

School Strategic Plan 2020-2024

Bayside P-12 College (8800)



Submitted for review by Andrew Harnett (School Principal) on 22 October, 2021 at 10:42 AM

Endorsed by Judy Maguire (Senior Education Improvement Leader) on 12 November, 2021 at 10:56 AM

Endorsed by Heiko Koenig (School Council President) on 12 November, 2021 at 03:30 PM

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School vision	<p>Our vision is for our students to develop a strong desire to learn which drives ambition to challenge themselves, perform well and continually grow. We want our students to remain grounded. We recognise that it takes the whole school community to create true success for themselves and others.</p>
School values	<p>We have four values that underpin our vision:</p> <p>Open Community - Our school culture is enriched by its community. It's the combination of diverse cultures, people and backgrounds that make Bayside P-12 a place where everyone feels welcome, included and respected. It is just part of our everyday.</p> <p>Team Spirit - We apply a team mindset to everything we do. We promote an environment where everyone truly cares and supports one another. We're committed to each other through encouragement, kindness and by always having each other's back. One Spirit, one Team.</p> <p>Growth Matters - We nurture every individual by backing, challenging, and inspiring them towards personal success. We exercise an adventurous and curious way of thinking to continually drive bigger, better and greater learning opportunities. We do this by creating an environment where everyone is encouraged to grow.</p> <p>With Purpose - We have a high regard for integrity and responsibility. If we say something we mean it. If we do something we stand behind it. We continually take pride in our school, our students and what we achieve as this drives our future.</p>
Context challenges	<p>After our most recent self-evaluation and school review the review panel identified three key challenges:</p> <ul style="list-style-type: none">• To improve learning outcomes for all students.• To empower students to be actively engaged in their learning.• To improve the social and emotional engagement and wellbeing of every student.
Intent, rationale and focus	<p>Our intent is to realise our vision by focusing over the next four years on the three goals identified in the school review.</p> <p>1 To improve learning outcomes for all students. The review panel agreed that the current practice of the College is effective and is well placed to continue to build on this work. We will focus on:</p>

- building the capacity of staff to embed critical and creative thinking into pedagogy and curriculum.
 - Strengthening the explicit use of data and backward planning in teams to inform curriculum development.
 - strengthening enrichment, challenge and differentiation of the curriculum and teacher practice.
- 2 To empower students to be actively engaged in their learning. The review panel agreed that enhancing student agency will enable the improvement of learning outcomes. We will focus on:
- instilling high expectations to maximise student success.
 - building teacher capacity to activate student voice and agency within the classroom.
- 3 To improve the social and emotional engagement and wellbeing of every student. The review panel agreed that students who are socially and emotionally engaged with their school community will have improved student learning outcomes. We will focus on:
- embedding SWPBS across the curriculum in Years F—6 and 7—12
 - strengthening learning partnerships between home and school with a particular emphasis on attendance.
 - embedding the Pastoral Care Program.

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Goal 1	To improve learning outcomes for all students.
Target 1.1	<p>Increase the percentage of students meeting or above NAPLAN benchmark growth:</p> <ul style="list-style-type: none">• Year 3—5 Reading from 81% (2019) to 85% (2024)• Year 5—7 Reading from 76% (2019) to 80% (2024)• Year 7—9 Reading from 81% (2019) to 85% (2024)• Year 3—5 Writing from 80% (2019) to 84% (2024)• Year 5—7 Writing from 78% (2019) to 82% (2024)• Year 7—9 Writing from 76% (2019) to 80% (2024)• Year 3—5 Numeracy from 82% (2019) to 86% (2024)• Year 5—7 Numeracy from 89% (2019) to 93% (2024)• Year 7—9 Numeracy from 74% (2019) to 78% (2024)
Target 1.2	<p>Increase the percentage of students in Year 3, 5, 7 and 9 achieving the top two bands in NAPLAN Literacy/Numeracy:</p> <ul style="list-style-type: none">• Year 3 Reading from 48% (2019) to 52% (2024)• Year 5 Reading from 44% (2019) to 48% (2024)• Year 7 Reading from 25% (2019) to 29% (2024)• Year 9 Reading from 24% (2019) to 28% (2024)• Year 3 Writing from 39% (2019) to 43% (2024)• Year 5 Writing from 6% (2019) to 10% (2024)• Year 7 Writing from 14% (2019) to 18% (2024)• Year 9 Writing from 9% (2019) to 13% (2024)

	<ul style="list-style-type: none"> • Year 3 Numeracy from 30% (2019) to 34% (2024) • Year 5 Numeracy from 38% (2019) to 42% (2024) • Year 7 Numeracy from 31% (2019) to 35% (2024) • Year 9 Numeracy from 19% (2019) to 23% (2024)
Target 1.3	<p>Teacher Judgements: Increase the proportion of students achieving above the expected level in the Victorian Curriculum from Years F—6 and Year 7—10:</p> <ul style="list-style-type: none"> • Reading and Viewing from 51% (2019) to 55% (2024) • Writing from 24% (2019) to 28% (2024) • Number and Algebra from 27% (2019) to 31% (2024) • Reading and Viewing from 27% (2019) to 31% (2024) • Writing from 19% (2019) to 23% (2024) • Number and Algebra from 13% (2019) to 17% (2024)
Target 1.4	<p>VCE:</p> <ul style="list-style-type: none"> • The VCE median score to be at 31. • The VCE English score to be at 29. • The percentage of scores at 40+ will be 5 per cent.
Target 1.5	<p>VCAL: To increase the completion rate from 86% (2019) to 88% (2024)</p>
Key Improvement Strategy 1.a	<p>To build the capacity of staff to embed critical and creative thinking into pedagogy and curriculum.</p>

Building practice excellence	
Key Improvement Strategy 1.b Building practice excellence	To strengthen explicit use of data and backward planning in teams to inform curriculum development.
Key Improvement Strategy 1.c Building practice excellence	To strengthen enrichment, challenge and differentiation of the curriculum and teacher practice.
Goal 2	To empower students to be actively engaged in their learning.
Target 2.1	<p>Increase the percentage of positive endorsements in the Student Attitudes to School Survey:</p> <ul style="list-style-type: none"> • Stimulated Learning for Year 4—6 from 88% (2019) to 92% (2024) • Stimulated Learning for Year 7—9 from 56% (2019) to 60% (2024) • Stimulated Learning for Year 10—12 from 57% (2019) to 61% (2024) • Student Voice and Agency for Year 4—6 from 80% (2019) to 84% (2024) • Student Voice and Agency for Year 7—9 from 43% (2019) to 47% (2024) • Student Voice and Agency for Year 10—12 from 50% (2019) to 54% (2024) • Differentiated Learning and Challenge from 94% (2019) to 95% (2024) • Differentiated Learning and Challenge from 63% (2019) to 67% (2024) • Differentiated Learning and Challenge from 62% (2019) to 66% (2024)
Target 2.2	<p>Parent Opinion Survey: To increase the percentage of positive endorsements in the following factors -</p> <ul style="list-style-type: none"> • Stimulated Learning Environment from 83% (2019) to 87% (2024) • Student Agency and Voice from 83% (2019) to 87% (2024)
Key Improvement Strategy 2.a	To instill high expectations in order to maximise student success.

Setting expectations and promoting inclusion	
Key Improvement Strategy 2.b Empowering students and building school pride	To build teacher capacity to activate student voice and agency within the classroom.
Goal 3	To improve the social and emotional engagement and wellbeing of every student.
Target 3.1	By 2024, the percentage of students responding positively to Atos's in: <ul style="list-style-type: none"> • Teacher Concern for Year 4—6 from 81% (2019) to 85% (2024) • Teacher Concern for Year 7—9 from 39% (2019) to 50% (2024) • Teacher Concern for Year 10—12 from 43% (2019) to 50% (2024) • School Connectedness (Sense of Belonging) for Year 4—6 from 89% (2019) to 93% (2024) • School Connectedness (Sense of Belonging) for Year 7—9 from 55% (2019) to 59% (2024) • School Connectedness (Sense of Belonging) for Year 10—12 from 51% (2019) to 55% (2024)
Target 3.2	By 2024, the percentage of parents responding positively to POS in: <ul style="list-style-type: none"> • Confidence and resiliency skills from 81% (2019) to 85% (2024)
Target 3.3	Attendance: <ul style="list-style-type: none"> • To decrease the percentage of students F—6 with 20+ absence days from 41% (2019) to 30% (2024)

	<ul style="list-style-type: none"> To decrease the percentage of students 7–12 with 20+ absence days from 38% (2019) to 30% (2024)
Key Improvement Strategy 3.a Health and wellbeing	To embed SWPBS across the curriculum in Years F—6 and 7—12
Key Improvement Strategy 3.b Parents and carers as partners	To strengthen learning partnerships between home and school with a particular emphasis on Attendance.
Key Improvement Strategy 3.c Health and wellbeing	To embed the Pastoral Care Program