

School Strategic Plan 2018-2022

Alamanda K-9 College (5528)



Submitted for review by Lynette Jobson (School Principal) on 08 July, 2019 at 01:26 PM
Endorsed by Helen Hobley (Senior Education Improvement Leader) on 10 September, 2019 at 11:14 AM
Endorsed by Jason Rowe (School Council President) on 11 September, 2019 at 07:38 PM

School Strategic Plan - 2018-2022

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<p>School vision</p>	<p>Alamanda College aspires to create a challenging learning environment that develops young people with active minds and ethical spirits who will be able to contribute wisdom, compassion, empathy, integrity and leadership in the global society of which they will all be members.</p>
<p>School values</p>	<p>Alamanda College has high expectations of all students and we encourage them to strive to achieve their greatest potential to make a positive contribution to a diverse and ever changing local and global society. We will aspire to be a school renowned as a vibrant community that lives the school's motto of 'Dare to be wise', in all our thoughts and actions.</p> <p>In embracing the College motto, we will develop creativity and innovation and encourage students to test the limits of their intellectual and physical capabilities whilst displaying their moral convictions through their actions. We seek to provide a challenging education in a safe, supportive environment. We will strive to build positive relationships within a learning, caring and inclusive school community in order to achieve the best possible educational experience for each student.</p> <p>Students and staff are expected to engage in the total life of the College and to actively pursue a range of learning opportunities. The ultimate aim is to develop personal qualities and attitudes that will enable students to face the challenges of the future with confidence.</p>
<p>Context challenges</p>	<p>Alamanda College is in a growth corridor, and as a result, has a rapidly expanding student population. The College experienced significant student growth throughout the first five years and in 2018 had an enrolment of over 2300, with an anticipated similar growth rate for the lifetime of the next School Strategic Plan.</p> <p>From the School Review, Alamanda College has identified a challenge with this rapid growth. It has had an impact on staffing, as taking on a new staff cohort each year has inhibited the progress being made towards embedding and excelling in the consistent application of the agreed pedagogical model.</p>
<p>Intent, rationale and focus</p>	<p>Alamanda College is committed to providing academic excellence through the implementation of a Guaranteed and Viable Curriculum. The College strives to be internationally minded, and provides a supportive, nurturing and challenging learning environment with high expectations for student success. We employ the pedagogical framework of the Education Department's Framework for Improving Student Outcomes (FISO), alongside McREL's 'Classroom Instruction that Works' and 'Curiosity Works' to ensure the whole school implementation of research-based, high yield teaching strategies that enable student voice and agency. This pedagogical model is aimed at providing and realising the best academic, personal and social outcomes for our students,</p>

motivating them in their learning and encouraging them to become life-long learners.

Over the next 4 Years, Alamanda College will prioritise:

- student learning growth across all year levels;
- student resilience;
- student agency, leadership and voice;
- embedding differentiation and an inquiry-based approach to learning.

These focuses will encompass the work of the Department's documents, such as 'Amplify', as well as McRel's research into metacognitive processes required for powerful student learning and teaching ('Curiosity Works' and 'Unleashing Curiosity'), to drive student motivation and curiosity.

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Goal 1	Maximise the learning growth of each student	
Target 1.1	Increase the percentage of students achieving in the two top NAPLAN bands in reading, writing and numeracy from 2018 levels to the following (see table)	
	Reading	
	From (2018)	To (2020-2022)
	Year 3	75%
	Year 5	49%
	Year 7	39%
	Year 9	14%
	85% (state 57%, similar 61%)	75% (state 40%, similar 43%)
	60% (state 26%, similar 20%)	50%(state 30%, similar 13%)
	Writing	
	From (2018)	To (2020-2022)
	Year 3	67%
	Year 5	27%
	Year 7	25%
	Year 9	8%
	80% (state 51%, similar 56%)	50% (state 14%, similar 18%)
	50%? (state 13%, similar 8%)	40% (state 9%, similar 5%)
	Numeracy	
	From (2018)	To (2020-2022)

	<table border="1"> <tr> <td>Year 3</td> <td>65%</td> <td>75% (state 45%, similar 49%)</td> </tr> <tr> <td>Year 5</td> <td>53%</td> <td>60% (state 32%, similar 37%)</td> </tr> <tr> <td>Year 7</td> <td>46%</td> <td>60% (state 26%, similar 22%)</td> </tr> <tr> <td>Year 9</td> <td>20%</td> <td>50%? (state 24, similar 16%)</td> </tr> </table>	Year 3	65%	75% (state 45%, similar 49%)	Year 5	53%	60% (state 32%, similar 37%)	Year 7	46%	60% (state 26%, similar 22%)	Year 9	20%	50%? (state 24, similar 16%)									
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Target 1.2	In line with the targets above, the top-two bands NAPLAN results will be reflected in ‘above expected level’ Teacher Judgements in NAPLAN years, and complimented in ‘above expected level’ Teacher Judgements of non-NAPLAN years.																					
Target 1.3	<p>At each NAPLAN year level, increase high growth from:</p> <p>Reading</p> <table border="1"> <thead> <tr> <th></th> <th>From (2018)</th> <th>To (by 2022)</th> </tr> </thead> <tbody> <tr> <td>Year 3 to 5</td> <td>25%</td> <td>60% (state 25%, similar 26%)</td> </tr> <tr> <td>Year 5 to 7</td> <td>40%</td> <td>60% (state 22%, similar 20%)</td> </tr> <tr> <td>Year 7 to 9</td> <td>39%</td> <td>60% (state 24%, similar 22%)</td> </tr> </tbody> </table> <p>Writing</p> <table border="1"> <thead> <tr> <th></th> <th>From (2018)</th> <th>To (by 2022)</th> </tr> </thead> <tbody> <tr> <td>Year 3 to 5</td> <td>28%</td> <td>60% (state 24%, similar 26%)</td> </tr> <tr> <td>Year 5 to 7</td> <td>37%</td> <td>60% (state 22%, similar 18%)</td> </tr> </tbody> </table>		From (2018)	To (by 2022)	Year 3 to 5	25%	60% (state 25%, similar 26%)	Year 5 to 7	40%	60% (state 22%, similar 20%)	Year 7 to 9	39%	60% (state 24%, similar 22%)		From (2018)	To (by 2022)	Year 3 to 5	28%	60% (state 24%, similar 26%)	Year 5 to 7	37%	60% (state 22%, similar 18%)
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Year 7 to 9	38%	60% (state 21%, similar 22%)
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Numeracy

	From (2018)	To (by 2022)
Year 3 to 5	45%	60% (state 25%, similar 28%)
Year 5 to 7	42%	60% (state 22%, similar 24%)
Year 7 to 9	51%	60% (state 24%, similar 29%)

At each NAPLAN year level, **decrease low growth**from:

Reading

	From (2018)	To (by 2022)
Year 3 to 5	28%	10% (state 25%, similar 24%)
Year 5 to 7	17%	10% (state 28%, similar 29%)
Year 7 to 9	9%	10% (state 27%, similar 31%)

Writing

	From (2018)	To (by 2022)
Year 3 to 5	21%	10% (state 26%, similar 24%)
Year 5 to 7	9%	5% (state 29%, similar 31%)
Year 7 to 9	14%	10% (state 29%, similar 28%)

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<p>Key Improvement Strategy 1.a Instructional and shared leadership</p>	<p>Develop leadership capacity through engagement with the DET Practice Principles.</p>																					
<p>Key Improvement Strategy 1.b Building practice excellence</p>	<p>Develop the capacity of teachers to meet the learning needs of all students through effective Professional Learning Communities (PLCs).</p>																					
<p>Goal 2</p>	<p>Improve the resilience of all students</p>																					
<p>Target 2.1</p>	<p>Student Attitudes to School Survey (AtoSS) Increase the percent positive endorsement of students in the following measures: AtoSS years 4-6</p> <table border="1"> <thead> <tr> <th></th> <th>From (2018)</th> <th>To (by 2022)</th> </tr> </thead> <tbody> <tr> <td>Learner characteristics and disposition: Resilience</td> <td>92%</td> <td>98%</td> </tr> <tr> <td>Teacher-student relations: Teacher concern</td> <td>87%</td> <td>98%</td> </tr> <tr> <td>Social Engagement: Sense of connectedness</td> <td>94%</td> <td>98%</td> </tr> <tr> <td>Social Engagement: Sense of inclusiveness</td> <td>95%</td> <td>98%</td> </tr> </tbody> </table> <p>AtoSS years 7-9</p> <table border="1"> <thead> <tr> <th></th> <th>From (2018)</th> <th>To (by 2022)</th> </tr> </thead> <tbody> <tr> <td>Learner characteristics and disposition: Resilience</td> <td>70%</td> <td>98%</td> </tr> </tbody> </table>		From (2018)	To (by 2022)	Learner characteristics and disposition: Resilience	92%	98%	Teacher-student relations: Teacher concern	87%	98%	Social Engagement: Sense of connectedness	94%	98%	Social Engagement: Sense of inclusiveness	95%	98%		From (2018)	To (by 2022)	Learner characteristics and disposition: Resilience	70%	98%
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Key Improvement Strategy 2.a Health and wellbeing	Build a supportive and productive learning environment that promotes inclusion and collaboration across the school.																								
Key Improvement Strategy 2.b Setting expectations and promoting inclusion	Build a whole school approach to challenging goals and effective feedback for students and teachers.																								
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	Stimulating learning environment: The academic standards at this school provide adequate challenge for my child	81%	90%
	Stimulating learning environment: The teachers are very good at making learning engaging	85%	95%
	Student agency and voice: This school provides opportunities for my child to make decisions and solve problems	88%	95%
Key Improvement Strategy 3.a Empowering students and building school pride	Facilitate opportunities for students to set aspirational goals and monitor and evaluate their progress independently.		
Key Improvement Strategy 3.b Intellectual engagement and self-awareness	Build a culture of high expectations for every student to promote intellectual engagement and self-awareness.		
Key Improvement Strategy 3.c Empowering students and building school pride	Build a productive environment where student voice, agency and leadership empowers students and builds school pride.		