School Strategic Plan 2022-2026

Hazel Glen College (5552)

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School vision	One College. Everyone Matters. We nurture and empower every student's educational journey through connected stages of learning from kindergarten to Year 12. We do this by providing enriching opportunities and through the investment and commitment to our staff.
School values	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 Hazel Glen College acknowledges the Wurundjeri people of the Kulin Nations as the Traditional Custodians and educators of the Land on which the College stands. Hazel Glen College respectfully recognises all Elders past and present. We are committed to enhancing the knowledge and understanding of our community about the history, heritage and cultures of Aboriginal and Torres Strait Islander peoples.
Context challenges	Key challenges identified in the school review and self evaluation include: a) The impact of the College sub school structures on a learners journey through the College. The impact of transitions between sub schools on a students learning, engagement and social and emotional experience should be considered with Junior, Middle and Senior school operating as three distinct sub schools. A review of literacy and numeracy practices will support the consistent application of learning strategies b) A consistent and effective instructional model needs to be reviewed as since the return from remote learning alongside an intake of new staff there is not a consistent, well defined and evident instructional model across the College. c) The College has built data literacy and teacher led inquiry processes through the Harvard datawise process over the past four years. A further development will be to consider how data analytical processes are used across the College at all levels but specifically how teacher teams can most effectively utilise a process to impact student learning. d) Student attendance. engagement and wellbeing needs since the return from remote learning are areas in need of further support and this will require work on the establishment of a positive climate utilising strategies such as SWPBS that have had delayed and disrupted implementation during the last strategic plan. e) Teaching and learning practices, particularly after remote learning has often led to students being passive and a greater level of student agency is required to develop active and engaged learners.
Intent, rationale and focus	Hazel Glen College is striving to be a key educational facility in the outer northern suburbs of Melbourne that caters for all students on their learning journey from Kindergarten to Year 12 through connected stages of learning. The ability to provide high quality teaching and learning with a connected and effective learning experience is paramount. The College is entering it's 11th year and has grown and established rapidly over the past decade. Much of this work has been on growing a large K-12 College with the need to have a comprehensive building program and the establishment of many new programs, subjects and pathways to serve the needs of our students a the Doreen community. The challenges of remote learning alongside workforce recruitment has meant that the past three years have had significant disruption to the previous strategic plans goals which were to build student engagement and agency whilst improving learning growth. There are many success areas of teaching and learning across the College with Year 3 NAPLAN scores being strong as well as having Year 12 VCE scores that are

	pleasing on a network level. However, learning growth is not consistent and this is evident in the observations regarding consistency in literacy and numeracy practices as well as the implementation of an instructional model. Student engagement in learning and connectedness to school are areas for further development with post pandemic attitude to school survey data showing a decrease in scores related to these areas. The College has a clear direction with its strategic plan which is to focus on two key areas over the next four years, these are student learning and student wellbeing. The focus on student learning will be around the consistent implementation of an instructional model that utilises evidence based High Impact Teaching Strategies and the High Impact Wellbeing Strategies. The College will participate in PLC training to learn effective data inquiry processes to build on the work done around datawise to ensure that teachers can plan for and cater to student needs in their classroom to challenge and engage. Once a consistent instructional model has been developed and introduced and this is supported by data led inquiry practices there will be a focus on developing more student agency to achieve engaged and active learners. Hazel Glen College will continue to strive to develop student engagement and wellbeing through a positive climate. This will start with work on positive classroom learning routines alongside a tiered response to intervention model to support behaviour and wellbeing.

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Goal 1	Improve all students' achievement and learning growth.
Target 1.1	**NAPLAN Benchmark Growth** By 2026, at least 80 percent of students in Years 5, 7 and 9 will meet or make above benchmark growth in Reading and Numeracy. **Maintained in NAPLAN Strong and Exceeding** By 2026, at least 60 percent of students in the Year 5 and Year 7 cohorts, who achieve in the Strong and Exceeding in their previous testing, will be maintained in the Top Two Bands of NAPLAN Reading and Numeracy. By 2026, at least 55 percent of students in the Year 9 cohort, who achieve in Strong and Exceeding in their previous testing, will be maintained in Strong and Exceeding in NAPLAN Reading and Numeracy. **NAPLAN Achievement** By the end of 2026, the percentage of students in Year 3, 5, 7 and 9, who achieve in Strong and Exceeding, will increase by 6% from 2023 testing. 2023 Testing *Reading* Year 3 - 76% Year 5 - 74%

	Year 7 - 58%
	Year 9 - 59%
	Numeracy
	Year 3 - 68%
	Year 5 - 61%
	Year 7 - 56%
	Year 9 - 58%
Target 1.2	**VCE Mean all-study score**
	• By 2026, the VCE all-study mean score will be at least 28 (2022 = 26.56).
Target 1.3	School Staff Survey
	By 2026, the level of positive endorsement against selected variables of the School Staff Survey will increase as shown:
	• Academic emphasis, from 30 percent (2022) to at least 40 percent
	• Guaranteed and viable curriculum, from 48 percent (2022) to at least 60 percent
	• Collective focus on student learning, from 48 percent (2022) to at least 60 percent
	• Teacher collaboration, from 38 percent (2022) to at least 50 percent.

Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop all teachers' capability to consistently implement data-driven, high quality pedagogical approaches to teaching and learning.
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Review and embed an agreed college instructional model.
Key Improvement Strategy 1.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Empower students as engaged and active learners.
Goal 2	Improve all students' engagement and wellbeing.
Target 2.1	Absences

By 2026, decrease the proportion of students with more than 20 days' absence to 25 percent in Years F-12 (2022 Years F-6 = 51 percent, Years 7-12 = 63 percent). |
| **Target 2.2** | Attitudes to School Survey

By 2026, the level of positive endorsement against selected variables of the Attitudes to School Survey will increase as shown:

• Managing bullying, from 69 percent (2022) in Years 4-6 to at least 75 percent
• Managing bullying, from 35 percent (2022) in Years 7-9 to at least 48 percent |

	• Managing bullying, from 31 percent (2022) in Years 10-12 to at least 48 percent • Sense of connectedness, from 69 percent (2022) in Years 4-6 to at least 78 percent • Sense of connectedness, from 33 percent (2022) in Years 7-9 to at least 47 percent • Sense of connectedness, from 43 percent (2022) in Years 10-12 to at least 53 percent • Effective classroom behaviour, from 72 percent (2022) in Years 4-6 to at least 77 percent • Effective classroom behaviour, from 48 percent (2022) in Years 7-9 to at least 54 percent • Effective classroom behaviour, from 43 percent (2022) in Years 10-12 to at least 53 percent • Student voice and agency, from 39 percent (2022) overall to at least 45 percent • Respect for diversity, from 33 percent (2022) in Years 7-9 to at least 41 percent • Respect for diversity, from 30 percent (2022) in Years 10-12 to at least 41 percent.
Target 2.3	School Staff Survey By 2026, the level of positive endorsement against selected variables of the School Staff Survey will increase as shown: • Leadership visibility, from 30 percent (2022) to at least 50 percent • Parent and community involvement, from 41 percent (2022), to at least 49 percent.
Key Improvement Strategy 2.a 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	Develop and implement a college approach to a positive and purposeful climate for learning.
Key Improvement Strategy 2.b The strategic direction and deployment of resources to create and reflect shared	Ensure college structures that offer all students a connected, effective learning journey.

| goals and values; high expectations; and a positive, safe and orderly learning environment | |