

School Strategic Plan 2024-2028

Bayside P-12 College (8800)



Submitted for review by Milan Matejin (School Principal) on 14 May, 2025 at 05:19 PM

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Endorsed by Heiko Koenig (School Council President) on 28 May, 2025 at 08:55 AM

School Strategic Plan - 2024-2028

Bayside P-12 College (8800)

School vision	<p>Bayside P-12 College is a dynamic and inclusive school that serves the diverse community, located in Melbourne's vibrant inner-western metropolitan area. With three campuses in Altona North, Williamstown, and Newport, we offer a complete educational journey from Prep to Year 12, providing students with the tools to thrive academically, socially and emotionally.</p> <p>At Bayside P-12 College, we embrace the diversity of our multi-cultural student body, fostering a safe, rich and inclusive learning environment where every individual is valued. Our commitment to the Victorian Teaching and Learning Model ensures that we deliver a comprehensive curriculum, designed to meet the unique needs of students and to inspire curiosity, creativity, and a lifelong passion for learning.</p>
School values	<p>Our values of Be a Learner, Be Respectful, Be Responsible form the foundation of our school culture, creating a positive and collaborative atmosphere that enables all students, regardless of background, to reach their full potential. We prioritise the creation of a safe, supportive, and respectful environment where students feel secure to explore, grow, and engage. We value an environment that fosters the development of emotional intelligence, resilience, and social skills. We provide students with the strategies to thrive not only academically but also socially and emotionally.</p> <p>In preparing our students for success in an increasingly complex and technology-driven world, we focus on developing the skills, knowledge, and adaptability required to excel in a rapidly changing society.</p>
Context challenges	<p>After our most recent self-evaluation and school review the review panel identified two key challenges:</p> <ul style="list-style-type: none">• To maximise the learning outcomes for all students.• To improve the engagement and wellbeing of all students.
Intent, rationale and focus	<p>The review panel concluded that the current practice of the College is continuing to evolve and is well placed to continue to build on this work. We will focus on:</p> <ul style="list-style-type: none">• Achieving expected learning growth of all students Reading and Mathematics and student agency in literacy and numeracy.

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| | <ul style="list-style-type: none">• Aligning the middle level leadership by refining the current leadership structure, including roles and responsibilities, to provide modelling, mentoring and coaching to strengthen teaching practice.• Support for improved pedagogical practices focused on explicit instruction, differentiated teaching. |
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The panel agreed the college was implementing a multi-tiered system of support for students, including SWPBS, a pastoral care structure and Respectful Relationships. We will focus on:

- Support staff to consistently implement the Tier 1 universal provisions to ensure a safe and inclusive learning environment for all students.
- To refine the current leadership structure, including roles and responsibilities, to strengthen student engagement and wellbeing. This should include additional support for staff to consistently implement the college's attendance and punctuality processes.
- Enhanced structures and supports for teachers to implement improved pedagogical practices to improve student engagement and wellbeing.

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Goal 1	Maximise the learning outcomes for all students. We will focus on: • Achieving expected learning growth of all students Reading and Mathematics and student agency in literacy and numeracy. • Aligning the middle level leadership by refining the current leadership structure, including roles and responsibilities, to provide modelling, mentoring and coaching to strengthen teaching practice. • Support for improved pedagogical practices focused on a model of explicit instruction, differentiated teaching and student agency in learning.
Target 1.1	<p>By 2028, increase the percentage of students achieving in the Exceeding or Strong proficiency levels of NAPLAN for:</p> <ul style="list-style-type: none">• Reading in:<ul style="list-style-type: none">○ Year 3 from 37% (2024) to 62%○ Year 5 from 63% (2024) to 68%○ Year 7 from 58% (2024) to 62%○ Year 9 from 61% (2024) to 67%• Numeracy in:<ul style="list-style-type: none">○ Year 3 from 37% (2024) to 57%○ Year 5 from 52% (2024) to 57%○ Year 7 from 56% (2024) to 61%○ Year 9 from 60% (2024) to 65%.
Target 1.2	<p>By 2028, increase the percentage of students achieving at or above expected growth over one year in the Victorian Curriculum 2.0, according to teacher judgement, for:</p> <ul style="list-style-type: none">• English 2.0 curriculum in:

	<ul style="list-style-type: none"> ○ Years 1 to 6 from xx% (2025) to xx% ○ Years 7 to 10 from xx% (2025) to xx%. • Mathematics 2.0 curriculum in: <ul style="list-style-type: none"> ○ Years 1 to 6 from xx% (2025) to xx% ○ Years 7 to 10 from xx% (2025) to xx%. <p>Placeholder target: Target to be confirmed when Victorian Curriculum 2.0 data is available.</p>
Target 1.3	<p>By 2028, increase the percentage of students achieving medium or high NAPLAN benchmark growth for:</p> <ul style="list-style-type: none"> • Years 5 in: <ul style="list-style-type: none"> ○ Reading from XX% (2025) to XX% ○ Numeracy from XX% (2025) to XX% • Year 7 in: <ul style="list-style-type: none"> ○ Reading from XX% (2025) to XX% ○ Numeracy from XX% (2025) to XX% • Year 9 for: <ul style="list-style-type: none"> ○ Reading from XX% (2025) to XX% ○ Numeracy from XX% (2025) to XX% <p>Target to be set once the data is available in 2025.</p>
Target 1.4	<p>By 2028:</p> <ul style="list-style-type: none"> • improve the percentage of students achieving a 37+ score for VCE English from 6% (2023) to 8% • increase the All Study VCE median from 28 (2023) to 30.

Key Improvement Strategy 1.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Embed a college leadership structure to strengthen teaching and learning.
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Implement the instructional model consistently, ensuring alignment with VTLM 2.0.
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 1.c Systematic use of assessment strategies and measurement practices	Strengthen PLC planning and practice in using evidence-based teaching strategies.

	<p>on: • Supporting staff to consistently implement the Tier 1 provisions to ensure a safe and inclusive learning environment for all students. • Refine the current leadership structure, including roles and responsibilities, to strengthen student engagement and wellbeing. This includes additional support for staff to implement the college attendance and punctuality process.</p>
Target 2.1	<p>By 2028, increase the percentage of positive endorsement by students in the Attitudes to Schools Survey (AToSS) for:</p> <ul style="list-style-type: none"> • Student voice and agency in: <ul style="list-style-type: none"> ○ Years 4 to 6 from 65% (2024) to 70% ○ Years 7 to 9 from 31% (2024) to 36% ○ Years 10 to 12 from 38% (2024) to 43% • Sense of connectedness in: <ul style="list-style-type: none"> ○ Years 4 to 6 from 63% (2024) to 77% ○ Years 7 to 9 from 37% (2024) to 44% ○ Years 10 to 12 from 39 % (2024) to 47% • Managing bullying in: <ul style="list-style-type: none"> ○ Years 4 to 6 from 71% (2024) to 78% ○ Years 7 to 9 from 34% (2024) to 44% ○ Years 10 to 12 from 37% (2024) to 44%.
Target 2.2	<p>By 2028, decrease the percentage of students with 20 or more absent days for:</p> <ul style="list-style-type: none"> • Prep to Year 6 from 44% (2023) to 25% • Years 7 to 12 from 47% (2023) to 35%.

Target 2.3	<p>By 2028, increase the percentage of positive endorsement by students for the AToSS factor of School Stage Transitions for:</p> <ul style="list-style-type: none"> • Years 7 and new enrolments from 69% (2024) to 75% (2028) • Years 10 to 12 from 55% (2024) to 59% (2028).
Target 2.4	<p>By 2028, the percentage of students completing VCE to increase from 96% (2023) to 98%.</p>
Target 2.5	<p>By 2028, increase the percentage of positive endorsement in the School Staff Survey for the factors of:</p> <ul style="list-style-type: none"> • Instructional Leadership from 54% (2024) to 62% • Collective efficacy from 46% (2024) to 57% • Academic emphasis from 31% (2024) to 40% • Monitoring effectiveness of using data from 55% (2024) to 64% • Promote student ownership of learning goals from 58% (2024) to 64%.
<p>Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Embed a college leadership structure to strengthen student engagement and wellbeing.</p>
<p>Key Improvement Strategy 2.a The strategic direction and deployment of resources to create and reflect shared goals and values; high</p>	

expectations; and a positive, safe and orderly learning environment	
Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Implement the college's multi-tiered systems of support consistently, ensuring alignment with DE initiatives
Key Improvement Strategy 2.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Strengthen PLC planning and practice in using evidence-based wellbeing strategies.
Key Improvement Strategy 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 2.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
Key Improvement Strategy 2.d The strategic direction and deployment of resources to create and reflect shared goals and values; high	Build staff capacity to strengthen a safe and inclusive learning environment.

expectations; and a positive, safe and orderly learning environment	
Key Improvement Strategy 2.d Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	