

School Strategic Plan 2019-2023

Bentleigh Secondary College (7255)

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Submitted for review by Helene Hiotis (School Principal) on 27 November, 2019 at 03:46 PM

Endorsed by Stuart Andrews (Senior Education Improvement Leader) on 28 November, 2019 at 09:00 AM

Endorsed by Andrew Clarke (School Council President) on 28 November, 2019 at 07:53 PM

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School vision	<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.</p> <p>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
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	<ul style="list-style-type: none"> • 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 these 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. 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.</p> <p>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.</p> <p>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 2019)</p> <p>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>
<p>Intent, rationale and focus</p>	<p>The consistent implementation of a Literacy and Numeracy strategy would contribute to improved 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:</p> <ul style="list-style-type: none"> • Data Literacy • Whole school Literacy strategy • Whole school Numeracy strategy • Senior School strategy • Student Voice and Agency • Student Connectedness to school • Culture of Excellence • Consistency of practice • Positive relationships <p>GOAL 1- To improve student achievement</p> <p>The student outcomes have been static for some time with some improvement in VCE results in 2019. NAPLAN results had, in 2019, improved in Writing but not in Reading and Numeracy. The college has worked extensively to develop curriculum and teaching strategies, but, at this stage, they were not consistently implemented. The strategy documents (literacy, numeracy, VCE and Data</p>

Analysis) would enhance teacher and student capacity for improved student outcomes. A whole school approach on 'Analytics in Schools' will allow teachers to analyse their classes to inform their choice of strategies to improve teaching. A range of consultants will work with them JCM/PHS and Instructional Practice teachers to build their capacity. Other teams in the school will be implementing the Whole School Literacy and Numeracy Strategy and Senior School Strategy via targeted interventions.

GOAL 2 - To improve student engagement in learning

The school will continue to implement the student engagement strategies (SRC, Student Focus Groups and House), including Student Voice and Agency, as these strategies were viewed positively by students in the recent School Review although Student Voice and Agency in the classroom had not been consistently implemented across the college and this will be an area to prioritise. A whole school approach will be '90% Attendance' in every class to improve connectedness and engagement in school. Other teams in the school will be implementing the Bentleigh Matters Student Advocacy Group, 'PIVOT' surveys in classrooms, goal setting in reports and further House Program development for improved engagement in learning.

GOAL 3- To improve student resilience and wellbeing

The student wellbeing strategies were working effectively, but that a whole-school wellbeing plan was needed to build positive relationships between students, teachers and parents. A whole school approach will be Professional Learning Community' (PLC) to improve collaboration in the school and shared understandings and expectations. Other teams in the school will be implementing the High Expectations guidelines via a School Charter (implemented by students for students to explain the school values), Effective Learning Behaviours (ELBs) and embedding differentiation that builds a positive climate for learning.

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Goal 1	To improve student achievement
Target 1.1	<p>By 2023 the percentage of students at or above the benchmark growth (Year 7 to 9) in NAPLAN reading, writing and numeracy will increase from</p> <ul style="list-style-type: none"> • Reading from 79% to 85% • Writing from 81% to 85% • Numeracy from 78% to 85%
Target 1.2	By 2022, the mean study score in VCE will increase from 29.4 in 2019 to at least 31, and the mean VCE English study score will increase from 28.8 in 2019 to at least 30.
Target 1.3	By 2022, the percentage of study scores greater than or equal to 40 will increase from 4.8% in 2018 to 6%.
Key Improvement Strategy 1.a Building practice excellence	To improve the capacity of staff and students to use data to inform their practice and learning
Key Improvement Strategy 1.b Evidence-based high-impact teaching strategies	To further refine the literacy strategy across the college
Key Improvement Strategy 1.c Evidence-based high-impact teaching strategies	To further develop a numeracy strategy across the college

Goal 2	To improve student engagement in learning
Target 2.1	By 2023, the student absence rate will decrease from 16 to 14 days per student per year.
Target 2.2	By 2023, the percentage positive response, in the AToSS, will increase to: (a) 60% in Student Voice and Agency from the 2019 result of 43% (b) 70% in Goal Setting and Self-Regulation from the 2019 result of 61% (c) 60% in School Connectedness from the 2019 result of 47%
Target 2.3	By 2023, the percentage of students who leave the school for a positive destination (university, TAFE, apprenticeship, traineeship or full time work) will be above 90% compared with the 2018 result of 87%.
Key Improvement Strategy 2.a Empowering students and building school pride	To implement a whole-school student voice and agency strategy that improves student connectedness to the college
Key Improvement Strategy 2.b Setting expectations and promoting inclusion	To develop a senior school strategy that improves outcomes for all students

Goal 3	To improve student resilience and wellbeing
Target 3.1	By 2023, the percentage positive response, in the AToSS, will increase to: <ul style="list-style-type: none"> a. 65% in Classroom Behaviour from the 2019 result of 55% b. 80% in High Expectations for Success from the 2019 result of 71% c. 70% in Differentiated Learning Challenge from the 2019 result of 59%
Target 3.2	By 2023, the percentage positive response, in the POS, will increase to: <ul style="list-style-type: none"> a. 60% in Parent Participation and Involvement from the 2019 result of 52% b. 80% in High Expectations for Success from the 2019 result of 74%
Target 3.3	By 2023, the percentage endorsement, in the SSS, will increase to: <ul style="list-style-type: none"> a. 75% in Collective Responsibility from the 2019 result of 66% b. 45% in Trust in Students and Parents from the 2019 result of 39% c. 40% in Teacher Collaboration from the 2019 result of 28%
Key Improvement Strategy 3.a Setting expectations and promoting inclusion	To develop a whole-school culture of excellence which is applied consistently
Key Improvement Strategy 3.b Health and wellbeing	To build positive relationships between staff, students and parents