

Bendigo Senior Secondary College



School Strategic Plan

2007 – 2010

Part 1 – School Profile

Purpose:

Our **ROLE** is to empower learners for individual, community and global leadership

Values:

We value: **R**espect, **O**ptimism, **L**earning, **E**nvironment

RESPECT	OPTIMISM	LEARNING	ENVIRONMENT
Respect means:	Optimism means:	Learning means:	Environment means contribution to:
Respecting ourselves, others and our relationships Respecting ourselves and others in all we think, say and do Respecting our learning, community and environment	Being enthusiastic in our living, learning and contributing Embracing opportunities to make a difference Being resilient and persistent in adversity	Embracing learning opportunities Being a life long learner Being a continuously improving individual and community member Being a leader of self and of others Being innovative and open to possibilities	The culture we make through our beliefs and actions The community we make through our relationships with others Sustainability and planetism through wisdom, balance and action

Please Note: Our values must be translated into statements of behaviours. This will involve staff, students and parents in consultation processes which will take us into next year. The behaviours statements will be inserted into this space when completed.

Environmental Context:

Bendigo Senior Secondary College is situated in central Bendigo overlooking the historic Rosalind Park. With a population of 1780 students in 2006, the College is the largest Victorian Certificate of Education (VCE), Vocational Education and Training in Schools (VETiS), and Victorian Certificate of Applied Learning (VCAL) provider in Victoria. The College is committed to providing suitable programs for all students from our neighbouring 7-10 colleges: Eaglehawk Secondary College, Flora Hill Secondary College, Golden Square Secondary College, Kangaroo Flat Secondary College and Weeroona P-10 College. There is close co-operation with these colleges in professional development programs, student transition and orientation activities, and instrumental music performance activities.

The College aims to provide an adult environment where sound work ethics, self-discipline and the acquisition of independent learning skills are fostered. Staff are deeply committed to the academic progress and welfare of students, and all students are encouraged to interact closely with their teachers and seek help at any time.

Students are able to choose courses to meet their individual needs. This may involve part-time study/part-time work, completing their studies over three years, and choosing flexibly designed courses to meet their individual needs. A very high number of VCE studies are offered and students can select units in English, Mathematics, Sciences, Business & Information Technology Studies, Studies of Society and Environment, and the Arts. An accelerated learning program operates in conjunction with the 7-10 colleges where students are able to undertake some VCE/VET studies whilst in Year 10. Year 11 students are encouraged to undertake a unit 3/4 study in their first year.

Pathways in VCAL are offered at foundation, intermediate and senior levels. An extension to the College program NETschool provides curriculum access for 15-20 year old students who are outside main stream schooling or training. NETschool provides both online and off campus delivery of VCE, VET and VCAL units at the NETschool centre located on the Bendigo Regional Institute of TAFE (BRIT) campus.

A number of VET programs, apprenticeships and traineeships are also available to students providing pathways to further study or employment.

Part 2 – Strategic Intent

Student Learning Outcomes	Goals 1. To improve student learning outcomes across the College in VCE, VET and VCAL	Targets 1.1 All VCE subject scores to be greater than or equal to state means 1.2 The % of VCE scores greater than 40 to be 8% by 2009 1.3 The % of VET units of competency successfully completed to be at state benchmarks 1.4 % of VCAL credits satisfactorily completed to be at state benchmarks	Key Improvement Strategies To develop and implement practices which strengthen learning and teaching across the College. <ul style="list-style-type: none"> ▪ Embed POLT into the teaching practices of all classroom teachers ▪ Improve college wide use of a range of assessment, reporting and feedback strategies ▪ Integrate learnings from NETschool into college programs ▪ Further develop the Aim High Program and implement other programs to extend learning opportunities for students. ▪ Review literacy support programs and implement recommendations ▪ Develop stronger collaboration with 7-10 colleges to support student outcomes
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			<ul style="list-style-type: none"> • Increase teaching time for VET units ▪ Increase the number of staff with qualifications in competency based assessment and training ▪ Review college VCAL program and adopt recommendations ▪ Implement peer observation, peer mentoring and team teaching <p>Implement Information Communication Technologies which support teaching and learning improvement, innovation and whole college operations</p>
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	Goals	Targets	Key Improvement Strategies
Student Wellbeing & Connectedness Outcomes	<p>1. To improve student wellbeing, motivation and connectedness</p> <p>2. To improve student enrolment and retention</p> <p>3. To decrease student absenteeism</p>	<p>1.1 Outcomes for student wellbeing, motivation and connectedness will improve by 9% by 2009</p> <p>2.1 Student enrolment & retention outcomes will improve by 7.5% by 2009</p> <p>3.1 Decrease average student days absent per year to 10 days per year</p>	<p>Review, develop and implement programs which promote student wellbeing, motivation and connectedness to improve retention and absenteeism.</p> <ul style="list-style-type: none"> • Review Tutor Program to better support achievement of program aims ▪ Extend/improve student activities programs ▪ Implement strategies for increased student participation in planning activities across the College ▪ Review college retention outcomes and adopt review recommendations ▪ Implement improved college processes to provide more proactive responses to absenteeism ▪ Review and further refine year 10-11 transition ▪ Review and evaluate student management policies and procedures

	Goals	Targets	Key Improvement Strategies
Student Pathways and Transitions Outcomes	1. To improve the % of post Year 12 students making meaningful transitions to further education, training and employment	1.1 The % of post Year 12 students engaged in further education, training or employment to be at or above state benchmarks each year	<p>Develop and implement programs and practices that assist students in making meaningful transitions.</p> <ul style="list-style-type: none"> ▪ Implement effective pathways plans for all students across the College ▪ Implement a plan to improve community links to support work placement opportunities for students

<p>Whole College Key Improvement Strategies</p>	<ol style="list-style-type: none"> <li data-bbox="667 272 1514 379"> <p>1. Developing a Performance and Development culture. Implement peer observation, peer coaching and team teaching Implement a team based performance and development model</p> <li data-bbox="667 421 1917 491"> <p>2. Review school organisational structures to support the achievement of College goals and improved organisational health and adopt review recommendations.</p> <li data-bbox="667 533 1883 603"> <p>3. Develop an implementation plan to improve the College’s environmental, community, international and global focus across college programs.</p>
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Part 3 – Signatures

SIGNED by the Principal

Name Dale Pearce

Date / /

SIGNED by the School Council President

Name James Thompson

Date / /

SIGNED by the Regional Director (or nominee)

Name Ron Lake

Date / /