalised and the opportunities for authentic leadership has been expanded. Student leaders are empowered to take action to address school issues, to represent on behalf of other students and to contribute to school decision making. We will continue to develop the leadership skills and opportunities for our students.</p>

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Goal 1	Improve the learning growth of all students.
Target 1.1	Year 9 NAPLAN Benchmark Growth—by 2026: <ul style="list-style-type: none">• increase the percentage of students achieving above benchmark growth in Numeracy from 11% (2021) to 30%• decrease the percentage of students performing below benchmark growth in Numeracy from 33% (2021) to 16%• reduce the percentage of students below benchmark growth in<ul style="list-style-type: none">○ Reading from 28% (2021) to 15%○ Writing from 25% (2021) to 15%.
Target 1.2	VCE All English Study Scores—by 2026: <ul style="list-style-type: none">• decrease the percentage of students in the <20 score group from 12% (2022) to 5%• increase the mean study score from 29 (2022) to 32.
Target 1.3	Student Attitudes to School Survey (AtoSS)—by 2026: <ul style="list-style-type: none">• increase positive endorsement for the factor Self-regulation and goal setting from 57% (2022) to 65%• increase positive endorsement for the factor Differentiated learning challenge from 52% (2022) to 60%• decrease not positive endorsement for the factor Student voice and agency from 35% (2022) to 20%.

Key Improvement Strategy 1.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embed a contextualised response to student learning.
Key Improvement Strategy 1.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop staff capability to activate student agency.
Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Strengthen the guaranteed and viable curriculum.
Goal 2	Enhance wellbeing to support engagement and respectful relationships.
Target 2.1	By 2026, increase the percentage positive responses on the Attitudes to School Survey (AtoSS) factors and specific questions (Q) of: <ul style="list-style-type: none"> • Respect for diversity factor from 39% (2022) to 53% <ul style="list-style-type: none"> ○ Q - Students in this school respect each other's differences from 42% (2022) to 50%. • Effective classroom behaviour factor from 51% (2022) to 60% <ul style="list-style-type: none"> ○ Q - Students at this school treat each other with respect from 31% (2022) to 60% ○ Q - Students at this school treat teachers with respect from 31% (2022) to 60%. • School connectedness factor from 42% (2022) to 52% <ul style="list-style-type: none"> ○ Q - I feel proud about being a student at this school from 30% to 60% ○ Q - I feel like I belong at this school from 44% to 60%

	<ul style="list-style-type: none"> • Managing bullying factor from 41% (2022) to 50% <ul style="list-style-type: none"> ○ Q - I feel safe at school from 50% to 60%.
Target 2.2	<p>By 2026, raise the percentage positive responses on the Parent Opinion Survey (POS) for the following factors:</p> <ul style="list-style-type: none"> • Promoting Positive Behaviour from 65% (2022) to 76% • Managing bullying from 69% (2022) to 76% • Student Connectedness from 79% (2022) to 85%.
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Strengthen positive peer relationships.
Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embed social and emotional learning for all students.
Key Improvement Strategy 2.c 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	Promote relationships between staff and students that strengthen connectedness and engagement in the college.

