

School Strategic Plan for Bayside P-12 College Western Metropolitan Region 2013-2016

<p>Endorsement by School Principal</p>	<p>Signed..... (Principal's signature)</p> <p>Name.....</p> <p>Date.....</p>
<p>Endorsement by School Council</p>	<p>Signed..... (School Council President's signature)</p> <p>Name.....</p> <p>Date.....</p>
<p>Endorsement by Regional Director or nominee</p>	<p>Signed..... (Regional Director or nominee's signature)</p> <p>Name.....</p> <p>Date.....</p>

School Profile

<p>Purpose</p>	<p>At Bayside we believe that we offer an inclusive, safe and nurturing environment where we challenge our students to be people who:</p> <ul style="list-style-type: none"> • strive for excellence • are imaginative • have integrity • are confident • treat others with respect • celebrate diversity • are optimistic <p>The relationship between home and the college is something that we value. We work in partnership with parents to provide the best possible learning opportunities for our children.</p>
<p>Values</p>	<p>At Bayside P-12 College³ we value:</p> <ul style="list-style-type: none"> • Respect – <i>honesty and tolerance</i> • Positive Relationships – <i>caring and safety</i> • Personal Best – <i>personal growth, commitment and excellence</i> • Responsibility for Learning – <i>self management, rights and responsibility</i>
<p>Environmental Context</p>	<p>Bayside P-12 College is a large multi-campus coeducational college situated in the City of Hobsons Bay in Melbourne's western metropolitan area. The college consists of three campuses: a P-9 campus in Altona North, a Year 7-9 campus in Williamstown and a senior Year 10-12 campus in Newport. The college has a student population of approximately 1150.</p> <p>Bayside P-12 College provides a comprehensive curriculum for Years P-10 students in the VELS domains and a broad range of subject choice in VCE, VET and VCAL. Throughout the curriculum students are encouraged and expected to take an active and responsible role in their learning. The college has developed strong links with Tertiary Institutions and TAFE colleges.</p> <p>Bayside students are enthusiastic and independent learners who are informed responsible citizens of their local and global community.</p> <p>We ensure that our students have the opportunity to achieve their personal best by creating a responsive, cooperative, innovative teaching and learning environment.</p> <p>The College achieves this by anticipating the needs of all students and providing a wide range of individual programs and pathways.</p>

Strategic Intent

	Goals	Targets	Key Improvement Strategies
Student Learning	To improve Student Learning outcomes in Literacy and Numeracy across the college – Primary, Years 7-10 and VCE.	<p>By the end of 2016 75% of students will be functioning at the State level or above as indicated by the NAPLAN Median in all areas of Literacy</p> <p>By the end of 2016 75% of students will be functioning at the State level or above as indicated by the NAPLAN Median in all areas of Numeracy</p> <p>Our VCE Median All Study score will be 30 or higher by the end of 2016</p> <p>The percentage of VCE study scores over 40 to increase from benchmark of 3.3% to be 4% by 2016</p> <p>The percentage of VET units completed to be higher than 82% by 2016</p>	<p>Develop a whole school model for instructional practice based on a clear, student-centred, pedagogical vision. (Learning Intentions, Success Criteria and Feedback)</p> <p>Build the capacity of all teaching staff to deliver engaging and relevant 21st century learning, through the use of the 1:1 Netbook Program, Smartboards.</p>

<p>Student Engagement and Wellbeing</p>	<p>To ensure that all students are engaged and empowered in their learning journey.</p>	<p>The absence will be below 12 days per student at prep to year 6 by 201.</p> <p>Student absences will be below the State average at year 7 – 12.</p> <p>To achieve a Student Morale mean score of 5.0 on the student survey.</p> <p>To achieve a Learning Confidence of 4.0 on the Student Survey.</p> <p>To Achieve a Stimulating Learning above the state average and in the third quartile on the Student Survey (Paisley)</p> <p>To Achieve a Stimulating Learning above the state average and of 5.5 on the Parent Survey (Paisley)</p> <p>To achieve a Student Motivation of 5.85 on the Staff Survey.</p> <p>To achieve a Social Skills of 5.5 on the Parent Survey.</p>	<p>Clarify and embed whole-school approaches to student engagement which empower students as active participants in learning.</p> <p>Develop a culture of ambition and excellence through high expectations of all students by all staff.</p>
<p>Student Pathways and Transitions</p>	<p>To improve Pathways and Transitions to ensure that the needs of each student are provided for with planned productive pathways into, through, and from the college.</p>	<p>Real student retention between 7-10, 10-11, and 11-12 be at the state mean.</p> <p>Exit destination data shows fewer students seeking work than the state average.</p>	<p>Develop school capacity to enable students to discover, develop and achieve their most appropriate learning plans and future pathways.</p> <p>Review the programs offered in Years 10 – 12 to ensure the provision of appropriate, well resourced pathways for students.</p>

School Strategic Planner 2013- 2016: Indicative Planner

Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
<p>Student Learning</p> <p>Develop a whole school model for instructional practice based on a clear, student-centred, pedagogical vision.</p> <p>Build the capacity of all teaching staff to deliver engaging and relevant 21st century learning.</p>	Year 1	<p>Restructure leadership to ensure explicit leadership of learning at P-6</p> <p>Build capacity of teachers, through instructional leadership, to understand data and to use this understanding to personalise learning.</p> <p>Continue to implement the 'learning intentions, success criteria and feedback strategies which commenced during the current SSP.</p> <p>Ensure that assessment is accurate and that teacher judgments and NAPLAN outcomes are congruent, through use of a range of assessment tools and team approaches at each level.</p> <p>Implement the revised middle years program and measure it against Australian Victorian Essential Learning Standards (AusVELS) curriculum.</p> <p>Ensure consistency of expectations of standard of work across all campuses.</p> <p>Ensure accountability through rigorous performance review practices.</p> <p>Build pride within Bayside College, and throughout the community, by promoting excellence and celebrating achievement.</p>	<p>Learning coach allocated with specific responsibility of P-6 teachers and the P-6 PLT</p> <p>Teachers are using data to inform their teaching. Coaches and KLA leaders are supporting staff to in achieving this.</p> <p>Teachers are clearly identifying learning intentions in their classes, students understand the required success criteria and teachers are seeking feedback. Coaches supporting teachers and are observing this.</p> <p>KLA leaders are working with staff in KLA meetings share assessment practices and examine teacher judgement against other forms of data including NAPLAN</p> <p>Voyager program up and running in line with AusVELS</p> <p>Staff are meeting regularly with coaches.</p> <p>P & D plans are in place and staff are meeting regularly with coaches.</p> <p>New promotional materials developed Student achievement celebrated on an individual basis, at assemblies and award ceremonies, in newsletter and public press. End of term staff celebrations taking place.</p>
	Year 2	As for year one – fine tune as necessary after term 4 review	As for year one – fine tune as necessary after term 4 review

	Year 3	As for year two – fine tune as necessary after term 4 review	As for year two – fine tune as necessary after term 4 review
	Year 4	Review College progress against actions and achievement milestones	Review College progress against actions and achievement milestones
<p>Student Engagement and Wellbeing</p> <p>Clarify and embed whole-school approaches to student engagement which empower students as active participants in learning.</p> <p>Develop a culture of ambition and excellence through high expectations of all students by all staff.</p>	Year 1	<p>Evaluate the KTS program and its effectiveness in providing for the support and social development of students.</p> <p>Develop approaches which encourage and support students in the management and monitoring of their learning – e.g. self and peer assessment, student-led parent interviews.</p> <p>Provide ongoing Professional Development for staff identified as the ‘significant teachers’, to support them in their pastoral responsibilities.</p> <p>Ensure consistency of expectations, of conduct across all campuses.</p> <p>Explore ways to strengthen home-school partnerships and thus increase parental involvement.</p>	<p>A revised KTS program has been developed and staff have had professional development ready for the implementation of the new program in 2014.</p> <p>Students are conducting their own parent teacher interview.</p> <p>There is a greater awareness among all staff on the importance of pastoral care in the college</p> <p>Staff are able to articulate and implement the expectations of behaviour across the college</p> <p>Teachers are making regular contact with parents Parents feel welcome to become involved in the life of the school – opportunities for parent involvement are regularly promoted in the newsletter (Parent groups, College council, social events...)</p>
	Year 2	As for year two – fine tune as necessary after term 4 review	As for year two – fine tune as necessary after term 4 review
	Year 3	As for year two – fine tune as necessary after term 4 review	As for year two – fine tune as necessary after term 4 review
	Year 4	Review whole school student engagement and well being initiatives.	Review College progress against actions and achievement milestones
<p>Student Pathways and Transitions</p> <p>Develop school capacity to enable students to discover, develop and achieve their most appropriate learning plans</p>	Year 1	<p>Examine ways to expand and strengthen the VCAL program.</p> <p>Embed pathways planning throughout the college</p>	<p>VCAL review – Term 2 - Senior Years working party.</p> <p>7-12 Pathways Program developed.</p>

