

Bayside P – 12 College 8800

School Strategic Plan 2009 -2012



Endorsement by School Principal	SIGNED..... NAME Michael Kerin Date.....
Endorsement by School Council	SIGNED..... NAME..... DATE..... School Council President signs indicating that the School Strategic Plan has been endorsed by School Council
Endorsement by Regional Director (or nominee)	SIGNED..... NAME..... DATE.....

Our School Purpose

To ensure that our students have the opportunity to achieve their personal best by creating a responsive, cooperative, innovative teaching and learning environment.

The College achieves this by anticipating the needs of all students and providing a wide range of individual programs and pathways



Pictures: Greg Pond

School Profile

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 1580.

Bayside P-12 College provides educational leadership in the district and the region. The college provides a comprehensive course of study for Years P-10 students in the VELs domains. Throughout the curriculum students are encouraged and expected to take an active and responsible role in their learning.

The senior campus ensures students have a broad range of subject choice in VCE, VET and VCAL and the flexibility for each student to select a program around their individual career aspirations. The college has developed strong links with TAFE colleges and other Tertiary Institutions. It provides a positive young adult learning environment, which is supportive, friendly and appropriate to the needs of VCE students.

There is a strong connection between our college and the community and the further development of education partnerships is the forerunner to education leadership and opportunity for our young people. Bayside students are enthusiastic and independent learners and informed, responsible citizens of their local and global communities

Bayside P-12 College Strategic Plan



At Bayside College we value
RESPECT

Honesty

Tolerance

POSITIVE RELATIONSHIPS

Caring

Safety

PERSONAL BEST

Personal Growth

Commitment

Excellence

RESPONSIBILITY FOR LEARNING

Self Management

Rights and Responsibilities

	Student Learning Outcomes	Student Engagement and Wellbeing	Student Pathways and Transitions
GOALS	<ul style="list-style-type: none"> • To improve student learning outcomes in literacy and numeracy for prep to year 6. • To improve Student English and Mathematics levels at Years 7-10. • To improve VCE achievement levels. 	<ul style="list-style-type: none"> • To create an environment which encourages the development of social skills and sustains positive student relationships. • To improve student engagement and wellbeing. 	<ul style="list-style-type: none"> • To strengthen transition arrangements and focus on improving internal transitions for prep to year 6. • To enhance the pathways available to students.
TARGETS	<ul style="list-style-type: none"> • To achieve a matched student cohort growth of at least one VELS level between years 3 and 5 in the NAPLAN reading and numeracy tests by 2012. • To achieve learning value-add of at least one VELS level between Years 7 and 9 for the matched cohorts in Mathematics and Reading in NAPLAN Mathematics and Reading Test by 2012. • To achieve a VCE All Studies Scores of 28 by 2012. • To sustain a positive trend in teacher satisfaction scores in relation to Student Motivation and Stimulating Learning with the view to attaining a score equal to or above the state mean by 2012 (a score of 50 on the 100 point scale). 	<ul style="list-style-type: none"> • To achieve a Classroom Behaviour mean score of 3 on the student survey by 2012 for prep to year 10. • To achieve a Social Skills score of 6 on the parent survey by 2012 for prep to year 6. • To achieve a Student Morale mean score of 5.0 on the student survey by 2012 for year 7-12. • To achieve a Teacher Empathy mean score on the student survey of 3.7 at the whole school level. • To annually sustain an annual absence below 12 days per student at years prep to year 6 and achieve an absence rate of 10 or below by 2012. • To maintain student absences below the State average at year 7 - 12. 	<ul style="list-style-type: none"> • Parental satisfaction with Transition arrangements will be sustained at or above 6.0 over the next four years for prep to year 6. • Real student retention between Years 7-10, 10-11 and 11-12 will be above the state mean by 2009 and sustained above the mean.

Key Improvement Strategies

1. Introduce processes for the early detection of and support for students at risk at Prep-Year 1.
2. Document the school's curriculum policy, programs, procedures and scope and sequence.
3. Make the promotion of greater student effort (work ethic) and aspirations across the whole school a focus of professional learning and professional practice.
4. Each Learning area is to review and implement a four year action plan to focus on student outcomes, literacy, inquiry learning and ICT. The Mathematics action plan must include a specific strategy to address "structures".
5. Develop and implement a whole school literacy plan and target professional learning to improve pedagogy.
6. Promote the analysis and use of student performance data to inform teaching at all levels of the school.
7. Develop a teacher support program targeted at improving the quality of teaching in those VCE subjects with a pattern of very low performance.

1. Review the College's discipline and welfare policies and procedures with a view to incorporating restorative justice practices.
2. Develop and implement a revised pastoral care/student support program to increase student skills and promote engagement.
3. Review structures and processes in the middle years to ensure that they are optimising opportunities for team planning and for building a strong rapport between staff, students and parents.
4. To develop an ethos of school pride where teachers and students regard each other as highly motivated.

1. Review the transition processes to further support the development of structured pathways for year 9-12 students.
2. Develop and implement a plan for transition pathways into, out of and within the school, including strategies that cater for the transition needs of transient students and Prep students without prior pre-school experience.
3. Investigate the feasibility of expanding the VCAL program to cater for students with an aptitude for applied learning subjects.
4. Implement the Students At Risk Mapping Tool to track student achievement, attendance and participation in additional programs

SCHOOL STRATEGIC PLANNER 2009 - 2012: INDICATIVE PLANNER

STUDENT LEARNING

Key Improvement Strategies (Prioritised KIS across the three student outcomes areas)	Actions	Achievement Milestones (Changes in practice and behaviours)
1. Introduce processes for the early detection of and support for students at risk at Prep-Year 1.	Year 1 <ul style="list-style-type: none"> Research and develop a new system for identifying students at risk in the new Prep group, and implement programs to address student needs including reading recovery training for staff. Program is resourced. 	<ul style="list-style-type: none"> Students at Risk are identified and appropriate programs are put in place.
	Year 2 <ul style="list-style-type: none"> Adapt, revise and develop identification system, and programs, and implement revised program. 	<ul style="list-style-type: none"> Students at Risk are identified and support is resourced.
	Year 3 <ul style="list-style-type: none"> Continued implementation of the revised program 	<ul style="list-style-type: none"> Students at Risk are identified and support is resourced
	Year 4 <ul style="list-style-type: none"> Evaluate system for identifying Prep students at risk, and the effectiveness of support programs. 	<ul style="list-style-type: none"> Evaluation recommendations developed for further improvement.
2. Document the school's curriculum policy, programs, procedures and scope and sequence.	Year 1 <ul style="list-style-type: none"> Gather existing documentation , develop new documentation 	<ul style="list-style-type: none"> A Curriculum Plan is developed documenting the College's existing curriculum policy, procedures and scope and sequence, and is published.
	Year 2 <ul style="list-style-type: none"> Document new curriculum developments – policy, procedures, scope & sequence. 	<ul style="list-style-type: none"> Staff are implementing the curriculum policy as reflected in curriculum documentation, common assessment tasks and professional discussions.
	Year 3 <ul style="list-style-type: none"> Continue to monitor and update the new curriculum policy plan 	<ul style="list-style-type: none"> A Revised Curriculum Plan is developed documenting the College's current curriculum policy, procedures and scope and sequence, and is published.
	Year 4 <ul style="list-style-type: none"> Evaluate the College Curriculum Plan 	<ul style="list-style-type: none"> Publish the College Curriculum Plan.
3. Make the promotion of greater student effort (work ethic) and aspirations across the whole school a focus of professional learning and professional practice.	Year 1 <ul style="list-style-type: none"> Research and develop a strategy to promote greater student work effort incorporating a whole school focus – teaching and learning, teacher professional development, student work setting and deadline procedures, and assistance to families. 	<ul style="list-style-type: none"> A whole school agreed strategy is finalised
	Year 2 <ul style="list-style-type: none"> Implementation of strategy with resource support. 	<ul style="list-style-type: none"> Evidence of improved student work ethic and student outcomes.
	Year 3 <ul style="list-style-type: none"> Revision and adaptation of strategy, additional resource support put in place if necessary 	<ul style="list-style-type: none"> Evidence of improved student work ethic and motivation.
	Year 4 <ul style="list-style-type: none"> Evaluation of strategy 	<ul style="list-style-type: none"> Improved student work ethic and motivation achieved. Strategic Plan targets achieved. Recommendations developed for further improvement.

Key Improvement Strategies (Prioritised KIS across the three student outcomes areas)	Actions	Achievement Milestones (Changes in practice and behaviours)
4. Each Learning area is to review and implement a four year action plan to focus on student outcomes, inquiry learning and ICT. The Mathematics action plan must include a specific strategy to address “structures”.	Year 1 <ul style="list-style-type: none"> Research & Develop Learning Area Action Plans. Revise existing Maths Action Plan – focus upon Inquiry Learning, ICT, and improved student outcomes particularly at Year 12. 	<ul style="list-style-type: none"> Action Plans are endorsed and published. Additional resources allocated in support, additional procedures are placed to deliver plans.
	Year 2 <ul style="list-style-type: none"> Implement Action Plans across each Learning Area 	<ul style="list-style-type: none"> Evidence of improved student outcomes.
	Year 3 <ul style="list-style-type: none"> Revise and adapt Action Plans. Additional resources or new procedures put in place 	<ul style="list-style-type: none"> Evidence of improved student outcomes
	Year 4 <ul style="list-style-type: none"> Evaluate Action Plans and college performance. 	<ul style="list-style-type: none"> Evidence of improved student outcomes. College has achieved Strategic Plan targets. Recommendations developed for further improvement.
5. Develop and implement a whole school literacy plan and target professional learning to improve pedagogy.	Year 1 <ul style="list-style-type: none"> Research and Develop a whole school Literacy Plan including a professional development strategy. Investigate current strategies and consider incorporation into the new plan. 	<ul style="list-style-type: none"> Literacy Plan is endorsed and published. Additional resources allocated in support, additional procedures and structures are placed to deliver plans
	Year 2 <ul style="list-style-type: none"> Implement Literacy Plan across the College 	<ul style="list-style-type: none"> Evidence of improved student outcomes. Staff have undertaken professional learning in literacy pedagogy and can identify practices that they have trialled in their lessons.
	Year 3 <ul style="list-style-type: none"> Revise and adapt Literacy Plan. Additional resources or new procedures put in place. 	<ul style="list-style-type: none"> Evidence of improved student outcomes.
	Year 4 <ul style="list-style-type: none"> Evaluate Literacy Plan and College performance. 	<ul style="list-style-type: none"> Evidence of improved student outcomes. College has achieved Strategic Plan targets. Recommendations developed for further improvement
6. Promote the analysis and use of student performance data to inform teaching at all levels of the school.	Year 1 <ul style="list-style-type: none"> Implementation of presentation of performance data across all levels of the college. Plan to ensure that action follows analysis – the data is used to inform pedagogy. 	<ul style="list-style-type: none"> Evidence that data is used to inform pedagogy.
	Year 2 <ul style="list-style-type: none"> Implementation of presentation of performance data across all levels of the college 	<ul style="list-style-type: none"> Evidence that data is used to inform pedagogy
	Year 3 <ul style="list-style-type: none"> Revise and adapt procedures for analysis of performance data 	<ul style="list-style-type: none"> Evidence that data is used to inform pedagogy and that college targets are being realised.
	Year 4 <ul style="list-style-type: none"> Evaluate College procedures for analysing and acting on performance data. 	<ul style="list-style-type: none"> Evidence of improved student outcomes. College has achieved Strategic Plan targets. Recommendations developed for further improvement

Key Improvement Strategies (Prioritised KIS across the three student outcomes areas)	Actions	Achievement Milestones (Changes in practice and behaviours)
7. Develop a teacher support program targeted at improving the quality of teaching in those VCE subjects with a pattern of very low performance	Year 1 <ul style="list-style-type: none"> • Research and evaluate a whole school strategy to improve student outcomes at Year 12, incorporating support and development of teachers, action plans developed by each Learning Area, and support procedures at the Senior Campus 	<ul style="list-style-type: none"> • Strategy is endorsed and put in place with resources, procedures, and structures.
	Year 2 <ul style="list-style-type: none"> • Implement the strategy 	<ul style="list-style-type: none"> • Evidence of improved student outcomes. • Staff have identified strategies that they now use to improve student outcomes in their VCE class.
	Year 3 <ul style="list-style-type: none"> • Revise and adapt the plan with reference to performance data. Refocus strategy, and additional resources or procedures put in place if required. 	<ul style="list-style-type: none"> • Evidence of improved student outcomes.
	Year 4 <ul style="list-style-type: none"> • Evaluate strategy and College performance. 	<ul style="list-style-type: none"> • Evidence of improved student outcomes. College has achieved Strategic Plan targets. Recommendations developed for further improvement

STUDENT ENGAGEMENT AND WELLBEING

Key Improvement Strategies (Prioritised KIS across the three student outcomes areas)	Actions	Achievement Milestones (Changes in practice and behaviours)
1. Review the College's discipline and welfare policies and procedures with a view to incorporating restorative justice practices.	Year 1 <ul style="list-style-type: none"> Review existing discipline & welfare policies Incorporate framework for student welfare & restorative justice practices Research & develop a discipline & welfare policies 	<ul style="list-style-type: none"> A college discipline & welfare policy is developed reflecting college and community consultation and restorative justice practices
	Year 2 <ul style="list-style-type: none"> Implement discipline and welfare policy Identify, review & develop procedures which support policy Support implementation with teacher professional development 	<ul style="list-style-type: none"> Discipline & welfare policy implemented PD provided for staff Staff are confident implementing restorative practices.
	Year 3 <ul style="list-style-type: none"> Implement revised procedures to support policy emphasising restorative practices. Develop and target PD for staff 	<ul style="list-style-type: none"> Identified Procedures implemented Staff PD
	Year 4 <ul style="list-style-type: none"> Evaluate Discipline & welfare policy and procedures 	Evidence of improved student outcomes. College has achieved Strategic Plan targets. Recommendations developed for further improvement
2. Develop and implement a revised pastoral care/student support program to increase student skills and promote engagement.	Year 1 <ul style="list-style-type: none"> Research pastoral program/s meeting identified student needs Develop Action Plan identifying strategies for implementation resourcing & strategic teacher professional development 	<ul style="list-style-type: none"> P-12 Program developed Action plan developed
	Year 2 <ul style="list-style-type: none"> Implement Pastoral Care Program Develop staff /team planning to support program and enhance implementation and optimise strong rapport between staff, students and parents Investigate parent involvement 	<ul style="list-style-type: none"> Pastoral Care Program Implemented Targeted professionally developed for staff implemented Action plan for parent involvement developed
	Year 3 <ul style="list-style-type: none"> Revise and adapt to enhance student/teacher connectedness Incorporate student recognition/reward to enhance motivation Implement identified strategies for parent involvement 	<ul style="list-style-type: none"> Evidence of improved student connectedness, enhanced social skills Parent / staff survey
	Year 4 <ul style="list-style-type: none"> Evaluate Pastoral Care Program 	Evidence of improved student outcomes. College has achieved Strategic Plan targets. Recommendations developed for further improvement
3. Review structures and processes in the middle years to ensure that they are optimising opportunities for team planning and for building a strong rapport between staff, students and parents.	Year 1 <ul style="list-style-type: none"> Review existing structures and processes Research identify and develop strategies to optimise team planning, and improved rapport between staff, students and parents; teaching and learning, teacher professional development, student participation and leadership opportunities, student recognition/reward and parent participation. 	<ul style="list-style-type: none"> Agreed strategies are identified and finalised
	Year 2 <ul style="list-style-type: none"> Implement strategies with resource support 	Evidence of improved student / teacher connectedness
	Year 3 <ul style="list-style-type: none"> Revision and adaptation of strategies, 	Evidence of improved student / teacher connectedness
	Year 4 <ul style="list-style-type: none"> Evaluation of strategies implemented 	Improved student/ teacher/parent rapport achieved. Strategic Plan targets achieved. Recommendations developed for further improvements

Key Improvement Strategies (Prioritised KIS across the three student outcomes areas)	Actions	Achievement Milestones (Changes in practice and behaviours)
4. To develop an ethos of school pride where teachers and students regard each other as highly motivated.	Year 1 <ul style="list-style-type: none"> ▪ Explore ways of marking or celebrating ‘success points’ or ‘stages in schooling’ as a means for fostering greater student engagement with and pride in the school ▪ Evaluate current student leadership programs and student participation in decision making in the College ▪ Investigate enhancing a broader range of participation and leadership opportunities for student involvement 	<ul style="list-style-type: none"> ▪ Current student leadership program reviewed ▪ Identified broader range of student participation leadership opportunities ▪ Recommendation and resourcing identified
	Year 2 <ul style="list-style-type: none"> ▪ Develop a Charter for setting up an effective SRC. ▪ Plan participation and leadership programs for students which provide meaningful opportunities to develop skills required to undertake leadership role Develop leadership profiles, responsibilities and selection processes. ▪ Initiate effective communication opportunities to raise the profile of student leaders 	<ul style="list-style-type: none"> ▪ Effective SRC Charter developed ▪ Leadership programs, profiles developed ▪ Improved opportunities for student participation in college decision making
	Year 3 <ul style="list-style-type: none"> ▪ Identify and encourage the development of student participation and leadership skills through classroom practices ▪ Investigate the involvement of community resources in supporting student leadership. 	<ul style="list-style-type: none"> ▪ Evidence of school pride and changed student / teacher perceptions
	Year 4 <ul style="list-style-type: none"> ▪ Evaluate student participation and leadership 	<ul style="list-style-type: none"> ▪ Evidence of improved student outcomes. College has achieved Strategic Plan Targets. Recommendations developed for further improvement

STUDENT PATHWAYS AND TRANSITIONS

Key Improvement Strategies (Prioritised KIS across the three student outcomes areas)	Actions	Achievement Milestones (Changes in practice and behaviours)
<p>1. Review the transition processes to further support the development of structured pathways for year 9-12 students.</p>	<p>Year 1</p> <ul style="list-style-type: none"> ▪ Review current transition processes in light of current tracking data and improve parent access to information. ▪ Develop particular pathways at year 11 and 12 in particular. ▪ Develop Yr. 11 tutorial/pastoral care program and review year 12 tutorial review program including investigating the development of homework teams. 	<ul style="list-style-type: none"> ▪ Modified transition and orientation guidelines incorporating pathways approaches. ▪ Syllabus completed for year 10 through 12 tutorial / pastoral care program around pathways. ▪ Develop parent survey around student transition processes.
	<p>Year 2</p> <ul style="list-style-type: none"> ▪ Implement changed transition information evenings & booklets as well as orientation programs. ▪ Implement reviewed / new tutorial programs at year 10-12 	<ul style="list-style-type: none"> ▪ Timetabled Tutorial / Pastoral care program in operation from Year 10 through to Year 12. ▪ Devolved transition process in place based on student pathways. ▪ Parent survey data used to implement change to transition evenings and booklets.
	<p>Year 3</p> <ul style="list-style-type: none"> ▪ Extend the use of MIPS plans and ILPs and link to student career choices and transition / pathways counselling. 	<ul style="list-style-type: none"> ▪ Pathways based ILPs/ MIPS plans for students in operation and an integral part of transition planning..
	<p>Year 4</p> <ul style="list-style-type: none"> ▪ Evaluate effectiveness of MIPS / ILPs in Careers counselling and subject choice. ▪ Evaluate transition processes through 9 to 12 	<ul style="list-style-type: none"> ▪ Survey data from students, parents & employers used in development of transition program. ▪ Feedback from teachers and integration aides collected to aid in development of ILPs/ MIPS plans
<p>2. Develop and implement a plan for transition pathways into, out of and within the school, including strategies that cater for the transition needs of transient students and Prep students without prior pre-school experience.</p>	<p>Year 1</p> <ul style="list-style-type: none"> ▪ Review current processes at AGPS and incorporate them where appropriate into BSC processes. ▪ Investigate “best practise” in Primary school transition process ▪ Research a set of specific strategies for supporting transient students ▪ Develop links with local kindergartens 	<ul style="list-style-type: none"> ▪ Best practise in primary school transition incorporated into the Altona North campus PD plan. ▪ New BSC transition policy / procedures developed including primary transitions. ▪ Expand on the links with various community groups likely to deal with transient families.
	<p>Year 2</p> <ul style="list-style-type: none"> ▪ Implement single BSC transition policy / process from Prep. To year 12. ▪ Distribute and incorporate into use a set of strategies to support transient students and families at different year levels. 	<ul style="list-style-type: none"> ▪ Best practise policy and procedures, with particular emphasis on Prep. Transition, incorporated into transition processes at BSC. ▪ Likely transient students identified through “At Risk” process and individual strategies, possibly including ILPs, put into place.
	<p>Year 3</p> <ul style="list-style-type: none"> ▪ Extend practises used to support Prep students with no previous school experience to support migrant students / transient students who may come in at different year levels with minimal school experience. 	<ul style="list-style-type: none"> ▪ Best practise strategies, using transient student / new Prep student strategies as a base, in use for new migrant families and students.
	<p>Year 4</p> <ul style="list-style-type: none"> ▪ Evaluate changes to transition, processes, particularly Prep to school. ▪ Evaluate effectiveness of strategies to support transient students and families. 	<ul style="list-style-type: none"> ▪ Ongoing dialogue with Kindergartens and new parents and integral part of planning. ▪ Feedback from community groups and 6 month tracking used as an integral part of improving support for transient students both after leaving Bayside and on entry.

Key Improvement Strategies (Prioritised KIS across the three student outcomes areas)	Actions	Achievement Milestones (Changes in practice and behaviours)
3. Investigate the feasibility of expanding the VCAL program to cater for students with an aptitude for applied learning subjects.	Year 1 <ul style="list-style-type: none"> ▪ Review VCAL program in relationship to completion rates, tracking data and the communities holding capacity. 	<ul style="list-style-type: none"> ▪ Set targets for completion rates.
	Year 2 <ul style="list-style-type: none"> ▪ Implement changes to program, particularly year 12, to improve completion rates. ▪ Expand community and industry links. ▪ 	<ul style="list-style-type: none"> ▪ Improved completion and tracking data (VET 3 & 4 and full time employment) ▪ Improved industry and community involvement in course structure and delivery.
	Year 3 <ul style="list-style-type: none"> ▪ Work with VET cluster to expand range of VET subjects available and quality of delivery. ▪ Investigate expanding the number of classes of VCAL run ▪ 	<ul style="list-style-type: none"> ▪ Increase in the options available through the local VET network. ▪ Positive feedback from students on VET delivery.
	Year 4 <ul style="list-style-type: none"> ▪ Evaluate program changes. 	<ul style="list-style-type: none"> ▪ Satisfaction rate improved from student, staff and industry surveys.
4. Implement the Students At Risk Mapping Tool to track student achievement, attendance and participation in additional programs	Year 1 <ul style="list-style-type: none"> ▪ Implement the recording of student attendance data at in CASES for at least some levels ▪ Research current status of tool on network and update current version of SARM tool on network . PD key staff in its access and use. ▪ Review the student data available on CASES and make appropriate changes. 	<ul style="list-style-type: none"> ▪ Use of CASES attendance data for at least some levels in Annual report. ▪ Coordinators being able to access tool on the network.
	Year 2 <ul style="list-style-type: none"> ▪ Implement the recording of student attendance data at in CASES for at all levels. ▪ Implement the inclusion of SARM data in discussions in Campus Welfare and Level meetings where identifying and responding to At Risk Students is occurring. 	<ul style="list-style-type: none"> ▪ Use of CASES attendance data for all levels in Annual report. ▪ Minuted use of SARM data identification and planning support for At Risk students.
	Year 3 <ul style="list-style-type: none"> ▪ Investigate other areas where the information in SARM tool would be used and adapt structure of tool appropriately ▪ PD broader staff on the data available through SARM. 	<ul style="list-style-type: none"> ▪ Increased use (reportable) of portions of the data available through the SARM tool by other groups in the school. Eg. Professional Learning Teams.
	Year 4 <ul style="list-style-type: none"> ▪ Evaluate the College procedures for identifying and responding to At Risk students and the effectiveness of the SARM tool in this. 	<ul style="list-style-type: none"> ▪ Consistent , documented & data based processes through College for identifying and responding to At Risk students.