

School Strategic Plan 2023-2027

Greenvale Secondary College (8427)



Submitted for review by Mark Natoli (School Principal) on 18 September, 2023 at 10:16 AM

Endorsed by Vivienne Tellefson (Senior Education Improvement Leader) on 18 September, 2023 at 10:21 AM

Endorsed by Andra Guccione (School Council President) on 20 October, 2023 at 10:50 AM

School Strategic Plan - 2023-2027

Greenvale Secondary College (8427)

School vision	<p>Our Vision: We stay at the forefront of education to encourage the development of the whole student, providing them with the knowledge, skills and confidence to succeed and become lifelong learners who are generous, active and informed citizens.</p> <p>Our Mission: We're on a mission to provide the best education we can for our students by partnering with our community and fostering the natural care and passion our staff have to make a difference.</p>
School values	<p>Excellence: We relentlessly pursue excellence and achieve our best Leadership: We support and influence others to achieve more than they thought possible Respect: We respect others for who they are and value their opinions Teamwork: We work together to achieve our goals through trust and mutual support</p>
Context challenges	<p>CONTEXT Greenvale Secondary College is a coeducational school that opened in 2022 with 120 year 7 students and is expected to grow to 265 students from year 7-8 in 2023. The future enrolment capacity is 1100 students from year 7 to 12. The College has an enrolment management plan which restricts enrolment. Students who reside in the school zone and enrol at Greenvale Secondary College participate in the Victorian Curriculum program with their peers. Greenvale Secondary College is located in the southern end of Greenvale with a school zone encompassing most of Greenvale and parts of Roxburgh Park, Meadow Heights and Attwood.</p> <p>Greenvale Secondary College is a new school that is establishing itself to be known for learning growth as well as having strong social and community values. This is reflected in the Colleges approach in being open to feedback and having a common sense approach. The community of Greenvale has long-awaited its own secondary school and it is fast becoming a success story: the secondary school of choice for local families and a school of which the community can be proud. At Greenvale we are supportive and positive with the growth of every individual student our absolute core focus. We have a learning environment that is built on high expectations for all, where all students are engaged in academic enrichment with a diverse and challenging curriculum, while ensuring they enjoy the caring and supportive environment in which they learn every day.</p> <p>At Greenvale Secondary College we have 2 main goals for every learner:</p> <ol style="list-style-type: none">1. To Ensure Academic Success2. To Foster Identify Development

	<p>CHALLENGES</p> <p>Curriculum development - being a new school, the College will need to continue to develop the curriculum and learning pathways for students from Years 9 to 12 as the college grows.</p> <p>Students with disabilities, additional needs and EAL students - to strengthen college systems and structures to support the learning and wellbeing needs of students with EAL. This includes establishing processes to monitor and evaluate EAL student progress and use this to inform the development and continuous improvement of systems and structures to target support to their learning and wellbeing needs.</p> <p>Indigenous students - strengthen systems and structures to support indigenous students including; recognising and celebrating special cultural events including NAIDOC week, the undertaking of Cultural Understanding and Safety Training (CUST) by staff, building partnerships with local Indigenous community members, evaluating and reviewing strategies to improve the attendance of Aboriginal students.</p> <p>Equity funded students - strengthen systems and structures that support equity funded students including; documenting a whole school literacy and numeracy approach, providing professional learning for staff to improve teaching practice including peer observation and feedback processes to improve data literacy. This includes evaluating and reviewing strategies to improve the attendance of equity-funded students and supporting targeted students to improve wellbeing.</p>
<p>Intent, rationale and focus</p>	<p>INTENT</p> <p>The main intent of this strategic plan is to establish Greenvale Secondary College a successful school that can provide both academic success and identify development of our students in line with the community vision. This includes carefully managing the resources available with the growing school population.</p> <p>RATIONALE AND FOCUS</p> <p>The initial NAPLAN data for Greenvale Secondary College showed that there were lower numbers of students performing in the top two bands in reading, writing and numeracy compared with that for similar schools and the state. During fieldwork the review panel identified the need to increase the depth, consistency and processes needed to continuously improve the application of agreed, quality instructional strategies across classrooms and subject areas.</p> <p>The review panel found that the college had introduced structures, systems and processes to develop student agency in learning and wellbeing and to partner with parents in the learning and wellbeing of students. It agreed that these remain areas of future focus to increase student input and parent understanding and support in the cocreation and analysis of learning.</p> <p>The review panel also acknowledged that in continuing to grow, developing the college curriculum and programs needed to be a key strategic priority.</p> <p>The review panel found that the college had introduced structured supports and resources to foster student wellbeing. This included</p>

the appointment of a dedicated Student Services Team and adoption of the Resilience, Rights and Respectful Relationships approach. It agreed that student wellbeing needed to be a continued priority. This was affirmed by student opinion data in 2022. The review panel recommended that the college continue its focus on the development of an explicit, comprehensive schoolwide framework for wellbeing, and that it strengthen processes for the fostering of positive behaviour, inclusivity and building student social and emotional capability.

PRIORITIES

This means that the College will prioritise the following over the next 4 years.

GOAL 1- IMPROVE STUDENT LEARNING

- Enhance student agency in learning.
- Embed the G5 instructional model and PLCs.
- Develop the future curriculum and programs.
- Further develop and embed parent and community partnerships.

GOAL 2 - IMPROVE STUDENT WELLBEING

- Maintain a positive climate for learning.
- Enhance the valuing of diversity and inclusion.
- Implement a schoolwide framework for wellbeing.

School Strategic Plan - 2023-2027

Greenvale Secondary College (8427)

Goal 1	Improve student learning.
Target 1.1	<u>NAPLAN Benchmark Growth</u> Target to be confirmed.
Target 1.2	<u>Teacher judgment</u> Increase the percentage of Year 7-10 students working above level (Semester 2-2) for: <ul style="list-style-type: none">• <i>Reading</i> from 6% (2022) to 10%• <i>Writing</i> from 8% (2022) to 12%. Decrease the number of students working below level (Semester 2-2) for: <ul style="list-style-type: none">• <i>Number and algebra</i> from 45% (2022) to 40%.
Target 1.3	<u>School Staff Survey</u> By 2027, increase the percentage positive endorsement for the factors: <ul style="list-style-type: none">• <i>Parent and community involvement</i> from 75% (2022) to at or above 80%• <i>Understand how to analyse data</i> from 73% (2022) to 80%• <i>Promote student ownership of learning</i> from 64% (2022) to 70%• <i>Academic emphasis</i> from 56% (2022) to 65%.
Target 1.4	<u>Student Attitude to School Survey</u>

	By 2027, increase the percentage positive endorsement for the factor, <i>Student voice and agency</i> from 54% (2022) to 65%.
Key Improvement Strategy 1.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Enhance student agency in learning.
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed the agreed instructional framework and PLC approach.
Key Improvement Strategy 1.b 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	
Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop the future curriculum and programs.
Key Improvement Strategy 1.c 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	

<p>Key Improvement Strategy 1.d Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Further develop and embed parent and community partnerships.</p>
<p>Key Improvement Strategy 1.d Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	
<p>Goal 2</p>	<p>Improve student wellbeing.</p>
<p>Target 2.1</p>	<p><u>Student Attitude to School Survey</u></p> <p>By 2027, increase the percentage of positive endorsement for the following factors:</p> <ul style="list-style-type: none"> • <i>Effective classroom behaviour</i> from 66% (2022) to 70% • <i>Emotional awareness and regulation</i> from 61% (2022) to 65% • <i>Sense of connectedness</i> from 63% (2022) to 65% • <i>Respect for diversity</i> from 55% (2022) to 60%.
<p>Target 2.2</p>	<p><u>School Staff Survey</u></p> <p>By 2027, increase the percentage of positive endorsement for the following factors:</p> <ul style="list-style-type: none"> • <i>Trust in students and parents</i> from 68% (2022) to 74% • <i>Staff professional safety</i> from 64% (2022) to 70%.
<p>Target 2.3</p>	<p><u>Parent Opinion Survey</u></p> <p>By 2027, increase the percentage of positive endorsement for the following factors:</p>

	<ul style="list-style-type: none"> • <i>Not experiencing bullying</i> from 58% (2022) to 65% • <i>General school satisfaction</i> from 78% (2022) to at or above 80% • <i>Student motivation and support</i> from 78% (2022) to at or above 80%.
Target 2.4	<p><u>Attendance</u></p> <ul style="list-style-type: none"> • Reduce the student average days absent from 24 (2022) to 20.
<p>Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	Maintain a positive climate for learning.
<p>Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p>Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p>Key Improvement Strategy 2.b 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</p>	
	Enhance the valuing of diversity and inclusion.

<p>Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	
<p>Key Improvement Strategy 2.c 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</p>	<p>Implement a schoolwide framework for wellbeing.</p>
<p>Key Improvement Strategy 2.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	