Hazel Glen College P-12: 5552
Strategic Plan 2018-2021

School vision	School values	Context and challenges	Intent, rationale and focus
We aim to develop resilient, independent, adaptable and innovative thinkers who have a passion for learning, the courage to take risks and the confidence to apply their skills and knowledge in a vibrant learning community. We aim to enable students to cope with diversity and the challenges that life can bring and develop the skills to strengthen their relationships and build positive emotions, promote mindfulness and encourage a healthy lifestyle. At Hazel Glen College, we foster, encourage, teach and value all our learners to be Respectful, Responsible, Resilient and build Relationships. Our goal is to ensure that the 4R's are reflected daily and that we instil these high expectations and values within our learners.	Relationships - friendship, kindness, compassion, family, enjoyment, peace, fairness - developing positive relationships with others - being a good friend to others - developing connectedness to family, friends and the community - being compassionate and having empathy for others Respect - honesty, manners, acceptance, tolerance - care and concern for yourself - care and concern for others - acceptance of difference - looking after the environment - showing pride in our school Responsibility - happiness, learning, leadership, teamwork, co-operation - achievement of personal best - being accountable for our actions - acceptance of individual and team responsibility - sharing knowledge and working effectively together Resilience - self-esteem, self-confidence, positive attitudes - developing self-management skills - being optimistic - developing perseverance	Hazel Glen College is located in the City of Whittlesea, Melbourne's second fastest growing municipality. It is expected that the population in the City will continue to grow rapidly over the next few years. Hazel Glen College forms an important school community hub for the Doreen/Mernda community. Hazel Glen College was first opened in 2014 commencing with 143 students and 10 staff in years Prep-6. Over the past 5 years the College has grown to just under 3000 students and over 300 staff members. Hazel Glen College has been one of the fastest and biggest growing school across Australia during this time. Hazel Glen College has built its educational model around the stages of learning comprise of Kindergarten, Junior School- Years P-4, Middle School- Years 5-8 and Senior School- Years 9-12. We have a detail Experiential Learning model running with our Year 9 cohort. In 2018, we have our first year 10 cohort starting and have completed extensive organization and planning into or senior school program. The College motto, Learners today - Leaders tomorrow, will lead the direction for our students. It will be the aim of all staff to help the children settle into their new College community and build those skills, attitudes and values they will need to fully participate in the rich educational life of our College. Hazel Glen College enjoys outstanding physical resources that will provide students with the best possible educational opportunities. The modern facilities and teaching and learning practice represent an exciting opportunity for all students where we will continue to build the school's culture and values.	Hazel Glen College will be committed to the academic and personal growth of every student. We recognise the holistic development requirements of every child and ensure we provide guidance and opportunities for growth and learning in their physical, social and emotional development as well as their cognitive learning. A focused curriculum, dedication to innovation and a culture of care and support, will help us meet this commitment. A balanced and comprehensive curriculum constantly challenging students to extend their learning. Our aim is to challenge students to be the very best they can be and importantly, help every student reach their full potential. Developing the skills needed for the 21st century, which support a love of learning that goes beyond the classroom, is actively embraced by our College.

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)
Essential Element: Excellence in Teaching & Learning *Student Achievement* To develop a culture of collaboration and collective responsibility to develop effective and consistent teaching practices to improve student achievement.	**Building practice excellence** **Curriculum planning and assessment** Evidence-based high-impact strategies	To create professional learning teams focused on continuous improvement in providing an engaging, rigorous and inspirational curriculum using data to inform program effectiveness. **HGC: SSM=Positive Culture, Excellence in Teaching and Learning, Accountability**	• YEAR 1 • To develop and document the College curriculum • To establish roles and responsibilities of Domain leaders to lead highly effective collaborative teams • -To implement an assessment schedule and systems for collecting data • YEAR 2 • To refine and evaluate the College curriculum. • To build the effectiveness of Domain leaders to lead highly collaborative teams • To review and refine assessment schedule and to collate and analyse data to drive learning and teaching. • YEAR 3 • To include researched innovations and authentic problem based learning into the College curriculum to deepen the thinking skills and engagement levels of students. • To develop opportunities for Domain leaders to shared highly effective practices in leading their collaborative teams • To analyse data to determine effectiveness of curriculum programs based around student outcomes. • YEAR 4 • To have established highly effective teams focused on collaboration, innovation and differentiation in the provision of an engaging, informed rigorous and inspirational curriculum. • A whole school audit of the current curriculum using analysis of data to identify priorities for the 2022-2026 SSP.
		To ensure consistent and effective pedagogical approaches across the College **HGC: SSM=Excellence in Teaching and Learning, high expectations for success**	• YEAR 1 • To reinforce the implement of a common Education Instructional model • YEAR 2 • To build capacity in staff to implementation the common Education Instructional model • YEAR 3 • To evaluate the effectiveness of the College Education Instructional model

			• YEAR 4 • A whole school audit of the pedagogical practices used in lesson delivery to identify priorities for the 2022-2026 SSP
		Ensure a quality whole College approach to developing Literacy and Numeracy skills in students across the curriculum. Each student to demonstrate growth of at least 1 Victorian Curriculum level in twelve months in Literacy and Numeracy strands **HGC: SSM= Accountability, High Expectations for success, Excellence in Teaching and Learning**	• Year 1 • -To establish a College Curriculum Committee (CCC) to co-ordinate continuity in Literacy and Numeracy scope and sequences across the College • -To establish a College Curriculum Committee (CCC) to co-ordinate Literacy and Numeracy T&L approaches across the College • -To analyse and review NAPLAN trending data and VC teacher judgment data setting annual targets • -For the CCC to review and align teacher judgment processes • Year 2 • - For the CCC to review and align Literacy and Numeracy curriculum sequences and T&L approaches across the College • -To analyse and review NAPLAN trending data and VC teacher judgment data identifying and targeting key improvement areas • -For the CCC to analyse teacher judgment and its relationship to teaching and learning programs • Year 3 • -For the CCC to evaluate the effectiveness of Literacy and Numeracy curriculum and T&L approaches across the College • -To analyse and review NAPLAN trending data setting annual targets with a focus on NAPLAN matched cohort growth data and its relationship to College T&L programs • For the CCC to work with Domain Leaders to utilise data analysis to inform directions of curriculum programs • Year 4 • -NAPLAN matched cohort growth data to be at or above State means • -90% of Year 3 students to be in NAP Bands 3-6 for English dimensions and Numeracy. • -85% of Year 5 students to be in NAP Bands 5-8 for English dimensions and Numeracy. • -80% of Year 7 students to be in NAP Bands 6-9 for English dimensions and Numeracy. • -80% of Year 9 students to be in NAP Bands 7-9 for English dimensions and Numeracy. • -A whole school audit of the curriculum, teaching and learning practices used in Literacy and Numeracy to identify priorities for the 2022-2026 SSP.
Essential Element: Excellence in Teaching & Learning *Student Engagement* To develop programs which engage learners through evidence-based practice focusing on the needs of the 21C learner.	**Building practice excellence** **Curriculum planning and assessment** Evidence-based high impact strategies Evaluating impact on learning	To ensure consistent focus on the development of positive student learning behaviours **HGC: SSM= Positive Culture, High Expectations, Accountability**	• YEAR 1 • -To reinforce a focus on a set of common learning behaviours • YEAR 2 • -To build capacity in staff to implementation the set of common learning behaviours. • YEAR 3 • -To evaluate the effectiveness of the College set of common learning behaviours • YEAR 4 • -A whole school audit of the teaching practices related to the use of the common learning behaviours to identify priorities for the 2022-2026 SSP.
		To develop enquiry and experiential approaches to learning across the College **HGC: SSM= Excellence in Teaching and Learning, Positive Culture, High Expectations for Success**	• YEAR 1 • -To build knowledge of effective models for the implementation of enquiry and experiential approaches. • YEAR 2 • -To develop and document a sequential framework for enquiry and experiential approaches across the stages of learning • -To prioritise the capacity building of staff in their knowledge of enquiry and experiential approaches. • YEAR 3 • -Implement, monitor and review the effectiveness of models for enquiry and experiential approaches, including the review of College data associated with student engagement. • YEAR 4 • -A whole school audit of the enquiry and experiential approaches to learning to identify priorities for the 2022-2026 SSP.

		To develop opportunities through Excellence Programs in the areas of; -High Performance Sport -Hospitality -The Arts -STEAM -Literacy **HGC: SSM= Excellence on Teaching and Learning, High expectation for Success**	• YEAR 1 • -To identify student interests in the development of Excellence Programs • -To develop and document frameworks for use in the Excellence Programs offered across the stages of learning • YEAR 2 • -Implementation of Excellence Programs • YEAR 3 • -Monitor and review of the effectiveness of Excellence Programs, including the review of College data associated with student engagement. and connectedness • -To expand Excellence Programs on offer to students YEAR 4 • -Whole College review of the excellence programs provided to identify priorities for the 2022-2026 SSP.
Essential Element: Excellence in Teaching & Learning **_Student Wellbeing_** To develop positive and curious learners who are connected to the learning process	**Building practice and excellence** Evidence-based high-impact strategies Evaluating impact on learning	To develop Growth Mindset concepts as part of Teaching and Learning approaches. **HGC: SSM= Positive Culture, Excellence in Teaching and Learning**	• YEAR 1 • -To reinforce a focus on the importance of a Growth Mindset. • YEAR 2 • -To build capacity in staff to implementation approaches related to a Growth Mindset. • YEAR 3 • To evaluate the effectiveness of practices related to a Growth Mindset approaches. • YEAR 4 • Whole College review of the embedding of Growth Mindset in practices to identify priorities for the 2022-2026 SSP.
		To develop teacher professional knowledge based on research related to students cognitive, physical, social and emotional needs in each of the Stages of Learning. **HGC: SSM= Excellence in Teaching and Learning, Positive Culture**	• YEAR 1 • -To develop an understanding of the philosophy behind the College Stages of Learning. • YEAR 2 • -To capacity build staff effectiveness to work with students within a Stage of Learning. • YEAR 3 • -To evaluate the effectiveness of Stages of Learning. • YEAR 4 • - Whole College review of the effectiveness of the educational model based on the Stages of Learning to identify priorities for the 2022-2026 SSP.
Essential Element: Positive Climate for Change **_Student Achievement_** To build a culture of high expectations where- teachers foster, supportive and inclusive practices to focus on improving student outcomes.	**Setting expectations and promoting inclusions** **Empowering students and building school pride** Intellectual engagement and self-awareness	Teachers facilitate students in setting learning goals for improved student outcomes. **HGC: SSM= High expectations for success**	• Year 1 - Professional Learning on developing student goal setting using a consistent college approach. Students to identify personal goals. -use of online continuous reporting systems (Compass and Seesaw) to support parent insight into student self- set learning goals Year 2 - Teachers to lead and facilitate the development of student goals. - Students to strengthen their understanding of challenging goal setting through conferencing Year 3 -Teachers to obtain data to monitor the effectiveness of student learning goals - Students demonstrate independence with personal goal setting using the whole college approach Year 4 - Teachers to continue to refine data analysis to support student goal setting. - Students who have the ability to develop, implement, monitor, reflect and evaluate personal learning goals. - Whole school audit on the effectiveness on student goal setting using analysis of data to identify priorities for the 2022-2026 SSP.

		Develop quality 'Start-Up' programs to establish positive classroom cultures, processes and high expectations for students at the beginning of a school year. **HGC: SSM= Excellence in Teaching and learning, Positive culture**	Year 1 -To develop and document a quality start up program in consultation with key staff - Provide Professional Learning to staff to deliver an effective Start-Up program Year 2 - Strategically implement the Start-Up program using relevant documentation - Teachers to strengthen their understanding of an explicit and consistent Start-Up program Year 3 - Teachers to reflect, review and adjust the Start-Up program to achieve a positive culture - Teachers to consolidate their delivery of a student led quality Start-Up program Year 4 -Consistent whole college approach to establishing positive cultures, processes and high expectations in classrooms and across the College. - Whole school audit on the effectiveness on the Start-Up programs using analysis of data to identify priorities for the 2022-2026 SSP.
Essential Element: Positive Climate for Change _Student Engagement_ To set a culture where students are engaged, curious, challenged and learning is personally relevant. Students will receive regular feedback on their progress.	**Setting expectations and promoting inclusions** **Empowering students and building school pride** Intellectual engagement and self-awareness	Establish a showcase to promote and celebrate College and student achievements. **HGC: SSM= Excellence in Teaching and learning, Positive culture**	Year 1 - Identify possible showcases and events and develop documents that detail operations of these events. - Establish key staff who will lead, manage and facilitate identified key events. Year 2 - Implementation of showcases and events that highlight student achievements. - Review and assess showcases and events. Year 3 - Key staff to identify and prioritise key showcase events. - Continue to build, develop and evaluate showcases and events. - Build opportunities to showcase student achievements outside of local community. Year 4 - To establish an annual calendar of events that showcase and promote College and student achievements
		Develop strong partnerships enabling student access to a range of community activities and organisations to improve relevance, engagement and challenge. **HGC: SSM= Positive culture, High expectations for success**	Year 1 - Professional Learning focused around Inquiry based learning/problem based/experiential learning curriculum development. - Research a model that gives a consistent and effective approach across P-12 education to support Inquiry based learning. E.g. Solo Taxonomy. Year 2 - Develop relevant documentation of a curriculum which reflects key community and global issues. - Identify key community and global issues relevant to curriculum development. - Apply the model that gives a consistent and effective approach across P-12 education to support Inquiry based learning Year 3 - Review and refine the model that gives a consistent and effective approach across P-12 education to support Inquiry based learning. - Establish data teams to review student outcomes. Year 4 -Documentation of an explicit curriculum which incorporates both local and global community issues for students to problem solve. - Whole school audit on the effectiveness of Inquiry based learning/problem based/experiential learning using analysis of data to identify priorities for the 2022-2026 SSP.
Essential Element: Positive Climate for Change _Student Wellbeing_ To develop and incorporate student management, health, wellbeing and social/emotional programs which have a positive impact on attitudes to learning, social relations and student achievement.	**Setting expectations and promoting inclusions** **Empowering students and building school pride** Health and wellbeing	Develop curriculum and transition programs that support the social and emotional needs of our students. **HGC: SSM= Positive Culture**	Year 1 - Development and documentation of curriculum programs that support social and emotional needs of students through the stages of learning. - Developing an organisational structure that supports the social and emotional needs of students. Year 2 - Teachers implement curriculum programs developed to support students social and emotional needs - Building the capacity of staff in their understanding of social/emotional needs of students across the stages of learning. Year 3 - Reviewing, monitoring and adjusting curriculum programs to suit current and changing needs of students across the stages of learning. - Teachers mastery develops in the knowledge and understanding of key social and emotional behaviours and how to best respond for positive outcomes. Year 4 - Students demonstrate positive attitudes, strategies and skills in dealing with social emotional issues - Whole school audit on the effectiveness on social and emotional programs using analysis of data to identify priorities for the 2022-2026 SSP.
		Develop extracurricular programs and initiatives to support connectedness at the College. **HGC: SSM=Positive Culture**	Year 1 - Identify staff to manage and coordinate extracurricular offerings according to students interests and needs. - Development of timetable, staffing, venue and times for extracurricular programs to run. Year 2 - Review and expand extracurricular programs and initiatives Year 3 - Collection and analysis of data from students involved in extracurricular programs Year 4 - An established strong culture of extracurricular programs that support the needs of students in the stages of learning.
Essential Element: Professional Leadership _Student Achievement_ To prioritise the development of leadership, in building team and individual capacity, to create a culture focused on improvement and high standards.	**Building leadership teams** Instructional and shared leadership Vision, values and culture	College-based professional learning programs are developed and implemented that supports the Colleges' identified improvement strategies.	Year 1 -Introduce, implement and develop the coaching program based on the College model. -Document the process for the establishment of coaching partnerships. -Clarify and explicitly document roles and responsibilities related to the Coaching program. -Provide professional learning to the Coaching staff on methods and models related to coaching practice.

	Strategic resource management	HGC: SSM= Excellence in Teaching and learning, Strong and effective leadership	-Developing strategies for Communities of Practice. -To collect data from staff regarding College-based professional learning programs Year 2 -Extend the coaching program to meet the ongoing needs of the College as it grows and develops. -Develop and document observational feedback protocols. -To collect and compare data from staff regarding College-based professional learning programs Year 3 -HOTL to undertake Learning Walks with identified focus across the College, -To collect, compare and review data from staff regarding College-based professional learning programs Year 4 - As part of the review the Executive staff to undertake Instruction Rounds with identified focus across the College. -To analyse and use the data from staff regarding College-based professional learning programs to inform the development of the 2021 Strategic plan.
		Develop the capacity of College leaders in the content, pedagogies and curriculum related to their areas of responsibility HGC: SSM= Excellence in Teaching and learning, Strong and effective leadership	Year 1 to 4 - prioritise external professional learning targeted to developing the curriculum and pedagogical leadership of Literacy, Numeracy and STEAM - prioritise external professional learning around building leader's capacity to interpret, analyse and use data to make informed decisions regarding teaching and learning programs - prioritise external professional learning targeted to developing the leaders of Elite programs
		Develop College leader's capacity to build, manage and lead teams. HGC: SSM= Excellence in Teaching and learning, Strong and effective leadership	Year 1 - establish and document a framework and systematic learning plan for developing the capacity of leaders -document roles and responsibilities related to leading the leadership programs Year 2 - implementation of the capacity building program/s for College leaders Year 3 - establish an internal process for expressions of interest in participation in long-term BASTOW or Whittlesea network leadership programs Year 4 - review the provisions and programs within the College for developing leader's capacity to build, manage and lead teams
		Develop aspirational leader's capacity. HGC: SSM= Strong and effective leadership	Year 1 - establish a framework and systematic learning plan for developing the capacity of aspirational leaders -document roles and responsibilities related to leading the aspirational leadership programs Year 2 and Year 3 - identify the relevant timetabling needs to support the implementation of capacity building programs - implementation of a capacity building program for aspirational leaders Year 4 - review the provisions and programs within the College for developing aspirational leaders
Essential Element: Professional Leadership *Student Engagement* To prioritise the development of staff expertise in the use of high impact strategies that enhance, motivate and engage students in the learning process.	- Instructional and shared leadership - Vision, values and culture - Strategic resource management	Build HOTL, HOD and Coaches capacity to lead programs using enquiry and interdisciplinary approaches to learning HGC: SSM= Excellence in Teaching and learning, Strong and effective leadership	Year 1 -to build the capacity of leaders to establish, document and implement common teaching and learning protocols and approaches in relation to use of enquiry/inquiry. -to build the capacity of leaders to establish, document and implement common teaching and learning protocols and approaches in relation to use of interdisciplinary approaches. Year 2 -to build the capacity of leaders to analyse 'Student Attitude to School' survey results related to Student Engagement. -to build the capacity of leaders to make informed decisions based on data analysis on student engagement Year 3 -to build the capacity of leaders to implement informed actions based on data analysis on student engagement Year 4 - As part of the review the Executive staff to undertake Instruction Rounds including a focus on enquiry/inquiry and interdisciplinary approaches across the College. -To analyse and use the data from the Student Engagement component of the Students' Attitudes to School Survey to inform the development of the 2021 Strategic plan
Essential Element: Professional Leadership *Student Wellbeing* To prioritise the development of safe, inclusive, and orderly learning environments which create mutually supportive relationships	**Building leadership teams** Instructional and shared leadership Vision, values and culture Strategic resource management	Capacity build the knowledge, understanding and skills of the college wellbeing team to address the wellbeing needs of students in the College. HGC: SSM=Strong and Effective Leadership	Year 1 - establish the college wellbeing team across all areas of the college -targeted Professional Learning/program knowledge and approaches to effectively manage the specific needs of students who face social and emotional challenges. - design and document specific programs for students with additional needs. Year 2 - implement targeted programs across the college - implementation of positive parenting programs to support students with additional needs. - Development of pathway programs for students with additional needs Year 3 -capacity build classroom teachers in their knowledge of students with additional needs resulting in improve student outcome. -???? Year 4 - established programs designed to be proactive in supporting the social and emotional needs of students at specific year levels across the college. - To collect, compare and review student data supporting students with additional needs.
		Provide support (coaching) to build the capacity of staff to create safe, inclusive and orderly classroom environments	YEAR 1 Create protocols for the coaching (change to support) of staff where an identified need requires addressing

		HGC: SSM=Positive Culture, Strong and effective leadership	practice related to safe, inclusive and orderly classroom environments. YEAR 2 Implement support structure of staff where an identified need requires addressing practice related to safe, inclusive and orderly classroom environments. YEAR 3 Refine support structure of staff where an identified need requires addressing practice related to safe, inclusive and orderly classroom environments. YEAR 4 To analyse and use the data of staff where an identified need requires addressing practice related to safe, inclusive and orderly classroom environments to inform the development of the 2021 Strategic plan
		Establish common understandings related to the use of Compass online systems for tracking student chronicles and related documentation. **HGC: SSM=Positive culture**	YEAR 1 Provide professional learning around the use of Compass related to Wellbeing. Develop and document consistent protocols around entering student information into compass. YEAR 2 & 3 Provide ongoing professional learning around the use of Compass related to Wellbeing. Implement consistent protocols around entering student information into compass. YEAR 4 To analyse and use the data of staff use of compass related wellbeing to inform the development of the 2021 Strategic plan
Essential Element: Community Engagement in Learning _Student Achievement_ _Student Engagement_ _Student Wellbeing_	Global Citizenship **Building Communities** Parents and Carers as partners	Establish ongoing partnerships with school and organisations that provide students the opportunities to personally work or observe other cultures and history that develop individual leadership through interstate and overseas travel. Develop deeper levels of learning and connectedness to their area of study. Provide opportunities to others that are less fortunate in the world than that of oneself. **HGC: SSM= Parent Community Involvement, Excellence in Teaching and Learning**	YEAR 1 Research possible destinations of interstate/overseas travel that link with college areas of study. Document educational rational and purpose for this type of opportunity to School council for approval. Implement area of study based around the meaning of becoming a "Global Citizen" in the Senior school curriculum. Engage DET International Division for guidance and assistance in overseas travel. Year 2 Develop relationship with sister school and investigate possibility of partnership. Visit sister school and complete risk assessment and viability assessment. Develop itinerary with educational, historical, cultural and major tourist visits timetable of visit. Present to selected year levels and families. Year 3 Complete organised travel Review travel aims and goals set by the college Collect feedback from students and families Present feedback to college community. Establish tour group class leading up to travel. Year 4 Establish sister school and consolidate ongoing travel options Appoint Global Citizen leader. Detail senior school events/ camps/travel calendar. through