

School Strategic Plan 2019-2023

Baden Powell P-9 College (5315)



BADEN POWELL COLLEGE

Submitted for review by Julie Mason (School Principal) on 19 February, 2020 at 09:54 AM

Endorsed by Brent Richards (Senior Education Improvement Leader) on 21 February, 2020 at 01:04 PM

Endorsed by Simone Lockwood (School Council President) on 26 February, 2020 at 08:21 AM

School Strategic Plan - 2019-2023

Baden Powell P-9 College (5315)

<p>School vision</p>	<p>At Baden Powell College we provide high level educational services to the community we serve. All students will become active citizens and life long learners</p>
<p>School values</p>	<p>Baden Powell College values are personal best, commitment to excellence and community action. - we always strive to achieve our personal best at every opportunity -we always have a commitment to excellence in every aspect to our organisation -we always seek out community connections and promote positive action in local , nation and global contexts.</p>
<p>Context challenges</p>	<p>Organisational The college is a multi-campus, mixed primary-secondary setting that has a P-6 in Hoppers Crossing and a P-9 in Tarneit. This presents acute challenges in developing consistency in areas such as collaboration, teacher development and instruction.</p> <p>Staff The College has a large amount of part-time staff and changing time fractions. This provides an opportunity to improve its induction strategies.</p> <p>Community The College is situated in a high growth corridor of Wyndham. Large areas of the catchments area is high-rental. This presents challenges to effective long-term planning as the rate of transience is high and enrollment numbers can be unpredictable.</p> <p>Students BPC students come bring with them diverse cultures, experiences and abilities. There is a high proportion of EAL students, a large number of students on the PSD program and a growing number of high-achievers. Although the College has maintained a relentless focus on differentiation, this diversity has presented challenges in student outcome data.</p>
<p>Intent, rationale and focus</p>	<p>Student Achievement Maximised (SAM): Intent: The College is pursuing the improvement of its NAPLAN benchmark growth in reading, writing and number over the next four years. Why: In 2019, the college was rated at 'stretch' for reading and at 'renew' for numeracy. The relentless pursuit in these curriculum areas will lead to supporting the college's objective to develop life long-learners who are confidently literate and numerate and have a passion for, learning. Prioritise: The college will prioritise the development of a sustainable and effective approaches to instruction, teacher development and</p>

collaboration.

Student Agency Voice and Engagement (SAVE):

Intent: The College is pursuing the improvement of data related to teaching and learning in the parent, staff and student surveys.

Why: The school review in 2019 found that approaches to SAVE were inconsistent across the college. There are examples of excellence in parts of the college and our next step is to synergised a sustainable approach. This will support the college objective to develop life long-learners who are confidently literate and numerate and have a passion for learning.

Prioritise:

Our college will prioritise the sharing of best practice in the areas of curriculum, relationships and instruction.

Social Emotional Wellbeing (SEW):

Intent: The College is pursuing the improvement of data related to social and emotional wellbeing in the parent, staff and student surveys.

Why: Areas within the student and staff surveys related to safety and wellbeing are opportunities for improvement for the college. Like many schools, Baden Powell College is responding to an increased mental health challenges and there is an opportunity to develop a more holistic approach. This will support the college objective to develop life long-learners who are confidently literate and numerate and have a passion for learning.

Prioritise:

The college will prioritise the development of holistic approach to social and emotional wellbeing.

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Goal 1	To maximise learning growth and achievement for all students
Target 1.1	<p>By 2023 increase the percentage of students above benchmark growth in NAPLAN.</p> <p>Year 5</p> <ul style="list-style-type: none">• Reading to increase from 18% (2019) to 30% or above• Writing to increase from 10% (2019) to 21% or above <p>Year 9</p> <ul style="list-style-type: none">• Writing to increase from 12% (2019) to 20% or above• Numeracy to increase from 17% (2019) to 25% or above
Target 1.2	<p>By 2023 increase the percentage of students achieving in the top two bands in NAPLAN</p> <p>Year 5</p> <ul style="list-style-type: none">• Reading from 20% (2019) to 34% or above• Numeracy from 17% (2019) to 31% or above <p>Year 9</p> <ul style="list-style-type: none">• Reading from 13% (2019) to 22% or above• Numeracy from 12% (2019) to 20% or above

<p>Target 1.3</p>	<p>By 2023 increase the percentage of students across the school (Prep to Year 6) achieving above level in teacher judgement.</p> <ul style="list-style-type: none"> • Reading from 23% (2019) to 28% or above • Number and algebra 16% (2019) to 20% or above • Writing from 13% (2019) to 17% or above
<p>Key Improvement Strategy 1.a Building practice excellence</p>	<p>Develop collaborative practices between and across the college to build collective responsibility for improved student outcomes</p>
<p>Key Improvement Strategy 1.b Evaluating impact on learning</p>	<p>Build the capacity of all leaders and teachers to hold themselves and others to account for improved student learning outcomes</p>
<p>Key Improvement Strategy 1.c Evidence-based high-impact teaching strategies</p>	<p>Embed consistent instructional practices across the college</p>
<p>Goal 2</p>	<p>To improve student engagement and learner agency</p>
<p>Target 2.1</p>	<p>By 2023 increase the percentage of positive endorsement in the student AToSS:</p> <ul style="list-style-type: none"> • Student voice and agency (Years 4–6) 61% (2019) to 75% or above • Sense of confidence from (Years 4–6) 72% (2019) to 85% or above • Self–regulation and goal setting from 75% (2019) to 82% or above <p>By 2023, reduce the percentage of students who are absent for more than 20 days:</p> <ul style="list-style-type: none"> • 36% (2019) to 31% across the College

Target 2.2	<p>By 2023 increase the percentage of positive endorsement in the POS</p> <ul style="list-style-type: none"> • Teacher communication from 74% (2019) to 80% or above • Stimulating learning environment from 73% (2019) to 80% or above
Target 2.3	<p>By 2023 increase the percentage of positive endorsement in the SSS.</p> <ul style="list-style-type: none"> • Collective efficacy from 51% (2019) to 75% or above • Academic emphasis from 49% (2019) to 75% or above • Teacher collaboration from 44% (2019) to 70% or above
Key Improvement Strategy 2.a Building practice excellence	Build teacher capacity to activate student voice and learner agency
Key Improvement Strategy 2.b Intellectual engagement and self-awareness	Enhance learning partnerships so students become independent and self-regulating learners
Key Improvement Strategy 2.c Empowering students and building school pride	Develop students as active and empowered learners
Goal 3	To improve social and emotional wellbeing for all students
Target 3.1	By 2023 increase the percentage of positive endorsement in the student AToSS.

	<ul style="list-style-type: none"> • Managing bullying from 63% (2019) to 76% or above • Teacher concern from 63% (2019) to 72% or above • Resilience from 65% (2019) to 75% or above
Target 3.2	<p>By 2023 increase the percentage of positive endorsement in the SSS.</p> <ul style="list-style-type: none"> • Parent and community involvement from 53% (2019) to 65% or above • Shielding and buffering from 31% (2019) to 60% or above
Target 3.3	<p>By 2023 increase the percentage of positive endorsement in the POS.</p> <ul style="list-style-type: none"> • Confidence and resiliency from 78% (2019) to 85% or above • Positive transitions from 77% (2019) to 85% or above
Key Improvement Strategy 3.a Health and wellbeing	Build staff capacity to support student social and emotional learning needs
Key Improvement Strategy 3.b Curriculum planning and assessment	Integrate social and emotional wellbeing into the college curriculum
Key Improvement Strategy 3.c Parents and carers as partners	Embed a culture of social and emotional wellbeing through the college community

