

# School Strategic Plan 2019-2023

Broadford Secondary College (7655)



Draft

Awaiting for review by School Principal  
Awaiting endorsement by Senior Education Improvement Leader  
Awaiting endorsement by School Council President

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<b>School vision</b>	<p>Broadford Secondary College vision is: To give every student, every opportunity, every day. YAAWINBU YANANINON "Enjoy Your Journey".</p> <p>Our motto: ASPIRE - STRIVE - ACHIEVE</p>
<b>School values</b>	<p>The Values our College community embraces are: Respect, Responsibility, Organisation, Persistence and Excellence.</p> <ol style="list-style-type: none"><li>1. Respect – We treat others the way we wish to be treated</li><li>2. Responsibility – We are responsible for our actions</li><li>3. Organisation – We are ready to teach and learn</li><li>4. Persistence - We never give up and never stop trying</li><li>5. Excellence – We always strive for our personal best - everywhere, everytime.</li></ol>
<b>Context challenges</b>	<p>Broadford Secondary College is located 70km north of Melbourne. The College draws students from Broadford and Kilmore Primary schools as well as other primary schools including Wandong, Pyalong and Willowmavin. The College has an enrolment of 733 in 2020. The college has 75 staff. Three are Principal Class Officers, 5 Leading Teachers, 3 Learning Specialists, 55 teachers and 20 ESS staff which support the administration and wellbeing programs.</p> <p>The College is structured on a sub-school basis with Junior (Years 7-9), and Senior (10-12) Sub Schools. The college offers a wide range of subjects at VCE and has an established VCAL program at Foundation, Intermediate and Senior level. There are opportunities for students to be offered access to VCE subjects in Year 10. The College also offers students an extensive range of VET subjects which can be accessed from Year 10. Courses delivered on site include Building &amp; Construction and Business Administration. Other courses are delivered at TAFE colleges which are accessible by train. The School is also a member of the Central Ranges TTC which gives students access to outstanding facilities for Automotive and Engineering VET subjects.</p> <p>The Colleges transition program is led by an Assistant Principal who works with all students moving into year 7. The role provides the</p>

	<p>opportunity for feeder school and new parent conversation with the College. A hand over to the year 7 coordinators and advocates occurs in the second week of the New Year. This process allows for a smooth, well planned community based approach.</p> <p>The challenges the school faces over the next four years include:</p> <ul style="list-style-type: none"> <li>- continue supporting all staff to engage in the learnings of UMNOS and the key focus on literacy across the curriculum</li> <li>-Supporting staff across all domains to build their skills as teachers of literacy and numeracy</li> <li>-Scaffolding the focus on the importance of incorporating numeracy within the curriculum of all domains</li> <li>-Building staff knowledge and understanding of the positive impact of collaboration and supporting them to better understand and step into the space</li> <li>- Moving staff into the space of providing continuous feedback.</li> <li>-To launch PLC's across the College with the focus on enquiry based and data driven planning</li> <li>- To revisit the pedagogy practices to improve student engagement</li> <li>- upskill all school community members in ICT</li> </ul>
<p><b>Intent, rationale and focus</b></p>	<p>As a College, we intend to build evidence based collaborative practices, excel in high quality teaching practice in Literacy and engage similar practices to enhance Numeracy outcomes. The continuation of Deep Engagement practices and the ongoing building of staff capacity in all aspects of Teaching and Learning across the College will underpin improvement of student outcomes. Over the next 4 years the College will accelerate the improvement of Literacy, in particular Reading and Writing skills and will begin the journey to further improve Numeracy skills.</p> <p>To expand and extend the current Wellbeing program the College will draw together the BSC 5 Rs model, Berry Street Educational Model and BSC Respect Models. This will further develop a positive school wide culture that prioritizes student resilience and social and emotional wellbeing. Recent learnings from the College's involvement in the Professional Learning Communities initiative will underpin the development of team norms, practices, expectations and ways of working. With a cohesive School Improvement Team in place, a future focus will be on further refining the strategic work of the team to lead the College into the coming four-year period. As a College, we aim to achieve the best possible outcomes for all students, improve student learning confidence and engagement and develop consistency of practice in a supportive, calm and inclusive environment.</p>

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<b>Goal 1</b>	Improve student achievement
<b>Target 1.1</b>	By 2023, increase mean VCE study score from 26 (2019) to 28
<b>Target 1.2</b>	By 2023, improve the percentage of Year 7–9 student achieving above benchmark growth in NAPLAN for: <ul style="list-style-type: none"> <li>• Reading, from 22% (2019) to 30%</li> <li>• Writing, from 35% (2019) to 39%</li> <li>• Numeracy, from 6% (2019) to 17%</li> </ul>
<b>Target 1.3</b>	By 2023, increase the percentage of "Year 9 students achieving in the the top two bands of NAPLAN for: <ul style="list-style-type: none"> <li>• Reading, from 9% (2019) to 15%</li> <li>• Writing, from 9% (2019) to 15%</li> <li>• Numeracy, from 5% (2019) to 15%</li> </ul>
<b>Key Improvement Strategy 1.a</b> Building practice excellence	Build teacher capacity through evidenced based collaboration
<b>Key Improvement Strategy 1.b</b>	Build the instructional and shared leadership of all staff

Building practice excellence	
<b>Key Improvement Strategy 1.c</b> Building practice excellence	Action Plan to accelerate improvement
<b>Goal 2</b>	Improve student engagement
<b>Target 2.1</b>	By 2023, increase the percentage of students exiting to positive destinations from 66% (2018) to 88%
<b>Target 2.2</b>	By 2023, decrease the percentage of students with a negative response on the AToSS: student voice and agency from 26% (2019) to 20%
<b>Target 2.3</b>	By 2023, reduce the percentage of students with between 10 and 19.5 days absence from school from 32% (2018) to 22%
<b>Key Improvement Strategy 2.a</b> Empowering students and building school pride	Development and implementation of opportunities to enhance student voice and agency inside and outside the classroom
<b>Key Improvement Strategy 2.b</b> Parents and carers as partners	Enhance and embed a culture of feedback across the Broadford SC community
<b>Key Improvement Strategy 2.c</b> Evidence-based high-impact teaching strategies	Build teacher capacity to engage students in learning

<b>Key Improvement Strategy 2.d</b> Setting expectations and promoting inclusion	Develop an action plan to improve student attendance
<b>Goal 3</b>	Improve the resilience and social and emotional wellbeing of every student
<b>Target 3.1</b>	By 2023, increase the percentage of positive responses from Year 7-12 students to the AToSS, for factors: <ul style="list-style-type: none"> <li>• Managing bullying, from 41% (2019) to 50% or above</li> <li>• Resilience, from 46% (2019) to 50% or above</li> <li>• Sense of connectedness, from 65% (2019) to 70% or above</li> <li>• Teacher concern, from 31% (2019) to 36% or above</li> </ul>
<b>Target 3.2</b>	By 2023, increase the percentage of positive responses on the POS, for factors: <ul style="list-style-type: none"> <li>• General satisfaction, from 80% (2019) to 83% or above</li> <li>• Teacher communication, from 52% (2019) to 75% or above</li> <li>• Parent involvement and participation, from 62% (2019) to 65% or above</li> </ul>
<b>Target 3.3</b>	By 2023, increase the percentage of positive responses on the SSS, for factors: <ul style="list-style-type: none"> <li>• Parent and community involvement, from 51% (2019) to 56% or above</li> <li>• Trust in students and parents, from 33% (2019) to 38%</li> </ul>

<b>Key Improvement Strategy 3.a</b> Health and wellbeing	Embed the school-wide positive wellbeing program across the college
<b>Key Improvement Strategy 3.b</b> Parents and carers as partners	Build and communicate as part of the college vision a strengthened role for community engagement in learning and learning partnerships between home and school

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