

School Strategic Plan 2018-2022

Bundoora Secondary College (7874)



Submitted for review by Anesti Anestis (School Principal) on 15 February, 2019 at 10:44 AM

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Endorsed by Julie Taylor (School Council President) on 03 April, 2019 at 12:40 AM

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<p>School vision</p>	<p>The Vision is in a process of being re developed throughout 2019, through a consultative process with staff, students and parents. Some statements gathered thus far... We are deeply passionate about fostering life long learning, building every persons capacity to take control of their future.</p>
<p>School values</p>	<p>See note above: The 5 Rs. Respect - Valuing every person Responsibility- take ownership of self Rigour- persist and try your best Relationships - positive bonds of trust Resilience - persevering to overcome set backs</p>
<p>Context challenges</p>	<p>To embed or refine the student empowerment model (Take control) in a manner that keeps the integrity behind the intent yet still a) provides curriculum breadth- coverage and b) depth- knowledge and skills, so that students are more adequately prepared for their senior years and associated pathways. Whilst reading has shown significant improvement, writing and numeracy is a great concern and requires an uplift to improve student learning opportunities. Students here are mainly from low socio- economic backgrounds and families don't tend to value the opportunities and possibilities of educations. Approximate 5% of students are from Koorie background.</p>
<p>Intent, rationale and focus</p>	<p>Intent: A love of learning (through empowerment) that leads to appreciation and access to all the pathways and opportunities that education affords. Rationale: It is important as education is a great leveler, accessible by all students and the much needed remedy to lift the aspirations and expectations of our students. Empowerment is the chosen model as the world needs people who are responsible for making their future. Prioritizing: 1) Understanding of empowerment and the types of relationships, characteristics and expectations that are needed to fulfill this disposition- both in terms of in class learning along with attitude and behavior. Across the entire school. 2) Whole school literacy- specifically writing, as a means to enhance vocabulary and structure across all written expression responses. 3) Whole school numeracy and technology- to enhance mathematical thinking so as improve opportunities in STEM related fields</p>

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Goal 1	Improve achievement and learning growth for every Year 7–12 student across the whole curriculum with an emphasis on literacy and numeracy.
Target 1.1	<p>NAPLAN</p> <p>By 2022 the percentage of Year 9 students assessed in the 2 middle and 2 top bands of NAPLAN for</p> <ul style="list-style-type: none">• Numeracy will increase from 71.4% (2018) to 80% or above.• Reading will increase from 62% (2018) to 75% or above.• Writing will increase from 28% (2018) to 60% or above. <p>By 2022 the percentage of Year 9 students assessed in the bottom 2 top bands of NAPLAN for</p> <ul style="list-style-type: none">• Numeracy will decrease from 26.5% (2018) to 15% or below.• Reading will decrease from 36% (2018) to 25% or below.• Writing will decrease from 70% (2018) to 30% or below. <p>By 2022 the percentage of students across years 7–9 (matched cohort) in NAPLAN</p> <ul style="list-style-type: none">• Numeracy assessed as medium and high growth increase from 69% (2018) to be 75% or above.• Writing assessed as medium and high growth increase from 64% (2018) to be 75% or above.
Target 1.2	<p>VCE</p> <ul style="list-style-type: none">• By 2022 the mean VCE All Study score will increase from 22.76 in 2017 to be 27 or above.• By 2022 the mean VCE English score (study group) will increase from 23.2 in 2017 to be 27 or above.

	<ul style="list-style-type: none"> • By 2022 the mean VCE Further Mathematics score will increase from 23.5 in 2017 to be 27 or above.
Target 1.3	<p>By 2022, the component mean score on the AToSS for these factors will be:</p> <ul style="list-style-type: none"> • Differentiated learning challenge overall positive endorsement at or above 60% • Stimulating learning overall positive endorsement at or above 70% • High expectations for success overall positive endorsement at or above 85% • Motivation and interest overall positive endorsement at or above 80%
Target 1.4	<p>Teacher Judgements and NAPLAN</p> <ul style="list-style-type: none"> • By 2022, the College will reduce the variance between teacher judgements and NAPLAN so that the variance is in the range of +/-10%.
Key Improvement Strategy 1.a Curriculum planning and assessment	Embed the Take Control model ensuring the development of whole college scope and sequence curriculum documentation that enables high quality teaching and learning particularly in English and Mathematics (CPA).
Key Improvement Strategy 1.b Curriculum planning and assessment	Strengthen the capacity of individual teachers and teams to analyse and use assessment data to plan a differentiated teaching and learning program that targets the learning needs of all students (CPA).
Key Improvement Strategy 1.c Building practice excellence	Embed the Bundoora SC Instructional Model, integrating the use of High Impact Teaching Strategies, to achieve consistent, high quality instruction in every classroom (BPE).
Goal 2	Enhance student engagement and wellbeing through the full implementation of the Take Control model.

Target 2.1	<p>Student opinion</p> <ul style="list-style-type: none"> ● By 2022 the gap between the factor percentiles by gender at any year level of the AToSS is no more than 10%. ● By 2022, the percentile on the AtoSS for Years 7–12 will be: <ul style="list-style-type: none"> ○ Stimulated Learning—70 or above (from 31.8 in 2018) ○ Sense of Confidence—70 or above (from 33.3 in 2018) ○ Self-Regulation and Goal Setting—70 or above (from 36.4 in 2018) ○ Attitudes to Attendance—70 or above (from 36.8 in 2018) ○ Effective Classroom Behaviour—60 or above (from 29 in 2018)
Target 2.2	<p>Attendance</p> <p>By 2022, reduce student absence days per full–time equivalent for Year 10 from 32.37 days in 2017 to 22 days or below; for Year 11 from 31.79 days in 2017 to 18 days or below and for Year 12 from 31.55 days in 2017 to 16 days or below.</p>
Key Improvement Strategy 2.a Empowering students and building school pride	<p>Enable consistent use of student voice and learner agency strategies so that all students have positive school experiences and can act as partners in improving their outcomes (ESBSP and IESA).</p>
Key Improvement Strategy 2.b Setting expectations and promoting inclusion	<p>Review the College’s attendance policy and processes and implement more effective approaches to improve attendance (SEPI).</p>
Key Improvement Strategy 2.c Setting expectations and promoting inclusion	<p>Embed a positive education program that enables students to develop a growth mind-set and to self-regulate (SEPI).</p>

Goal 3	Create a positive professional learning community culture based on high expectations, collective responsibility and shared accountability to support improved student outcomes.
Target 3.1	<p>Staff opinion</p> <p>By 2022, the component mean score on the School Staff Survey (SSS) for these factors will be:</p> <ul style="list-style-type: none"> ● Academic emphasis—70 or above (from 49.32 in 2018). ● Collective efficacy—70 or above (from 58.33 in 2018). ● Instructional leadership—70 or above (from 56.51 in 2018). ● Feedback—70 or above (from 53.21 in 2018).
Target 3.2	<p>Student opinion</p> <p>By 2022, the percentile on the AtoSS for Years 7–12 will be:</p> <ul style="list-style-type: none"> ● School stage transitions (Years 10–12)—60 or above (from 23.3 in 2018) ● High expectations for success—60 or above (from 24.6 in 2018) ● Effort—60 or above (from 24 in 2018) ● Sense of connectedness—70 or above (from 45.8 in 2018) ● Effective classroom behaviour—60 or above (from 29 in 2018)
Target 3.3	<p>Parent opinion</p> <p>By 2022, the percentile by factor on the POS for:</p> <ul style="list-style-type: none"> ● High expectations for success—will move from the second percentile in 2018 to the third percentile or above. ● Confidence and resiliency skills—will move from the first percentile in 2018 to the third percentile or above. ● Student connectedness—will move from the first percentile in 2018 to the third percentile or above.

	<ul style="list-style-type: none"> • Positive transitions—will move from the first percentile in 2018 to the third percentile or above. • General school satisfaction—will move from the first percentile in 2018 to the third percentile or above.
Key Improvement Strategy 3.a Instructional and shared leadership	Review the College leadership structures and document roles in line with the new School Strategic Plan (SSP) and build the instructional leadership capacity of all in leadership roles to enable them to establish higher levels of consistency and shared accountability for improving student achievement and learning growth (ISL).
Key Improvement Strategy 3.b Vision, values and culture	Review the college vision and values to establish a consistent narrative and sense of identity built on a culture of high expectations and aspirations (VVC).
Key Improvement Strategy 3.c Building practice excellence	Build the instructional practice of every teacher through a professional learning program that includes coaching, mentoring, peer observation (both inside the College and in other schools) and feedback (BPE).
Key Improvement Strategy 3.d Parents and carers as partners	Strengthen the learning partnerships between home and the College to support improved student achievement, engagement and wellbeing outcomes (PCP).