School Strategic Plan 2018-2022

St Arnaud Secondary College (8335)

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School vision	To provide a dynamic, collaborative and caring learning environment in which all members are respected and valued; with a focus on providing positive, challenging and authentic learning experiences that recognise individual learning needs, maximise individual potential, foster independent learning and develop responsible citizens.
School values	Through collaboration and consultation the St. Arnaud Secondary College community have re-committed to the values of Respect, Responsibility and Resilience. These values are at the core of the positive culture at our school.
Context challenges	St. Arnaud Secondary College is a single campus secondary college located in the East Wimmera in the Northern Grampians Shire. It is 135kms north west of Ballarat and mid-way between Horsham and Bendigo each being just over a hour away by car. The town of St. Arnaud has a population of approximately 2500. the College services a population with a geographic radius of approximately 25kms from the town. The school has two main primary schools, St. Arnaud Primary School and St. Patrick's Primary School. Like the town, the College is experiencing population decline with the student population dropping from approximately 200 in 2014 to a projected 125 in 2019. This has created significant pressure on staffing levels at the College and also in community perception of the College. During the same period of time the student family occupation index has moved from 0.54 in 2014 to 0.64 in 2018. From 2014 there has been a decrease in student outcome performance, with the VCE results of 2016 some of the lowest ever achieved at the College. Student achievement data across a whole range of levels is also reflective of this trend. Attitudes to school survey data has declined over the last review period as did parent opinion data, however, most areas of the parent opinion data improved in 2018. Student motivation data continues to be low and was one of the major reasons behind the introduction of the Resilience Project across the St Arnaud L:earning Alliance in 2018. The community perception of the College is that it has a divided staff, many of whom do not work well together and may not have students as their first priority. This is backed by staff opinion survey data and echoed by the fieldwork days of the review in conversations with Parents, students and the staff themselves. Staff collaboration is one of the major focus areas for staff work at the College along with collective accountability.
Intent, rationale and focus	The College is about to embark on a professional journey, initially with staff, to build a more unified and team based culture, where professional learning is as important as student outcomes. By doing this, we aim to build a foundation and a whole new way of going about our work

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Goal 1	To improve the literacy growth of every student.
Target 1.1	*By 2021, NAPLAN, or similar benchmarking data, for Reading and Writing be:* • *more than 15 per cent in top 2 bands in Year 9* • less than 15 per cent in bottom two bands in Year 9 • *more than 75 per cent of students have medium or high growth from Year 7 to Year 9.*
Target 1.2	*By 2021, teacher assessments indicate that all students are making at least one year's growth in reading and writing, measured against the Victorian Curriculum standards, in each calendar year.*
Target 1.3	*VCE English in 2021: mean score to be above 27; and 5 per cent of scores above 37.*
Key Improvement Strategy 1.a Building practice excellence	Implement a consistent approach to the teaching of reading and writing across all learning areas. This involves the explicit teaching of domain–specific text types, vocabulary and command terms (BPE).
Key Improvement Strategy 1.b Curriculum planning and assessment	Develop and implement a new Year 7–12 literacy plan for 2019–22. This process includes the review of the existing Year 7–9 Literacy Program (CPA).
Key Improvement Strategy 1.c Building practice excellence	Appoint a Learning Specialist (Literacy Coach) to provide ongoing support for all classroom teachers to improve the literacy standards for all students across the curriculum (BPE).

Goal 2	To improve student attendance, agency and voice.
Target 2.1	*By 2021, the average number of days absent per student in each year level be below 16 days.*
Target 2.2	*By 2022, Student Attitudes to School Survey (AToSS) has the following minimum positive responses:* • *Attitude to attendance: 90 per cent positive responses* • Effort: 75 per cent positive responses • Sense of confidence: 75 per cent positive responses • *Student voice and agency: 50 per cent positive responses.*
Target 2.3	*By 2021, the Parent Opinion Survey (POS) data has the following minimum positive responses:* • *Student agency and voice: 80 per cent positive responses* • Confidence and resiliency skills: 85 per cent positive responses • Respect for diversity: 80 per cent positive responses • *School pride and confidence: 60 per cent positive responses.*
Key Improvement Strategy 2.a Empowering students and building school pride	Build teacher capacity to enable student voice and agency in their learning (BPE, SEPI).
Key Improvement Strategy 2.b Empowering students and building school pride	Design school–wide protocols to engage students in setting learning goals, develop reflection skills, and improve students' confidence as learners (ESBSP).

Key Improvement Strategy 2.c Setting expectations and promoting inclusion	Develop and implement a school wide plan to improve student attendance. This includes the provision of professional learning for teachers and parents on the impact of absenteeism on student learning growth and on ways to reduce absenteeism, including ensuring accountability for roll marking, following up absences and contacting parents (BPE, SEPI).
Goal 3	To improve student cognitive engagement at all year levels.
Target 3.1	*By 2022, AToSS has positive responses above 65 per cent for:* • *Differentiated Learning Challenge* • Effective Teaching Time • Motivation and Interest • *Stimulated Learning.*
Target 3.2	*By 2022 the POS is above the 65th percentile for:* • *Stimulated Learning Environment* • Student Motivation and Support • *Effective Teaching.*
Target 3.3	*SSS has positive responses for principal/teachers above 65 per cent for:* • *Knowledge of high impact teaching strategies* • Professional learning through observation • Instructional leadership

	• *Staff trust in colleagues.*
Key Improvement Strategy 3.a Instructional and shared leadership	Develop an agreed whole-school approach to student cognitive engagement practices in consultation with the whole school community (BPE, ISL).
Key Improvement Strategy 3.b Instructional and shared leadership	Strengthen teacher capacity to enable cognitive engagement through a focus on stimulating student curiosity, and developing critical and creative thinking and problem solving skills (BPE, ISL).
Key Improvement Strategy 3.c Building leadership teams	Develop leadership capacity to support a consistent and collaborative approach to improving student cognitive engagement (BPE, BLT).
Key Improvement Strategy 3.d Instructional and shared leadership	Generate a cohesive whole school professional learning program so that all teachers work collaboratively in cross-curriculum Professional Learning Teams (PLTs) to improve their practice to align with the SSP and AIP (BPE, ISL).