

School Strategic Plan 2018-2022

Hazel Glen College (5552)



Submitted for review by Anthony Stockwell (School Principal) on 14 December, 2020 at 05:37 PM
Endorsed by David Kilmartin (Senior Education Improvement Leader) on 16 December, 2020 at 07:08 AM
Endorsed by Greg Davis (School Council President) on 18 December, 2020 at 01:07 PM

School Strategic Plan - 2018-2022

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School vision	<p>OUR VISION Hazel Glen College promotes individual excellence and encourage responsible global citizenship and leadership across the College. Our vision is to provide an innovative, high performing learning precinct where life-long learning and continuous improvement is nurtured. We take great pride in supporting the health and wellbeing of our students so they discover and value who they truly are. We believe self-understanding builds self-esteem, meaning and motivation to tackle life issues with confidence and passion.</p>
School values	<p>COLLEGE VALUES RESPECT, RELATIONSHIPS, RESILIENCE, RESPONSIBILITY The College Values: Respect, Relationships, Resilience and Responsibility captures the essence of what it is to be a Hazel Glen College student. Relationships - Friendship, Kindness, Compassion, Family, Enjoyment, Peace, Fairness - Developing positive relationships with others - Being a good friend to others. - Developing a 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 College 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</p>

<p>Context challenges</p>	<p>Goal 1: To maintain high standards of literacy and numeracy in a learning environment that promotes curiosity, creativity, problem solving, thinking and action-based learning.</p> <p>The Panel agreed that although the school had worked hard to improve their relative growth results, a consistent level of improvement was not yet achieved. It was the Panel's view that the school had underestimated the time required to develop, trial and reflect on the effectiveness of learning sequences. At the time of the review, the panel found that the school was yet to refine the links between the instructional model and curriculum planners to enable targeted teaching strategies for optimised learning growth.</p> <p>Goal 2: To maintain high standards of literacy and numeracy in a learning environment that promotes curiosity, creativity, problem solving, thinking and action-based learning.</p> <p>The Panel found inconsistent approaches to the assessment and tracking of student learning gain was a barrier to increased learning growth and achievement. The comparative teacher judgment against NAPLAN data showed inconsistencies in the application of teacher judgment.</p> <p>Classroom observations and student focus groups demonstrated that some students were not consistently challenged in their learning. The Panel noted that some students used language to describe themselves as passive learners.</p> <p>The Panel agreed that Hazel Glen College had not consistently used student achievement data to guide planning or differentiation for individual student need, and this was a barrier to student learning growth being maximised.</p> <p>The Panel identified through staff focus groups that there was a lack of clarity and defined expectations around how student achievement data and evidence informed planning or where tracking for impact was to be implemented in the Instructional Model or planning process.</p>
<p>Intent, rationale and focus</p>	<p>Listed below are the four key target areas for the College over the next four years as guided and directed through the College review.</p> <ol style="list-style-type: none"> 1 Student learning growth 2 A positive climate for learning 3 Collaborative instructional practice 4 Distributive instructional and shared leadership <p>We believe that if we can achieve targetted improvement in the four areas listed above through a staged implementation process, with proven initiatives that have supporting evidence of its effectiveness, then student achievements both individually and collectively will improve.</p> <p>As a College, the three areas that we will target through our AIP to achieve our strategic goals are:</p> <ol style="list-style-type: none"> 1 Student Agency 2 SWPBS 3 Data Wise

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Goal 1	The College optimises learning growth for all students
Target 1.1	<p>By 2022, the percentage of students in the top two bands of NAPLAN will improve in:</p> <p>Year 3</p> <ul style="list-style-type: none">• Reading from 56% (2018) to 60% (2022)• Writing from 53% (2018) to 57% (2022)• Spelling from 50% (2018) to 54% (2022)• Grammar & Punctuation from 51% (2018) to 55% (2022)• Numeracy from 35% (2018) to 42% (2022)
Target 1.2	<p>Increase the percentage of students achieving high growth for NAPLAN as follows:</p> <p>Year 5</p> <p><u>High Growth</u></p> <ul style="list-style-type: none">• Reading from 10.9% (2018) to 25% (2022)• Writing from 15.1% (2018) to 25% (2022)• Spelling from 22.3% (2018) to 25% (2022)• Grammar & Punctuation from 10.8% (2018) to 25% (2022)

	<ul style="list-style-type: none"> • Numeracy from 11% (2018) to 25% (2022) <p>Year 7</p> <p><u>High Growth</u></p> <ul style="list-style-type: none"> • Reading from 14.8% (2018) to 25% (2022) • Writing from 17.2% (2018) to 25% (2022) • Spelling from 17.6% (2018) to 25% (2022) • Grammar & Punctuation from 16.3% (2018) to 25% (2022) • Numeracy from 18% (2018) to 25% (2022) <p>Year 9</p> <p><u>High Growth</u></p> <ul style="list-style-type: none"> • Reading from 17.1% (2018) to 25% (2022) • Writing from 15.4% (2018) to 25% (2022) • Spelling from 18.7% (2018) to 25% (2022) • Grammar & Punctuation from 15.6% (2018) to 25% (2022) • Numeracy from 14.3% (2018) to 25% (2022)
<p>Target 1.3</p>	<p>To achieve a VCAL completion percentage rate to 75% by 2022</p>
<p>Target 1.4</p>	<p>VASS Report 10 to increase the percentage of studies above zero to 50% 2022</p> <p>VCE Mean study score to be at or above 26 in 2022</p>

Key Improvement Strategy 1.a Evidence-based high-impact teaching strategies	Develop and implement an approach to teaching literacy and numeracy that is targeted and connected to each stage of learning
Key Improvement Strategy 1.b Evidence-based high-impact teaching strategies	Embed the Colleges instructional model (IMPACT) including evidence based High Impact Teaching Strategies
Key Improvement Strategy 1.c Evaluating impact on learning	Build leadership and teacher capacity to effectively use data to track and monitor student progress to inform planning and practice
Key Improvement Strategy 1.d Evaluating impact on learning	Action Plan to accelerate improvement
Goal 2	The College community will strengthen student engagement to enable student agency in learning.
Target 2.1	By 2022, the average attendance rate per year level will be above 90%
Target 2.2	<p>By 2022, the percentage endorsement for the following factors of AToSS will increase from 2018 benchmarks for:</p> <p>Years 5&6</p> <ul style="list-style-type: none"> • Sense of connectedness from 60% to 62% • Student voice and agency from 45% to 49% • Sense of inclusion from 86% to 87% • School stage transition from xx% to xx% • Sense of confidence from 59% to 62%

	<ul style="list-style-type: none"> • Resilience from 59% to 60% • Motivation and interest form 62% to 64% • Self-regultaion and goal setting from 78% to 81% • Attitudes to attendance from 91.9 to 92% <p>Year 7 - 12</p> <ul style="list-style-type: none"> • Sense of connectedness from 64% to 66% • Student voice and agency from 53% to 57% • Sense of inclusion from 88% to 89% • School stage transition from xx% to xx% • Sense of confidence from 65% to 68% • Resilience from 65% to 68% • Motivation and interest form 66% to 68% • Self-regultaion and goal setting from 84% to 87% • Attitudes to attendance from 93 to 94%
<p>Target 2.3</p>	<p>Increase the percentage of positive endorsements for the following factors of the POS:</p> <ul style="list-style-type: none"> • Student agency and voice from 77% (2018) to 81% (2022) • Confidence and resilience skills from 82% (2018) to 85% (2022) <p>And participation from 34% to 42%</p>
<p>Key Improvement Strategy 2.a Empowering students and building school pride</p>	<p>Develop a whole school understanding of student voice and agency</p>

Key Improvement Strategy 2.b Empowering students and building school pride	The College community will co-design aspirational goals with students
Key Improvement Strategy 2.c Intellectual engagement and self-awareness	The College community will co-design opportunities for students to exercise authentic agency in their learning
Key Improvement Strategy 2.d Evidence-based high-impact teaching strategies	Embed the high impact teaching strategies that support student voice and agency
Goal 3	The College community embeds high expectations of learning, effort and engagement for all students.
Target 3.1	<p>Increase the percentage of positive endorsements for the following factors of AToSS:</p> <ul style="list-style-type: none"> • Differentiated learning challenge from 63% (2018) to 68% (2022) • Effective classroom behaviour from 60% (2018) to 65% (2022) • Effective teaching time from 60% (2018) to 67% (2022) • Stimulating learning from 53% (2018) to 61% (2022) • Effort from 69% (2018) to 75% (2022) • High expectations for success from 74% (2018) to 77% (2022) • Teacher concern from 48% (2018) to 55% (2022) <p>And participation from 91.9% to 95%</p>
Target 3.2	<p>Increase the percentage of positive endorsements for the following factors of SSS:</p> <ul style="list-style-type: none"> • Academic emphasis from 43% (2018) to 60% (2022) • Collective efficacy from 58% (2018) to 70% (2022)

	<ul style="list-style-type: none"> • Collective responsibility from 75% (2018) to 83% (2022) • Trust in students and parents from 47% (2018) to 60% (2022) • Teacher collaboration from 35% (2018) to 45% (2022) • Collective focus on student learning from 65% (2018) to 75% (2022) • Guaranteed and viable curriculum 57% (2018) to 70% (2022) • Cultural leadership from 65% (2018) to 75% (2022) • Instructional leadership from 47% (2018) to 60% (2022) <p>And participation from 33% to 90%</p>
<p>Target 3.3</p>	<p>Increase the percentage of positive endorsements for the following factors of POS:</p> <ul style="list-style-type: none"> • High expectations for success from 81% (2018) to 50% (2022) • Student motivation and support from 63% (2018) to 70% (2022) • Stimulating learning environment from 78% (2018) to 85% (2022) • Effective teaching from 71% (2018) to 80% (2022) • School connectedness from 85% (2018) to 90% (2022) • Positive transitions from 78% (2018) to 85% (2022) <p>And participation from 34% to 50%</p>
<p>Key Improvement Strategy 3.a Vision, values and culture</p>	<p>The College community has a clear understanding of the school's vision, values and culture and the priorities driving the school improvement agenda</p>
<p>Key Improvement Strategy 3.b Building leadership teams</p>	<p>The College community will embed a succession plan that develops the capabilities of leadership teams and individuals to build a culture that is focused on improvement</p>

Key Improvement Strategy 3.c
Instructional and shared leadership

The College community will embed a culture of continuous improvement of excellence in achievement, engagement and wellbeing across all stages of learning