

School Strategic Plan 2019-2023

Bayswater Secondary College (7560)



Submitted for review by Warren Dawson (School Principal) on 24 October, 2019 at 11:21 AM
Endorsed by Kerrie Anderson (Senior Education Improvement Leader) on 25 November, 2019 at 05:03 PM
Awaiting endorsement by School Council President

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School vision	Bayswater Secondary College is striving to create and deliver a rigorous, challenging, engaging and high performing educational program that caters for all student learning needs, while creating new opportunities for the future. The school is a centre for the community and we value our strong relationships with parents and members of the local and wider community, including our international and university partnerships. We are aspirational in our collective outlook as we strive to achieve improved academic performance and build upon our social and community connections so that all students at Bayswater have a positive and strong sense of who they are, as active global citizens. Our learning community is welcoming and highly diverse and we celebrate and acknowledge the broad range of strengths, skills and attributes that all members of our school community possess.
School values	<p>All students, staff and teachers have a right to learn and work in a safe and orderly environment. Respectful learning environments and positive student behaviours are most effectively developed through positive relationships that are based on whole school and classroom practices. When managing inappropriate behaviour, teachers must ensure that the learning environment remains respectful and that relationships remain positive.</p> <p>Our School Values:</p> <ul style="list-style-type: none">Respect for Others (all)Honesty (students), Integrity (staff)Teamwork (students), Collaboration (staff)Creativity (students), Innovation (staff)High Expectations (all)Resilience (all) <p>Bayswater Secondary College is committed to ensuring that all staff and students work together as a community, where our approach is always positive and respectful. To achieve this, the following should always occur:</p> <p>Students have a responsibility to arrive to class on time, with the necessary materials prepared to learn</p>

	<p>Teachers have the professional responsibility to prepare learning activities that are engaging, aligned with the Victorian Curriculum and take account of students' different needs and background</p> <p>Classroom expectations should be developed collaboratively and reflect the school's core values of Respect, Honesty, Teamwork, Creativity, High Expectations and Resilience</p>
<p>Context challenges</p>	<p>Bayswater Secondary College has improved quite significantly and is looking to build on this success. The school has a challenge to build its overall student enrolments from 200 in 2019 to 450+ in 2023. The learning program has undergone significant change and there is a need to continue to focus on and build overall results in literacy and numeracy (related to NAPLAN Learning Gain, the percentage of students in the Top 2 Bands and overall average performance). Improvement in student retention rates from Years 7-12 and overall VCE Mean are areas of on-going focus and need. General engagement and improved attendance rates are areas also needing significant improvement, to better support the improvements needed in academic learning outcomes. A current challenge for the school is improving the teaching and learning program to deliver a more successful and differentiated learning program, which caters for all student needs. The school must also continue to improve upon its overall diversity and breadth of learning programs, with the SEAL program and its further links and partnerships being developed over time as a flagship program for Bayswater. The College has also significantly improved its system and community connections but there is a strategic need to further develop and grow on-going opportunities into the future, with a focus on improved community perceptions, transition into Year 7 and across Years 7-12. The school must also continue to build on areas such as academic emphasis, staff collective efficacy, the development of staff capacity through the use of PLC's, consistent instructional practice and a peer observation/staff development framework. This work will be essential to creating a more positive, rigorous and engaging learning environment, even though there have been significant improvements in the past few years. There is also a need to further improve all aspects of student voice and agency, to engage students in their own learning, which will need to be supported through on-going changes to the pastoral care program. This will need to be explicitly developed, linked to careers education and general pathways learning to build student capacity and general learning confidence, which is an area of need.</p>
<p>Intent, rationale and focus</p>	<p>Bayswater Secondary College is working towards providing a highly successful, rigorous and engaging educational program that caters for the needs of all students. There is a need to further develop and improve upon the consistent instructional practice within every classroom, with an initial focus surrounding literacy and numeracy in all subjects. Improvement in NAPLAN Learning Gain and students achieving results in the Top 2 bands is a targeted area, along with improving the VCE Mean to State or above State average within the next four years. Linked to this, is the need to improve the overall student enrolments across the school through improved transition processes and activities, while also building upon student engagement levels, attendance rates and family and community partnerships. This work is vital in ensuring that the College grows to become a stable and viable secondary setting within the cities of Bayswater and Knox. It is also important to ensure that the State education program from P-12 across the area is highlighted by a vibrant, well regarded and high performing high school, which all of the community want to see. Over the Strategic Plan period there will be a focus on the following areas:</p>

	<p>More consistent instructional practice in every classroom, linked explicitly to the College Instructional Model and the identifiable use of HITS strategies</p> <p>Improved literacy instructional practice, beginning with English but embedded as a responsibility for all teachers at all Year Levels (A college Literacy Plan will be developed to identify our respective plans, targets and areas of need)</p> <p>Improved numeracy instructional practice, beginning with Maths but embedded as a responsibility for all teachers at all Year Levels (A college Numeracy Plan will be developed to identify our respective plans, targets and areas of need)</p> <p>Improved attendance and student engagement, through an improved pastoral care program, explicitly documented, linked to goal setting, careers and pathways planning</p> <p>Improved links with families, local and wider community groups and system partners to develop understanding of the College and its intended aims.</p> <p>Improved student voice and agency, linked directly to improving engagement and student confidence and responsibility in their own learning</p>
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Goal 1	To improve student achievement for all students in all subject areas at all year levels
Target 1.1	By 2023, the VCE All Study mean study score and the VCE English mean study score to increase from the 2018 results of 23.27 and 22.09 respectively, to be at or above the State mean.
Target 1.2	By 2023, the percentage of students with medium and high growth from Year 7 to Year 9 in NAPLAN to be equal to or greater than 75 per cent in Reading and Writing and 80 per cent in Numeracy, compared with the 2019 results of 74 per cent, 60 per cent and 78 per cent respectively.
Target 1.3	By 2023, the percentage positive response for the Collective Efficacy and Academic Emphasis scales on the SSS to be greater than or equal to 70 per cent compared with the 2018 results of 49 per cent and 52 per cent respectively.
Key Improvement Strategy 1.a Curriculum planning and assessment	To develop and implement a whole school literacy and numeracy plan
Key Improvement Strategy 1.b Evidence-based high-impact teaching strategies	To build the capacity of staff to consistently implement the college's instructional model
Goal 2	To improve student engagement and confidence in their learning

Target 2.1	By 2023, to reduce student absence rates from 33 days per student per year in 2018, to less than 20 days per student per year.
Target 2.2	By 2023, to increase the percentage of positive responses from students on the AToSS as shown below: <ul style="list-style-type: none"> • Stimulated Learning from 66% in 2019 to at least 75% • Sense of Confidence from 62% in 2019 to at least 75% • Motivation and Interest from 67% in 2019 to at least 75% • Self-Regulation and Goal Setting from 63% in 2019 to at least 75%
Key Improvement Strategy 2.a Empowering students and building school pride	To build teacher capacity to give students an authentic voice in their learning and to become self-regulated learners
Key Improvement Strategy 2.b Intellectual engagement and self-awareness	To build teacher capacity to teach creativity and critical thinking skills across all areas of the curriculum
Goal 3	To develop a positive climate for aspirational learning
Target 3.1	By 2023, to increase the percentage of positive responses from students on the AToSS as shown below: <ul style="list-style-type: none"> • Effective Classroom Behaviour from 60% in 2019 to at least 75% • High Expectations for Success from 83% in 2018 to at least 90%

Target 3.2	By 2023, to increase the completion rate in VCE/VCAL from 97 per cent (VCE) and 40 per cent (VCAL) in 2018, to at least 90 per cent overall.
Target 3.3	By 2023, the percentage of students who continue with education after Year 12 (University, Technical and Further Education, Apprenticeships, Traineeships) will increase from 50 per cent in 2018 to at least 75 per cent.
Key Improvement Strategy 3.a Setting expectations and promoting inclusion	To develop an agreed whole school approach to student engagement
Key Improvement Strategy 3.b Setting expectations and promoting inclusion	To develop and implement targeted pathways planning for all students from Year 7 to Year 12