

School Strategic Plan 2023-2027

Beaumaris Secondary College (7566)



Beaumaris
Secondary
College

Submitted for review by Debby Chaves (School Principal) on 23 April, 2024 at 09:12 AM
Awaiting endorsement by Senior Education Improvement Leader
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. A significant focus will be on matching pedagogy to learning spaces and employing highly capable, collaborative and creative staff to ensure that the teaching and learning is of the highest calibre.</p> <p>The learning community will be:</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 will support students to make healthy choices and have opportunities throughout the curriculum programme and extra-curricular activities to participate and learn 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.</p> <p>At Beaumaris Secondary School our students will be:</p> <ul style="list-style-type: none">• Independent learners and free thinkers.• curious, self-aware and confident when expressing their ideas.• optimistic about the future, globally aware, enthusiastic about the experiences they share with their peers and risk takers in their own learning.• have a sense of pride and responsibility to the school, each other and the wider community.• respectful, empathetic and tolerant of others. <p>Our mission is 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. A school that has every student achieving personal success in their chosen pathway.</p>
School values	<p>Beaumaris Secondary College will be committed to:</p> <ul style="list-style-type: none">• Activity and Health – our students emerge fit and healthy with a good understanding of the benefit physical activity and a healthy lifestyle. The school recognises the potential benefit that physical activity has on student's wellbeing and academic performance. It will utilise its unique location and potential partnerships with outside organisation to create opportunities for students and staff to excel. Provide state of the art facilities to inspire activity and develop a respect for the benefits of a healthy lifestyle including emotional and mental health.

- Creativity and Enterprise – our students understand the challenges of life and can develop and apply creative and critical thinking skills and behaviours to help us navigate change and challenge. Students will emerge equipped with skills to analyse and problem solve, understanding that challenges are part of the journey they will face. Enterprise and resilience will be cultivated within the schools culture and curriculum and students will build confidence through participation.
 - Connection with the local environment – the school will promote environmental stewardship and meaningful connections to place. The school interacts with local schools, communities, families, resources and their environment to develop connections that support the social and emotional wellbeing of students and staff. Utilise the unique local environment in developing a culture of environmental care and proactive management. Instil the importance of sustainability
 - Community membership - our students contribute in a meaningful way to the community and emerge from school as informed community members. The school is supportive and reactive to changing local needs; it will have a unique offering and will attract the best teaching staff. Our staff are supported and encouraged to pursue their own learning and are recognised for their expression of our values as members of our learning community
 - Global outlook – our students understand their place in the world. The school will provide a local setting within a global stage. It will foster and establish connections that provide students the opportunity to understand the global community and how their decisions and actions have an impact locally and further afield. Develop a sense of place in the world and encourage an understanding of issues within a global context .Promote participation as a key skill to meet the challenges of today’s world
- LEARNERS AND LEARNING ARE CENTRAL**
- adopt a learners and learning-centred approach for students, teachers, parents and the community
 - teachers as professional learners and leaders of learning
 - develop personal agency and empowerment for our students
 - build a strong sense of identity and belonging through a personalised approach to learning
 - view learning as developing the whole person - intellectual, emotional, social, physical, cultural
 - engage students in developing confidence as learners through active investigation, inquiry, social interaction and collaboration
 - develop a positive attitude and disposition to learning
 - cultivate general learning capabilities: critical and creative thinking; personal and social capability; ethical understanding and intercultural understanding
 - support professional learning, knowledge sharing and collaboration through professional learning teams, collaborative curriculum design, planning and teaching and peer observations and feedback
 - enable learning anywhere, anytime, with anyone, by any means through harnessing digital technologies
 - provide opportunities and make facilities available for community learning
 - inspire creativity, curiosity, curation and critique
 - foster responsibility and reflective learning behaviours
 - Provide a curriculum where knowledge is fostered through experimentation, problem solving and practical application
- COMMUNITY**
- promote a sense of community and belonging by promoting human connectedness
 - create positive and respectful relationships amongst all members of school community

	<ul style="list-style-type: none"> • encourage participation, contribution and engagement in and by the community at all levels from individual Learning Neighbourhoods and Learning Communities to whole school community to the wider community • develop partnerships and foster networks of partners to bring the community into the school regularly • provide opportunities for meaningful engagement within and between community services, schools, families and the wider community • engage with established community organisations to promote and value their contribution to the students and their lives <p>DIVERSITY</p> <ul style="list-style-type: none"> • ensure inclusion of all learners • embrace and celebrate diversity – diversity in learners, cultural and social diversity - within the school and wider community • provide genuine choice for all learners • annual review of school practices to ensure we are meeting the needs of the community of learners <p>WELLBEING</p> <ul style="list-style-type: none"> • focus on developing the whole person • be welcoming and support the physical and emotional health and well-being of all students and staff • provide facilities that are aesthetically pleasing • promote positive social interaction • ensure safety and security • Provide a continuum of learning and choices that develop the learners' understanding of, and capacity to create personal wellbeing
Context challenges	<p>We are now a full school with a Year 7 to 12 program. We must now embed our vision and culture and ensure that our structures continue to be responsive to the educational needs of a mature school. Now that a full staff team is in place, building their professional capacity to maximise learning growth is also vital. We will use our teaching and learning vision to develop a whole school approach to writing. This will further support our high abilities students. We also have 14% of students that are identified under the NCCD and require additional strengthening teacher capacity to differentiate learning, build student agency and developing a consistent approach to the use of student performance data through professional learning communities be identified as key improvement strategies for the new SSP and that improvement of positive endorsement of ATOSS Differentiation of the learning challenge and Student voice and agency as well as the Academic emphasis factor in the Staff survey be identified as targets. embedding a holistic student wellbeing framework and the monitoring and analysis of student wellbeing data be identified as key improvement strategies in the new SSP and that positive endorsement of Teacher concern be included as a goal target.</p>
Intent, rationale and focus	<p>We are trying to ensure that every student flourishes in both their learning and wellbeing. We have developed a distributive model of leadership across the college that gives voice to all. We want to embed our culture. We believe that this is important as we move beyond our foundation year students. We want to have programs, policies and processes</p>

that are sustainable. We will prioritize the following:

Student Voice and Agency

We will continue to grow strong student leadership program that has grown and diversified to allow students multiple opportunities to influence and motivate fellow students. Students learn to lead with curiosity and confidence across learning areas, house structure and community connections.

o We want to continue to empower our students to adapt to a constantly changing world. We continue to promote participation and shared decision making through working groups that effect change in policy, procedure and working groups.

Curriculum

o The Beaumaris Secondary College Amplify Program students to have a voice in our approach to curriculum refinement at the college. Student leaders are trained to lead Amplified Student Forums within their Learning Teams during an Amplify week. The data collected during these forums will be collated and analysed by Professional Learning Teams and Learning Team Leaders. We will review and refine formative and PBLs in line with Amplify feedback.

The school has high expectations for learning progress. Our leadership team will lead the following priorities across the next 4 years.

- We will streamline our curriculum notebooks on OneNote providing greater clarity across the curriculum.
 - Each action provides students with multiple entry and exit points that scaffold student learning accordingly. The actions and PBLs are reviewed by the PLTs to ensure they encompass up to date strategies and relevant ideas to engage students.
 - Scope and sequence development occurs across all learning areas to support the clear focus on progress and improvement. The learning purpose is linked to standards, and student learning.
 - Documented high expectations for student growth, which are clearly communicated to, students and parents by teachers using data.
- All learning areas aim to strengthen student growth in the areas of literacy and numeracy, and increase learner confidence, whilst providing appropriate level of challenge for the students.

The school will continue to grow teacher knowledge and use of high-impact teaching strategies.

- The Instructional Model has been embedded across the college.
- Whole Staff PD has been provided both from external and internal sources in developing curriculum that develops 21st Century Skills in our students.
- All learning areas and teachers are using evidence-based High Impact Teaching Strategies (HITS). Examples include; use of collaborative learning, providing feedback, worked examples and exemplars, differentiated teaching, peer teaching and peer feedback.
- Coaching provided by learning specialists will build teacher capacity.
- High quality learning experiences are provided through a visible and viable curriculum.
- 21st Century Learning focus on Collaboration, Knowledge Construction, Self-Regulation, Skilled Communication, ICT for Learning, Real-World Problem Solving. We now have 2 learning specialists who will be supporting staff in this area.

Student Growth Data

- Promoting a deeper understanding of data by providing access to a variety of data sets that could be used to evaluate effectiveness of strategies implemented; however, confidence in using this data is very inconsistent.
- Feedback from students in their reflections that are part of many learning areas actions and PBLs.
- Professional development that provided support for the use of formative assessment to curate curriculum was a regular feature prior to the lockdowns. We need to revisit this to ensure greater consistency of practice.

- The PBL is used to assess students' learning and achievement at the end of a unit of work. These tasks were written and designed to align with the relevant curriculum standards as well as our teaching and learning vision.
- Teachers have developed a range of formative and summative assessment tasks across all learning areas which target improvement for student's learning. Teachers use formative assessment to modify learning targets for students, dependent on their levels.
- Teachers provide relevant, timely and personalized feedback for formative and PBLs which is accessed through OneNote and then to Compass for the PBLs.

Staff Leadership

We continue to adapt and adjust our practices in response to a growing school. Our CORE Values are central in building a positive climate in and out of the learning spaces.

Our school values are on display in every classroom along with learning space expectations.

To sum up the areas of priority are:

- Enhance effective elements of the school's teaching and learning model and vision.
- Build teacher capacity to respond to student learning and wellbeing needs
- Develop a holistic student wellbeing framework
- Develop a whole school approach to improving writing
- Build student agency in learning

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Goal 1	To maximise student learning outcomes
Target 1.1	NAPLAN target for student achievement in reading and writing against proficiency standards by 2027 to be confirmed.
Target 1.2	NAPLAN target for student learning growth in reading, writing and numeracy by 2027 to be confirmed.
Target 1.3	Increase the positive endorsement of the School Staff Survey Academic emphasis factor from 48% in 2022 to 75% in 2027
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop a whole school approach to the analysis and use of student learning data
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	

<p>Key Improvement Strategy 1.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</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>	Develop teacher capacity to differentiate teaching to individual students' point of need
<p>Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	Develop a whole school approach to the teaching of writing
<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>	To maximise student engagement
<p>Target 2.1</p>	Increase the positive endorsement of the AtoSS – Student voice & agency factor from 38% in 2022 to 45% in 2027.

Target 2.2	Increase the positive endorsement of the AtoSS – Differentiation of the learning challenge factor from 54% in 2022 to 60% in 2027
Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Strengthen the collaborative approach to improving student learning outcomes through professional learning communities.
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Enhance key elements of the College's teaching and learning model and vision.
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 2.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Enhance the whole school approach to fostering student agency in learning.

<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>Goal 3</p>	<p>To ensure every student will thrive and flourish</p>
<p>Target 3.1</p>	<p>Increase the positive endorsement of the AtoSS – Teacher concern factor from 36% in 2022 to 45% in 2027.</p>
<p>Target 3.2</p>	<p>Increase the positive endorsement of the AtoSS – Sense of connectedness factor from 49% in 2022 to 56% in 2027.</p>
<p>Target 3.3</p>	<p>Increase the positive endorsement of the Parent opinion survey – Student safety factor from 76% in 2022 to 80% in 2027.</p>
<p>Key Improvement Strategy 3.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Embed and promote a holistic framework to proactively support student wellbeing.</p>
<p>Key Improvement Strategy 3.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	

<p>Key Improvement Strategy 3.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Develop a whole school approach to the analysis and use of student wellbeing data.</p>
<p>Key Improvement Strategy 3.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 3.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	