

School Strategic Plan 2022-2026

Bendigo Senior Secondary College (7595)



Submitted for review by Dale Pearce (School Principal) on 11 November, 2022 at 02:15 PM

Endorsed by Stephen Brain (Senior Education Improvement Leader) on 12 November, 2022 at 08:12 AM

Awaiting endorsement by School Council President

School Strategic Plan - 2022-2026

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School 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.
School values	<p>Our college values are Respect, Optimism, Learning and Engagement.</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>Engagement means being aware of all the college offers, taking advantage of opportunities, understanding and meeting responsibilities and connecting with others.</p>
Context challenges	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, college structures and 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. Central to this is engagement with families as partners in learning and prioritising the building of relationships with families. Our school review highlighted the importance of our college instructional model and the need to adjust our assessment policy to ensure it is applied consistently and in manner which supports higher levels of aspiration and performance and is understood by students and families. 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.
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, particularly boys. The school review provided a unique opportunity for engagement with Year 7-10 schools and alignment of strategic focus on learning, wellbeing and engagement. 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 building stronger connections with families.
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Goal 1	Maximise learning attainment and growth for every student. (Cluster goal)
Target 1.1	By 2026, increase the VCE all study scores mean from 26.27 (2021) to 28.
Target 1.2	By 2026, increase the percentage of students with at least one study score above 40 from 4.3 per cent (2021) to 8 per cent.
Target 1.3	<p>By 2026, increase the VCE mean study score across studies of VCE English</p> <ul style="list-style-type: none">• English from 24.06 (2021) to 26• English (ESL) from 24.63 (2021) to 26• English Language from 25.47 (2021) to 27• Literature from 26.61 (2021) to 27.5 <p>Priority Cohort – Equity Funded</p> <p>By 2026, increase the VCE mean study score across studies of VCE English for equity funded students</p> <ul style="list-style-type: none">• English from 23.46 (2021) to 25• English Language from 22.00 (2021) to 25 <p>Priority Cohort – Gender</p>

	<p>By 2026, increase the VCE mean study score across studies of VCE English for male students</p> <ul style="list-style-type: none"> • English from 21.70 (2021) to 23 • English Language from 22.13 (2021) to 24
<p>Target 1.4</p>	<p>By 2026, increase the VCE mean study score across studies of VCE Mathematics</p> <ul style="list-style-type: none"> • General Maths* from 27.63 (2021) to 28.5 • Mathematics Methods (CAS) from 28.41 (2021) to 29.0 • Specialist Mathematics from 26.11 (2021) to 27.5 <p>Priority Cohort – Equity Funded</p> <ul style="list-style-type: none"> • By 2026, increase the VCE mean study score across studies for equity funded students for General Maths* will increase from 25.43 (2021) to 27.
<p>Target 1.5</p>	<p>By 2026, increase the percentage of students receiving a satisfactory</p> <ul style="list-style-type: none"> • Vocational Major Literacy from <i>(insert benchmark)</i> 2023 to <i>(insert target)</i>. • Vocational Major Numeracy from <i>(insert benchmark)</i> 2023 to <i>(insert target)</i>.
<p>Target 1.6</p>	<p>By 2026, the positive percentage endorsement rate will improve in the Student Attitudes to School Survey factors.</p> <ul style="list-style-type: none"> • Differentiated learning challenge from 55 per cent (2021) to 65 per cent • Stimulated learning from 60 per cent (2021) to 70 per cent.

	<ul style="list-style-type: none"> • Self-regulation and goal setting from 64 per cent (2021) to 70 per cent • Sense of confidence from 60 per cent (2021) to 70 per cent • High expectations for success from 74 per cent (2021) to 80 per cent • Motivation and interest 69 per cent (2021) to 80 per cent.
Target 1.7	<p>By 2026, the positive percentage endorsement rate will improve in the Staff Opinion Survey factors.</p> <ul style="list-style-type: none"> • Academic emphasis from 48 per cent (2021) to 55 per cent. • Collective efficacy from 53 per cent (2021) to 60 per cent. • Understand how to analysis data from 52 per cent (2021) to 60 per cent. • Monitoring effectiveness of using data from 73 per cent (2021) to 75 per cent. • Understanding formative assessment from 67 per cent (2021) to 70 per cent. • Instructional leadership from 53 per cent (2021) to 60 per cent. • Moderate assessment tasks together from 79 per cent (2021) to 85 per cent. • Seek feedback to improve practice from 48 per cent (2021) to 60 per cent.
Key Improvement Strategy 1.a 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	Re-define cluster wide shared leadership practices and structures to embed a culture of high expectations, academic excellence and collective efficacy.
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build and embed teacher capability to consistently implement agreed evidence based instructional practice.

<p>Key Improvement Strategy 1.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	<p>Build staff capabilities to analyse and use rich learning and wellbeing data to inform point of need learning.</p>
<p>Key Improvement Strategy 1.d Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Build and embed a continuous improvement cycle that ensures quality teacher practice.</p>
<p>Goal 2</p>	<p>Optimise student engagement, transitions, and pathways (cluster goal)</p>
<p>Target 2.1</p>	<p>By 2026, increase the percentage of real student retention</p> <ul style="list-style-type: none"> • Year 10 to Year 11 from 64.1 per cent (2021-2022) to 70 per cent • Year 11 to Year 12 from 63.8 per cent (2020- 2022) to 70 per cent.
<p>Target 2.2</p>	<p>By 2026 increase the percentage of students who continue education:</p> <ul style="list-style-type: none"> • Year 11 from 59.5 per cent (2021) to 75.0 per cent • Year 12 from 54.5 per cent (2021) to 70.0 per cent.
<p>Target 2.3</p>	<p>By 2026, increase the VCE completion rates from 96.1 per cent (2021) to 97 per cent.</p>

Target 2.4	<p>By 2026, the positive percentage endorsement rate will improve in the Student Attitudes to School Survey factors.</p> <ul style="list-style-type: none"> • Motivation and interest from 76 per cent (2019) and 69 per cent (2021) to 80 per cent • School stage transition Y10-12 from 72 per cent (2019) and 64 per cent (2021) to 76 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	<p>Develop and implement a cluster wide approach to transition in, through and beyond our schools that enables high aspirations and quality student pathways.</p>
Key Improvement Strategy 2.b 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	<p>Embed staff understanding of the range of pathways and options for students to effectively plan for their senior secondary certificate studies and future pathways.</p>
Goal 3	<p>Strengthen wellbeing capabilities and outcomes for all students.</p>
Target 3.1	<p>By 2026, decrease the percentage of students with 20 or more days absent from 30 per cent (2019) and 31 per cent (2021) to 28 per cent.</p>
Target 3.2	<p>By 2026, the positive percentage endorsement rate will improve in the Student Attitudes to School Survey factors:</p> <ul style="list-style-type: none"> • Perseverance from 67 per cent (2019) and 59 per cent (2021) to 65 per cent. • Sense of connectedness from 69 per cent (2019) and 61 per cent (2021) to 65 per cent

	<ul style="list-style-type: none"> • Student voice and agency from 58 per cent (2019) and 47 per cent (2021) to 55 per cent • Emotional awareness and regulation from 66 per cent (2021) to 70 per cent • Managing bullying from 71 per cent (2019) and 62 per cent (2021) to 70 per cent.
Target 3.3	<p>By 2026, the positive percentage endorsement rate will improve in the Parent Opinion Survey factors.</p> <ul style="list-style-type: none"> • Student connectedness from 81 per cent (2021) to 85 per cent • Confidence and resiliency skills from 81 per cent (2021) to 85 per cent • Student motivation and support from 64 per cent (2021) to 70 per cent • Student agency and voice from 76 per cent (2021) to 80 per cent.
Key Improvement Strategy 3.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Further develop a shared sense of wellbeing support.
Key Improvement Strategy 3.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Embed a whole school approach to knowing and understanding the wellbeing needs of all students.
Key Improvement Strategy 3.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Embed a whole school approach to student agency in learning and wellbeing.

