

# School Strategic Plan for Alkira Secondary College Southern Metropolitan region 2013-2016



<p>Endorsement by School Principal</p>	<p>Signed..... (Principal's signature) Name..... Date.....</p>
<p>Endorsement by School Council</p>	<p>Signed..... (School Council President's signature) Name..... Date.....</p>
<p>Endorsement by Regional Director or nominee</p>	<p>Signed..... (Regional Director or nominee's signature) Name..... Date.....</p>



## School Profile

### Purpose Values and Environmental context

Alkira Secondary College is located in the South East growth corridor Cranbourne North and is built for a long term enrolment of 1150.

**Statement of intent:** We exist to secure the entitlements of every child.

**Statement of purpose:** Alkira Secondary College in partnership with parents will provide, Personalised Education in a happy learning environment, addressing the needs of the students' unique learning styles, cultivating independent thought, promoting **Respect, Integrity, Excellence** and **Care** for others and building self-confidence and self-esteem.

The College has a designated SFO of 0.45. In 2012 we had 25% percentage of parents eligible for EMA.

There are increasing enrolment of NESB ,refugee, PSD and EAL students

Over 80% of the College community is within the areas designated as at risk Priority Employment areas by ACARA ICSEA

2013 is the fifth year of operation for the College and the fourth year on the present site at Nurture Avenue.

The College is a PPP school.

The award winning facilities reflect current educational research and planning principles for pedagogy and space .

Our curriculum program and activities are supported through the provision of open flexible learning areas, capable of catering for a range of students. The building design also makes best use of resources and links the integration of learning areas while supporting rich and innovative use of technologies.

The College is a part of the DEECD Southern Metropolitan Region; specifically the Casey North-Central cluster of schools. Staff in the College are fortunate to have professional and collegial support through a number of networks.

The Principals belong to the Casey North-Central Network and the Outer Sub Region Secondary Principals Network. Assistant Principals and Leading teachers enjoy the support of the Aspiring Leaders Network. There is a high performing Numeracy network, Literacy network, Graduate teachers network , Regional Student Management Network as well as subject specific VCE and subject associations in the area.

The College is a Confucius school and a member of the AEF supporting initiatives including an exploratorium, and Chinese Ambassador program. We have developed a sister school relationship with Bai Jia Hu Secondary College in Nanjing, China and have signed an in principle sister school agreement with Changzhou Foreign Languages School.

Strategic Intent

	<b>Goals</b>	<b>Targets</b>	<b>Key Improvement Strategies</b>
<b>Student Learning</b>	<b>Implement the Alkira SC pedagogical statement promoting effective teaching practices to better meet the needs of individual students.</b>	<ul style="list-style-type: none"> <li>All teachers to be involved in PLTs, targeted PD and appraisal programs.</li> <li>All teachers familiar with and use e5 as a measurement of teacher effectiveness</li> <li>All teachers are familiar with and consistently use Literacy strategies</li> <li>All teachers use data to inform lesson planning, unit planning.</li> <li>All teachers use a variety of assessment methods</li> <li>Teacher judgements in Mathematics with the school mean levels equalling or being above SFO means over the next three years.</li> </ul>	<p>Induction and PD focusing on the implementation of Pedagogical Vision Statement and use of e5</p> <p>Develop a PLT program to support implementation of Pedagogical Vision through coaching, mentoring and PD for all staff</p> <p>Refine programs and develop common understandings and practices for lesson planning, curriculum planning and assessment.</p> <p>Continue to implement and develop common understandings and practices in Literacy and Numeracy.</p>
	<b>Improve student learning outcomes and increase the number of students achieving above expected levels and reduce the number of students who are achieving below the expected levels.</b>	<ul style="list-style-type: none"> <li>NAPLAN Numeracy results in Years 7 and 9 to be above State Standards at the 10th, 25th and 50th percentiles; and within 0.2 VELS levels at the 75th and 90th percentiles, over the next three years.</li> <li>NAPLAN Literacy mean in Reading, Writing and Spelling in Years 7 and 9 be above the level of state benchmarks and that the number of students below the 25th percentile is reduced at the end of the next three years.</li> <li>3% of VCE study scores of 40+</li> <li>mean VCE study score of 28</li> </ul>	<p>Continue to implement and develop common understandings and practices in Literacy and Numeracy.</p> <p>Appoint a Numeracy Intervention Coordinator and develop support programs</p> <p>Review and implement a Headstart program</p> <p>Develop an over 40 study score support program</p>
	<b>Create and use online learning environments (OLE) in the College to promote student learning and pedagogical opportunities for staff.</b>	<ul style="list-style-type: none"> <li>100% of staff using the Ultranet and school approved OLE for Collaboration, Assessment, Communication and Lesson Planning</li> <li>100% of students using the Ultranet and school approved OLE for communication, submission of work and feedback</li> <li>100% of parents have access to Ultranet and school approved OLE for communication and feedback</li> </ul>	<p>Consistently implement a personalised education program</p> <p>Implement PD and support for OLE and Ultranet programs.</p> <p>Develop partnerships to support OLE.</p>
	<b>Implement the National Curriculum according to ACARA intentions, guidelines and timelines</b>	<ul style="list-style-type: none"> <li>Meet National Curriculum guidelines according to ACARA intentions, guidelines and timelines</li> </ul>	<p>Develop National Curriculum Implementation plan through Curriculum Committee.</p> <p>Record National Curriculum changes on ATLAS Curriculum Mapping.</p>

<p><b>Student Engagement and Wellbeing</b></p>	<p><i>To further improve positive attitudes and behaviours in every student.</i></p>	<ul style="list-style-type: none"> <li>• Student satisfaction levels remain at or above the 75<sup>th</sup> percentile annually.</li> <li>• Years 7 to 12 student attendance levels to be at 16 days or less annually.</li> <li>• The current Year 8 cohort Learning Confidence, Student Motivation and School Connectedness satisfaction levels be monitored and improved to be at least the 50<sup>th</sup> percentile in 2012.</li> <li>• Parent Opinion of Classroom Behaviour to be above state means annually.</li> <li>• Reduction in number of suspensions</li> <li>• Improve parent perception data in regard to Learning Confidence and Student Motivation for the Year 8 cohort (2012) - College means to be at or above the 50<sup>th</sup> percentile.</li> </ul>	<ul style="list-style-type: none"> <li>• Further expand the holistic Student Engagement and Wellbeing programs and introduce new Mind Body Spirit and Welfare Programs into the College.</li> <li>• Nurture and promote a school climate which focuses on high expectations and positive relationships across the learning community.</li> <li>• Coordinate and support the development of a supportive PC program 7-10</li> <li>• Support and further develop College Star Awards, Postcards and other celebration of positive student action.</li> </ul>
	<p><i>To collaborate with community and support groups to target local issues in regard to student health, welfare and wellbeing</i></p>	<ul style="list-style-type: none"> <li>• Improve parent participation within school transitions- measured by the Parent Opinion Survey being above the state means (annually).</li> <li>• Promote staff, parent and student involvement and participation in state and local initiatives supporting student health, welfare and wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a communications policy and links to online learning environments (OLE)</li> <li>• Develop process to better identify and manage students at risk.</li> </ul>

## Student Pathways and Transitions

<p><b>To improve the learning pathways and transitions for all students from Grades 6 to Year 12, with a focus on</b></p> <ul style="list-style-type: none"> <li>• VET VCAL VCE</li> <li>• MIPS</li> <li>• YEAR 6 /7</li> <li>• ASIA SISTER SCHOOL PROGRAM</li> <li>• ALKIRA SPORTS ACADEMY</li> <li>• ALTERNATIVE PROVISION OF PROGRAMS</li> </ul>		<ul style="list-style-type: none"> <li>• Implement and annually review College Headstart program</li> <li>• College continues to explore programs to support purposeful transition and pathways</li> <li>• Develop and extend learning environment that focusses on Enrichment and Extension.</li> </ul>
	<ul style="list-style-type: none"> <li>• College Retention data being at or above the State mean (annually)</li> <li>• 100% of students completion rates of students enrolled in VCAL and VET</li> </ul>	<ul style="list-style-type: none"> <li>• Develop pathway connections and networks; extending student options via MIPS, Pre-Cal, VCE, VCAL, VET and VCAL.</li> <li>• Develop partnerships with local schools in CVET network</li> <li>• Develop Trade Training Centre as part of Round 5 TTC funding if approved</li> </ul>
	<ul style="list-style-type: none"> <li>• 100% of students over 15 have a developed and monitored MIPS pathway</li> <li>• 100% of students information is collected and managed in On track database</li> </ul>	<ul style="list-style-type: none"> <li>• College collects and manage data sources including On track data</li> </ul>
	<ul style="list-style-type: none"> <li>• Alkira becomes first choice destination of Grade 6 students within our zone</li> <li>• Develop shared curriculum and support programs links with Hillsmeade PS</li> </ul>	<ul style="list-style-type: none"> <li>• Develop curricula connections and support for transition programs with feeder schools.</li> <li>• Improved relationships with Hillsmeade community and more purposeful transition of their students.</li> </ul>
	<ul style="list-style-type: none"> <li>• College signs sister school agreements with schools across Asia and develops opportunity for shared provision of VCE programs.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a local SMR Leadership Network to support China sister school relationships, PD and teacher support</li> </ul>
	<ul style="list-style-type: none"> <li>• Alkira Sports Academy is provided in Years 7 -10 to promote an athlete friendly curriculum program</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate specialist areas of coaching and support to match student needs.</li> <li>• Investigate use of professional support staff</li> </ul>
	<ul style="list-style-type: none"> <li>• College develop a partnerships to support alternative pathways and provision for students at risk</li> </ul>	<ul style="list-style-type: none"> <li>• College develop networks with CVET schools for provision of VET</li> <li>• College develop network with Chisholm, NWLC and Berwick TEC</li> </ul>

**School Strategic Planner 2013- 2016: Indicative Planner**

Key Improvement Strategies		Actions	Achievement Milestones
<p><b>KEY IMPROVEMENT STRATEGIES STUDENT LEARNING</b></p> <p><i>Develop an Induction and PD program focusing on the implementation of Pedagogical Vision Statement and use of e<sup>5</sup></i></p> <p><i>Develop a PLT program to support implementation of Pedagogical Vision through coaching, mentoring and PD for all staff</i></p> <p><i>Continue to implement and develop common understandings and practices in Literacy and Numeracy.</i></p> <p><i>Refine programs and develop common understandings and practices for lesson planning, curriculum planning and assessment.</i></p>	<p>Year 1 2013</p>	<ul style="list-style-type: none"> <li>• Undertake a e<sup>5</sup> capabilities survey</li> <li>• Introduce and implement Pedagogical Vision Statement across all staff</li> <li>• Set up and monitor PLTs in Learning Domain and Sub School/Year level groups</li> <li>• Collect, analyse and utilise data including On Demand and NAPLAN results across all Domains through the Year 7-10 programs to inform teacher judgements.</li> <li>• Student Learning data sets incorporated into lesson and curriculum planning and staff accountability procedures.</li> <li>• Build teacher capacity to differentiate curriculum for personalised learning</li> <li>• Continue to document a school Assessment and Reporting schedule across all learning domains.</li> <li>• Develop reading plans for all students in years 7 to 10 that personalise the use of the High Reliability Literacy Teaching</li> <li>• Procedures. Develop and promote Ultranet and OLE to support Curriculum development, communication and assessment programs</li> <li>• Appoint Numeracy Intervention Coordinator</li> <li>• Review Headstart program</li> </ul>	<p>Improved learning outcomes across the Colleg All teachers to set targets for specific classes in individual PDPs that measure the value added to the student learning</p> <p>Consistent instructional practice in all classes to support established John Munro Literacy program (HRLTPs)</p> <p>Teacher effectiveness measured in e<sup>5</sup> capabilities</p> <p>VCE teachers use data to identify areas of improvement in teaching</p> <p>Development of agreed Numeracy intervention program at Years 7 and 9</p> <p>All Unit plans uploaded to ATLAS Teachers utilise OLE for facilitating curriculum and assessment</p> <p>Teachers SSL and PC teachers utilise the OLE for facilitating communications with students and parents.</p>

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<p><b><i>Refine programs and develop common understandings and practices for lesson planning, curriculum planning and assessment.</i></b></p>	<p style="text-align: center;"><b>Year 3 2015</b></p>	<ul style="list-style-type: none"> <li>• Review and analyse e5 capabilities survey</li> <li>• New staff undertake e5 capabilities survey</li> <li>• Continued targeted Literacy and Numeracy professional learning for teachers and support for students.</li> <li>• Implement Action Plan for all domains and PLTs in order to improve student learning on an annual basis.</li> <li>• Develop and promote Ultranet and OLE to support Curriculum development, communication and assessment programs</li> <li>• Review and continue to refine the College Performance Development Plans based on improving student learning outcomes and enhancing teaching practice.</li> <li>• Continue to document and refine an AusVELS Scope and Sequence plan for all learning domains with a specific focus on Years 7 to 9 Numeracy.</li> <li>• Continue to refine and document an AusVELS based Alkira SC Learning Statement which is incorporated into the PDP processes at the College.</li> <li>• Review Headstart program</li> </ul>	<p>Improved learning outcomes across the College</p> <p>Development of agreed Numeracy intervention program at Years 7 -10</p> <p>Teacher effectiveness measured in e5 capabilities improves by one level</p> <p>Teachers utilise OLE for facilitating curriculum and assessment</p> <p>Teachers SSL and PC teachers utilise the OLE for facilitating communications with students and parents</p>



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<p><b>KEY IMPROVEMENT STRATEGIES TRANSITIONS AND PATHWAYS</b></p> <p><i>Develop pathway connections and networks; extending student options via MIPs, Pre-Cal, VCE, VCAL, VET and VCAL.</i></p> <p><i>Develop and extend a learning environment that focusses on Enrichment and Extension.</i></p>	<p><b>Year 1 2013</b></p>	<ul style="list-style-type: none"> <li>• Focus on transition programs with local feeder primary schools (particularly Hillsmeade); including a 'Fast Track Orientation Week' (December of each year) and offering support for classroom Mandarin teaching.</li> <li>• Network NAPLAN data from feeder primary schools to enable more accurate programming in Year 7.</li> <li>• Develop ongoing MIPS plans for all Year 9 students; monitoring these programs annually according to agreed outcomes.</li> <li>• Differentiated classes at Yr.10 which aim to offer a stream-lined direction to future pathways and extending academic performance.</li> <li>• Submit Trade Training Centre application for establishing a Hospitality centre at College</li> <li>• Participate in Cranbourne VET Cluster and offer Hairdressing VET</li> <li>• College develop networks with CVET schools for provision of VET</li> <li>• College develop network with Chisholm, NWLC and Berwick TEC</li> <li>• Review College communications with the wider school community; including Sub-School newsletter entries and an enhanced College website</li> </ul>	<p>Improved transition of grade 6 to 7 students</p> <p>Improved relationships and collaboration between College and main feeder school.</p> <p>Improved Pathways planning, course selection and retention of students 15 +</p> <p>Provide opportunities for students to complete VET through CVET</p> <p>Develop planning , budget and timelines for Hospitality Centre</p>
	<p><b>Year 2 2014</b></p>	<ul style="list-style-type: none"> <li>• Develop a high achievers program across the school and promote student educational success where ever possible.</li> <li>• Continue to enhance staff, students and parent perceptions of the Mandarin Chinese program and expand that program effectively into Years 11 and 12 (including Chinese language classes).</li> <li>• Establish a College Student Achievement Gallery focussing on College and individual student successes.</li> </ul>	<p>Develop building timelines and development of Hospitality Centre</p> <p>Improved transition of grade 6 to 7 students</p> <p>Improved relationships and collaboration between College and main feeder school.</p> <p>Improved Pathways planning, course selection and retention of students 15 +</p> <p>Increased students completing VET through CVET</p> <p>Increased VET provision on campus</p>

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	<p><b>Year 4 2016</b></p>	<ul style="list-style-type: none"> <li>• Develop a high achievers program across the school and promote student educational success where ever possible.</li> <li>• Continue to enhance staff, students and parent perceptions of the Mandarin Chinese program and expand that program effectively into Years 11 and 12 (including Chinese language classes)</li> <li>• Review College communications with the wider school community; including Sub-School newsletter entries and an enhanced College website.</li> <li>• Further develop College Student Achievement culture focussing on College and individual student successes.</li> </ul>	<p>Improved transition of grade 6 to 7 students</p> <p>Improved relationships and collaboration between College and main feeder school.</p> <p>Improved pathways planning, course selection and retention of students 15 +</p> <p>Increased students completing VET through CVET</p> <p>Increased VET provision on campus</p>

<p style="text-align: center;"><b>KEY IMPROVEMENT STRATEGIES</b></p> <p style="text-align: center;"><b>STUDENT ENGAGEMENT AND WELLBEING</b></p> <p><i>Further expand the holistic Student Engagement and Wellbeing programs and introduce new Mind Body Spirit and Welfare Programs into the college.</i></p> <p><i>Nurture and promote a school climate which focuses on high expectations and positive relationships across the learning community.</i></p>	<p><b>Year 1 2013</b></p>	<ul style="list-style-type: none"> <li>• Continue to develop the skills of staff by ensuring Student Engagement and Wellbeing Focus on refining and documenting a proactive approach to Mind Body Spirit and Wellbeing Programs</li> <li>• Coordinate and support the development of a supportive PC program 7-10</li> <li>• Support and further develop College Star Awards, Postcards and other celebration of positive student action.</li> <li>• Targeted PD to develop staff capacity to deal with issues of student management and welfare</li> <li>• Develop a communications policy and links to online learning environments (OLE)</li> <li>• Develop process to better identify and manage students at risk.</li> <li>• Explore options of school nurse program</li> <li>• Employment of a Community Relationships Officer (or POR) to enhance College relationships, community profile and communication to the learning community.</li> <li>• Communicate to all stakeholders on a regular basis the latest Alkira SC developments in school programs and successes.</li> <li>• Ensure that student and community voice is incorporated into school Student Engagement and Wellbeing planning.</li> <li>• Implementation of student attendance strategies and communication to parents as part of ongoing parent liaison and support initiatives.</li> <li>• Develop Student Leadership pathways</li> <li>• Develop community network to support Health and Wellbeing issues facing our students</li> <li>• Development of a whole school camps and extra curricula program</li> <li>• Development of support programs for targeted students including: The Sisterhood, Multipride, Peer mentoring.</li> </ul>	<p>More timely intervention of students at risk</p> <p>Better informed ILPs to support student learning and welfare</p> <p>Improved staff capacity to deal with Student management and welfare issues</p> <p>Improved Attendance and retention rates</p> <p>Improved Student Attitudes to School survey results in the area of Student Connectedness, Student Distress, Student Decision Making, Student Morale and student misbehavior.</p> <p>Decrease in student misbehavior in Teacher Survey results</p> <p>Reduced suspensions/expulsions</p> <p>Parent Opinion survey show an increase in General Satisfaction</p> <p>Mind Body Spirit Days /events to be organised for each year level.</p>
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	<p><b>Year 3</b></p> <p><b>2015</b></p>	<ul style="list-style-type: none"> <li>• Coordinate and support the development of a supportive PC program 7-10</li> <li>• Support and further develop College Star Awards, Postcards and other celebration of positive student action.</li> <li>• Develop a communications policy and links to online learning environments (OLE)</li> <li>• Develop process to better identify and manage students at risk.</li> <li>• Targeted PD to develop staff capacity to deal with issues of student management and welfare</li> <li>• Implementation of student attendance strategies and communication to parents as part of ongoing parent liaison and support initiatives.</li> <li>• Further develop Student Leadership pathways</li> <li>• Strengthen community network to support Health and Wellbeing issues facing our students</li> <li>• Implementing a whole school camps and extra curricula program</li> </ul>	<p>Improved Attendance and retention rates</p> <p>Improved staff capacity to deal with Student management and welfare issues</p> <p>Improved Student Attitudes to School survey results in the area of Student Connectedness, Student Distress, Student Decision Making, Student Morale and student misbehavior.</p> <p>Decrease in student misbehavior in Teacher Survey results</p> <p>Reduced suspensions/expulsions</p> <p>Parent Opinion survey show an increase in General Satisfaction</p>

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