

**7255 Bentleigh Secondary College
Strategic Plan 2016 – 2019**

Endorsement			Re-Endorsement (if a Goal, KIS or Target is changed)		Re-endorsement (if a Goal, KIS or Target is changed)	
Principal:	..... Helene Hiotis	24/4/16	.....[name]	.....[date]	.....[name]	.....[date]
School council:	..... Malcolm Guy	24/4/16	.....[name]	.....[date]	.....[name]	.....[date]
Delegate of the Secretary:	..... Stuart Andrews	24/4/16	.....[name]	.....[date]	.....[name]	.....[date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>Bentleigh Secondary College educates the whole student, developing a love of learning in all students to achieve their personal best academically, socially and emotionally.</p> <p>The College motto 'Being the best you can be' is something everyone in our school community is encouraged to aspire to and is reflected in all College activities.</p> <p>The College works to maximise student learning in an Inclusive learning environment. We aim to develop independent, creative, resilient and positive individuals; equipped with the personal, social, academic and technological skills necessary in a changing world.</p>	<p>Strong and positive relationships are the cornerstone of our inclusive College culture.</p> <p>These relationships are supported by our values: the right to learn, the right to be treated with respect and the right to be safe. The values inform the College Code of Conduct.</p> <p>There is a genuine focus on student leadership and student voice in all areas of the college.</p>	<p>With strong foundations in place, increasing enrolments, new leadership and an enthusiastic staff, the school believes it is in a good position to move from 'good' to 'great' over the next four years and beyond.</p> <p>The leadership of the school has had and continues to have a high rate of turnover due to people being appointed to the team and others leaving the team, which has led to discontinuity and a lack of strategic focus.</p> <p>The school is looking at a new leadership structure for 2017 and beyond that is aligned with the priorities in the SSP.</p> <p>The school is clearly focused on improving teaching practice so that 'the learning needs of all students are successfully integrated within a context – led curriculum for the 21st century'. The challenge is to now build the capacity of leaders and teachers to embed this across the school.</p> <p>One of the challenges to develop the capacity of teachers to effectively teach an interdisciplinary approach to the curriculum that incorporates Science, Technology, Engineering, the Arts and Mathematics in an open learning environment.</p> <p>Another challenge will be to continue to improve student outcomes. The school data shows that mean scores increased in most studies and in some studies actual scores were higher than those predicted by the GAT. The NAPLAN Year 7-9 Relative Gain measures are stronger in Reading and Numeracy than in Writing which showed a higher percentage of students achieving below or just at National Benchmarks Standards. In Reading and Numeracy, the percentage of students who made 'low gain' from Year 7-9 decreased and the percentage who made 'high gain' increased. Generally Numeracy results were higher than Literacy.</p>	<p>Intent :</p> <ul style="list-style-type: none"> To improve individual student learning outcomes for every student. To improve student connectedness and learning confidence. To build resilience in all students and to encourage the development of a growth mindset as students' health, safety and wellbeing are essential to learning and development. Effective allocation of resources to support improved student learning, engagement and wellbeing. <p>Rationale: The school Self-Evaluation and Peer review identified the following key areas that needed to be considered:</p> <ul style="list-style-type: none"> Consistent approach to curriculum planning and assessment Evaluation and analysis of data Building leadership team and capacity of teachers to implement change and initiatives to improve students outcomes <p>Focus: Building leadership Teams</p> <p>The school currently has leading teacher positions that are role based. The school is developing a new leadership profile that will build leadership capacity of staff, embed a culture of improvement and enable the college to work towards achieving the goals of the new strategic plan. This will create a collective responsibility for developing a clear understanding of the school's vision, values and priorities for school improvement. The leadership model will match school priorities and enable the school to focus on future leaders.</p> <p>Victorian Curriculum An evaluation of school data and practice indicates a need to focus on developing a differentiated curriculum that is documented within a scope and sequence to enable students to demonstrate learning growth. Particular attention will be given to Maths, Science and Reading/Writing. The NAPLAN school mean for Year 7 and Year 9 Numeracy has been steadily improving and resources will be allocated to support a numeracy program. NAPLAN writing data shows the school is below at Year 7 and at Year 9. Resources allocated in Literacy/Numeracy (Equity Funding) and REAP. A STEAM approach to learning will be considered via UMNOS.</p>



Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)
To improve individual student learning outcomes for every student.	Curriculum planning and assessment	<p>To use a new curriculum design tool to write documentation that includes a developmental continuum that identifies students' learning as they move through each year level.</p> <p>To implement effective use of data to identify student's strengths and weaknesses to inform teaching and learning.</p> <p>The development of a pedagogical framework that guides effective teaching and learning at Bentleigh SC.</p>	<ul style="list-style-type: none"> Each student to show medium or high level of growth between Year 7 and Year 9 in NAPLAN Reading, Writing and Numeracy. For example in the first year increase the percentage achieving high growth by 3% and decrease the percentage achieving low growth by 3% on NAPLAN relative growth assessments year 7 to 9 from 2015: Reading – 12% (L): 55% (M): 33% (H) Writing – 19% (L): 51% (M): 30% (H) Numeracy - 14% (L): 53% (M): 33% (H) NAPLAN Year 9 Writing to show less than 10% of students achieving at or below the NMS. VCE All Study Score to be at or above 32 by 2019 with at least 8% of scores 40+
To improve student connectedness and confidence.	Building leadership teams	<p>Build student capacity to become more independent learners.</p> <p>Continue to build teacher/student/ family relationships and individual student pathways.</p> <p>Maintain engagement with and provision of extra-curricular activities that enhance the opportunities for students to engage and excel.</p>	<ul style="list-style-type: none"> Student Attitude to School survey data to indicate <i>Learning Confidence (3.92)</i>, <i>Stimulating Learning (3.40)</i> and <i>Connectedness to School (4.20)</i> to consistently trend up at each year level by 2019. Year 7-10 Real retention to be at or above 75% by 2019. Maintain student absences below the state mean.
To build resilience in all students and to encourage the development of a growth mindset as students' health, safety and wellbeing are essential to learning and development.	Building leadership teams	<p>Give students strategies that enable them to understand themselves, manage their emotions and accept responsibility for their behaviours.</p> <p>Build the capacity of students to reflect on their learning and understanding that they may not be there 'yet' and through perseverance and hard work they can overcome obstacles and reach their potential.</p>	<ul style="list-style-type: none"> Student Attitude to School survey data to indicate student relationship variables (<i>Classroom Behaviour</i> to 3.5 and <i>Student Safety</i> 4.5) and Wellbeing (<i>Student Distress</i> 5.20 and <i>Student Morale</i> 5.0) to consistently trend up at each year level by 2019. School Staff Survey – school climate variables (e.g. trust in students & parents). Parent Opinion Survey – parent input, student behaviour, student safety.
Effective allocation of resources to support improved student learning, engagement and wellbeing.	<p>Curriculum planning and assessment</p> <p>Building leadership teams</p>	<p>Identify, appoint and develop appropriate leaders for the school.</p> <p>Ensure financial resources including equity funding are targeted to support identified needs in student learning.</p> <p>Implement structures and programs that inform, invite participation and embrace feedback from the community to enable collaboration about student learning.</p>	<ul style="list-style-type: none"> Improved Staff opinion of school climate in teacher collaboration. Improved parent opinion of parent input. Improvement in Student achievement data linked to resourcing priorities

