

BORONIA HEIGHTS COLLEGE

7048

School Strategic Plan 2008 -2011



Endorsement by School Principal	SIGNED..... NAME Janet Mary Thomas DATE.....6.12.07.....
Endorsement by School Council	SIGNED..... NAME Beverley Wilkinson DATE.....6.12.07.....
Endorsement by Regional Director (or nominee)	SIGNED..... NAME.....Margaret Ockwell..... DATE.....13.12.07.....

School Profile

Purpose	“To provide a stimulating, creative and respectful learning community that engages students and adults to develop a love of learning and become effective and caring members of the global society.”
Values	<p>Boronia Heights College values are central to the life of our college community and guide our thoughts and actions.</p> <p>Respect</p> <ul style="list-style-type: none">• Acceptance and understanding• Cooperation and teamwork• Support for each other <p>Integrity</p> <ul style="list-style-type: none">• Honest and open communication• Loyalty and trust• Ethical behaviour <p>Love of Learning</p> <ul style="list-style-type: none">• Pursuit of excellence• Confidence and persistence• Reflection and flexibility

**Environmental
Context**

Boronia Heights College was established in 1973. It has a fine history of serving the educational needs of the community, offering many innovative curriculum programs and extra-curricular activities.

Boronia Heights College is located within the City of Knox, on the Outer East of Melbourne. Knox is 25 km east of Melbourne and is one of the most populous municipalities in Victoria with almost 151,000 residents living in eleven localities. Knox is home to residents from 130 different countries who speak 54 languages. Knox has an abundance of commercial, residential and industrial zones.

The Boronia community currently has an older age profile, however this is turning around as young families seek the more affordable housing options that the area provides. The area is also attracting increasing numbers of new arrivals including refugees. Boronia now has the highest projected population growth for all Knox suburbs. Boronia and the neighbouring suburb of Ferntree Gully have the highest birth rate in Knox. Whilst the enrolment of Boronia Heights College has declined over the last few years it is clear that this trend will reverse as the children from these young families reach secondary school age and want the option of a well-resourced local school.

Although the community's economic standing is generally quite comfortable with low levels of unemployment overall, Boronia is the second least well off area in Knox, measured by taxable income. The "Boronia Social Environment Study (July 2005), commissioned by the City of Knox, found that the average annual income of Boronia residents between the ages of 25 to 49 was \$34,927.

Boronia has pockets of public housing that accommodate significant numbers of families who face the challenges created by inter-generational unemployment and entrenched welfare dependence.

Boronia has significantly more welfare recipients than the rest of Knox and the second highest number (24%) of public housing units in the City of Knox. There is significantly more renting in Boronia (20.4% of households) compared with the rest of Knox (12.6% of households) and there is a higher level of lone parent families in Boronia (19%) compared with the rest of Knox (13.9%). Only 33.9% of the Boronia population is educated to Year 12 level, significantly less than the levels in the rest of Knox and the Eastern Region.

The Knox area, incorporating Boronia, has a larger share of the population with vocational qualifications than the average for Melbourne; in Knox this is 36% of the adult population. The occupational structure implies a relatively diverse employment base with a strong manufacturing component, as well as high levels of small businesses especially in traditional trades. All of the above occupations have income figures lower than Melbourne's average.

The demographic profile of the Boronia area has significant implications for Boronia Heights College in terms of parent and student attitudes to education, attendance and retention rates. Aspirational goals are focussed on vocational outcomes rather than further education, especially university which is seen as largely irrelevant to future career or employment prospects and not economically viable for our families.

In terms of facilities and infrastructure, Boronia Heights College needs major refurbishment funding to enable it to bring its facilities up to a state of the art standard. It is the only secondary school in the area with permanent buildings, has a very large site of three hectares away from busy major roads and is ideally placed close to train and bus transport.

Recent Federal Government and State Government grants have enabled the college to upgrade some areas of the school. A new interactive learning centre, known as the eSpace, has been completed, and two new outdoor classrooms and recreational areas built. In early 2008 the new Business Skill Centre will open, adding greatly to the range of subjects available for Senior school students and providing a much needed community education facility. Many areas of the college have been repainted and new lockers purchased to replace aging stock. Further works of this nature are planned as funds become available.

The next focus for refurbishment is the large Technology wing, with a major upgrade to provide a suitable space for an integrated Science and Technology Centre. Redevelopment of the Senior Programs area to provide much needed a large assembly area, as well as small group and study spaces, is also a focus for future funding efforts. Other areas of the college also require major works to bring them up to the demands of 21 Century learning and the College continues to pursue major funding to enable this essential development.

Strategic Intent

An overarching goal for the college is to align the following areas to build more effective teaching and learning and improve student outcomes:

- Environment
- Curriculum development
- Instruction
- Assessment

	Goals	Targets	Key Improvement Strategies
Student Learning	To improve student learning outcomes, particularly in Mathematics, English and VCE studies	<p><u>Victorian Essential Learning Standards</u> AIM matched cohort data in Reading and Mathematics demonstrate an average 0.9 Standards or greater progression from Year 7 to Year 9 - AIM Year 9 data demonstrate a mean of 5.1 in Reading and 4.8 in Mathematics</p> <p>The proportion of students assessed as ‘A’ or ‘B’ in each Dimension of English and Mathematics at least 15% at Year 10</p> <p>The proportion of students assessed as a ‘D’ or ‘E’ is 10% or less in each Dimension of English and Mathematics at Year 8 and 20% or less in Mathematics at Year 10</p> <p>The VCE mean is at or above 28.7 for Allstudy, 29.0 for English and 28.5 for Further Maths</p> <p>The proportion of VCE Study Scores at or above 40 6%</p> <p><u>Opinion</u> The aggregated Year 7 to Year 12 student opinion mean at or above 2.9 for ‘Stimulating Learning’, and 3.4 for ‘Teacher Empathy’ and ‘Teacher Effectiveness’</p>	<p>Extend the ‘learning community’ approach to enhance teaching and learning outcomes across the school.</p> <p>Apply the ‘Student Learning Whole School Self-Assessment’ tool to monitor school progress toward achievement of ‘Transformative’ (Level 4) status.</p> <p>Develop a program to improve student responsibility for personal learning</p>

		<p>Staff survey data demonstrate a mean of 61 or above for ‘Learning Environment’ and 57 or above for ‘Curriculum Coordination’ - Parent survey data demonstrate a mean of 4.6 for ‘Stimulating Learning’</p> <p><u>Related staff opinion</u> Staff survey data demonstrate a mean of 63 or above for ‘Goal Congruence’ and 68 or above for ‘Professional Interaction’</p>	
Student Engagement and Wellbeing	To improve student connectedness with school.	<p><u>Attendance</u> Student attendance across Year 7 to Year 12 reflects an overall average absence FTE rate of 17 days or less.</p> <p><u>Opinion</u> The staff opinion mean scores are raised to 57.0 for ‘Effective Discipline Policy’, and 50 for ‘Student Motivation’ and ‘Student Misbehaviour’</p> <p>The aggregated Year 7 to Year 12 student opinion mean scores are raised to 3.4 for ‘School Connectedness’, 3.95 for ‘Student Motivation’ and to 2.7 for ‘Classroom Behaviour’</p> <p>The parent opinion survey mean scores are raised to 3.95 for ‘Student Motivation’, to 2.7 for ‘Classroom Behaviour’ and to 4.9 for ‘School Connectedness’</p> <p><u>Related Staff Opinion</u> The staff opinion mean score for ‘Participative Decision-Making’ is raised to 60.0</p>	<p>Maintain a focus on student attendance.</p> <p>Develop and implement year 9 Wellbeing and Engagement Program</p> <p>Expand the Integrated Curriculum Project into year 8</p> <p>Strive to improve involvement of the parent community in enhancing the engagement and motivation of students.</p> <p>Develop positive student management and connectedness with staff throughout the school.</p>

<p>Student Pathways and Transitions</p>	<p>To improve student retention.</p>	<p>The real retention rate from Year 7 to Year 10 to 76%.</p> <p>The real retention rate from Year 10 to Year 11 to 83%</p> <p>The proportion of students at or above the expected Standard in each Dimension of 'Personal Learning' at least 80% at Year 8 and Year 10</p> <p>Opinion</p> <p>The parent survey mean for the 'Transition' variable is 5.2 or above</p>	<p>Further develop the Knox Secondary Learning Community [KSLC] to enhance pathway options for Boronia Heights College students and network schools.</p> <p>Inspire post-compulsory students to remain in continuing education and training, based at Boronia Heights College when appropriate.</p>
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