

School Strategic Plan 2022-2026

Buckley Park College (7670)



BUCKLEY PARK COLLEGE

Submitted for review by Harold Cheung (School Principal) on 11 November, 2022 at 11:40 AM

Endorsed by Alex Artavilla (Senior Education Improvement Leader) on 11 November, 2022 at 03:58 PM

Endorsed by Josie Piscopo (School Council President) on 18 November, 2022 at 04:20 PM

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School vision	Our school values of aspiration, kindness, resilience and community allow us to focus on the holistic development of our students and staff. Together, we strive to ensure our students exceed their learning potential. This is achieved by promoting an inclusive culture where everyone can build their wings.
School values	Aspiration - We strive to achieve our personal and educational best through innovation, creativity and curiosity. Kindness - We are accepting of everyone and care for each other through our compassion, respect, empathy and gratitude. Resilience - Through determination, perseverance and adaptability, we advance despite adversity to strengthen our confidence and self-esteem. Community - We are making a difference in our communities by building our sense of pride, belonging, inclusion and collaboration.
Context challenges	<p>Goal 1: Improve the learning growth and achievement of every student across the college. The Panel found several changes to principal class leadership over the SSP and the restrictions placed on schools during remote learning had impacted levels of staff confidence and paused some of the work of the SSP. The Panel found, interruptions to the PLC initiative hindered the implementation and was yet to be embedded. Most staff were 'on board' for working within PLCs, however not all PLCs operated in the same way. The Panel found the response rate of staff completing the School Staff Survey (SSS) decreased over the strategic period to be 42 per cent in 2021 (perhaps, in part impacted by COVID). From the data collected there were also high percentages of neutral responses for all factors and modules. In discussions with teachers, the Panel noted there was a perception that a number of school initiatives were started and abandoned due to changes in leadership, resulting in staff uncertainty of the long term school improvement agenda.</p> <p>Goal 2: To improve student voice, agency and leadership in learning for every student in every classroom.target The Panel noted the use of feedback and reflection practices by teachers and the opportunities and processes for students to seek feedback were varied. Fieldwork also confirmed success criteria were predominately developed by teachers prior to a lesson and there was limited student voice in the co-construction of success criteria in order to set personal learning goals. If goals were evident, they were often broad or 'task related' and did not always engage students in critically thinking about themselves as learners. Learning rubrics were evident in some classes however this was not universal practice limiting opportunities to build student agency in learning.</p> <p>Goal 3: To improve student voice, agency and leadership in learning for every student in every classroom.target The Panel noted, a college lesson structure was developed and routinely used across domains and classes, however there was an inconsistent understanding and application of aspects of the lesson structure at times and effective implementation was not yet</p>

	<p>embedded practice. Whilst learning intentions and success criteria were observed in most classrooms, the Panel agreed these were not always referred to during lessons or understood fully by students, impacting opportunities to support students in thinking deeply about their learning. Additionally, strategies to promote student engagement in learning were in the early stages of implementation. Students indicated not all classrooms operated in the same way and not all classes were engaging. The Panel agreed, the varied understanding and application of the lesson structure, hindered consistency of effective teaching practice and diminished opportunities for student agency in learning.</p>
<p>Intent, rationale and focus</p>	<p>The percentages of students in the top two NAPLAN bands, VCE study scores and achievement growth declined over the SSP and were identified as areas for improvement. Embedding the work of PLCs was suggested as a vehicle to strengthen the way teachers used data in a cycle of inquiry to reflect on their practice in order to improve student learning outcomes. Panel discussion identified teachers' understanding of moderation and use of formative assessments to evaluate and inform next steps, could be strengthened. The understanding of curriculum as a continuum of learning, use of differentiation and evidence-based practices could also be strengthened. The Panel identified peer observations were evident but suggested this could be strengthened and perhaps linked to the PLC initiative.</p> <p>The Panel identified feedback and reflection strategies to support students, were inconsistently understood and implemented across the college, and the Panel considered this as an area of future focus. The Panel discussed that strategies to promote engagement and for differentiation needed to be more clearly understood and implemented in more depth. As such, strengthening use of differentiation and strategies to engage students in their learning would also assist students to have greater ownership and agency in learning and was identified as priority foci for the new SSP.</p> <p>An analysis of wellbeing programs to build an inclusive and respectful culture and the comprehensive partnerships with parents and external agencies positively impacted students' sense of wellbeing and was valued. Continuing to strengthen these practices will provide ongoing support for students' mental health and wellbeing post COVID. Strengthening student pride and connections to the school and additional leadership opportunities could improve student connection and engagement with the college.</p>

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Goal 1	To maximise and extend learning growth for every student
Target 1.1	By 2026, increase the percentage of Year 9 students in the top 2 NAPLAN bands for the domains of: <ul style="list-style-type: none">• Reading from 25 per cent in 2021 to 30 per cent• Writing from 8 per cent in 2021 to 14 per cent• Numeracy from 24 per cent in 2021 to 30 per cent
Target 1.2	By 2026, increase the percentage of Year 9 students assessed as above benchmark growth in NAPLAN for: <ul style="list-style-type: none">• Reading to increase from 20 per cent in 2021 to 25 per cent• Writing to increase from 15 per cent in 2021 to 20 per cent• Numeracy to increase from 13 per cent in 2021 to 18 per cent
Target 1.3	By 2026, increase the percentage of students at Years 7-10 achieving 'above' expected level against the Victorian Curriculum (from a four-year average - 2019-2022 Semester 2) in the following areas: <ul style="list-style-type: none">• Reading and Viewing - from 23 per cent to 30 per cent• Writing from 16 per cent to 20 per cent• Number & Algebra- from 20 per cent to 24 per cent• Measurement & Geometry from 17 per cent to 21 per cent

Target 1.4	<p>By 2026, improve the mean Study Score from the 2021 benchmark for the following subjects:</p> <ul style="list-style-type: none"> • English from 28 to 30 or higher • Further Mathematics from 31 to 32 or higher • Mathematical Methods from 30 to 31 or higher • Science Studies to 31 or higher • Health and PE to 31 or higher • Technologies to 30 or higher • The Arts to 30 or higher • Languages to 28 or higher
Target 1.5	<p>By 2026, VCE all study scores to increase from 29 in 2021 to 30.5</p>
Target 1.6	<p>By 2026, VCAL completion to improve from 80 per cent in 2021 to 85 per cent</p>
Target 1.7	<p>By 2026, the percentage of Year 12 Students with positive pathways to improve from 87 per cent in 2021 to 90 per cent</p>
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	<p>Deepen the capacity of all staff to embed pedagogy and evidence-based practice</p>
Key Improvement Strategy 1.b	<p>Strengthen the capacity of staff to understand the learning needs of each student through a deep knowledge of the curriculum and a continuum of learning</p>

<p>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</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 and build teacher capacity to use data to inform 'point of need' teaching (differentiation)</p>
<p>Goal 2</p>	<p>To improve student agency in learning</p>
<p>Target 2.1</p>	<p>By 2026, increase the percent positive responses score on the year 7–12 AtoSS for the following factors:</p> <ul style="list-style-type: none"> • Student voice and agency from 20 per cent in 2021 to 35 per cent • Self-regulation and goal setting from 54 per cent in 2021 to 65 per cent • Differentiated learning challenge from 54 per cent in 2021 to 65 per cent • Stimulating learning from 44 per cent in 2021 to 50 per cent • Sense of confidence from 57 per cent in 2021 to 65 per cent
<p>Target 2.2</p>	<p>By 2026, increase the percentage positive endorsement in the Teaching and Learning Modules - School Staff Survey (SSS) for the following measures:</p> <ul style="list-style-type: none"> • Use student feedback to inform teaching practice - from 71 per cent in 2021 to 80 per cent or higher • Promote student ownership of learning - from 65 per cent in 2021 to 75 per cent or higher
<p>Target 2.3</p>	<p>By 2026, increase the percentage positive endorsement in the Parent Opinion Survey for the following measures:</p>

	<ul style="list-style-type: none"> • Effective teaching from 65 per cent in 2021 to 80 per cent • Teacher concern from 30 per cent in 2021 to 50 per cent • Student motivation and support from 56 per cent in 2021 to 65 per cent • Stimulating learning environment from 66 per cent in 2021 to 75 per cent • Student agency and voice from 66 per cent in 2021 to 75 per cent
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop and embed a consistent whole school understanding and approach to student agency in learning
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Strengthen use of feedback and reflective strategies to empower students in their learning
Goal 3	To strengthen social awareness and self-regulation for all students
Target 3.1	By 2026, Increase the percent positive responses score on the 7–12 AToSS for the following measures: <ul style="list-style-type: none"> • Sense of connectedness from 50 per cent in 2021 to 65 per cent • Motivation and interest from 51 per cent in 2021 to 65 per cent • Respect for diversity from 46 per cent in 2021 to 55 per cent • Advocate at school from 62 per cent in 2021 to 75 per cent • Teacher concern 30 per cent in 2021 to 42 per cent

Target 3.2	<p>By 2026, increase the percentage positive endorsement in the Parent Opinion Survey for the following measures:</p> <ul style="list-style-type: none"> • Positive transitions from 73 per cent in 2021 to 85 per cent • Student connectedness from 81 per cent in 2021 to 90 per cent • Confidence and resilience skills from 71 per cent in 2021 to 80 per cent
Target 3.3	<p>By 2026, increase the percentage positive endorsement in the School Staff Survey for trust in students and parents from 60 per cent in 2021 to 75 per cent.</p>
Target 3.4	<p>By 2026, reduce the percentage of Year 7–12 students with 20 or more absent days from 23 per cent in 2021 to 20 per cent.</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	Deepen and strengthen strategies to support social and emotional wellbeing
Key Improvement Strategy 3.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Strengthen and embed strategies to improve student connectedness and build school pride

