

School Strategic Plan 2023-2027

Bentleigh Secondary College (7255)



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Submitted for review by Helene Hiotis (School Principal) on 21 February, 2024 at 11:56 AM

Endorsed by Kevin Murphy (Senior Education Improvement Leader) on 22 February, 2024 at 02:39 PM

Endorsed by Andrew Clarke (School Council President) on 20 March, 2024 at 03:35 PM

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<p>School vision</p>	<p>We believe our school delivers excellence in education by providing opportunities for the development of the whole student, including the skills and capabilities young people need to lead fulfilling lives. A key educational priority is to ensure students have access to curriculum activities that broaden and deepen their learning experiences. We value personal effort, perseverance and excellence.</p> <p>Bentleigh Secondary College’s vision is to develop students who:</p> <ul style="list-style-type: none"> • engage in their learning and become lifelong learners who will develop resilience and optimism • are independent learners, whose learning is extended by teachers who use high impact teaching strategies and best practice based on data to achieve on-going learning growth • utilise 21st Century skills (such as: Collaboration, Communication, Creativity, Critical Thinking) to enable them to enhance their learning at school and provide them with the knowledge and skills to apply this learning ethically and effectively in further study, work and in their personal lives. <p>This is enacted through the use of a range of evidence based pedagogies and curriculum used by teachers in the classroom. Formative and summative assessment and feedback are provided to students, centred around their learning to set goals for future growth. We also value our partnerships in the development of programs such as Growth Mindset, Mindfulness and Meditation.</p> <p>Bentleigh Secondary College’s mission is to recognise and build a culture of high expectations and excellence in education. This is reflected in the historical merging of schools from the college motto of 1956 Quaere Veritatem, ‘Seek the Truth’ and current motto Optimum Esse Vos Esse, ‘Being the Best You Can Be’. Students at Bentleigh Secondary College become independent, creative, resilient and positive individuals; equipped with the personal, social, academic and 21st Century skills necessary in a changing world. Using data, evidence and high impact teaching strategies, we identify student learning strengths and build on areas for improvement in order to allow students to grow and develop academically and successfully pursue future pathways.</p> <p>We enact our School Vision through:</p> <ul style="list-style-type: none"> • use of a range of evidence based pedagogies used by teachers in our classrooms • collaboratively designed and innovative curriculum delivered in our classrooms • feedback provided to students about their learning and where to go to develop next steps • focus on Growth Mindset, Mindfulness and Meditation • extra-curricular programs, such as House (Bentleigh’s Got Talent, Carnivals, Chorals, and Debating), Music, Performing Arts, Sustainability, Sports and Sports Academy • programs developed for student voice where opportunities are provided for students to show initiative • the work within Bentleigh Secondary College’s inclusive and diverse school community. <p>Our school programs and practices are designed to reflect this vision.</p>
<p>School values</p>	<p>We are a school where relationships are highly valued, allowing all to feel engaged and connected as a community of learners. Restorative practices are used to acknowledge conflict and to repair relationships.</p>

	<p>We are a community committed to respectful relationships that achieve successful outcomes for all students in a safe, challenged and supportive school culture.</p> <p>Bentleigh Secondary College's values are:</p> <ul style="list-style-type: none"> • Excellence – excellence in education • Responsibility – the right to learn • Respect – the right to be treated with respect • Participation – the right to be part of a team • Inclusiveness – the right to feel safe <p>Bentleigh Secondary College is a thriving, well-resourced school, proudly supported by its local community providing excellence in education.</p> <p>Bentleigh Secondary College acknowledges a shared responsibility to create a positive learning environment for the students at our school. As principals and school leaders, as teachers and non-teaching school staff, as parents and carers and as students we will model positive behaviour, communicate politely and respectfully with all members of the school community where safe behaviour is expected of everyone, Unreasonable behaviour (including Harassment, bullying, violence, aggression, threatening behaviour and unlawful discrimination) that is demonstrated by school staff, parents, carers, students or members of our school community will not be tolerated at school, or during school activities. Unreasonable behaviour and/or failure to uphold the principles of this Vision, Philosophy and Values Statement may lead to further investigation and the implementation of appropriate consequences by the school Principal. (Excerpt from the Vision Philosophy and Values Statement Ratified School Council). This Vision, Philosophy and Values Statement ensures that everyone in our school community will be treated with fairness and respect. In turn, we will strive to create a school that is inclusive and safe, where everyone is empowered to participate in decision making and learn.</p>
<p>Context challenges</p>	<p>Context Challenges</p> <p>Bentleigh Secondary College has developed a whole school curriculum during the last School Strategic Plan (SSP) period that reflected the needs of the students using a common school template and rubrics alongside a whole school curriculum map. This was supported by a range co-curricular programs, House, STEAM, IBL, Performing Arts and Sport and Leadership activities. The school's key challenges in the next SSP are:</p> <ul style="list-style-type: none"> • Inconsistency of practice in a number of areas of classroom teaching at the college. These areas include the use of the College's instructional model, the use of data to inform teaching practice and the use of Differentiation in the classroom to improve student achievement. • Student Voice and Agency are valued and implemented at the college through Leadership roles for students, and the Student Representative Council (SRC). The school will continue to build a positive climate of learning through the implementation (Bentleigh Matters Student Advocacy Group, Goal Setting, Connectedness via House and a VCE strategy) to improve student connectedness to school and engagement in learning. • Build student resilience and wellbeing for learning via a PLC structure. <p>The school remains committed to supporting all students including our Koorie, PSD, At Risk and High Ability students. A High Ability Practice Leader has been appointed and Sub School teams are working with students whose data suggests they are 'coasting'.</p>

Intent, rationale and focus

Analysis of the school's NAPLAN, school-based assessment and VCE results identified that some students were achieving at and above age expected levels, some were making at and above expected learning gains, and others were making less than expected learning growth and attainment. The school's wellbeing, engagement, inclusion, teaching and learning processes and practices has established a positive climate for learning enabled by positive relationships, co-curricular activities and a strong focus on engagement. The school had a well-documented curriculum supported by a pedagogical framework and agreed explicate instructional model. The schools approach to teaching and learning was strengthened by a emerge use of student achievement dates to assess and meet student individual need that supports a sound understanding and agreement of what would be taught within and across year levels and learning areas.

Student learning and wellbeing outcomes would be further strengthened by a focus on the 'how' of teaching and learning at Bentleigh Secondary College. This is to be achieved through a commit to the development and enactment of a common, rigorous and effective teaching and learning practice and program. The panel also suggested enhancing shared instructional leadership to strengthen consistency with a strong narrative of 'why' to enable excellence to be a focus. The panel recommended that these future foci would also aide to embed;

- the schools agreed pedagogical framework,
- the explicate teaching of the learning behaviors,
- use of intentional evidence-based high-impact teaching and learning strategies
- student agency within learning
- rigour and excellence through the documentation and delivery of the agreed learning and teaching program.

The consistent implementation of a Literacy and Numeracy strategy will continue to improve outcomes for all students and enhanced through improved Data Literacy for both staff and students to allow for more accurate assessments that contribute to improved teaching practice and student outcomes. In addition the student resilience and wellbeing at the college would be enhanced if the expectations were high and strategies were consistently applied across the college by all. Improved relationships between members of the college community (staff, students, parents) would enhance student learning, wellbeing and engagement. The school will prioritise the following areas (aligned to Key Improvement Strategies) to achieve the three goals - to improve student achievement, to improve student engagement in learning and to improve student resilience and wellbeing:

- Data Literacy
- Whole school Literacy strategy
- Whole school Numeracy strategy
- Senior School strategy
- Student Voice and Agency
- Student Connectedness to school
- Consistency of practice - the 'How of Learning' (HITS)

Goal 1- To maximise student learning and wellbeing outcomes.

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Goal 1	Maximise student learning and wellbeing outcomes.
Target 1.1	<p>NAPLAN – Proficiency scales</p> <p>By 2027, increase the percentage of Year 9 students in the Exceeding Proficiency in:</p> <ul style="list-style-type: none">• Reading from 27 percent (2023) to 32 percent• Writing from 23 percent (2023) to 28 percent• Numeracy from 10 percent (2023) to 15 percent. <p>*This target may require adjustment once trend data is available</p>
Target 1.2	<p>VCE - VM Completion rates (Place holder target)</p> <p>By 2027, increase the senior school completion rates for VCE VM from (insert 2024 baseline) to (insert target).</p> <p>*This is a placeholder target that will need to be finalised once data is available.</p>
Target 1.3	<p>VCE All Study Score Mean</p> <p>By 2027, increase the VCE all study scores mean from 28.4 (2022) to 30.</p>
Target 1.4	<p>VCE Mean Study Score – English</p> <p>By 2027, increase the VCE mean study score across studies of VCE English from 28.65 (2022) to 30.</p>

Target 1.5	<p>VCE Mean Study Score - Maths</p> <p>By 2027, increase the VCE mean study score across studies of VCE Mathematics:</p> <ul style="list-style-type: none"> • Further Maths 28.95 (2022) to 30 • Mathematics Methods (CAS) from 28.19 (2022) to 30.
Target 1.6	<p>Attendance</p> <p>By 2027, decrease the percentage of students with 20 or more days absent from 35 percent (2022) to 25 per cent.</p>
Target 1.7	<p>Student Attitudes to School Survey (AToSS)</p> <p>By 2027, increase the percentage of positive endorsement for:</p> <ul style="list-style-type: none"> • Differentiated learning challenge from 53 percent (2023) to 57 percent • Stimulating learning from 54 per cent (2023) to 58 percent • Student voice and agency from 42 percent (2023) to 46 percent • Sense of connectedness from 44 percent (2023) to 50 percent • Normal and high Resilience will improve from 75 per cent (2023) to 80 percent.
Target 1.8	<p>Parent Opinion Survey (POS)</p> <p>By 2027, increase the percentage of positive endorsement for:</p> <ul style="list-style-type: none"> • Stimulating learning environment from 61 percent (2022) to 68 percent • Student agency and voice from 64 percent (2022) to 70 percent • Teacher communication from 57 percent (2022) to 61 percent.

<p>Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Further develop and universally implement rigorous and effective teaching and learning that reflect best practice.</p>
<p>Key Improvement Strategy 1.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	
<p>Key Improvement Strategy 1.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>	<p>Further develop shared instructional leaders to implement the agreed pedagogy.</p>
<p>Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p>Key Improvement Strategy 1.c 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>	<p>Further embed inquiry cycles to enable the vision.</p>
<p>Key Improvement Strategy 1.d</p>	<p>Further build and embed the capabilities to ensure student agency in learning.</p>

<p>Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</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>Key Improvement Strategy 1.e Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Further build and embed a tiered approach to wellbeing with a particular focus on enhancing the capability to thrive.</p>
<p>Key Improvement Strategy 1.e Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	