

School Strategic Plan 2022-2026

Bundoora Secondary College (7874)



Submitted for review by Anesti Anestis (School Principal) on 13 December, 2022 at 06:06 PM

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School Strategic Plan - 2022-2026

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School vision	School vision and values Empowering a life long love of learning to thrive in a rapidly changing world. We live by our school values Respect, Responsibility, Resilience, Relationships and Rigour (the 5 Rs).
School values	School purpose The core purpose of this College is to provide a broad and challenging education in order to develop students' 21st Century skills, abilities and knowledge needed as a foundation for further education, training, work and community participation.
Context challenges	The school is currently experiencing increased demand and enrolment. Whilst this is changing the SFO and SFOE is slightly adjusting, BSC is in medium band. There are 5 EAL students, 9 Koorie students, 5 International students and 24 PSD students. The greatest challenge is to cater for all learners. The low number of PSD students does not reflect the 60% of students with additional learning needs whether emotional, social or undiagnosed cognitive.
Intent, rationale and focus	Our College plan of what we are trying to achieve is built on 4 pillars. 1) We highly value academic excellence and we equally value the development of engaged, resilient, compassionate and caring global citizens who will contribute positively in the rapidly changing, globally connected digital age. 2) We prepare our students for life after school by offering students a learning environment where they can discover and embrace their passions. 3) Our young people take control of their decision making, learning pathways and learning methods. We believe the best schools know the needs and hopes of their students and supports them to make their mark on the world. 4) Students need to be able to shine their own light — in ways that express the unique value they bring to the world. When students shine their own light, their learning is deeper. Our aim is to develop graduates who are well-rounded individuals with multiple options and strong values to guide their conduct in the school and broader community. This is important as the world is rapidly changing and our students need this new paradigm in order to survive and thrive. We are prioritizing:

	-Community engagement -Real life experiences -Respect for diversity -Flexible and customisable learning -Student agency and empowerment -Entrepreneurial ship -sustainable and responsible practices
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Goal 1	To enhance learning performance and growth for all students with focus on English and mathematics.
Target 1.1	By 2026 in VCE: • improve Further Mathematics mean study scores from 25 (2021) to 28 • Improve English mean study scores from 27 (2021) to 29. • Improve the all study mean score from 28 (2021) to 29 and above.
Target 1.2	By 2026, improve: • Year 9 NAPLAN High and Medium Relative Growth in Reading, Writing Domains from 68 per cent (2021) to 80 per cent • Year 9 NAPLAN High and Medium Relative Growth in Numeracy Domains from 60 per cent (2021) to 80 per cent • Teacher Judgement Growth over 2 years, from Semester 1 in Year 7 to Semester 1 in Year 9: ◦ above expected growth in English (Writing) from 21% (2019 to 2021) to 25%. • above expected growth in Mathematics (Number and Algebra) from 25% (2019 to 2021) to 30%.
Target 1.3	By 2026, improve the percentage positive endorsement of AtoSS factors: • Stimulated learning from 46% (2022) to 65% • Effort from 59% (2022) to 75% • Motivation and interest from 51% (2022) to 70%

Target 1.4	By 2026, improve the percentage positive endorsement of SSS factors: • Collective efficacy from 41%(2021) to 60% • Teacher collaboration from 17%(2021) to 60% • Guaranteed and viable curriculum from 36%(2021) to 60%
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build stimulating and challenging learning environments.
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed the work in PLC implementation across the school through: • Appointment of learning specialists with clearly defined roles and goals. • Building teacher capacity to differentiate teaching to ensure challenge and progress for every student.
Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Collaboratively review and enhance engaging/relevant/rigorous middle years program. (pathways/careers/ preparation for VCE)
Key Improvement Strategy 1.d	Use the Professional Learning Community inquiry cycle to build staff capacity to analyse and use student achievement data sets.

Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Key Improvement Strategy 1.e Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop and implement an agreed instructional model
Goal 2	To improve student engagement in learning
Target 2.1	Reduce absence rate of 20+ days from 32% in 2021 to 27% in 2026
Target 2.2	Improve participation in NAPLAN from 65% to 80%
Target 2.3	Improve response to exit destination survey from 65% (2021) to 100% in 2026
Target 2.4	By 2026, increase the AtoSS factors of: • Sense of connectedness from 45 per cent (2021) to 53 per cent • Motivation and interest from 45 per cent (2021) to 59 per cent • Student voice and agency from 47 per cent (2021) to 59 per cent.

Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Implement targeted student and family support to increase attendance
Key Improvement Strategy 2.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Develop processes to encourage and acknowledge value of participation, achievement and measurement of learning growth in NAPLAN for students
Key Improvement Strategy 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Implement responses to intervention in attendance with focus on PAL.
Key Improvement Strategy 2.d The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Enhance the whole-college approach to student health, engagement and inclusion.
Goal 3	Enhance student wellbeing
Target 3.1	By 2026 improve AToSS measures: • Sense of confidence from 47 per cent (2021) to 59 per cent • Self- regulation and goal setting 49 per cent (2021) to 59 per cent • Perseverance from 49 per cent (2021) to 70 per cent

	• Motivation and interest from 51(2021) per cent to 70 per cent
Target 3.2	By 2026 improve POS measure: • Student motivation and support from 60 per cent (2021) to 70 per cent
Target 3.3	By 2026 improve the SSS factor: • Academic emphasis from 25% (2021) to 50%
Target 3.4	By 2026 reduce the gap between male and female students positive responses in the following AToSS measures to 10 per cent or less : • Emotional awareness – from 62 percent (2021) • Resilience – female students 44per cent/male 71 per cent (2021)
Key Improvement Strategy 3.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop and implement student 'ready to learn' plan
Key Improvement Strategy 3.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on	Extend existing snapshot process to all students by 2025

student learning growth, attainment and wellbeing capabilities	
Key Improvement Strategy 3.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Develop student profiles of learning
Key Improvement Strategy 3.d Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Enrich pedagogical practice to develop student capacity as independent and self-regulating learners.