

## 7610 Blackburn High School Strategic Plan 2017-2020

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Joanna Alexander 21.6.17	.....[name].....[date]	.....[name].....[date]
School council: Geoff Hugo 21.6.17	.....[name].....[date]	.....[name].....[date]
Delegate of the Secretary: Clayton Sturzaker 21.6.17	.....[name].....[date]	.....[name].....[date]

School Vision and Mission	School Values	Context and challenges	Intent, rationale and focus
<p>Blackburn High School aims to create a dynamic and inclusive community where all students grow together to become successful learners, confident and creative individuals, and active and informed citizens.</p> <p>Our school motto <i>Ad Lucem Crescimus</i> "Growing towards the light" is central to our core values. Our purpose is to engage the school community in a positive culture that embraces team work, innovation and excellence. We empower our students to be active learners by developing their capacity to take control of their own learning, whether working independently or with others. Our culture of high expectations encourages all students to be optimistic, creative, problem solvers that embrace challenges and use these experiences to persevere, learn and thrive.</p>	<p><b>The Blackburn High School community VALUES:</b></p> <p><b>Respect</b> Of oneself, others and of learning are displayed through honesty, integrity, consideration and the celebration of diversity in a safe and inclusive environment.</p> <p><b>Pursuit of Excellence</b> Students are supported to reach their full potential by developing wide-ranging skills and capabilities and show growth academically, personally and socially. We value and celebrate effort and achievement.</p> <p><b>Citizenship</b> Students are encouraged to become active and informed citizens through their participation at a local, national and global level. This is demonstrated through involvement in the rich opportunities within the school and wider communities. Students are supported to take increasing responsibility for their own learning, their relationships with others and their participation in all aspects of their school life.</p>	<p>Established in 1956, Blackburn High School is a student centred co-educational government secondary school. The school is located in the eastern suburbs of Melbourne and is situated on a large, 12 hectare site with extensive grounds and a range of sporting fields, including a football oval, soccer and hockey pitches. The school operates in a mix of original buildings with a number of new classrooms including flexible learning spaces and an administration wing being stage 1 of a building program completed in 2011. There is also a performing arts/gymnasium building, a number of specialist music rooms as well as science, technology, languages, drama, PE/Sport specialist rooms.</p> <p>The school's enrolment numbers have grown over the past 5 years from 636 students in 2012 to a current enrolment of 1250 students in 2017. Enrolment projections indicate continued growth with numbers likely to be 1400 by 2019. The school is part of the Victorian Government's International Student program with 80 students enrolled in 2017.</p> <p>The staffing in 2017 consisted of 81 EFT teachers, 3 Principal class, 9 Leading Teachers, 107 teachers, 20 instrumental music teachers and 35 Education Support staff. There is an even mix of experienced and less experienced teachers.</p> <p>The school offers a range of innovative and stimulating core and enrichment elective subjects for Year 7-10 students who are undertaking the Victorian Curriculum.</p> <p>In 2017, we introduced a new Year 9 subject, Connections that focusses on developing the intercultural, ethical, personal/social capabilities and critical and creative thinking skills.</p> <p>The school offers an extensive range of studies in the Victorian Certificate of Education (VCE) in the post-compulsory years with a small number of students accessing Vocational Education and Training (VET) studies with associated institutions. Students are able to access some selected VCE studies at Year 10 and Year 11. Eligible students in Year 12 can also undertake a university subject.</p> <p>The school also offers extensive co-curricular opportunities including Camps, tours, work experience, the highly acclaimed Instrumental Music program, Sports Leadership, Duke of Edinburgh, the Languages program with student exchanges to sister schools in Germany, China and France. There are student initiated clubs, such as the: Debating, Social Justice, Maths, History, Chess and Film appreciation.</p> <p>The school uses Compass as its Learning Management System (LMS). The LMS managed daily communication, record keeping, assessment and reporting processes and was accessible to all in the school community. Parents have</p>	<p><b>Intent 1</b> To optimise every student's achievement and learning growth across all curriculum areas and year levels. <b>Rationale:</b> When the capacity of individual teachers and teams to monitor, and assess student progress, implement evidenced-based, high impact teaching strategies and to plan differentiated instruction that meets the needs of all students are increased, the student achievement and learning growth will improve.</p> <p><b>Intent 2</b> Develop a structure and process to ensure learning is 'visible' for students and increase opportunities for higher levels of student cognitive and academic engagement, where they are encouraged. <b>Rationale:</b> The research shows that when students are active participants in their school life there is a stronger sense:</p> <ul style="list-style-type: none"> <li>• <i>of membership</i>, so that students feel more positive about school</li> <li>• <i>of respect and self-worth</i>, so that students feel positive about themselves</li> <li>• <i>of self as a learner</i>, so that students are better able to manage their own progress in learning</li> <li>• <i>and of agency</i>, so that students realise that they can impact on things that matter to them in school</li> </ul> <p><b>Intent 3</b> To develop and sustain an instructional and distributed leadership model that creates a high-performance culture focused on collective responsibility for improving student outcomes. <b>Rationale:</b> When the school has a culture of effective instructional and shared leadership with capacity to monitor performance, give accurate and regular feedback and provide for strong and collective accountability, then improvement efforts will be more effectively directed and outcomes for students will improve.</p>



access to live information on learning tasks via the LMS.

There is an emphasis on developing digital literacy that is underpinned by the Bring Your Own Device Program with the school investing in technology resources including: the specialist computer classrooms, sets of netbooks that students can borrow, a digital recording studio and a 3D printer laboratory. The school is committed to establishing a sense of belonging for every student. Each student is a member of a House of Year 7–12 students and each House is divided into smaller mentor groups made up of a mix of students across all year levels. The mentor groups meet with their mentor teacher every morning for 20 minutes where a timetabled program is provided to support students in enhancing their engagement and wellbeing.

**CHALLENGES:**

**To:**

- **Develop an agreed Blackburn High School Instructional Pedagogical Model and an Observational Model**
- **Evaluate and monitor the implementation of the new 2017 Reporting and Assessment process**
- **Evaluate and monitor the implementation of the new 2017 Curriculum Model**
- **Have teacher judgements against the Victorian Curriculum reflect the NAPLAN student data**
- **Embed differentiated classroom practices of the content, process, assessment tasks and the learning environment**
- **Review the current school leadership structure of the Principal, 2 Assistant Principals, 9 Leading Teachers and 10 Learning Area Leaders, to determine whether it will meet the needs of the new school direction.**
- **Lift and maintain the VCE median score to 33 and VCE study scores of 40 or more to 12%.**
- **Ensure that the community is aligned to our vision, values and priorities through various modes of communications within and the wider community**
- **Continue to improve the Induction Program for new staff.**
- **Continue to develop the PDP process as a mechanism for improved student outcomes.**
- **Implement STEM across the curriculum.**
- **Develop student agency so that students are active participants in their school life and in school improvement.**
- **Improve the transition experience for students in all year levels**
- **Build stronger links with the wider community including the primary schools**
- **Address parent feedback reflected in the parent opinion survey long term trends in the areas of: Approachability, parent input, stimulating learning, learning focus, transitions and general satisfaction.**
- **Ensure that the learning facilities support the new Strategic Plan priorities. This includes the 5 new relocatable classrooms in 2017 and the stalled Stage 2 Building Program.**



Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)
<p>The four year goals were developed from the 2016 School Review recommendations.</p> <p><b>Goal 1</b></p> <p><b>To optimise every student's achievement and learning growth across all curriculum areas and year levels.</b></p>	<p><b>Excellence in teaching and learning</b></p> <ul style="list-style-type: none"> <li>Curriculum planning and assessment: School will embed a culture of curriculum planning, and assess the impact of learning programs, adjusting them to suit individual student needs</li> <li>Building practice excellence: Teachers, principals and schools will work together</li> </ul>	<p><i>a. Further build teacher and team capacity to effectively analyse and use a broad range of data and evidence (including VCE and the General Achievement Test [GAT], NAPLAN, EDUTEST, quantitative and qualitative data) to:</i></p> <ul style="list-style-type: none"> <li>ensure the curriculum is differentiated across all domains and levels to better target every individual students' learning needs so that every student is challenged and achieves progress</li> <li>develop an agreed Blackburn HS vision for learning and teaching through the implementation of the school's instructional model which is based on the latest research and employs evidence-based, high impact teaching strategies to ensure more consistent practice across all classrooms</li> <li>challenge and extend students in their thinking and their responses, so that there is a focus on higher order learning for students whose abilities require such an approach</li> <li>consider extending the use of individual education plans to ensure able students are stretched and challenged.</li> </ul>	<ul style="list-style-type: none"> <li>Monitor the use of Bloom's Taxonomy to audit the opportunities for thinking and extension in the learning and assessment tasks</li> <li>Monitor the PDPs to ensure differentiation of the content, process, product and the learning environment</li> <li>Increase the numbers of students in the relative growth bands in NAPLAN across all domains so that they are consistently above the state mean and at or above like schools</li> <li>Lift and maintain the VCE median score to 33 and VCE study scores of 40 or more to 12%</li> </ul>
		<p><i>b. Build teacher capacity for making more consistent assessment judgements in order to accurately measure the impact of their teaching and for giving and receiving feedback through:</i></p> <ul style="list-style-type: none"> <li>greater use of formative assessment, common assessment tasks, shared criteria, rubrics, cross marking, and the use of effective feedback to students and from students</li> <li>embedding teacher understandings of how to triangulate data to make more consistent and accurate judgments to inform targeted teaching</li> <li>Learning Area teams embedding more explicit and consistent moderation protocols and processes related to the use of common assessment tasks</li> <li>establishing shared understandings of how to evaluate and modify teaching on the basis of analysis of each student's assessment data.</li> </ul>	<ul style="list-style-type: none"> <li>Monitor the school reports for the common assessment tasks across the Year 7-10 and VCE programs</li> <li>The professional development program contains opportunities for teachers in all learning areas to moderate work</li> <li>The Victorian Curriculum teacher judgements will consist of an increase in the allocation of students achieving A's, B's to 33% and D's, E's to 10%.</li> <li>It is an expectation that all students deemed capable will achieve an average of one Victorian Curriculum level or better, for one year's input, across Years 7-10 and all curriculum areas</li> <li>Consistent improvement in the Year 9 NAPLAN numeracy to achieve an average of one Victorian Curriculum level or better, for one year's input</li> </ul>
		<p><i>c. Ensure all teachers understand their role as teachers of literacy, especially writing, across the curriculum and strengthen the capacity of all teachers to improve literacy outcomes for all students at all levels of ability.</i></p>	<ul style="list-style-type: none"> <li>Consistent improvement in the Year 9 NAPLAN writing to achieve an average of one Victorian Curriculum level or better, for one year's input</li> </ul>



		<p><i>d. Continue to build a community of reflective practitioners focused on continuous school improvement by:</i></p> <ul style="list-style-type: none"> <li>ensuring teacher practice is focused on growing students' learning through the Professional Development Program (PDP) processes and Learning Area team structures</li> <li>researching, developing and implementing a peer observational practice program to give staff more opportunities to share curriculum and teaching approaches, give and receive feedback and reflect on their practice</li> <li>continuing to strengthen a culture of collaboration, shared responsibility and collective accountability in teams and across the whole school</li> <li>Implementing a whole school approach to building an effective learning community through the PD process and staff meetings</li> <li>developing stronger links with the primary schools through the implementation of a reciprocal teacher shadowing process</li> </ul>	<ul style="list-style-type: none"> <li>Staff Opinion Survey results in all module components will be consistently above 'All Secondary Schools' for: <ul style="list-style-type: none"> <li>Professional Learning move to 70% percentile</li> <li>School Climate move to 70% percentile</li> <li>School Leadership move to 70% percentile</li> </ul> </li> <li>Formalised teacher shadowing process where teachers from Blackburn High School spend a day with a primary school teacher and the primary school teachers spend a day with a BHS teacher</li> </ul>
<p><b>Goal 2</b></p> <p><b>Develop a structure and process to ensure learning is 'visible' for students and increase opportunities for higher levels of student cognitive and academic engagement, where they are encouraged.</b></p>	<p><b>Excellence in teaching and learning</b></p> <ul style="list-style-type: none"> <li>Curriculum planning and assessment: School will embed a culture of curriculum planning, and assess the impact of learning programs, adjusting them to suit individual student needs</li> <li>Building practice excellence: Teachers, principals and schools will work together</li> </ul>	<p><i>a. Develop a structure and process to ensure learning is 'visible' for students and increase opportunities for higher levels of student cognitive and academic engagement, where they are encouraged to:</i></p> <ul style="list-style-type: none"> <li>develop higher levels of decision making, efficacy and accountability for their own learning by becoming more independent, self-aware and have the ability to analyse and monitor their own learning (metacognition)</li> <li>develop a 'growth' mindset, practice 'good learning behaviours' and be actively involved in their learning</li> <li>consistently and regularly establish meaningful learning goals and reflective practices and be involved in self and peer assessment</li> <li>regularly provide feedback to their teachers about what they are learning and how they are learning.</li> <li>continue to enrich our school community's diversity through the implementation of the International Student Program</li> </ul>	<ul style="list-style-type: none"> <li>Use the mentor program to obtain student feedback data about student attitude to their agency and efficacy around learning</li> <li>Consistent improvement in Student Attitudes to School results for: <ul style="list-style-type: none"> <li>-Stimulating Learning move to 80<sup>th</sup> percentile</li> <li>-Learning Confidence move to 80<sup>th</sup> percentile</li> <li>-Teacher Effectiveness move to 80<sup>th</sup> percentile</li> </ul> </li> <li>Successful accreditation of the International Student Program over the 2017-2020 Strategic Plan</li> <li>Provide more opportunities for parent involvement through the Promotion and Communication subcommittee and focus groups</li> <li>Consistently improvement Parent Opinion Survey results for: <ul style="list-style-type: none"> <li>- Approachability move to 80<sup>th</sup> percentile</li> <li>- Parent Input move to 80<sup>th</sup> percentile</li> <li>- School Improvement</li> </ul> </li> </ul>
		<p><i>b. Build every teacher's pedagogical capacity about how to increase student cognitive and academic engagement and participation in learning by embedding student-centred approaches to teaching and learning.</i></p> <p><i>c. Provide more feedback to students about their opinion in the Attitudes to School surveys (ATS Survey) and establish student action teams to seek their input into ways to improve their opinion of for example, Stimulating Learning, Learning Confidence and Teacher Effectiveness.</i></p> <p><i>d. Increase parent and broader community engagement with the school by continuing to foster productive partnerships and relationships.</i></p>	
<p><b>Goal 3</b></p> <p><b>To develop and sustain an instructional and distributed leadership model that creates a high performance culture focused on collective responsibility for improving student outcomes.</b></p>	<p><b>Professional leadership</b></p> <ul style="list-style-type: none"> <li>Building leadership teams: Schools will strengthen their succession planning, develop the capabilities of their leadership teams in using evidence</li> </ul>	<p><i>a. Build instructional and shared leadership capacity, including through greater leadership visibility and through the ability of leaders to give regular feedback.</i></p> <p><i>b. Review the current school leadership structure of the Principal, 2 Assistant Principals, 9 Leading Teachers and 10 Learning Area Leaders, to determine whether it will meet the needs of the new school direction.</i></p> <p><i>c. Develop the knowledge and capabilities of emerging leaders to empower them to contribute their full potential to school improvement efforts.</i></p> <p><i>d. Build the capacity of school leaders and all members of staff to create a culture of empowerment, responsibility and opportunities for growth.</i></p>	<ul style="list-style-type: none"> <li>Consistently improvement Staff Opinion Survey results for the Leadership Module: <ul style="list-style-type: none"> <li>- Visibility to move to 80<sup>th</sup> percentile</li> <li>- Instructional Leadership to move to 80<sup>th</sup> percentile</li> <li>- Leaders support for change to move to 80<sup>th</sup> percentile</li> <li>- Cultural Leadership to move to 80<sup>th</sup> percentile</li> <li>- Intellectual Stimulation to move to 80<sup>th</sup> percentile</li> </ul> </li> </ul>

