

School Strategic Plan 2020-2024

Bass Coast College (8736)



*Achieving success in a
caring and creative environment*

Submitted for review by Darren Parker (School Principal) on 30 July, 2021 at 03:51 PM

Endorsed by Shane Wainwright (Senior Education Improvement Leader) on 01 August, 2021 at 01:26 PM

Endorsed by Geoff Robertson (School Council President) on 06 August, 2021 at 12:06 PM

School Strategic Plan - 2020-2024

Bass Coast College (8736)

School vision	<p>Wonthaggi Secondary College is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students.</p> <p>The programs and teaching at Wonthaggi Secondary College support and promote the principles and practice of Australian democracy, including a commitment to:</p> <ul style="list-style-type: none">* elected government* the rule of law* equal rights for all before the law* freedom of religion* freedom of speech and association* the values of openness and tolerance. <p>VISION Wonthaggi Secondary College's vision is to achieving success in a caring and creative environment</p> <p>MISSION Wonthaggi Secondary College seeks to create a challenging learning environment that encourages high expectations for success through instruction that caters for individual differences and learning styles. Creativity and care are pillars of our learning environment.</p> <p>OBJECTIVE We believe all students can learn and that all students can be successful. We believe that individual well-being stems from a sense of accomplishment and belonging. We believe there are different forms of success.</p>
School values	<p>VALUES In addition to developing skills and knowledge we also aim to develop:</p> <ul style="list-style-type: none">* A sense of adventure

- * Emotional Intelligence
- * An appreciation of the context of knowledge / learning
- * Respect for self/others
- * Team skills
- * Problem solving skills
- * Aspiration
- * Responsibility
- * Organisational skills
- * Resilience

Genuine empathy for our students is central to our practice.

An understanding of them and their personal circumstances is essential in a holistic approach to their learning

BEHAVIOURAL EXPECTATIONS

Wonthaggi Secondary College acknowledges that the behaviour of staff, parents, carers and students has an impact on our school community and culture. We acknowledge a shared responsibility to create a positive learning environment for the children and young people at our school.

As principals and school leaders, we will:

- * model positive behaviour and effective leadership
- * communicate politely and respectfully with all members of the school community
- * work collaboratively to create a school environment where respectful and safe behaviour is expected of everyone
- * behave in a manner consistent with the standards of our profession and meet core responsibilities to provide safe and inclusive environments
- * plan, implement and review our work to ensure the care, safety, security and general wellbeing of all students at school
- * identify and support students who are or may be at risk
- * do our best to ensure every child achieves their personal and learning potential
- * work with parents to understand their child's needs and, where necessary, adapt the learning environment accordingly
- * respond appropriately when safe and inclusive behaviour is not demonstrated and implement appropriate interventions and sanctions when required
- * inform parents of the school's communication and complaints procedures
- * ask any person who is acting in an offensive, intimidating or otherwise inappropriate way to leave the school grounds.

As teachers and non-teaching school staff, we will:

- * model positive behaviour to students consistent with the standards of our profession
- * communicate politely and respectfully with all members of the school community
- * proactively engage with parents about student outcomes
- * work with parents to understand the needs of each student and, where necessary, adapt the learning environment accordingly
- * work collaboratively with parents to improve learning and wellbeing outcomes for students with additional needs

	<ul style="list-style-type: none"> * communicate with the principal and school leaders in the event we anticipate or face any tension or challenging behaviours from parents * treat all members of the school community with respect. <p>As parents and carers, we will:</p> <ul style="list-style-type: none"> * model positive behaviour to our child * communicate politely and respectfully with all members of the school community * ensure our child attends school on time, every day the school is open for instruction * take an interest in our child's school and learning * work with the school to achieve the best outcomes for our child * communicate constructively with the school and use expected processes and protocols when raising concerns * support school staff to maintain a safe learning environment for all students * follow the school's processes for communication with staff and making complaints * treat all school leaders, staff, students, and other members of the school community with respect. <p>As students, we will:</p> <ul style="list-style-type: none"> * model positive behaviour to other students * communicate politely and respectfully with all members of the school community. * comply with and model school values * behave in a safe and responsible manner * respect ourselves, other members of the school community and the school environment. * actively participate in school * not disrupt the learning of others and make the most of our educational opportunities. <p>As community members, we will:</p> <ul style="list-style-type: none"> * model positive behaviour to the school community * treat other members of the school community with respect * support school staff to maintain a safe and inclusive learning environment for all students * utilise the school's processes for communication with staff and submitting complaints
Context challenges	<p>Wonthaggi Secondary College will be renamed as Bass Coast College at the start of 2022. This significant development aligns to the establishment of a new junior campus in San Remo and recognises the wider Bass Coast area from which our student population is drawn. It is a particularly exciting time and it also coincides with significant initiatives being undertaken to further enhance the T&L culture of our College. Connection between all campuses and a consistency of high quality learning experiences is absolutely essential in the formative years of this arrangement.</p>

	<p>Data has shown that over the period of the previous strategic plan, that staff collaboration has increased significantly and this will be central to this ongoing work.</p> <p>We anticipate having around 35 current teachers change campus in 2022 due to the reallocation of resources across the College. Highly effective PLTs, high quality curriculum documentation, purposeful scope and sequence planning, continual improvement of best practice teaching, and enhancing student voice and agency will be of the utmost importance at all campuses.</p> <p>Organisationally, developing the capability of the complete College Leadership Team (Principal, LT, LS staff) to support T&L development, and the implementation of high quality transition programs into the College and between campuses, is particularly import to support student outcomes.</p> <p>This extends to our FLOW campus as it continues to develop successful transition outcomes for identified vulnerable students.</p>
<p>Intent, rationale and focus</p>	<p>Our College is constantly reviewing its current procedures and practices to identify strategies for improved student outcomes. 2022 sees the introduction of a revamped Year 10 curriculum which has the intent of aligning student preparation for senior program classes with an engaging, purposeful curriculum.</p> <p>Similarly our Years 7 & 8 programs have been redefined to provide purposeful connection to all subject areas for all students; the introduction of STEAM subjects is significant here.</p> <p>The priority over the next 4 years is to develop and embed an agreed instructional model and to create a culture of observation and continual reflection and improvement of classroom practice.</p> <p>To achieve that other key preliminary work will be essential.</p> <p>This includes, but is not restricted to:</p> <ul style="list-style-type: none"> * embedding our evidence based PLTs, * initiating classroom observations, * engaging Learning Specialists to work with staff in developing skills and understanding of high impact teaching strategies * supporting staff to collect and consider relevant data from students (e.g. PIVOT surveys) and colleagues (e.g. classroom observations) * ongoing whole college consideration of the creation of an ongoing and effective scope and sequence to genuinely support student transitions through their secondary education.

School Strategic Plan - 2020-2024

Bass Coast College (8736)

Goal 1	Improve student learning growth across the college
Target 1.1	By 2024 the proportion of students achieving high benchmark growth in: <ul style="list-style-type: none">• Reading will increase 23 per cent in 2019 to 26 per cent,• Writing will increase 26 per cent in 2019 to 28 per cent,• Numeracy will increase 25 per cent in 2019 to 27 per cent.
Target 1.2	By 2024 the proportion of students maintaining top 2 bands in: <ul style="list-style-type: none">• Reading will increase 51 per cent in 2019 to 60 per cent,• Writing will increase 25 per cent in 2019 to 40 per cent,• Numeracy will increase 56 per cent in 2019 to 65 per cent.
Target 1.3	By 2024 the number of students assessed above age expected level at year 7-10 <ul style="list-style-type: none">• Reading and Viewing will increase 18 per cent in 2019 to 20 per cent,• Writing will increase 15 per cent in 2019 to 20 per cent,• Number and Algebra will increase from 16 per cent in 2019 to 20 per cent.
Target 1.4	By 2024 the proportion of positive response in the School Staff Survey element

	<ul style="list-style-type: none"> • Academic emphasis will increase from 38 per cent in 2019 to 50 per cent, • Collective efficacy will increase from 45 per cent in 2019 to 57 per cent, • Teacher collaboration will increase from 47 per cent in 2019 to 55 per cent.
Key Improvement Strategy 1.a Instructional and shared leadership	Develop capability and cohesion in the college extended leadership team (Principal class; Leading Teachers; Learning Specialists)
Key Improvement Strategy 1.b Building practice excellence	Develop and implement an agreed Instructional model
Key Improvement Strategy 1.c Building practice excellence	Embed teacher learning and collaboration through an evidence based Professional Learning Community
Key Improvement Strategy 1.d Evaluating impact on learning	Develop a whole school approach to classroom observation
Goal 2	Improve student outcomes in all senior certificates
Target 2.1	By 2024 the VCE all study mean will increase from 27.2 in 2019 to 28.8
Target 2.2	By 2024 the VCE mean study score for English will increase from 25.9 in 2019 to 28.5
Target 2.3	By 2024 the proportion of VCE study scores of 40 or more will increase from 3.0 per cent in 2019 to 5.0 per cent

Target 2.4	By 2024 the VASS Report 20 matched cohort percentile from Year 9 will increase from -24 per cent to -10 per cent
Key Improvement Strategy 2.a Curriculum planning and assessment	Review and develop improved processes practices for student transitions and pathways
Key Improvement Strategy 2.b Curriculum planning and assessment	Review and adjust scope and sequence across years to provide essential skills for VCE, VCAL and VET programs
Goal 3	Improve student engagement
Target 3.1	By 2024 the proportion of positive response to Student voice and agency in the Student Attitude to School Survey will increase <ul style="list-style-type: none"> • from 34 per cent across Year 7-9 in 2019 to 43 per cent • from 29 per cent across Year 10-12 in 2019 to 43 per cent
Target 3.2	By 2024 the proportion of positive response to Motivation and interest in the Student Attitude to School Survey will increase <ul style="list-style-type: none"> • from 51 per cent across Year 7-9 in 2019 to 57 per cent • from 52 per cent across Year 10-12 in 2019 to 60 per cent
Target 3.3	By 2024 average absence days per student will decrease form 23.2 days in 2019 to 19 days.

Key Improvement Strategy 3.a Empowering students and building school pride	Build teacher and student understanding of student voice and agency
Key Improvement Strategy 3.b Intellectual engagement and self-awareness	Develop and implement student agency incorporating individual learning goals
Goal 4	Improve engagement and wellbeing for identified vulnerable students
Target 4.1	By 2024 the proportion of students re-engaging into viable pathways will increase from 30 per cent in 2020 to 50 per cent.
Target 4.2	By 2024, for those students with attendance above 50 per cent, the proportion of students successfully completing three or more Individual Education Plan goals per cycle will increase from 15 per cent in 20 to 40 per cent.
Key Improvement Strategy 4.a Networks with schools, services and agencies	Further develop FLO programs for identified vulnerable students to successfully transition them into appropriate pathways