

School Strategic Plan 2024-2028

Baden Powell P-9 College (5315)



BADEN POWELL COLLEGE

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School Strategic Plan - 2024-2028

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School vision	<p>At Baden Powell College, our vision statement is “Empowering Minds. Nurturing Hearts.”</p> <p>Baden Powell 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>
School values	<p>Our school values underpin the identity and culture of Baden Powell College, guiding the actions and interactions of all community members – students, staff, and families alike. These values are not just words; they are the foundation of how we operate and thrive together.</p> <p>Respect: At Baden Powell College, we value respect as the cornerstone of our community. We expect all members to treat each other and our environment with care and compassion, fostering a supportive and inclusive atmosphere.</p> <p>Integrity: Integrity is integral to who we are at Baden Powell College. We uphold honesty and a strong moral compass in everything we do, ensuring trust and ethical behaviour are consistently demonstrated by all.</p> <p>Endeavour: We encourage a spirit of endeavour at Baden Powell College, where everyone strives diligently to achieve personal and collective success. Our community is committed to pursuing excellence and overcoming challenges with perseverance and determination.</p> <p>Resilience: Resilience is celebrated at Baden Powell College as essential for growth and learning. We encourage all community members to persist through difficulties, employing positive strategies to solve problems and adapt to change.</p> <p>Community Commitment: At Baden Powell College, these values are not only taught to students but are also expected to be lived and modelled by every staff member and embraced by our broader community. They form a common language that unites us in our mission to nurture confident, responsible, and compassionate individuals.</p> <p>By embodying these values collectively, we cultivate a supportive environment where everyone can thrive academically, socially, and emotionally.</p>

Context challenges

Key Challenges:

Building a Stronger Professional Learning Community (PLC):

Current Efforts: The college has introduced a Professional Learning Team (PLT) inquiry cycle supported by targeted professional development. Leadership prioritizes the work of the PLTs, documenting school processes, policies, and practices with a revised instructional model.

Challenges: While the implementation of PLTs has contributed to a shared sense of purpose, it is still evolving. Ensuring the full integration and consistent use of PLTs across all staff remains a challenge.

Consistency in Assessment Practices:

Current Efforts: A college-wide assessment schedule and an online platform for pre- and post-assessment data are in place. A whole-college data wall monitors student cohorts, facilitating informed adjustments and interventions.

Challenges: Although progress has been made, ensuring consistent and rigorous application of these practices across all teams and subjects is necessary. Differing levels of data literacy and differentiated instruction across teams are barriers to achieving consistent student outcomes.

Developing a Whole School Behaviour Approach:

Current Efforts: Introduction of the School Wide Positive Behaviour Support (SWPBS) framework and explicit behaviour matrices for students and staff. The Quality Beginnings program and personal growth lessons embed these values.

Challenges: Despite progress, some staff still feel disconnected from their roles in managing student behaviour. Ensuring consistent behaviour management approaches and building staff capacity in this area is ongoing work.

Enhancing Human and Physical Resources:

Current Efforts: The leadership team has been restructured, and significant investments have been made in teaching and learning resources, collaborative workspaces, and classroom renovations.

Challenges: While these enhancements have improved the teaching and learning environment, continuing to align resources with evolving educational needs and maintaining the upgraded facilities remain priorities.

Improving Data Use and Instructional Practices:

Current Efforts: Refinement and implementation of an instructional model, improved data use for teaching and planning, and development of common expectations for team planning.

Challenges: Variability in the rigor of instructional models and formative assessments, as well as differing levels of data literacy among staff, present challenges. Ensuring all staff can effectively use data to inform teaching practices and accurately assess students is essential.

Specific Cohorts:

High Ability Students:

Challenge: Providing appropriate challenges and differentiated learning opportunities to meet the needs of high ability students.

Current Efforts: Personalized learning plans and participation in PLTs to identify and support these students.

	<p>Koorie Students: Challenge: Ensuring culturally inclusive practices and support systems are in place to meet the unique needs of Koorie students. Current Efforts: Development of Individual Education Plans (IEPs) and incorporation of cultural perspectives into the curriculum. Refugee Students: Challenge: Addressing the social-emotional and academic needs of refugee students who may have experienced trauma. Current Efforts: Support through Student Support Groups (SSGs) and Behavior Management Plans (BMPs), along with targeted social-emotional learning programs.</p> <p>Conclusion: Baden Powell College has made significant strides in various areas, from professional learning communities to behavior management and resource enhancement. However, ongoing challenges include achieving consistency in assessment practices, fully integrating the SWPBS framework, and ensuring all staff are equipped to use data effectively. Addressing these challenges will be crucial in continuing to foster an inclusive, supportive, and high-achieving educational environment.</p>
<p>Intent, rationale and focus</p>	<p>Baden Powell College aims to create an inclusive, high-performing educational environment that fosters academic excellence, social-emotional growth, and lifelong learning. The college seeks to empower every student to reach their full potential through a robust, innovative curriculum and a strong focus on student wellbeing.</p> <p>Academic Excellence: Ensuring students achieve their best academically prepares them for future opportunities and success. A strong academic foundation is crucial for their personal and professional lives.</p> <p>Social-Emotional Growth: Developing students' social-emotional skills is essential for their overall well-being, resilience, and ability to navigate life's challenges. A supportive environment enhances students' emotional health, contributing to better learning outcomes.</p> <p>Inclusive Environment: Embracing diversity and fostering a sense of belonging ensures all students feel valued and supported. This inclusivity helps students from varied backgrounds, including high ability, Koorie, and refugee students, to thrive.</p> <p>Lifelong Learning: Instilling a love for learning and continuous improvement prepares students to adapt and grow in an ever-changing world.</p> <p>Focus:</p> <ol style="list-style-type: none"> 1. Organisational Structures and Role Clarity <ul style="list-style-type: none"> Year 1-2: Review and refine existing structures to ensure clear role definitions and responsibilities. Year 3-4: Implement changes and evaluate effectiveness, making further adjustments as needed. 2. Professional Learning Teams (PLTs) <ul style="list-style-type: none"> Year 1-2: Continue to embed PLT practices, focusing on collaboration, using data and the documented BPC PLT cycle. Year 3-4: Monitor the impact of PLTs on teaching and learning, using data to inform practice. 3. Middle Level Leadership Development

Year 1-2: Identify and develop opportunities for new and aspiring leaders through targeted programs and mentoring.
Year 3-4: Evaluate leadership programs and expand successful initiatives.

4. Instructional Model

Year 1-2: Ensure consistent implementation of the instructional model, with clear learning intentions and success criteria.
Year 3-4: Increase rigor and refine practices based on feedback and student outcomes.

5. Assessment and Data Literacy

Year 1-2: Enhance accuracy of teacher judgements through professional development and moderation practices. Strengthen formative assessment techniques and use data to drive instruction.
Year 3-4: Increase rigor and refine practices based on feedback and student outcomes.

6. Collegiate Visits and Peer Observations

Year 1-2: Establish a framework for regular peer observations and collegiate visits.
Year 3-4: Use insights from visits to share best practices and improve teaching quality.

7. Student Voice and Agency

Year 1-2: Enhance th implement of challenging learning goals that involve student input and self-assessment.
Year 3-4: Develop strategies for incorporating student feedback and reflection in learning.

8. Behaviour Frameworks

Year 1-2: Strengthen the SWPBS framework and ensure consistent behaviour management practices.
Year 3-4: Evaluate the impact on school culture and student behaviour, making necessary adjustments.

9. Student Leadership

Year 1-2: Create more opportunities for students to take on leadership roles within the school.
Year 3-4: Expand and refine student leadership programs based on feedback and outcomes.

10. Student Attendance

Year 1-2: Implement strategies to improve attendance rates, including targeted support for at-risk students.
Year 3-4: Monitor and evaluate the effectiveness of attendance initiatives, making adjustments as needed.

Baden Powell College's strategic plan focuses on building a cohesive, collaborative, and supportive educational environment. By addressing these key areas over the next four years, the college aims to enhance both academic and social-emotional outcomes for all students, ensuring they are well-prepared for the future.

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Goal 1	To maximise learning growth for every student.
Target 1.1	<p>By 2028 increase the percentage of students achieving at <i>exceeding and strong</i> in NAPLAN proficiency levels for the domains of:</p> <p>Year 3</p> <ul style="list-style-type: none">● Reading from 50% (2023) to 58%● Writing from 65% (2023) to 70%● Numeracy from 54% (2023) to 58% <p>Year 5</p> <ul style="list-style-type: none">● Reading from 74% (2023) to 78%● Writing from 68% (2023) to 75%● Numeracy from 53% (2023) to 60% <p>Year 7</p> <ul style="list-style-type: none">● Reading from 65% (2023) to 70%● Writing from 63% (2023) to 68%● Numeracy from 59% (2023) to 65% <p>Year 9</p> <ul style="list-style-type: none">● Reading from 35% (2023) to 42%● Writing from 38% (2023) to 44%● Numeracy from 45% (2023) to 52%

	<p>*This target may require adjustment once trend data is available</p>
<p>Target 1.2</p>	<p>NAPLAN target for student learning growth by 2028 - to be confirmed</p>
<p>Target 1.3</p>	<p>By 2028, increase the percentage of Year 1-6 and 7-10 students assessed as at or above expected growth on Victorian Curriculum Levels F-10: (Semester 2 - Semester 2)</p> <p>English (Year 1-6)</p> <ul style="list-style-type: none"> ● Reading and viewing from 60% (2023) to 65% ● Writing from 64% (2023) 70% ● Speaking and listening from 58% (2023) 62% <p>English (Year 7-10)</p> <ul style="list-style-type: none"> ● Reading and viewing from 60% (2023) to 65% ● Writing from 64% (2023) 70% ● Speaking and listening from 55% (2023) 60% <p>Mathematics (Year 1-6)</p> <ul style="list-style-type: none"> ● Number and Algebra from 75% (2023) to 80% ● Measurement and Geometry from 68% (2023) to 75% ● Statistics and Probability from 74% (2023) to 78% <p>Mathematics (Year 7-10)</p> <ul style="list-style-type: none"> ● Number and Algebra from 69% (2023) to xx% ● Measurement and Geometry from 69% (2023) to xx%

	<ul style="list-style-type: none"> ● Statistics and Probability from 47% (2023) to 55%
<p>Target 1.4</p>	<p>By 2028 increase the percentage of positive endorsement on the 4-6 and 7-9 Student Attitudes to School Survey for the factors of:</p> <p>Years 4-6</p> <ul style="list-style-type: none"> ● Stimulated learning from 73% (2023) to 78% ● Effective teaching time from 81% (2023) to 85% ● Motivation and interest from 69% (2023) to 75% <p>Years 7-9</p> <ul style="list-style-type: none"> ● Stimulated learning from 40% (2023) to 46% ● Effective teaching time from 58% (2023) to 62% ● Differentiated learning challenge from 59% (2023) to 65% ● Motivation and interest from 41% (2023) to 48%
<p>Target 1.5</p>	<p>By 2028 increase the percentage of positive endorsement on the School Staff Survey (SSS) for the measures of:</p> <ul style="list-style-type: none"> ● Cultural leadership from 63% (2023) to 70% ● Academic emphasis from 53% (2023) to 60% ● Collective efficacy from 67% (2023) to 72% ● Understand how to analyse data from 67% (2023) to 50% ● Seek feedback to improve practice from 56% (2023) to 62%
<p>Key Improvement Strategy 1. a</p>	<p>Strengthen and embed a culture of continual improvement through feedback</p>

<p>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</p>	
<p>Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Strengthen staff capability to embed agreed teaching and learning practices</p>
<p>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</p>	
<p>Key Improvement Strategy 1.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	<p>Strengthen staff capability to use data and assessment practices to improve student learning growth</p>
<p>Key Improvement Strategy 1.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</p>	
<p>Goal 2</p>	<p>To improve student engagement, learning and wellbeing.</p>

<p>Target 2.1</p>	<p>By 2028 increase the percentage of positive endorsement on the 4-6 and 7-9 Student Attitudes to School Survey for the factors of:</p> <p>Years 4-6</p> <ul style="list-style-type: none"> ● Student voice and agency from 51% (2023) to 58% ● Respect for diversity from 64% (2023) to 70% ● Teacher concern from 67% (2023) to 73% ● Managing bullying from 58% (2023) to 63% <p>Years 7-9</p> <ul style="list-style-type: none"> ● Student voice and agency from 29% (2023) to 39% ● Respect for diversity from 25% (2023) to 30% ● Teacher concern from 27% (2023) to 35% ● Advocate at school from 56% (2023) to 62% ● Managing bullying from 25% (2023) to 30%
<p>Target 2.2</p>	<p>By 2028 increase the percentage of positive endorsement on School Staff Survey (SSS) for the measures of:</p> <ul style="list-style-type: none"> ● Use student feedback to inform teaching practice from 67% (2023) to 72%. ● Promote student ownership of learning from 75% (2023) to 80%.
<p>Target 2.3</p>	<p>By 2028 increase the percentage of positive endorsement on Parent/Guardian/Caregiver Survey (PGCS) for the measures of:</p> <ul style="list-style-type: none"> ● Stimulating learning Environment from 65% (2023) to 70% ● Parent participation and involvement from 62% percent (2023) to 66%.

<p>Target 2.4</p>	<p>By 2028</p> <p>Reduce the percentage of students with 20 or more absent days:</p> <ul style="list-style-type: none"> ● Years P-6 from 50% (2023) to 42% ● Years 7-9 from 55% (2023) to 48% <p>Reduce average absences per student FTE (2023):</p> <ul style="list-style-type: none"> ● Years P-6 from 27.5 days to <24 days per student. ● Years 7-9 from 34.7 days to <28 days per student.
<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>Strengthen and embed a consistent whole school understanding and approach to student agency in learning.</p>
<p>Key Improvement Strategy 2.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</p>	
<p>Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Refine and embed the school's practices for supporting students' inclusion, health and wellbeing.</p>

<p>Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p>Key Improvement Strategy 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Strengthen the school's positive climate for learning with a focus on building a culture of respect.</p>