

# School Strategic Plan for Buckley Park College Western Metropolitan Region 2011-2014



<p>Endorsement by          School Principal</p>	<p>Signed.....</p> <p>Name Tony Tartaro</p> <p>Date.....</p>
<p>Endorsement by          School Council</p>	<p>Signed.....</p> <p>Name Nick Gatsios</p> <p>Date.....</p> <p>School Council President signs indicating that the School Strategic Plan has been endorsed by School Council</p>
<p>Endorsement by          Regional Network          Leader</p>	<p>Signed.....</p> <p>Name John Dainutis</p> <p>Date.....</p>



## School Profile

<p>Purpose</p>	<p>Buckley Park College prepares its students to be the creators, discoverers and inventors of the future, participating as responsible and productive citizens committed to the achievement of a just and sustainable world.</p> <p>To achieve this ambition, we will structure learning experiences for our students that build in them the capacity for:</p> <ul style="list-style-type: none"> <li>▪ pursuing individual excellence</li> <li>▪ brave, critical and creative thinking</li> <li>▪ valuing original ideas and demonstrating enterprise and innovation</li> <li>▪ acting honestly and ethically</li> <li>▪ accepting both individual and collective responsibility</li> <li>▪ contributing to community development</li> <li>▪ committing to social justice</li> <li>▪ tolerance, acknowledging diversity, respecting difference and encouraging distinctiveness</li> <li>▪ developing powerful and positive interpersonal relationships</li> <li>▪ optimism, considered risk-taking and perseverance</li> <li>▪ respecting and preserving the environment</li> <li>▪ meaningful life-long learning”</li> </ul>
<p>Values</p>	<p>Through a process involving all students the following common values which inform our daily actions were adopted in 2005.</p> <p><b>Honesty</b> We demonstrate honesty by:</p> <ul style="list-style-type: none"> <li>• Being truthful and open</li> <li>• Reporting unacceptable incidents</li> <li>• Being sincere</li> </ul> <p><b>Respect</b> We demonstrate respect by:</p> <ul style="list-style-type: none"> <li>• Being fair</li> <li>• Treating others the way we would like to be treated</li> <li>• Listening to others</li> <li>• Treating others as equals</li> </ul> <p><b>Trust</b> We demonstrate trust by:</p> <ul style="list-style-type: none"> <li>• Being loyal</li> <li>• Keeping promises</li> <li>• Learning to trust others</li> </ul> <p><b>Tolerance</b> We demonstrate tolerance by:</p> <ul style="list-style-type: none"> <li>• Accepting other people’s differences</li> </ul> <ul style="list-style-type: none"> <li>• Giving people a second chance</li> <li>• Accepting other points of view</li> </ul> <p><b>Responsibility</b> We demonstrate responsibility by</p> <ul style="list-style-type: none"> <li>• Speaking out when something is wrong</li> <li>• Thinking before we act</li> <li>• Accepting consequences of our actions</li> </ul> <p><b>Creativity</b> We demonstrate creativity by</p> <ul style="list-style-type: none"> <li>• Showing who we really are</li> <li>• Thinking outside the square</li> <li>• Doing something different</li> </ul> <p><b>Determination</b> We demonstrate determination by</p> <ul style="list-style-type: none"> <li>• Trying our best</li> <li>• Being involved</li> <li>• Working towards and achieving our goals</li> </ul>

Environmental Context	<p>Buckley Park College is a single campus, coeducational, Year 7 - 12 school. As a result of a substantial and successful program of improvement, enrolments over the past decade have grown from 523 students in 2001 to 882 in 2010. Demand for places is high with almost twice as many applications for places in year 7 each year as there are places available while the numbers of students seeking enrolments in other levels runs at about three for every vacancy. The application of an enrolment ceiling has meant that growth has been relatively orderly and contained within the physical limitations of the campus site. The site is just on 50% the scheduled size for a school in the enrolment band 676-700. It is anticipated that the period of enrolment growth will peak and stabilise at around 900 students in 2011.</p> <p>The Moonee Valley municipality has many schools government, catholic and independent. Three catholic, two independent and three other government secondary schools are located within three kilometres of Buckley Park College. This means that parents have considerable choice in deciding the appropriate secondary school for their child.</p> <p>Around 60% of each year 7 intake now comes from only three local primary schools. Since 2008, the school also has an intake at Year 9 to accommodate students exiting Year 8 at Moonee Ponds Central School. There is an agreed process between the two schools to facilitate this transition. The student population is, therefore, largely drawn from the local area and so reflects the demographics and nature of that community. Family income levels are above the state average and would be among the highest in the Western Metropolitan Region. 10% of students live in homes where English is not the spoken language and 6.1% of students were born overseas. The largest LBOTE groups are Cantonese, Chinese and Vietnamese Three students in the school have an Aboriginal background. The four girls' secondary schools in the area have presented a problem with gender balance though this impact is diminishing with the 2011 Year 7 intake being almost evenly divided between boys and girls.</p> <p>Given their family backgrounds and expectations, most students are intent on pursuing higher education after completing year 12. This means that maximising the VCE results of students and therefore their opportunities to gain entry to the university and course of choice is high on the community's agenda. At the same time, provision for students with other aspirations is also a consideration. VCAL provision has continued to be unreliable and cohort dependent; a situation which the schools seeks to address in the new strategic plan period.</p> <p>Apart from a broad range of VCE subjects the school also offers VCAL, VETIS and Traineeship programs &amp; School Based Apprenticeships (SBA). The school is actively engaged in MIPs (Managing Individual Pathways) for all students from Year 10 – 12, with development of individual learning plans and future pathways integrated into the curriculum at Year 10 and a team of teachers providing further support at Years 11 &amp; 12.</p> <p>A Select Entry Accelerated Learning Program was established in 2004. This has been successful in both providing appropriately challenging education for students of high ability and also in extending the professional development of teachers to use a broader range of teaching strategies across all their classes. Further development of the pathway for these students will need to be done over coming years.</p> <p>The school offers a wide range of extension and enrichment programs and the class room learning experiences are further enriched by a strong and very well attended camps and tours program. There are active Peer Support and Leadership training programs for students which encourage student leadership through the Student Representative Council, the School Council and the four Houses; Buckley, Croft, Graves and Hoffman.</p> <p>For some years the school has held Tier 2 Accreditation with DEECD to provide education for International Students. This program has grown in recent years with about 15 international students anticipated in 2011. The school has set an upper limit of 20 international students at any one time. The involvement of international students in our school community enriches the experiences of all and provides our</p>
-----------------------	--

resident students the opportunity to form long standing relationships with peers who will go on to become professionals in other countries; an important asset in the increasingly globalised world of the 21<sup>st</sup> century.

The enrolment growth over the past decade along with a steady rate of retirements has allowed the school to employ a number of graduate teachers who are progressively developing experience and skills and assuming greater leadership responsibilities thus vindicating the succession strategy put in place for the second half of this decade. 75% of the 2010 teaching staff has commenced employment at the school since 2002.

The school is set next to Buckley Park from which it took its name. This provides access to sporting fields and facilities owned and maintained by the municipality. Between 1999 and 2010 the school has been able to attract sufficient state and commonwealth government funding, which has been considerably supplemented by locally raised funds, to complete implementation of the facilities master plan, undertake a significant maintenance program of older facilities and commence implementation of the grounds master plan. The grounds master plan is a long term project which will be implemented in stages as funds permit.

Despite all this work there remain significant facilities issues particularly in:

- provision of suitable spaces for teaching and learning in LOTE and Media Studies
- an upgrade to the Performing Arts Centre
- provision of more specialist spaces for teaching of Science and Art.
- shortage of gymnasium space
- ongoing maintenance to and improvements of all facilities.

The school has maintained its long standing strategic focus on enriching the teaching and learning and enhancing the professional practice of every teacher to make learning more powerful for students. This has proven to be an effective strategy in moving towards a shared understanding of effective practice and we have come to the articulation of a cohesive, rigorous and comprehensive approach to teaching and learning which will be adopted by all teachers.

Our focus is differentiated classroom practice that:

- revisits and builds on the Marzano work already undertaken.
- is engaging and challenging for each student.
- is informed by rich sources of student learning data and teacher knowledge of each student.
- uses targeted feedback to students about their work.
- has ICT as integral to the learning process.
- is planned by groups of teachers collaboratively developing and sharing best practice.
- occurs in classroom environments rich in resources and stimulus for student learning.

Ensuring that these principles permeate all class room practice will be the main challenge of the new strategic plan period.

A range of national and state initiatives such as the National Curriculum, the proposed Australian Certificate of Education, the National Secondary School Computer Fund with increasing access to ICT, increasing engagement with Asia, and the Ultranet will also shape the school's future development while the election of a new Victorian Government at the start of this current strategic plan period will doubtless lead to revisions with new opportunities and challenges for the school as new policies are enacted. A further opportunity for improvement in student learning may well arise from the new state government's policy of developing specialisations in schools. While we already have

	<p>schools with various specialised programs and resources in reasonable proximity the opportunity exists to develop a complementary specialisation which would broaden the government school offerings to the community.</p>
--	---

We pride ourselves on being a tolerant and harmonious learning environment with a friendly, supportive, calm and productive atmosphere.

Our parents have high expectations of their children and their children's school; our students have high aspirations and are motivated to learn and achieve; our staff works tirelessly to meet the expectations of parents, support the achievement of the aspirations of our students and achieve their own high professional standards. The ongoing challenge remains to move from being a very good school to a great school.

## Strategic Intent

	Goals	Targets	Key Improvement Strategies
Student Learning	To maximise the effectiveness of teaching and learning so that the highest outcomes are achieved for all students from years 7 - 12.	<ul style="list-style-type: none"> <li>● Increase the percentage of students achieving the required improvement or greater in NAPLAN Reading from 62% in 2010 to 90% in 2014</li> <li>● Increase the percentage of students achieving the required improvement or greater in NAPLAN Writing from 25% in 2010 to 75% in 2014</li> <li>● Increase the percentage of students achieving the required improvement or greater in NAPLAN Numeracy from 32% in 2010 to 75% in 2014</li> <li>● Percentage of VCE study scores over 40 to increase from benchmark of 8% to be 16% by 2014.</li> <li>● Median VCE Study Score to be 33 by 2014</li> </ul>	<ul style="list-style-type: none"> <li>● Articulate and implement a cohesive, rigorous and comprehensive whole approach to teaching and learning.</li> <li>● Strengthen the use of student performance and other data in planning for teaching and learning.</li> <li>● Enrich teaching and learning through the use of ICT and particularly implementing the Ultranet and the 1:1 Netbook Program for Years 9-12 in a cybersafe environment.</li> </ul>
Student Engagement and Wellbeing	To optimise the engagement of students as members of the school and broader community.	<ul style="list-style-type: none"> <li>● Reduce annual average number of student absence days at years 7 - 10 to less than 10 days.</li> <li>● By 2014 all Teaching &amp; Learning and Student Relationships elements of the Student Attitudes to School Survey to be in the third quartile or above.</li> </ul>	<ul style="list-style-type: none"> <li>● Improve collection, monitoring and use of student attendance data and student learning and participation information.</li> <li>● Develop and maintain a clearer focus on monitoring and supporting students in particular categories (egs Individual Differences students, Students with Disabilities, SEALP students, International Students)</li> <li>● Review the school's practices in the context of the new Student Engagement Guidelines and develop new policies and programs.</li> <li>● Enhance student leadership development programs and activities which build upon existing structures.</li> <li>● Further develop the co-curricular programs available to students to enhance engagement, enrichment and extension opportunities.</li> </ul>
Student Pathways and Transitions	To broaden the range of curriculum and program offerings in response to students' needs, interests and post-school aspirations.	<ul style="list-style-type: none"> <li>● By 2014 25% of VCE students achieve an ATAR of 90 or above.</li> <li>● By 2013 100% of VCAL students exit to relevant training or employment.</li> </ul>	<ul style="list-style-type: none"> <li>● Develop enhanced access to VCE and university enhancement studies for students in the Select Entry Accelerated Learning Program.</li> <li>● Improve and strengthen VCAL provision.</li> <li>● Develop programs in technology studies to enhance opportunities for students whose preferred learning is in the technical and practical subjects.</li> <li>● Engage with the Moonee Valley VET Cluster.</li> </ul>

## School Strategic Planner 2011- 2014: Indicative Planner

Key Improvement Strategies		Actions	Achievement Milestones (Changes in practice and behaviours)
<p><b>Student Learning</b></p> <ul style="list-style-type: none"> <li>Articulate and implement a cohesive, rigorous and comprehensive whole approach to teaching and learning.</li> <li>Strengthen the use of student performance and other data in planning for teaching and learning.</li> <li>Enrich teaching and learning through the use of ICT and particularly implementing the Ultranet and the 1:1 Netbook Program for Years 9-12 in a cybersafe environment.</li> </ul>	Year 1	<ul style="list-style-type: none"> <li>Focus teacher PD on classroom practice which implements elements of Differentiated Classroom Practice strategy.</li> <li>Develop strategies to improve writing in all KLAs.</li> <li>Provide training for staff on eLearning and cybersafety and implement 1:1@BPC Program (NSSCF Funded) at years 9 &amp; 10.</li> </ul>	<ul style="list-style-type: none"> <li>All teachers differentiate their practice based on student data.</li> <li>Teachers use student data to inform practice and target classroom activities.</li> <li>All teachers use ICT to support learning in years 9 &amp; 10.</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>Focus teacher PD on classroom practice which implements elements of Differentiated Feedback.</li> <li>Embed writing strategies developed in KLAs into the curriculum.</li> <li>Extend staff learning in the use of ICT and cyber safety and implement 1:1@BPC Program (NSSCF Funded) at years 9 – 11.</li> </ul>	<ul style="list-style-type: none"> <li>All teachers differentiate feedback to students.</li> <li>All teachers embed the teaching of writing in their curriculum.</li> <li>All teachers use ICT to support learning in years 9-11.</li> <li>All teachers use strategies for the management of ICT in the classroom</li> <li>All teachers use the Ultranet for delivery of classes in mixed mode format.</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>Focus teacher PD on writing curriculum in line with the National Curriculum and using the UBD model.</li> <li>Provide teachers with on-going ICT PD focussed on activities in units of the National Curriculum and implement 1:1@BPC Program (NSSCF Funded) at years 9 – 12.</li> <li>Embed the use of differentiated feedback strategies in teacher practice by developing coaches to support teaching and learning in KLAs</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum taught begins to be based on the National Curriculum with the relevant teaching and learning strategies and feedback mechanisms from the school's Differentiated Classroom Practice strategy.</li> <li>All teachers use ICT to support learning in years 9-12.</li> <li>Richer use of ICT in all classrooms.</li> <li>All teachers able to articulate how they give feedback to students and its effect on student learning.</li> <li>Coaching of teachers is trialled in all KLAs.</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>Focus PD on teachers becoming researchers of their own classrooms.</li> <li>Embed the use of ICT, differentiated practice and feedback into curriculum documentation.</li> <li>Teacher coaches established in each KLA.</li> </ul>	<ul style="list-style-type: none"> <li>All teachers using data throughout the year for formative and summative assessment and evaluation of their teaching.</li> <li>Richer use of ICT in all classrooms.</li> <li>Teachers coaching each other in the use of teaching and learning strategies and how to be researchers in their own classrooms.</li> </ul>
<p><b>Student Engagement and Wellbeing</b></p> <ul style="list-style-type: none"> <li>Improve collection, monitoring and use of student attendance data and student learning and participation information.</li> </ul>	Year 1	<ul style="list-style-type: none"> <li>Improve student data collection and use of Student Management Tool.</li> <li>Consolidate online roll marking procedures.</li> <li>Establish a formal process for the testing of new students and the collection and sharing of data in the Student Management Tool.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers make better use of information about students to target classroom activities.</li> <li>All staff use the Student Management Tool for recording of student information.</li> <li>All staff use online electronic roll marking system.</li> <li>Better identification of needs of students new to</li> </ul>

<ul style="list-style-type: none"> <li>Develop and maintain a clearer focus on monitoring and supporting students in particular categories (egs Individual Differences students, Students with Disabilities, SEALP students, International Students)</li> <li>Review the school's practices in the context of the new Student Engagement Guidelines and develop new policies and programs.</li> <li>Enhance student leadership development programs and activities which build upon existing structures.</li> <li>Further develop the co-curricular programs available to students to enhance engagement, enrichment and extension opportunities.</li> </ul>		<ul style="list-style-type: none"> <li>Investigate a formal process to measure all new students' English and Mathematical skills and those of existing students who need modified programs.</li> <li>Establish the ICT leadership program.</li> <li>Student Engagement policy reviewed and rewritten.</li> </ul>	<p>the school and for those needing modified programs.</p> <ul style="list-style-type: none"> <li>A formal ICT training program is established for ICT leaders</li> <li>New Student Engagement Policy applied and understood by all in the school community.</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>Embed data collection and use of Student Management Tool.</li> <li>Use the electric roll marking system to identify students at risk and establish formal processes around the collection and use of this data.</li> <li>Establish a new process for the modification of and reporting on work for students with special needs.</li> <li>Review and further develop the ICT leaders program.</li> </ul>	<ul style="list-style-type: none"> <li>All staff use the Student Management Tool for recording of student information and informing practice teaching and student management.</li> <li>Roll marking data used to inform YLC and Form Teachers about student attendance and wellbeing.</li> <li>All teachers are clear of about how students are put onto modified work, who needs to know, how the work will be modified and the formal reporting of the students' progress.</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>Review the provision of co-curriculum programs in the college</li> <li>Embed the Modified Work Program into the school.</li> <li>Establish a coherent and planned year whole school, year level assembly and extended form assembly program for each year level</li> </ul>	<ul style="list-style-type: none"> <li>Plans for new programs instituted.</li> <li>Teachers modify work and reports for students that are identified through formal processes.</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>Implementation of the recommendations of the co-curriculum review.</li> <li>Professional development on how to modify work for Individual Differences D students.</li> <li>Implement the whole school assembly program.</li> </ul>	<ul style="list-style-type: none"> <li>Conduct new co-curriculum programs.</li> <li>Teachers are better equipped to modify student learning programs for ID students.</li> <li>Teachers and students participate in the assembly programs.</li> </ul>
<p>Student Pathways and Transitions</p> <ul style="list-style-type: none"> <li>Develop enhanced access to VCE and university enhancement studies for students in the Select Entry Accelerated Learning Program.</li> <li>Improve and strengthen VCAL provision.</li> <li>Develop programs in technology studies to enhance opportunities for students whose preferred learning is in the technical and practical subjects.</li> <li>Engage with the Moonee Valley VET Cluster.</li> </ul>	Year 1	<ul style="list-style-type: none"> <li>Develop individualised pathways for SEALP students</li> <li>Implement new VCAL Intermediate program.</li> <li>Implement and evaluate new Year 8 Design &amp; Technology program and the Year 7 ICT Technology program.</li> </ul>	<ul style="list-style-type: none"> <li>Individual course and pathway planning for each SEALP student occurs.</li> <li>Increased student participation in VCAL programs.</li> <li>Student and teacher feedback of the new technology programs is positive.</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>Embed alternative pathways for SEAL students and communicate this clearly to the school community</li> <li>Implement new VCAL Senior program</li> <li>Offer a course as part of the Moonee Valley VET Cluster.</li> </ul>	<ul style="list-style-type: none"> <li>Increased participation in accelerated subjects at VCE level by SEALP students</li> <li>Increased student participation in VCAL and university enhancement programs.</li> <li>VET class located at BPC.</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>Review the VCAL programs at Intermediate &amp; Senior Level</li> <li>SEAL Program reviewed in line with National Curriculum.</li> <li>Plan for increasing availability of university enhancement programs.</li> </ul>	<ul style="list-style-type: none"> <li>Improved engagement and retention of VCAL students.</li> <li>Improved engagement and retention of SEALP students.</li> <li>Increased awareness of university enhancement programs among SEALP students, parents and teachers.</li> </ul>

	Year 4	<ul style="list-style-type: none"><li>▪ Review the careers program.</li><li>▪ Implement VCAL &amp; SEAL review recommendations</li><li>▪ Increase access to University Enhancement Programs</li></ul>	<ul style="list-style-type: none"><li>▪ Improved engagement and retention of VCAL students.</li><li>▪ Improved engagement and retention of SEALP students.</li><li>▪ Increased participation in university enhancement programs among SEALP students.</li></ul>
--	--------	---	---