School Strategic Plan 2024-2028

Boronia K-12 College (8913)

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School Strategic Plan - 2024-2028

Boronia K-12 College (8913)

School vision	At Boronia K-12 College, we foster a safe and inclusive learning environment where every student feels a strong sense of belonging. We are committed to empowering students to become knowledgeable, resilient, and curious learners who are equipped to engage with the local and global community. We inspire a shared passion for learning and encourage everyone to strive for their personal best.
School values	Our School Community has just undergone a comprehensive review of our College Values, Vision Statement and Motto. Our new College Values from 2025 are: Community Aspiration Respect Excellence The outcome demonstrates a great natural evolution for our school - honouring two existing values, Community and Respect, that have been widely endorsed through this review process by all stakeholders, while introducing two new values, Aspiration and Excellence, that reflect our ambition and the direction in which we are heading as a school community. Our new Motto is: Belong, Believe, Achieve We are no focused on developing elaborations for our new values to establish a shared understanding and language in preparation for 2025. The new Values will be interconnected with our School-Wide Positive Behaviour Support (SWPBS) matrix, our daily Mentor Program and Awards System.
Context challenges	Boronia K-12 College student enrolment has been declining for three years and significantly so in the last 12 months. This presents a big challenge to turn this trajectory around and build our enrolments to maintain leadership roles, staff and resourced programs. The college data sets indicate significant challenges with attendance and peer relationships and there are many key changes underway to address these issues.
Intent, rationale and focus	Our mission is to become a school of first choice for local families. The key priority areas of the next four years are: - Establish a documented digitalised curriculum. - Implement a new Instructional Model with fidelity.

	- Improve learning outcomes with a specific focus on Numeracy and Writing. - Improve student attendance. - Improve student culture underpinned by explicit teaching of the Respectful Relationships curriculum.

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Goal 1	Improve the learning growth and achievement of every student
Target 1.1	By 2028, increase or maintain the 2024 percentage of students achieving NAPLAN strong and exceeding proficiency levels: Reading: • Year 3 from 57% to 64% • Year 5 from 71% to 73% • Year 7 from 46% to 55% • Year 9 from 64% to 65% Writing: • Year 3 from 60% to 75% • Year 5 at 73% • Year 7 from 54% to 58% • Year 9 from 66% to 67% Numeracy: • Year 3 from 37% to 60% • Year 5 from 65% to 67% • Year 7 from 33% to 50% • Year 9 at 50%

Target 1.2	By 2028, improve 2023 VCE outcomes:
	- Mean study score from 23 to 24 - Total VCE completions from 78% to 93%
Target 1.3	By 2028, increase or maintain the 2024 percentage positive endorsements in the Attitudes to School Survey:
	Differentiated learning challenge: - Years 4 to 6 from 84% to 86% - Years 7 to 9 at 63% - Years 10 to 12 at 58% Self-regulation and goal setting: - Years 4 to 6 at 84% - Years 7 to 9 at 54% - Years 10 to 12 from 54% to 60%
Target 1.4	By 2028, increase the 2023 percentage positive endorsements in the School Staff Survey:
	- Academic emphasis from 27% to 40% - Collective focus on student learning from 70% to 73% - Use of the pedagogical model from 68% to 70% - Plan differentiated learning from 61% to 73% - Understand how to analyse data from 37% to 50%
Key Improvement Strategy 1.a	Embed consistent, high-quality teaching and learning across the whole college

The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Build effective leadership, teaching and collaborative practice through the Professional Learning Communities initiative
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 1.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Strengthen whole college capabilities to use data and assessment to differentiate and actively engage every student

Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
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	
Goal 2	Maximise the engagement and wellbeing for every student
Target 2.1	By 2028, decrease the 2023 percentage of 20+ absence days: • Foundation to Year 6 from 45% to 38% • Years 7 to 12 from 55% to 45%
Target 2.2	By 2028, improve or maintain the 2024 percentage positive endorsements in the Attitudes to School Survey: Managing bullying: • Years 4 to 6 from 84% to 86% • Years 7 to 9 at 63% • Years 10 to 12 at 58% Respect for diversity: • Years 4 to 6 from 76% to78%

	- Years 7 to 9 from 38% to 40%
	- Years 10 to 12 from 35% to 40%
	Student voice and agency:
	- Years 4 to 6 at 70%
	- Years 7 to 9 at 40%
	- Years 10 to 12 from 39% to 43%
	Teacher concern:
	- Years 4 to 6 at 76%
	- Years 7 to 9 at 37%
	- Years 10 to 12 from 32% to 39%
	By 2028, reduce the percentage responses for Low resilience:
	- Years 4 to 6 from 35% to 25%
	- Years 7 to 9 from 44% to 30%
	- Years 10 to 12 from 35% to 25%
Target 2.3	By 2028, increase the 2023 percentage positive endorsements in the Parent Opinion Survey: - Teacher communication from 54% to 60% - Parent participation and involvement from 57% to 64%
Target 2.4	By 2028, increase the 2023 percentage positive endorsements in the School Staff Survey: - Trust in students and parents from 25% to 40% - Support growth and learning of whole student from 64% to 69%

Key Improvement Strategy 2.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Build college wide capabilities to respond effectively to the learning and wellbeing needs of every student
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
Key Improvement Strategy 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Empower student voice and personal agency to strengthen engagement 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	

Key Improvement Strategy 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Strengthen family and community partnerships with shared high expectations
Key Improvement Strategy 2.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
Key Improvement Strategy 2.d The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Improve transitions into, through and out of the college for every student, and improve their pathways opportunities
Key Improvement Strategy 2.d Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	