

School Strategic Plan 2018-2022

Bendigo Senior Secondary College (7595)



Submitted for review by Dale Pearce (School Principal) on 07 December, 2018 at 08:37 AM

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Awaiting endorsement by School Council President

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School vision	<p>In 2006 our Future Search process described our vision as "We empower students for individual, community and global leadership". It is time for us to review that statement along with the college values (see below) to ensure it is relevant to our current circumstances and can be easily understood by everyone.</p> <p>Through our vision, the college seeks to provide the best possible education for all students, irrespective of their ability or intended pathway. We want all our students to feel safe and supported and to aspire to be the best they can be. To achieve this we will work collaboratively with families, the community and other schools, in particular the Bendigo Year 7-10 schools.</p>
School values	<p>The college values Respect, Optimism, Learning and Environment. These values were developed through a highly collaborative Future Search process in 2006, are elaborated on and incorporated into our student Empowered Learning Indicator and have served the college well. But we feel it is time to review these, particularly to ensure that the values can be expressed in terms of behaviours for both students and staff.</p> <p>Respect refers to respecting ourselves, others and our relationships: Respecting ourselves and others in all we think, say and do and respecting our learning, community and environment.</p> <p>Optimism refers to being enthusiastic in our living, learning and contributing, embracing opportunities to make a difference, being resilient and persistent in adversity.</p> <p>Learning means embracing learning opportunities, being a life long learner, being a continuously improving individual and community member, being a leader of self and of others and being innovative and open to possibilities.</p> <p>Environment refers to 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.</p>
Context challenges	<p>The college has experienced a slow decline in VCE results over the recent years. While student, staff and parent opinion remains very positive there is a need to focus on teaching practice and college processes which promote student aspiration, motivation and work ethic. This needs to be supported by visible leadership, high expectations and a focus on providing both students and staff with the feedback they need to improve practice. Now is an opportune time to review the college instructional model and our assessment policy to ensure it is applied consistently and in manner which supports higher levels of aspiration and performance. There is a need to focus on building better connections to teaching and learning practice in Year 7-10 schools and ensuring students are well prepared when they enter Year 11. Analysis of VCE results shows that many students do not achieve at the level predicted by GAT and NAPLAN and this is particularly evident for boys. This is also evident in the percentage of study scores above 40.</p>

Intent, rationale and focus

The key intent of this strategic plan is to lift VCE results, both in terms of the All Study Mean and percentage of studies scores over 40. This is important because these results have declined in recent years and there are many students who are not achieving at the level of which they are capable. Initial priorities will revolve around understanding and consistent adoption of the college instructional model, changes to the assessment policy which create a higher level of expectation for students, engagement of all staff in the school improvement agenda, lifting student agency and improving the day to day connection of the work of leaders to teachers. The college performance and development model will be reviewed in the first year of the strategic plan with changes made for 2020 to improve the level of feedback provided to staff and the focus on what is relevant for improving the practice of individual teachers. Progressive work will be undertaken on the use of HITS based on an understanding of the Practice Principles and embedding the use of formative rubrics across the college. We see the engagement with Year 7-10 schools on teaching and learning continuing to build through the life of the strategic plan and this will be connected to the work of the BEP.

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Goal 1	To improve learning outcomes and achieve continuous learning growth for all students
Target 1.1	By 2022 VCAA All Study mean is 28
Target 1.2	By 2022 VCE completion rate is 97%
Target 1.3	By 2022 the percentage of VCE study scores of 40 or more is 4.0 percent.
Target 1.4	By 2022 adjusted estimates of study scores (GAT) improve to be above predicted levels in 75% of all Unit 3 and 4 subjects
Target 1.5	By 2022 adjusted estimates of study scores improve in all VCE subjects.
Target 1.6	By 2022 VCAL completion rates increase to 80%

Target 1.7	By 2022, VET certificate completion rate is 85%
Target 1.8	By 2022, Year 11-12 retention increases to above 76%
Key Improvement Strategy 1.a Building practice excellence	Build the capacity of all staff to use evidence-based targeted teaching across the school (BPE)
Key Improvement Strategy 1.b Building practice excellence	Consolidate and embed a whole school understanding of the school instructional model (BPE)
Key Improvement Strategy 1.c Building practice excellence	Build instructional and shared leadership capacity, including through greater leadership visibility and the ability of leaders to give regular feedback. (BPE)
Key Improvement Strategy 1.d Curriculum planning and assessment	Embed a rigorous and differentiated curriculum and explicit teaching to cater for individual learning needs (CPA)
Key Improvement Strategy 1.e Curriculum planning and assessment	Build staff capacity in pedagogical expertise for personalised learning, and differentiation (CPA)
Key Improvement Strategy 1.f Building practice excellence	Improve collaboration with year 7-10 schools on approaches to teaching and learning.(BPE)
Goal 2	To deepen and strengthen students' agency & voice in their learning
Target 2.1	By 2022 increase the percentage of positive endorsement on the Student Attitudes to School Survey (ATOSS) for the factors of <i>student voice and agency (54%), high expectations for success (76%), and effective teaching time (68%)</i> - to be 75% or higher

Target 2.2	By 2022 increase the percentage of positive endorsement on the Parent Opinion Survey for factors of <i>student agency and voice</i> , <i>student motivation & support (65%)</i> <i>high expectations for success</i> to be 85% or higher
Target 2.3	By 2022, improve the percentage of positive endorsement on <i>School Staff Survey (SSS) school climate</i> module scores for the components of <i>teacher collaboration (47%)</i> , <i>academic emphasis (49%)</i> - to be 70% or higher
Target 2.4	By 2022, improve the percentage of positive endorsement on SSS <i>teaching & learning – implementation</i> module scores for the components of <i>use of high impact teaching strategies (58%)</i> , <i>knowledge of high impact teaching strategies (52%)</i> , - to be 80% or higher
Key Improvement Strategy 2.a Intellectual engagement and self-awareness	Strengthen opportunities for students to be agents of their own learning
Key Improvement Strategy 2.b Intellectual engagement and self-awareness	Increase the understanding and use of strategies that support quality feedback to students
Goal 3	To develop confident, motivated and resilient students
Target 3.1	By 2022 increase the percentage of positive endorsement on the Student Attitudes to School Survey (ATOSS) for the factors of <i>differentiated learning challenge (59%)</i> , <i>and stimulating learning (65%)</i> - to be 70% or higher

Target 3.2	By 2022 according to On Track data, the percentage of Year 12 completers undertaking further education, training, full time employment and deferred studies is 80% By 2022 according to On Track data, the percentage of early school leavers undertaking further education, training or full time employment is 75% or higher
Target 3.3	By 2022, improve the percentage of positive endorsement on SSS <i>school leadership</i> module scores for the components of <i>flexibility (37%), instructional leadership (43%), visibility (38%)</i> - to be 70% or higher
Target 3.4	By 2022, improve the percentage of positive endorsement on SSS <i>professional learning</i> module scores for the components of <i>applicability of professional learning (61%), active participation (51%)</i> , - to be 75% or higher
Key Improvement Strategy 3.a Setting expectations and promoting inclusion	Build staff capacity to develop and embed a positive classroom culture that enables student agency and self- efficacy
Key Improvement Strategy 3.b Setting expectations and promoting inclusion	Improve transitions for students between Year 10 and Year 11 and for post-school destinations