

School Strategic Plan 2019-2023

Bairnsdale Secondary College (8466)



Submitted for review by Trudie Nagle (School Principal) on 04 March, 2020 at 01:00 PM

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Awaiting endorsement by School Council President

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<p>School vision</p>	<p>Create a learning community with a focus on improving teaching practice through ongoing performance development so that student outcomes improve.</p>
<p>School values</p>	<p>Bairnsdale Secondary College has developed a set of school values which guide our direction and focus. Similarly, Effective Teaching and Explicit Instructional models have been created to depict the important elements of teaching practice. Performance processes to support staff development have been instituted, while student leadership and the development of qualities of learners are ongoing focusses.</p> <p>Situated on Gunai Kurnai land, Bairnsdale Secondary College has approximately 1200 students drawn from local communities. Over 60% of these students travel to school by bus. According to the 'My School' website, of the student cohort 49% are in the bottom socio-educational advantage quarter and only 9% are in the top quarter.</p> <p>The three Learning Hubs at the College are named in the Gunai Kurnia language, the name symbolising a part of each student's journey through the School. The Year 7 Hub, Wargomerrin, means morning, the Year 8/9 Hub, Wurrin, means midday and the Years 10/11/12 Hub, Malgobila, means night.</p> <p>Each Hub is supported by an Assistant Principal, leading teachers, coordinators, education support staff, integration aides and the Student Wellbeing team. VCAL staff and a Careers Counsellor are also an integral part of the Malgobila Hub. This structure enables a holistic approach to the needs of individual students and exemplifies the strong link between education and wellbeing.</p> <p>Bairnsdale Secondary College also has a satellite site which provides an alternative VCAL study centre for regional youth who are disengaged from mainstream education and deemed to be potentially at risk.</p>
<p>Context challenges</p>	<p>Bairnsdale Secondary College has a long and proud history and is ingrained as part of the wider community. It is the sole secondary provider for the area and has over 16 feeder Primary Schools in its catchment which makes it a leader in education. The school emanated from a merger of the old high and technical schools and remains on the same, dispersed sites as these entities. As with any merger, there are significant legacies which prove to be challenging to the emerging culture. The physical sites are contrasting; the new being sleek and presentable and the old being decrepit and considered 'second rate'. Investment in the old section is rare due to the thought that it has had its day. The lack of defined boundary fence makes it easy for members of the community and students come and go unsupervised. The cumulative effect on the overall culture remains a drag on the school moving forward.</p> <p>There has been significant growth in enrolment at the Year 7 level, with record numbers being recorded over the last few years. The capacity of the new building to take these record numbers has been exceeded, with the Year 7 hub being over-subscribed; effecting the culture of new students and staff entering for the first time. Over 250 Year 7 students enrolled in 2019 with a similar number forecast in the next few years. This will lead our total enrolment figure to exceed 1500 soon if the trend continues</p>

Transient enrolments to the College often have extreme needs, with traumatic backgrounds being real and present threats to student wellbeing. Emotional, social and psychological effects have exploded over the last few years with the school struggling to cope with the volume of issues to remedy.

There has been a significant increase in the Koorie population, moving from about 20 a decade ago to well over 130 at present. That represents over 10% of the student population. The needs of this population vary widely and require careful planning. It puts an expectation on the school to give the Koorie students a meaningful experience; which can be challenging.

Staffing is incredibly difficult, with many job advertisements attracting no applicants despite multiple attempts. Staff turnover is high, with many staff using the school as a stepping stone to get into Melbourne. Some staff become disenfranchised due to the low student outcome data and a feeling of helplessness. This means that staff training is often 'lost' and we need to retool each year with a new crop of staff. There is challenge in building the student experience and encouraging the collegiality of new staff as they enter.

The impact of our context (above) is that there is a poor physical layout of the school (with transition times between the two, separate campuses blowing out for each class change), students missing classes as they move across the school during the day, loss of time on task, poor data outcomes, lack of connection and overall poor attendance. Sometimes, the weather itself becomes the inhibitor as there are no covered walkways between the two campuses and students have to move multiple times (back and across) through the day. Students tend to wander, miss class and get technically 'lost' to the system. Compass data shows attendance into individual classes is among the lowest levels in the State.

Our NAPLAN, VCE and attendance data is amongst the lowest in the State and has been decreasing even further over the last few years. Our VCE English score is below 20 which is extraordinarily low. Over 40% of our Year 9 NAPLAN students are in the lowest two bands and our average days-per-year absence is over 30 days per student. Our data analysis show that capable students entering Year 7 become failing students in Year 10 on matched cohorts.

The balance between welfare and learning is a constant challenge as we are distracted from focusing on student outcome improvement whilst maintaining good order with society's ills being presented on our doorstep daily. We offer a potpourri of choices as students transition across the school and this has a deleterious effect on curriculum depth.

Our Years 7-9 Attitudes to School Survey is chronically low - but our 10-12 Student Attitudes to School Survey is lower - recording many parameters in the 1st percentile, making us technically the lowest performing Secondary School in the State. The lack of connection to the school for these students is significant and teacher efficacy is in the lowest ten percent. Only one parameter on the Attitudes to School Survey is above the lowest quartile - our students are disengaged and discouraged with low expectations of self and school.

This negative student data is no one-off - the pattern shows a downward trend over the period of the last SSP.

Intent, rationale and focus

What is your school trying to achieve?

We intend to prioritise monitoring and improving student outcomes and enhancing teacher capacity. We are also intending to become data literate as a group along with enhancing our capacity to work in Professional Learning Teams to achieve these goals and targets.

Why is this important?

Due to our student wellbeing needs, it has been challenging to balance the requirements of ensuring a safe and happy environment with tracking student performance. Lots of resourcing has gone towards student wellbeing and the pendulum may have swung too far in that direction at the expense of student learning. We intend to redress the imbalance to focus on the whole child.

What are you prioritising? How will the Strategic Plan unfold over 4 years?

We are trying to refocus and balance our resources and attention to ensure student wellbeing and student outcome are in tune. This 'whole child' focus means we need to put work into data tracking and teacher pedagogical improvement. Our working theory is that focussing on student outcomes will inherently improve the wellbeing of students as they feel better about themselves as learners and achievers.

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Goal 1	Improve student achievement
Target 1.1	<p>Reading/Numeracy: Currently, as students move from NAPLAN Years 7-9, approximately 50% of students are retained in the top two bands. Our target is for 80% of students to be retained in top two bands.</p> <p>Writing: Currently, as students move from NAPLAN Years 7-9, approximately 25% of students are retained in the top two bands. Our target is for 60% of students to be retained in top two bands.</p>
Target 1.2	For Reading, Writing and Numeracy, the percentage of students making Medium to High <u>benchmark</u> growth in NAPLAN will be 80%.
Target 1.3	By the end of 2023, the English mean study score will be 27 and the Report 10 Adjusted Mean Score is 0 or above.
Target 1.4	By the end of 2023, the VCAL Completion Rates will match the 2019 State level of 78%.
Key Improvement Strategy 1.a Curriculum planning and assessment	Develop and embed whole school curriculum and assessment approaches to support targeted, differentiated teaching and learning

Key Improvement Strategy 1.b Building practice excellence	Develop and embed an agreed Instructional Model.
Key Improvement Strategy 1.c Curriculum planning and assessment	Establish rigorous approaches to collaborative planning and preparation
Key Improvement Strategy 1.d Evaluating impact on learning	Build all leaders and teachers capacity to use data to effectively support student learning growth.
Key Improvement Strategy 1.e Evaluating impact on learning	Action Plan to accelerate improvement
Goal 2	Enhance student engagement
Target 2.1	Increase the Student Opinion Survey percentages of positive responses in <u>Motivation and Interest</u> to 65%; <u>Stimulating Learning</u> to 60% and for <u>Teacher Concern</u> to be 50%. These figures are matched to approximately the 2019 State averages.
Target 2.2	Increase the Staff Opinion Survey percentages of positive responses in <u>Trust in Students and Parents</u> to 50% and <u>Collective Focus on Student Learning</u> to 70%. These figures are matched to approximately the 2019 State averages.
Target 2.3	Increase the Student Opinion Survey percentages of positive responses in <u>Student Agency and Voice</u> to 65%; <u>Student Cognitive Engagement</u> to 60% and for <u>Confidence and Resiliency</u> to be 50%. These figures are matched to approximately the 2019 State averages.

Target 2.4	Decrease the percentage of students who are absent 20 or more days per year from the 2019 level of 40% to the state average in 2019 of 31%.
Key Improvement Strategy 2.a Empowering students and building school pride	Activate student agency to establish authentic partnerships, including mechanisms for goal setting, and feedback
Key Improvement Strategy 2.b Parents and carers as partners	Enhance partnerships with families and the wider community to develop consistent, whole school programs to enhance student pathways
Goal 3	Empower students as lifelong learners
Target 3.1	Increase the Student Opinion Survey percentages of positive responses in <u>Respect for Diversity</u> to 50%; <u>High Expectations</u> to 75%. These figures are matched to approximately the 2019 State averages.
Target 3.2	Increase the Staff Opinion Survey percentages of positive responses in <u>Teaching and Learning Implementation Module</u> to 60%. These figures are matched to approximately the 2019 State averages.
Target 3.3	Increase the Student Opinion Survey percentages of positive responses in <u>Respect for Diversity</u> to 81%; <u>Motivation to 65%</u> and <u>High Expectations for Success</u> to 82%. These figures are matched to approximately the 2019 State averages.
Key Improvement Strategy 3.a Instructional and shared leadership	Build instructional and shared leadership to foster a culture of improvement across the school

<p>Key Improvement Strategy 3.b Setting expectations and promoting inclusion</p>	<p>Improve student capabilities (critical and creative, ethic, personal and social, intercultural) so as to build a strong/rigorous and inclusive community</p>
<p>Key Improvement Strategy 3.c Vision, values and culture</p>	<p>Embed whole-school beliefs about our learning community and the schools' vision, values and culture</p>