

School Strategic Plan 2019-2023

Beaumaris Secondary College (7566)



Beaumaris
Secondary
College

Submitted for review by Debby Chaves (School Principal) on 08 May, 2020 at 02:23 PM

Endorsed by Coralee Pratt (Senior Education Improvement Leader) on 15 May, 2020 at 11:54 AM

Awaiting endorsement by School Council President

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School vision	<p>Beaumaris Secondary College's vision is that all learners can flourish when the school environment provides the conditions that promote curiosity, challenge and community. A commitment to the pursuit of academic excellence across a diverse and engaging curriculum, both in and outside the classroom, which is inclusive and responsive to the diversity of learners. The learning community is:</p> <ul style="list-style-type: none">• Research and evidence based with a mix of creative, practical and inquiry based learning• Project based learning experiences, reflecting the world around them• Differentiated, personalised and challenging for all students• Collaborative and develop independent learners <p>Beaumaris Secondary College supports students to make healthy choices and have opportunities throughout the curriculum programme and co-curricular activities. Participation and understanding the importance of a healthy and active lifestyle. We value our unique local environment. Beaumaris Secondary College will foster and develop our sense of place in the world as global citizens who can contribute within the wider context of sustainability and environmental stewardship. Our aim for our students to understand their personal agency and group capacity to contribute to our world in a positive, honest, and sustainable way with responsibility, pride and integrity.</p>
School values	<p>As a new school we needed to look at all of the FISO Initiatives so that students achievement, engagement and wellbeing was being supported well. We developed the CORE Values, teaching and learning vision and processes together. We did put a strong focus on our Instructional and Shared Leadership along with developing our strong vision values and culture.</p> <p>The evidence is in the policies, processes and teaching and learning happening at the school. We use the language when speaking to students, parents and colleagues. As a new school, we developed a strong culture that provided the following:</p> <ul style="list-style-type: none">--A specified set of purposeful language, actions, and routines designed to make students, teachers and community members feel welcome, comfortable, important, and understood.--A focus on CORE values of curiosity, optimism, respect and excellence that drive quality teaching and learning, genuine relationships, and a cycle of continuous, quality improvement.--Continual attention to developing and supporting a passionate and competent staff capable of implementing culture-building systems <p>We have a welcoming and supportive school environment with a culture that promotes our CORE values of curiosity, optimism, respect and excellence. Our professional and committed staff take the time with students to develop a strong rapport with students and families to achieve the best outcomes in developing the whole person. Our talented teachers curate curriculum that cultivates</p>

	<p>curiosity, promotes reflection and makes real world connections in line with the Victorian Curriculum. We have a strong and involved parent community. We are an outward facing school that promotes strong links with local community groups, businesses and clubs. Our unique partnership with the Melbourne Cricket Club provides our students with the best sporting grounds available. These grounds are also accessed by local clubs and the community connections grow stronger. Student voice and agency is central to our school culture. Student leadership roles, working groups, teacher selection panels and co-curricular activities provide students with countless opportunities to be involved in the school on many levels. Our students are excellent ambassadors of what the college has to offer. We want all of our students to know that:</p> <p>They belong to the Beaumaris Secondary College community. They belong to a place that to learn is to grow.</p> <p>They believe in our CORE values of curiosity, optimism, respect and excellence. They believe that these values can change the world.</p> <p>They will become your best selves on the journey. They will become the designers of our future.</p>
Context challenges	<p>As a new school, these included the need for all systems and processes to be established for everything at every year level taking into account our innovative approach to teaching and learning, language and , as well as the physical environment which had to be created.</p> <p>We need to continue to recruit adaptable and flexible teachers and staff to ensure that our school vision, values and culture are promoted amongst all. We need to ensure our induction program for new staff is robust and supportive enough to help them transition to our school setting. We need to provide professional learning experiences that</p> <p>We need to ensure that our systems for communication with students, parents and staff are consistent and clear as we build our school.</p> <p>Teachers noted that their work to collaboratively develop the innovative curriculum from scratch was time consuming and fatiguing over the course of 6 years of filling each year level.</p> <p>We need to ensure that the curriculum curated provides differentiation for the diversity of learners in the school.</p> <p>We need to develop a rigorous and engaging senior school program to maintain school numbers as we have students progress into Years 10, 11, 12.</p>
Intent, rationale and focus	<p>Our strategic plan goals are designed to help us build on the vision, values and culture that we have begun to create in our first 3 years as a school as well as create sustainable processes and systems to continue our growth into the senior years of schooling. It aligns our work with the development of the student as a whole person.</p> <p>The continued prioritisation of the collaborative analysis and use of data to inform the development of learning programs would</p>

support deep learning and provide opportunities for students to become active global citizens.

- 1a. Maximise curriculum curation and implementation from Year 7 to Year 12, which scaffolds students to achieve deep learning.
- 1b. Develop and embed a whole school approach to the generation, analysis and use of student data and evidence.
- 1c. Equip students to have a voice to be active global citizens through a breadth of experiences and opportunities, and high expectations.

We also need to focus on the development of a range of pathways which would support students to be successful in further education, training and employment beyond school. This included the opportunity for students to self-direct their learning and prioritise the ongoing application of the College vision by all staff as the school grows.

- 2a. Ensure students have access to guaranteed and meaningful learning pathways which support transition.
- 2b. Enhance whole school approaches to include opportunities for student agency in the co-construction of learning both inside and outside of the learning spaces.
- 2c. Ensure the teachers have the capability to enact the College vision to authentically engage students in their learning.

A focus on wellbeing would support the College vision for students to be known throughout their journey through the school, and that this could be achieved through active student voice, agency and leadership as well as building relationships within students, families and the College.

- 3a. Ensure students are known and there is proactive support for the student to thrive, grow and excel.
- 3b. Enhance opportunities for student voice, agency and leadership to support them to be active members of the College and wider community.

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Goal 1	Maximise student learning outcomes
Target 1.1	<p>The percentages of students who achieve results in the top two bands in NAPLAN at Year 9 to 45 percent in Reading, to 30 percent in Writing and to 50 percent in Numeracy for 2023*.</p> <p>*Note – no benchmark data available as no Year 9 students until 2021</p>
Target 1.2	<p>The percentages of students who achieve results in the top two bands in NAPLAN at Year 9 to 45 percent in Reading, to 30 percent in Writing and to 50 percent in Numeracy for 2023*.</p> <p>*Note – no benchmark data available as no Year 9 students until 2021</p>
Target 1.3	Students achieving above benchmark growth in NAPLAN in Reading, Writing and Numeracy to be at 30 percent high growth in 2023.

Target 1.4	Students achieving above benchmark growth in NAPLAN in Reading, Writing and Numeracy to be at 30 percent high growth in 2023.
Target 1.5	Increase the staff measures of Academic emphasis from 63 percent, and Guaranteed and viable curriculum from 75 percent to be at 80 percent in 2023.
Target 1.6	Increase the staff measures of Academic emphasis from 63 percent, and Guaranteed and viable curriculum from 75 percent to be at 80 percent in 2023.
Key Improvement Strategy 1.a Curriculum planning and assessment	Maximise curriculum curation and implementation from Year 7 to Year 12, which scaffolds students to achieve deep learning.
Key Improvement Strategy 1.b Curriculum planning and assessment	Maximise curriculum curation and implementation from Year 7 to Year 12, which scaffolds students to achieve deep learning.
Key Improvement Strategy 1.c Building practice excellence	Develop and embed a whole school approach to the generation, analysis and use of student data and evidence.
Key Improvement Strategy 1.d Building practice excellence	Develop and embed a whole school approach to the generation, analysis and use of student data and evidence.
Key Improvement Strategy 1.e Setting expectations and promoting inclusion	Equip students to have a voice to be active global citizens through a breadth of experiences and opportunities, and high expectations.

Key Improvement Strategy 1.f Setting expectations and promoting inclusion	Equip students to have a voice to be active global citizens through a breadth of experiences and opportunities, and high expectations.
Goal 2	Maximise student engagement with learning.
Target 2.1	Increase student opinion measures of <ul style="list-style-type: none"> • Motivation and interest from 64 per cent at Year 7, and 60 per cent at Year 8 in 2019 to be at an average of 75 percent in 2023, • Student voice and agency from 44 per cent at Year 7, and 51 per cent at Year 8 in 2019 to be at an average of 60 percent in 2023.
Target 2.2	Increase student opinion measures of <ul style="list-style-type: none"> • Motivation and interest from 64 per cent at Year 7, and 60 per cent at Year 8 in 2019 to be at an average of 75 percent in 2023, • Student voice and agency from 44 per cent at Year 7, and 51 per cent at Year 8 in 2019 to be at an average of 60 percent in 2023.
Target 2.3	Increase parent opinion survey results in the areas of <ul style="list-style-type: none"> • Positive transitions from 78 per cent positive endorsement in 2019 to be at 80 percent in 2023 • Teacher communication from 59 per cent positive endorsement in 2019 to be at 70 percent in 2023.

Target 2.4	<p>Increase parent opinion survey results in the areas of</p> <ul style="list-style-type: none"> • Positive transitions from 78 per cent positive endorsement in 2019 to be at 80 percent in 2023 • Teacher communication from 59 per cent positive endorsement in 2019 to be at 70 percent in 2023.
Target 2.5	<p>Improve the average days of student absence to be below 15 days by 2023.</p>
Target 2.6	<p>Improve the average days of student absence to be below 15 days by 2023 .</p>
Key Improvement Strategy 2.a Building practice excellence	<p>Ensure students have access to guaranteed and meaningful learning pathways which support transition.</p>
Key Improvement Strategy 2.b Building practice excellence	<p>Ensure students have access to guaranteed and meaningful learning pathways which support transition.</p>
Key Improvement Strategy 2.c Setting expectations and promoting inclusion	<p>Enhance whole school approaches to include opportunities for student agency in the co-construction of learning both inside and outside of the learning spaces.</p>

Key Improvement Strategy 2.d Setting expectations and promoting inclusion	Enhance whole school approaches to include opportunities for student agency in the co-construction of learning both inside and outside of the learning spaces.
Key Improvement Strategy 2.e Vision, values and culture	Ensure the teachers have the capability to enact the College vision to authentically engage students in their learning.
Key Improvement Strategy 2.f Vision, values and culture	Ensure the teachers have the capability to enact the College vision to authentically engage students in their learning.
Goal 3	Embed wellbeing at the College based on the shared values and vision.
Target 3.1	Increase student opinion measures of <ul style="list-style-type: none"> • Teacher concern from 40 per cent positive endorsement in 2019 to be at 50 percent in 2023, • Sense of connectedness from 65 per cent positive endorsement in 2019 to be at 70 percent in 2023.
Target 3.2	Increase student opinion measures of <ul style="list-style-type: none"> • Teacher concern from 40 per cent positive endorsement in 2019 to be at 50 percent in 2023, • Sense of connectedness from 65 per cent positive endorsement in 2019 to be at 70 percent in 2023.

Target 3.3	Increase the parent opinion survey measures in the Safety domain from 78 percent in 2019 to be at 83 percent in 2023.
Target 3.4	Increase the parent opinion survey measures in the Safety domain from 78 percent in 2019 to be at 83 percent in 2023.
Target 3.5	Increase the staff opinion survey measures for Teacher Collaboration from 71 percent in 2019 per cent positive endorsement to be at 85 percent in 2023.
Key Improvement Strategy 3.a Empowering students and building school pride	Ensure students are known and there is proactive support for the student to thrive, grow and excel.
Key Improvement Strategy 3.b Empowering students and building school pride	Ensure students are known and there is proactive support for the student to thrive, grow and excel.
Key Improvement Strategy 3.c Building communities	Enhance opportunities for student voice, agency and leadership to support them to be active members of the College and wider community.
Key Improvement Strategy 3.d Building communities	Enhance opportunities for student voice, agency and leadership to support them to be active members of the College and wider community.
Key Improvement Strategy 3.e Parents and carers as partners	Embed the partnerships between students, families and the College.

Key Improvement Strategy 3.f
Parents and carers as partners

Embed the partnerships between students, families and the College.