

School Strategic Plan 2018-2022

Fountain Gate Secondary College (8870)



FOUNTAIN GATE
SECONDARY COLLEGE

Submitted for review by Pete Hanratty (School Principal) on 20 March, 2019 at 04:39 PM

Endorsed by Deborah Harry (Senior Education Improvement Leader) on 20 March, 2019 at 06:10 PM

Endorsed by Gillian Gavin (School Council President) on 21 March, 2019 at 12:39 PM

School Strategic Plan - 2018-2022

Fountain Gate Secondary College (8870)

<p>School vision</p>	<p>We at Fountain Gate Secondary College aim to develop independent, curious, creative and critical learners who demonstrate respect for themselves, each other and their community. We ensure a safe, orderly learning environment in which students are empowered to take responsibility for their learning, through the provision of a rigorous academic program. We empower students to embrace positive pathways that lead them towards responsible and productive local and global citizenship.</p>
<p>School values</p>	<p>Fountain Gate Secondary College is committed to providing a high quality educational program that supports all students to fulfil their potential and achieve their goals in life. We understand that learning involves the curious pursuit of new ideas, insights, attitudes, knowledge, understanding and skills, which aim at fostering critical and creative thinking, and therefore deeper learning.</p> <p>Our values are Responsibility, Respect, Honesty and Endeavour, as demonstrated by the figure below.</p>
<p>Context challenges</p>	<p>Fountain Gate Secondary College was established as a Year 7-12 stand-alone school in 2009. We are located in Narre Warren within the south-east growth corridor of the City of Casey and in 2018 has a total enrolment of 1200 students. We provide an excellent, comprehensive education for the Narre Warren community in a secure, supportive and educationally challenging environment.</p> <p>The College recognises and values the diversity of its community that is drawn from different social, economic and cultural backgrounds. We have well-established relationships with our feeder Primary Schools through the Fountain Gate Cluster and 'programs partnership' with our Alliance Colleges, Gleneagles Secondary College and Hallam Senior College.</p> <p>A strong, stable and effective leadership team work closely together to drive school improvement, supported by the School Council who are a cohesive group that are actively engaged with the College.</p> <p>In 2016, the College implemented a Whole School Improvement Plan, which involves three stages. The first stage focuses on establishing the preconditions for learning: setting high expectations, providing strong leadership and establishing an orderly learning environment.</p> <p>The second stage of our improvement plan involves focusing on two key areas within the Framework for Improving Students Outcomes (FISO): Building Practice Excellence and delivering a Guaranteed and Viable Curriculum. The College developed a sound Professional Learning Community framework that aims to build collective teacher efficacy. The third and final stage involves the implementation of the Teaching and Learning Framework and Instructional Model, which is underpinned by peer observations and staff Performance and Development. All aspects of our professional learning and improvement plan are directly linked to our key purpose: improving student outcomes.</p> <p>All students in the College have 'the right to learn'; to support this premise there is a highly effective student management system that operates across three sub schools (Junior, Middle and Senior). Our Sub School teams provide tremendous leadership of our</p>

College-Wide Behaviour Management Plan.

Our four key values of Respect, Responsibility, Honesty and Endeavour are integrated into everyday life at Fountain Gate Secondary, supported by our emphasis of developing students' effective Learning Habits.

During Years 7 and 8, students undertake a core program that addresses the eight key learning areas. The College is committed to making real improvements to literacy and numeracy outcomes. The introduction of an innovative literacy intervention model in 2016, involving a literacy coach, intervention teachers and classroom teachers has been highly successful. This program uses the Fountas and Pinnell Levelled Literacy Intervention system and other research based methods.

The College has redeveloped the curriculum map to reflect improved subject offerings. At Years 9 and 10, students are encouraged to explore their interests and aspirations with over 60 elective offerings that can include a VCE subject.

The College has set a clear vision to embed STEM education into the core Year 7 – 9 curriculum program with the introduction of the Endeavour Program in 2019.

Named after one of our values, the Endeavour Program will be a 21st Century Curriculum that offers students the opportunity to study in a cross-disciplinary, project and problem-based learning environment. Whilst investigating real-world issues, students develop competencies that will help them learn how to take initiative and responsibility, build their confidence, solve problems, work in teams, communicate ideas, and manage themselves more effectively. The development of these competencies will support the learning in all other subject areas and most importantly prepare students for life after school.

To support the wellbeing and educational needs of our students we have a partnership with Headspace and have an onsite team consisting of: College Wellbeing Leader, Re-engagement Officer, Attendance Officers for each Sub School, Integration Coordinator, Youth Worker, Chaplains, Counsellor, Speech Pathologist, Adolescent Health Nurse, Multicultural Aides, Occupational Therapist, onsite psychologists, School Nurse and the 'Doctors in School' program.

All students are encouraged to achieve their 'personal best'. An extensive awards system operates throughout the year that recognises student achievement, acts of citizenship and contributions to a positive school community. Our house system contributes to school spirit. The College successfully competes through interschool sports, the Rugby Union Academy at district, zone, state and national level. Our Future Problem Solving team have attended the international finals in the USA three times to date.

Challenges:

1. Capacity of College to cater for increasing enrollment, including growing EAL cohort
2. Student motivation, engagement and agency
3. Student resilience, well being and positive relationships with peers
4. Developing whole College pedagogy, including the Learning Centres
5. Community engagement in the College
6. Diverse range of practices in feeder Primary Schools
7. Ensuring we maximise pathways within and outside the Alliance
8. Fidelity of existing learning and teaching programs and structures within the College, and new staff entering the College
9. Consistency of staff practice
10. Maintaining guaranteed and viable curriculum within an innovative framework

	11. Asset Management Plan Stage 2 and Stage 3
Intent, rationale and focus	<p>Drawing from our PRSE and School Review findings, our school will aim to:</p> <ol style="list-style-type: none"> 1. Continue to implement the Whole School Improvement Plan, with an increased focus on excellence in teaching and learning, by way of embedding the College Instructional Model, Guaranteed and Viable Curriculum, PLCs, rigorous professional development program, and peer observation program. (FISO: Excellence in Teaching and Learning) 2. Develop a curriculum and pedagogical model that builds upon a positive climate for learning, which allows for greater student agency in learning and student empowerment across the College, via greater student leadership and decision making. (FISO: Positive Climate for Learning) 3. Increase Literacy and Numeracy growth through the use of Innovative Learning Centres, and an intentional approach to RTI through data informed differentiated learning, targeted intervention, and allied professionals. (FISO: Excellence in Teaching And Learning) 4. Further develop professional leadership through a shared instructional leadership structure. (FISO: Excellence in Teaching and Learning) 5. Design and implement a comprehensive pastoral program to focus on developing student capacity for resilience, emotional and social intelligence, independent learning and effective learning habits. (FISO: Positive Climate for Learning) 6. To enhance community engagement in learning by strengthening relationships with our feeder primary schools, and continue to build existing partnerships with parents and the wider community. (FISO: Community Engagement in Learning) 7. Further develop pedagogy, curriculum and learning environments to enable deep learning. (FISO: Excellence in Teaching and Learning) <p>Key priorities</p> <p>To ensure the Education State 10 year targets are met through:</p> <ul style="list-style-type: none"> - Achieve high levels of attendance - Highly effective pastoral program with a significant teacher in place, ensuring happy, healthy and resilient kids - Highly rigorous and engaging teaching and learning: Restructuring the learning program to increase student agency yet maintaining quality, guaranteed and viable curriculum - High functioning PLCs based on our evidence based learning cycle - Maximise student pathways and post secondary school outcomes - Rigorous performance and development program, and observation and coaching model

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Goal 1	To improve student learning outcomes.								
Target 1.1	<p>Improve NAPLAN performance in the top two bands against similar schools at Year 9 in Reading, Writing and Numeracy. The target is to match similar schools by the end of 2022.</p> <p>2018 Results</p> <p>Reading = 8% vs 14% for similar schools</p> <p>Writing = 4% vs 6% for similar schools</p> <p>Numeracy = 12% vs 16% for similar schools</p>								
Target 1.2	<p>Reduce the number of students below National Minimum Standard at Year 9 in Reading, Writing and Numeracy.</p> <table data-bbox="667 1007 1155 1150"> <thead> <tr> <th>2018 results</th> <th>2022 targets</th> </tr> </thead> <tbody> <tr> <td>Reading = 12%</td> <td>8%</td> </tr> <tr> <td>Writing = 35%</td> <td>25%</td> </tr> <tr> <td>Numeracy = 6%</td> <td>4%</td> </tr> </tbody> </table>	2018 results	2022 targets	Reading = 12%	8%	Writing = 35%	25%	Numeracy = 6%	4%
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<p>Target 1.3</p>	<p>Increase the number of VCE subjects in VASS Report 10 with a mean 'value add' above zero.</p> <p>2018 subjects above were: Biology, Business Management, Chemistry, English, Literature and Philosophy (24 total subjects)</p>
<p>Target 1.4</p>	<p>Improved Attitudes to School Survey positive endorsement in the Differentiated Learning and Stimulating Learning; and Staff Opinion Survey measures in Collective Efficacy, Academic Emphasis and in the "Teaching and Learning" module.</p> <p>2018:</p> <p>AToS: Differentiated Learning = 64% Year 7-12 Stimulated Learning = 62% Year 7 - 12</p> <p>SOS: Collective Efficacy = 39% positive; Academic Emphasis = 33%</p> <p>2022 Target:</p> <p>The average of the 2019 - 2022 positive endorsement is above the 2018 result</p>
<p>Key Improvement Strategy 1.a Instructional and shared leadership</p>	<p>Build instructional and shared leadership across the College to support consistent implementation of the whole-school instructional model.</p>
<p>Key Improvement Strategy 1.b Building practice excellence</p>	<p>Embed and evaluate the impact of the whole-school instructional model, which includes the high impact teaching strategies.</p>
<p>Goal 2</p>	<p>To improve student learning growth.</p>

<p>Target 2.1</p>	<p>Improve NAPLAN Relative High Growth performance against similar schools.</p> <p><u>2018 Year 7 - 9 results</u></p> <p>Reading = high growth 22% (similar schools 25% High Growth)</p> <p>Writing = high growth 17% (similar schools 20% High Growth)</p> <p>Numeracy = high growth 22% (similar schools 23% High Growth)</p> <p>By the end of 2022, the percentage of students with high growth in Reading, Writing and Numeracy to be equal to similar schools.</p>
<p>Target 2.2</p>	<p>Decrease relative low growth for NAPLAN reading, writing and numeracy.</p> <p><u>2018 results</u></p> <p>Reading = low growth 28%</p> <p>Writing = low growth 39%</p> <p>Numeracy =, low growth 22%</p>
<p>Target 2.3</p>	<p>Increase positive endorsement of staff opinion measures collective efficacy, teacher collaboration and academic emphasis.</p> <p><u>2022 target</u></p> <p>Collective Efficacy = the average of the 2019 - 2022 positive endorsement is above the 2018 result of 39%</p>

	<p>Teacher Collaboration = the average of the 2019 - 2022 positive endorsement is above the 2018 result of 50%</p> <p>Academic Emphasis = the average of the 2019 - 2022 positive endorsement is above the 2018 result of 33%</p>
Key Improvement Strategy 2.a Instructional and shared leadership	Enhance the whole school approach to literacy and numeracy to drive teaching and learning
Key Improvement Strategy 2.b Instructional and shared leadership	Build instructional and shared leadership across the College to support consistent implementation of the whole-school approach to the use of data.
Goal 3	To improve student engagement in their learning.
Target 3.1	<p>Reduce the Average Absence Breakdown: average number of days absent per student years 7-12.</p> <p>2018 - 17.6 All absences; 7.6 unapproved, 10 approved</p> <p>2022 Target: The average of the 2019 - 2022 Average Absence Breakdown is lower than the 2018 result of 17.6 (YTD)</p>
Target 3.2	<p>Improve students' positive endorsement in the AToS in the measure of Teacher Concern and Respect for Diversity.</p> <p>2018:</p> <p>Teacher Concern = 48% Year 7-12 Respect for diversity = 59% Year 7 - 12</p> <p>2022 Target:</p>

	<p>The average of the 2019 - 2022 positive endorsement in Teacher Concern is above the 2018 result of 48%</p> <p>Respect for diversity: the average of the 2019 - 2022 positive endorsement is above the 2018 result of 59%</p>
Target 3.3	<p>Improve students' positive endorsement in the AToS in the measure of School Stage Transitions and Student Voice and Agency.</p> <p><u>2022 Targets</u></p> <p>Student voice and agency: the average of the 2019 - 2022 positive endorsement is above the 2018 result of 55%</p> <p>School Age Transitions 10-12: the average of the 2019 - 2022 positive endorsement is above the 2018 result of 67%</p>
Key Improvement Strategy 3.a Setting expectations and promoting inclusion	Develop actively engaged, motivated learners through provision of stimulating, rigorous and relevant learning.
Key Improvement Strategy 3.b Empowering students and building school pride	Enhance student voice and agency in their learning.
Key Improvement Strategy 3.c Empowering students and building school pride	Review and redevelop the whole-school student pathways program to ensure students are well-informed and supported as they transition into, within and beyond the College.