

School Strategic Plan 2022-2026

Mount Alexander 7-12 College (7763)



Submitted for review by Daniela Angelico (School Principal) on 18 July, 2022 at 11:02 AM

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Awaiting endorsement by School Council President

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School vision	The Mount Alexander College vision is to foster an inclusive and supportive learning environment that empowers students to direct their own learning. The School endeavours to create an environment that remains connected and engaged with the community and caters for all kinds of success. Finally, the School aims to help students reach their full potential as global citizens who, with integrity, can positively contribute to the world.
School values	<p>Mount Alexander College's objective is to empower students to make decisions about their learning that focuses on their personal and individual growth and maximises engagement.</p> <p>The Mount Alexander College values are:</p> <ol style="list-style-type: none">1. Community The provision of a safe inclusive learning environment in which all members of the school community feel a sense of belonging and are valued for their contributions to the school. A sense of community is encouraged through inclusive practices that reflect a respect for individual differences and a celebration of diversity.2. Engagement The implementation of a meaningful, relevant and appropriately challenging curriculum and the provision of co-curricular programs that encourage participation, citizenship and student leadership.3. Excellence The development of a passion to learn and high aspirations through the pursuit of excellence in teaching and learning. The celebration of personal achievement and success.4. Integrity The promotion and modelling of consistently honest, transparent, responsible and ethical behaviour that upholds these core values and principles.5. Respect The respect of oneself, others and our environment is a fundamental value. Being courteous and valuing the dignity of everyone is an essential pillar of our learning community.
Context challenges	Whilst students generally feel positive about their schooling experience and relationships with the staff and their peers, there has been a steady decline in the sense of connectedness and student voice and agency over the past two years. Due extended periods of remote learning, students have missed key opportunities to engage in many important school activities / experiences that foster a

	<p>sense of connectedness and develop a strong sense of school identity. In particular, the College recognizes the importance of all students re-engaging with the vision and values of the College. In particular there needs to be a focus on the younger cohorts who have had less exposure and time at the school.</p>
<p>Intent, rationale and focus</p>	<p>It is expected that the College enrolments will continue to increase over the span of the School Strategic Plan along with changing demographics. As a result an evaluation the vision and values statement is an way to begin the new SSP. The new vision will need to also take into account the work of the Flemington Education Plan, which prioritises the need for every child to experience opportunities and pathways that promote educational excellence, health and wellbeing, and a sense of belonging and community. In addition the College will prioritise a whole-school wellbeing and engagement strategy was required, along with the continued development of student voice and agency, an area that was seen as a strength of the college, and an area where further innovation was possible.</p> <p>The NAPLAN and teacher judgement results suggest areas for improvement in literacy, numeracy and Mathematics. The vertical structure of the curriculum continues to develop. The use of intervention and support programs will continue with a focus on the needs of students at risk, less able students as well as students who require extension work or more challenging work. Such programs will enhance student outcomes. The college will further explore and implement inquiry learning, thinking skills and creativity into its curriculum offerings.</p>

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Goal 1	To maximise the learning growth of all students.
Target 1.1	By 2026, the percentage of Year 9 students achieving at or above benchmark NAPLAN growth will increase from: <ul style="list-style-type: none">• 67% (2021) to 75% in Reading• 74% (2021) to 82% in Writing• 68% (2021) to 76% in Numeracy.
Target 1.2	By 2026, the percentage of Year 9 students in the top two bands of NAPLAN will increase from: <ul style="list-style-type: none">• 5% (2021) to 10% in Writing• 12% (2021) to 20% in Numeracy.
Target 1.3	By 2026, the percentage of Year 9 students in the bottom two bands of NAPLAN Writing will decrease from 45 per cent (2021) to 35 per cent.
Target 1.4	By 2026, in the VCE: <ul style="list-style-type: none">• The mean All Study score will increase from 27.95 (2021) to 30

	<ul style="list-style-type: none"> • The percentage of study scores in excess of 40 will increase from 2.7% (2021) to 5%.
Target 1.5	<p>By 2026, the percentage positive response on the AToSS will increase from:</p> <ul style="list-style-type: none"> • 65% (2021) to 70% for Differentiated learning challenge • 58% (2021) to 68% for Stimulated learning.
Target 1.6	<p>By 2026, the percentage positive response on the SSS will increase from:</p> <ul style="list-style-type: none"> • 54% (2021) to at least 65% for Academic emphasis • 67% (2021) to at least 72% for Collective efficacy.
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed evidence-based approaches to the teaching of Literacy and Mathematics.
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed multi-tiered systems of support that enhance student learning and engagement.
Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum	Develop the capacity of teachers to design and implement learning tasks which explicitly build high levels of inquiry, thinking and creativity.

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Goal 2	To improve student engagement and wellbeing.
Target 2.1	By 2026, the percentage of students with more than 20 days absence per year will decrease from 30 per cent (2021) to 26 per cent.
Target 2.2	By 2026, the percentage positive response on the Attitudes To School Survey (AToSS), will increase from: <ul style="list-style-type: none"> • 59% (2021) to 65% for Perseverance • 66% (2021) to 72% for Advocate at school • 57% (2021) to 66% for Respect for diversity • 51% (2021) to 65% for Student voice and agency.
Target 2.3	By 2026, the percentage positive response on the Parent Opinion Survey (POS), will increase from: <ul style="list-style-type: none"> • 78% (2021) to 85% for Confidence and resiliency skills • 66% (2021) to 75% for Student motivation and support.
Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop and embed a school vision, values and objectives and embed a school culture that reflects the needs of the college

<p>Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Embed a whole school approach to health, wellbeing, inclusion and engagement</p>
<p>Key Improvement Strategy 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Further activate student voice, agency and leadership to strengthen student participation and engagement in school</p>