

School Strategic Plan 2020-2024

Baimbridge College (8814)



Submitted for review by Warwick Price (School Principal) on 14 May, 2021 at 03:23 PM
Endorsed by Michelle Miller (Senior Education Improvement Leader) on 14 May, 2021 at 03:24 PM
Awaiting endorsement by School Council President

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<p>School vision</p>	<p>Baimbridge College is a dynamic centre of learning excellence that prepares students to be creative, successful, life-long learners who contribute positively to our local and global community.</p>
<p>School values</p>	<p>We embrace the values of Courage, Pride and Respect. Baimbridge College is a child safe school. Pride - To be proud of self, school, community, public education and our place in it. Being and looking happy, healthy and friendly. Courage - To be yourself and not influenced negatively by others. To stand up for yourself and others. To be the best you can be and look after others. To keep trying and persisting. Respect - To value ourselves and others. To value our environment. Understand that respect is earned and what it means to be respected.</p>
<p>Context challenges</p>	<p>Baimbridge College has a student population of approximately 420 students (Years 7 to 12) that includes 6% Koorie students. It is the only government secondary school provider servicing the City of Hamilton and immediate surrounding rural area. There are 3 Private Secondary schools in the area providing a competitive market for attracting students. Of the total number of Baimbridge College students, 32.6% travel by bus from surrounding areas and 22% of families receive Education funding support under the Camp, Sports Excursion Funding. Our College is located on 5 acres with alternative pathway programs known as the BEST (Baimbridge Engagement Support Transition Program) Re-engagement Program. The College is celebrating a current and ongoing upgrade of facilities after a \$10 million building program that will be completed at the commencement of 2022. Increasingly the College is developing a reputation for high quality teaching and a strong breadth and depth of learning programs including a middle school program that caters for a diverse range of interests leading to multiple pathway options. The College is recognised for the range of extracurricular activities that its students can access and is a music school that is being re energised. Baimbridge College is committed to developing the skills and teaching capacity of staff and fostering a learning community that is data literate and able to sharply focus on the needs of all students.</p> <p>The College's key challenges are</p> <ul style="list-style-type: none"> • Improving literacy outcomes for all students • Improving numeracy outcomes for all students • Improving student engagement in learning • Improving student voice and agency in learning • Building High Quality Professional Learning Teams

	<ul style="list-style-type: none"> • Responding to ongoing Covid-19 Challenges and DET initiatives • Attracting suitably qualified staff to a regional area
Intent, rationale and focus	<p>Intent, rationale and Focus</p> <p>The School Review Panel recommended the following key directions for the next School Strategic Plan to address the contextual challenges.</p> <ul style="list-style-type: none"> •To maximise learning growth and achievement for all students •To improve engagement in learning •To enhance the social and emotion development of all students <p>The panel acknowledge the work that had been achieved in the areas of student engagement and wellbeing and student outcomes but saw significant opportunity to move the school from Consolidating to Established with a stronger focus on key teaching and learning areas and student voice and agency.</p> <p>The rationale for each goal is highlighted in a theory of action statement. It is reflective of the school data and provides the opportunity for improving student outcomes and developing staff capacity to impact on student learning. The goals are also in alignment with the Education State Agenda and provide the opportunity to use the Framework for Improving Student Outcomes (FISO) as a process for school improvement.</p> <p>Prioritisation of goals and KIS will occur in consultation with the leadership team and staff throughout the life of the Strategic Plan. The initial focus in 2021 will be on the following</p> <ul style="list-style-type: none"> - reading Years 7 - 10 - writing Years 7 - 10 - numeracy Years 7-10 - developing student voice and agency in the short and long term planning of the school and in individual student learning -To develop teachers and leaders' capacity to monitor and evaluate the impact of teaching on student learning outcomes. -To build the capacity of teachers to utilise data and differentiate learning. - To enhance teacher collaboration within and beyond the college. - To enhance strategies to support student wellbeing. <p>There is a clear plan to set incremental improvement goals of 5% per annum to achieve a 20% overall improvement in identified key measurements by the conclusion of the plan.</p>

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Goal 1	To maximise learning growth and achievement for all students
Target 1.1	By 2024 increase the percentage of students ‘meeting’ or ‘above’ benchmark growth in NAPLAN: <ul style="list-style-type: none">• Year 7–9 Reading to increase from 74% (2019) to 80% or above• Year 7–9 Writing to increase from 83% (2019) to 85% or above• Year 7–9 Numeracy to increase from 68% (2019) to 75% or above
Target 1.2	Up to Year 10 students demonstrate ‘above’ or ‘at’ expected level in teacher judgement: <ul style="list-style-type: none">• Reading & Viewing from 50% (2019) to 60% or above• Writing from 45% (2019) to 55% or above• Number and Algebra from 24% (2019) to 50% or above using data that has been triangulated with reference to agreed norm–referenced/standards–based data
Target 1.3	By 2024 increase the percentage of positive endorsement in the SSS: <ul style="list-style-type: none">• Academic emphasis from 38% (2020) to 80% or above• Collective efficacy from 45% (2020) to 80% or above• Teacher collaboration from 60% (2020) to 80% or above

Target 1.4	By 2024 increase mean VCE all study score from 24.11 (2020) to 28 (2024)
Key Improvement Strategy 1.a Evidence-based high-impact teaching strategies	Build the capacity of teachers to utilise data and differentiate learning.
Key Improvement Strategy 1.b Evaluating impact on learning	Develop teachers and leaders' capacity to monitor and evaluate the impact of teaching on student learning outcomes.
Key Improvement Strategy 1.c Building practice excellence	Enhance teacher collaboration within and beyond the college
Goal 2	To improve engagement in learning.
Target 2.1	By 2024 increase the percentage of positive endorsement in the student AToSS (benchmark based on All students' data) <ul style="list-style-type: none"> • Student voice and agency from 40% (2019) to 60% or above • Self-regulation and goal setting from 54% (2019) to 74% or above • Differentiated learning challenge from 52% (2019) to 72% or above • High expectations for success 68% (2019) to 80% or above
Target 2.2	By 2024 increase the percentage of positive endorsement in the POS: <ul style="list-style-type: none"> • Teacher communication from 52% (2019) to 60% or above • High expectations for success from 76% (2019) to 84% or above

Target 2.3	<p>By 2024 increase the percentage of positive endorsement in the SSS:</p> <ul style="list-style-type: none"> • Parent and community involvement from 58% (2020) to 70% or above
Key Improvement Strategy 2.a Building practice excellence	Build student and teacher capacity to activate learner agency
Key Improvement Strategy 2.b Intellectual engagement and self-awareness	Develop a college wide strategy for students to set and monitor their own learning goals and progress.
Key Improvement Strategy 2.c Parents and carers as partners	Develop opportunities for authentic learning partnerships between students, teachers, parents and the community.
Goal 3	To enhance the social and emotional development of all students
Target 3.1	<p>By 2024 increase the percentage of positive endorsement in the student AToSS:</p> <ul style="list-style-type: none"> • Sense of confidence from 54% (2019) to 74% or above • Resilience from 54% (2019) to 74% or above • Sense of connectedness from 49% (2019) to 69% or above
Target 3.2	By 2024 the school mean (Years 7–12) unexplained absence (days per full time equivalent) to reduce from 11.3 days (2019) to nine days (2024)

Target 3.3	Across 2021–24, at least 90 per cent of Years 10–12 students will exit the college with a positive pathway into further education and training or employment.
Key Improvement Strategy 3.a Building practice excellence	Develop staff capacity to support complex social, emotional and wellbeing needs
Key Improvement Strategy 3.b Health and wellbeing	Enhance strategies to support student wellbeing.
Key Improvement Strategy 3.c Empowering students and building school pride	Build student efficacy and motivation for personal success