

Alkira Secondary College Strategic Plan 2017- 2020

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: John Shaw 20 12 2016[name] [date][name].....[date]
School council John Sutton 20 12 2016[name] [date][name].....[date]
Delegate of the Secretary[name] [date][name].....[date]

School vision	School values	Context and challenges	Intent, rationale and focus
The school vision 'to secure the entitlements of every student' reflects our responsibility to establish a place in our community, providing personalized learning in a positive environment while supporting our shared values of respect, integrity, care and excellence.	<i>Respect Integrity Care Excellence</i>	The College is a member of the Partnerships Victoria in Schools program through a public private partnership model Based on Alkira's <i>Student Family Occupation</i> index, the College is considered within the 'Mid-High' range for its socio-economic status. Situated in an area of rapid growth the College is faced with increased enrolment base, changing cultural and ethnic diversity within a relatively new community The College academic results reflect low growth in a number of areas and a decline in NAPLAN, VCE and attitudinal data.	Building Practice excellence <i>If teaching and learning strategies are consistent, differentiated and evidence based then student learning will improve.</i> Positive Climate for Learning <i>If the school uses FISO as a framework for determining areas for improvement, and implements FISO initiatives to improve student learning then student outcomes at the College will improve.</i> <i>If the students feel connected to the College and if the school community is aligned to the visions values and culture of the College, then student learning outcomes will improve.</i>

Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)
To improve outcomes for all students across all curriculum areas with a focus on high growth	Excellence in teaching and learning <i>Building practice excellence</i>	Using collaborative processes, develop and implement an agreed instructional model for the College. Establish a Professional Learning program through PDP, PLT and PLC closely aligned with the agreed Instructional model, Develop a Data literacy and management system and embed use of data to drive individual student improvement and curriculum planning	Student Achievement NAPLAN; <i>When compared to year 7 results maintain or increase the percentage of year 9 students in the top two bands of NAPLAN in Reading, Writing and Numeracy. Maintain or increase the percentage of students with high gain from year 7 to year 9 to be equal to or greater than State.</i> Student Achievement, (Victorian Curriculum 7- 10) Teacher judgements; <i>Increase the percentage of students achieving an A and B result across all Victorian curriculum areas</i> VCE student achievement: <i>Improved median study score VCE to 30 by 2020 Improved percentage of students with study score 37+ to be equal to or greater than State</i> Professional Learning Community moves from evolving to embedding on the PLC maturity matrix.
Ensure all students are supported and engaged through the provision of a stimulating learning environment .	Positive Climate for learning <i>Empowering students and building school pride</i>	Within the FISO framework and with a focus on student voice develop a collective responsibility for the excellence and equity of all students Build the capacity of College staff through professional learning to differentiate and personalise student experiences and learning.	Improvement in Staff survey results for: Professional Learning <i>Academic emphasis 60% Collective efficacy 60%</i> Improvement in Parent Opinion Survey results for General Satisfaction 80% or greater Improvement in Student Attitude to school survey 7-9 Teaching and Learning for; <i>Stimulating learning 30% Teacher effectiveness 50% Teacher empathy 45% Learning confidence 70%</i> Improvement in Student Attitude to school survey 10 -12 Teaching and Learning for; <i>Stimulating Learning 60% Teacher effectiveness 50% Teacher Empathy 60% Learning Confidence 60%</i>



<p>Ensure a cohesive, consistent and inclusive approach to wellbeing that strengthens student social and emotional health</p> <p>To develop an orderly learning environment</p> <p>To improve the connectedness of students, parents and staff to the College.</p>	<p>Positive Climate for learning <i>Empowering students and building school pride</i></p>	<p>Establish and embed an agreed Behaviour Management Plan ensuring an orderly learning environment relevant to the changing College culture that accounts for increasing diversity of our student community.</p> <p>Using the Schools within school's model, develop structures and processes to promote relationships and meet the wellbeing needs of the students</p>	<p>Improvement in Staff survey results for: <i>School Climate minimum 65%</i></p> <p>Improvement in Parent Opinion Survey results for General Satisfaction 80% or greater</p> <p>Improvement in Student Attitude to school survey 7-9 Teaching and Learning for; <i>School Connectedness 60%</i> Improvement in Student Attitude to school survey 10 -12 Teaching and Learning for; <i>School Connectedness 50%</i></p> <p>Student Attendance: <i>Decrease by 25% the number of students in Years 7-10 with greater than 20 days absence. Attendance percentages to be equal to, or better than State at each year level.</i></p>
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