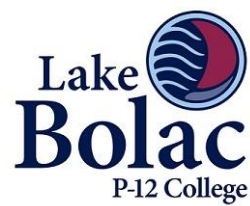


School Strategic Plan 2019-2023

Lake Bolac College (0854)



Submitted for review by Giselle Allgood (School Principal) on 16 December, 2019 at 08:13 PM

Endorsed by Aaron Wolaniuk (Senior Education Improvement Leader) on 17 December, 2019 at 09:07 AM

Endorsed by Julia Dawes (School Council President) on 18 December, 2019 at 10:07 AM

School Strategic Plan - 2019-2023

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<p>School vision</p>	<p>We will support and challenge every individual to have a passion for learning, to strive to do their best and to be friendly and happy.</p>
<p>School values</p>	<p>ACHIEVEMENT Something accomplished, especially by hard work, ability, special effort, great courage The act of achieving; attainment or accomplishment Work Hard</p> <p>RESPECT A positive feeling of admiration or deference for a person or other entity (such as an animal, the environment or a religion), and also specific actions and conduct representative of that esteem Be nice</p> <p>RESILIENCE Courage - Be enthused by challenge and change Creativity - Develop talents and opportunity Connection - Respect and care for others and nature Bounce - Toughness and recovery skills in adversity</p>
<p>Context challenges</p>	<p>Lake Bolac College is a P-12 rural school in a small community. The school is positioned alongside the lake and next to the sporting complex in a natural environment more than 200km west of Melbourne. Native plants and habitat surrounding the school's ample grounds, providing a relaxed and natural setting. The school aims to provide optimal learning growth for students, with a strong emphasis on Literacy and Numeracy, using a best practice and a consistent approach to Teaching and Learning. Major focus is placed on the wellbeing, happiness and health of our students. As a lead school for the Respectful Relationships program, Lake Bolac College has deeply embedded wellbeing into the culture of the school.</p> <p>In 2019 Lake Bolac College had thirteen teaching staff providing learning opportunities for students across a wide range of areas, from generalist primary classroom instruction to specialist areas such as Physical Education, Health, Sciences, Humanities, Art and Technology. Seven Education Support Staff fill a range of roles, including Business Manager, IT Technician, Librarian, Welfare, Laboratory Technician, general Administration and classroom support.</p> <p>The Mentor Group program runs vertically, with small groups of approximately ten students from Years P-12 and a mentor teacher. This program facilitates the embedding of our school values of Achievement, Respect and Resilience and provides for the explicit teaching of Respectful Relationships.</p>

Intent, rationale and focus

Lake Bolac College strives to build on the learning growth of all students, in particular for Literacy and Numeracy. One of the key challenges for our school is in relation to academic performance and benchmark growth on NAPLAN performance data. Across the school and the life of the previous School Strategic Plan (aggregated data), the number of students achieving high benchmark growth (formally referred to as relative growth) has been consistently below 25% in both Reading and Numeracy. Over the last four years, aggregated data indicates that our Year 3 students are the highest performing, with an average of 59% of students in the top two bands for Reading. This drops at Years 5, 7 and 9, with only 5% of students in the top two bands for reading and numeracy at Year 9. High performance in Reading is critical to success in all areas of learning, so it is an area of continued focus for the next four years. Building on our Guaranteed and Viable Curriculum, we will develop an Instructional Model for Teaching and an Instructional Model for Learning at Lake Bolac College, to ensure consistent delivery of curriculum and instruction in Literacy and Numeracy across the school.

Student Voice and Agency and Leadership were identified as a high priority area in the AToSS and from Fieldwork carried out as part of the School Review. As a whole school we aim to increase positive responses on three factors (Motivation and Interest, Stimulated Learning and Sense of Connectedness). Alongside these measures, attendance data was also identified as an area that requires improvement with 47% of students from Years P-12 having 20 or more absence days per year (4 year aggregate). By increasing the level of Voice, Agency and Leadership for all students, we aim to make significant improvements to this data over the life of the new Strategic Plan and beyond. Lake Bolac College will implement a whole-school approach to Student Voice, Agency and Leadership, enhancing community connections and increasing the global connections for student learning.

These key areas focus on increasing achievement for all students in Literacy and Numeracy and improvement of engagement through Voice, Agency and Leadership. During the first year of the cycle, the priority will be to create consistency of practice for teachers through the implementation of a whole-school Instructional Model for Teaching, with a strong focus on developing this further for Reading and Numeracy instruction. This approach will impact on several KIS in the first year. From there we will use Student Voice and Agency to develop the Instructional Model for Learning and spread the curriculum documentation underpinning the teaching model to all other subject areas.

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Goal 1	To improve student outcomes in Literacy
Target 1.1	<p>To increase the percentage of students in high benchmark growth NAPLAN Reading from 18% to 25%, (aggregated over the SSP, previously high relative growth).</p> <p>To reduce the percentage of students making below expected growth in Reading & Viewing according to 'Teacher Judgement Growth' to below 10% (aggregated) over the life of the SSP.</p>
Target 1.2	To increase the percentage of students in the top two bands of NAPLAN Reading at Year 9 from 5% to 20% (aggregated over the SSP).
Key Improvement Strategy 1.a Instructional and shared leadership	Develop and embed a school-wide Instructional model
Key Improvement Strategy 1.b Curriculum planning and assessment	Develop and document a viable and sustainable curriculum

Goal 2	Improve student outcomes in numeracy
Target 2.1	To increase the number of students in high benchmark growth NAPLAN Numeracy from 17% to 25%. To increase the percentage of students making 'at or above' the expected level of growth in Number & Algebra according to 'Teacher Judgement Growth' from 73% to above 80% over the life of the SSP (aggregated results).
Target 2.2	To increase the number of students in the top two bands in Numeracy at Year 9 from 5% to 20%
Key Improvement Strategy 2.a Building practice excellence	Develop teacher capability in teaching numeracy
Key Improvement Strategy 2.b Instructional and shared leadership	Embed the Instructional model in numeracy lessons

Goal 3	To increase student voice and agency
Target 3.1	<p>To increase whole school overall positive responses on AtoSS factor Motivation and interest from 70% to 85%.</p> <p>To increase whole school overall positive responses on AtoSS factor Stimulated learning from 65% to 75%.</p> <p>To increase whole school overall positive responses on AtoSS factor Sense of connectedness from 64% to 75%</p>
Target 3.2	To decrease the percentage of students with 20 or more absent days from school from 47% (2018) to 25% over the life of the strategic plan.
Key Improvement Strategy 3.a Global citizenship	To make student learning more globally connected
Key Improvement Strategy 3.b Networks with schools, services and agencies	Deepen and embed partnerships with the wider community in order to broaden learning opportunities for students
Key Improvement Strategy 3.c Empowering students and building school pride	Develop a school-wide approach to increasing student voice, agency and leadership