

# School Strategic Plan 2018-2022

Ballarat High School (7540)



Submitted for review by Gary Palmer (School Principal) on 04 April, 2019 at 02:29 PM

Endorsed by Alphonsus Crawford (Senior Education Improvement Leader) on 30 April, 2019 at 02:20 PM

Endorsed by Graeme Howard (School Council President) on 08 May, 2019 at 09:40 PM

# School Strategic Plan - 2018-2022

Ballarat High School (7540)

<b>School vision</b>	Ballarat High School is a learning community where every person is valued, respected and challenged as a learner.
<b>School values</b>	<p>Ballarat High School has a tradition of pursuing and recognising excellence under the motto of 'Duty Always'. Our ethos is supported by our core values of Pride, Respect &amp; Responsibility.</p> <p>PRIDE is demonstrated by:</p> <ul style="list-style-type: none"><li>• Representing our school community in a positive way at every opportunity.</li><li>• Achievement to the best of our ability.</li><li>• Celebrating and observing our traditions and achievements.</li><li>• Our appearance and attitudes.</li></ul> <p>RESPECT is demonstrated by our:</p> <ul style="list-style-type: none"><li>• Speech, actions, and manners.</li><li>• Appreciation of our environment (grounds, classrooms, resources, community).</li><li>• Honesty, teamwork, and acceptance of others (opinions and rights).</li><li>• Care, support, and safety of all members of our school community.</li><li>• Positive communication and connected relationships.</li></ul> <p>RESPONSIBILITY is demonstrated by our:</p> <ul style="list-style-type: none"><li>• Personal learning and growth.</li><li>• Organization, management, goal setting and achievement.</li><li>• Modelling and encouragement of positive behaviours.</li><li>• Forward thinking, innovation, creativity, and flexibility.</li><li>• Informed decision making.</li></ul>
<b>Context challenges</b>	<p>There was a lot to like about our school review and the outcomes achieved over the last 4 years.</p> <p>What was evident from the field work especially the classroom observations and student focus groups was the need for development in student agency. Students used language to describe themselves as passively disengaged learners. This will lead to work across the whole school community developing true learner agency whilst maintaining a culture of respectful relationships and of high expectations for all learners. This culture will be developed by the continuous practice of providing students with point of need</p>

	<p>feedback which will enhance student outcomes for all.</p> <p>Our Ballarat High School learning dispositions will continue to be embedded throughout all of the school and in all learning areas as well as through mentors.</p> <p>Explicit work will be completed to:</p> <ul style="list-style-type: none"> <li>+ Develop teacher capacity in their ability to co-design learning programs and assessment with students to build true learner agency</li> <li>+ Implement assessment and feedback processes and practices that are differentiated and which support student self-awareness of their strengths and areas for growth.</li> <li>+ Implement explicit teaching and learning strategies and process which develop student’s understandings of their learning skills, abilities and dispositions. This will include the differentiation, accountable talk and a range of thinking strategies to encourage students to be meta-cognitive.</li> </ul> <p>While student achievement data is showing positive outcomes, this was not consistent across the whole school. There is work to be done with teachers on consistency of practice. This will shape what the schools professional learning for all staff will look like over the next 4 years. There were areas to focus on which would lead to student learning growth being maximised:</p> <p>Staff capacity being built in:</p> <ul style="list-style-type: none"> <li>+ Use and understanding of student achievement data and how it can be used guide planning for differentiation for individual student’s needs. Use of student case conferences, data walls and critical thinking success criteria.</li> <li>+ Continued implementation of the learning dispositions linked to our learning framework, instructional strategies and HITS. Through the enhanced use of peer to peer collaboration and introduction of learning walks and think alouds. This would give staff clear and defined expectations about what their classroom should look like.</li> <li>+ Staff working in a Professional Learning Community (PLC's) as a whole school approach using the Gradual Release of Responsibility model. This will also assist in a greater distributive leadership model involving leadership capacity building for Leading Teachers and Learning Specialists.</li> </ul> <p>Both of these key challenges being addresses would see improved student outcomes.</p>
<p><b>Intent, rationale and focus</b></p>	<p>One of the significant shifts inside Ballarat High School has been a continued improved focus on learning. Staff working on what we teach and how we teach (pedagogy) have been shifts in the school culture which has lead to improved outcomes for students. What</p>

is the next step is to empower students as part of their learning process and practices, and for staff to explicitly teach approaches as part of a school instructional model based on our learning dispositions, meta cognition and goal setting.

This is important for us as a school as the next step in the schools journey is around continued growth of a culture of learning. The challenges for the next strategic plan are centered on both capacity building for teachers and students. With focusing on these two areas we are looking to see deeper implementation of high impact teaching strategies, improved collaborative practices, a more distributive and shared leadership model, all aiming to maximise student achievement outcomes.

At present a lot of capital investment in our school is in place. Two new buildings opening up late in 2018 (senior learning center incorporating senior science and a Year 9 ARCH learning center) as the starting point of physical change. During this strategic plan period we will see new year 7 & 8 learning spaces, a completely refurbished Art & Technology wing, a refurbished Year 11 learning center adjacent to the new senior center, a complete refurbishment of a student service hub, a refurbished gymnasium, and outside environmental learning spaces upgraded. This will assist greatly with the opportunity for teachers and students to collaborate, demonstrate teamwork and build a community that models respectful relationships.

As a school we will be prioritising a school wide Instructional Model which will encapsulate all other elements of best teaching and learning practices. The targets from this are improved student outcomes in all year levels in all learning areas.

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<b>Goal 1</b>	Maximise learning growth through evidence-based teaching and learning practices for every student, every day.												
<b>Target 1.1</b>	<p>NAPLAN Relative growth targets Percentage of students with high or medium relative learning gain (years 7 to 9)</p> <table border="1" data-bbox="667 496 1263 659"> <thead> <tr> <th>NAPLAN</th> <th>Reading</th> <th>Writing</th> <th>Numeracy</th> </tr> </thead> <tbody> <tr> <td><b>2017 Benchmark</b></td> <td>74%</td> <td>70%</td> <td>63%</td> </tr> <tr> <td><b>2022 Target</b></td> <td>80%</td> <td>80%</td> <td>70%</td> </tr> </tbody> </table>	NAPLAN	Reading	Writing	Numeracy	<b>2017 Benchmark</b>	74%	70%	63%	<b>2022 Target</b>	80%	80%	70%
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<b>2017 Benchmark</b>	74%	70%	63%										
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<b>Target 1.2</b>	<p>VCE Target – GAT adjusted learning gain (based on VASS data) for all year 12 subjects.</p> <table border="1" data-bbox="667 935 1214 1169"> <thead> <tr> <th>Learning gain (VASS Report 10)</th> <th>2017 Benchmark</th> <th>2022 Target</th> </tr> </thead> <tbody> <tr> <td><b>Greater than 0</b></td> <td>16%</td> <td>50%</td> </tr> <tr> <td><b>Greater than -2</b></td> <td>60%</td> <td>80%</td> </tr> </tbody> </table>	Learning gain (VASS Report 10)	2017 Benchmark	2022 Target	<b>Greater than 0</b>	16%	50%	<b>Greater than -2</b>	60%	80%			
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<b>Target 1.3</b>	<p>VCAL Target – Completion</p> <p>VCAL completion rate will show continuous improvement from 81.6 percent in 2017 to 90% by 2022</p>									
<b>Target 1.4</b>	<p>By 2022, Staff Opinion Survey (SOS) positive responses percentages will show continuous improvement.</p> <table border="1" data-bbox="667 411 1283 639"> <thead> <tr> <th>SOS Factor</th> <th>2017 Benchmark</th> <th>2022 Target</th> </tr> </thead> <tbody> <tr> <td>Academic emphasis</td> <td>36%</td> <td>60%</td> </tr> <tr> <td>Guaranteed and viable curriculum</td> <td>45%</td> <td>60%</td> </tr> </tbody> </table>	SOS Factor	2017 Benchmark	2022 Target	Academic emphasis	36%	60%	Guaranteed and viable curriculum	45%	60%
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<b>Target 1.5</b>	<p>By 2022, Attitude to School survey (AToS) positive responses percentages will show continuous improvement.</p> <table border="1" data-bbox="667 882 1332 1110"> <thead> <tr> <th>AToS Factor</th> <th>2017 Benchmark</th> <th>2022 Target</th> </tr> </thead> <tbody> <tr> <td>Differentiated learning challenge</td> <td>63%</td> <td>70%</td> </tr> <tr> <td>Stimulated learning</td> <td>61%</td> <td>70%</td> </tr> </tbody> </table>	AToS Factor	2017 Benchmark	2022 Target	Differentiated learning challenge	63%	70%	Stimulated learning	61%	70%
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<b>Target 1.6</b>	<p>By 2022, Parent Opinion Survey (POS) positive responses percentages will show continuous improvement.</p> <table border="1" data-bbox="667 1321 2107 1362"> <thead> <tr> <th>POS Factor</th> <th>2017 Benchmark</th> <th>2022 Target</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	POS Factor	2017 Benchmark	2022 Target						
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	Effective teaching	62%	70%															
<b>Key Improvement Strategy 1.a</b> Curriculum planning and assessment	Embed an agreed and consistent whole school approach to teaching and learning. (CPA)																	
<b>Key Improvement Strategy 1.b</b> Building practice excellence	Build staff capacity to effectively analyse data and use this data to drive improved teaching practices. (BPE)																	
<b>Key Improvement Strategy 1.c</b> Curriculum planning and assessment	Build teacher capacity to teacher to student point of need. (CPA)																	
<b>Goal 2</b>	Embed a culture of collaborative professional practices.																	
<b>Target 2.1</b>	By 2022, the percentage of students in the top two bands of NAPLAN will show continuous improvement.																	
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POS Factor	2017 Benchmark	2022 Target					
Student Motivation and Support	60%	70%					
<b>Key Improvement Strategy 2.a</b> Building practice excellence	Implement Professional Learning Communities (PLC) as a whole school approach.						
<b>Key Improvement Strategy 2.b</b> Building practice excellence	Develop a school wide pedagogical model that promotes a culture of collaboration and teamwork.						
<b>Key Improvement Strategy 2.c</b> Building leadership teams	Improve individual and cooperative capacity to improve student writing, reading and numeracy outcomes						
<b>Key Improvement Strategy 2.d</b> Instructional and shared leadership	Embed a distributive leadership model where all members of the school community are leaders of learning						
<b>Goal 3</b>	Enhance student agency to optimise engagement and self-regulation for all students.						
<b>Target 3.1</b>	<p>By 2022, the positive percentage endorsement rate on the Student Attitudes to School (AToS) survey will demonstrate continue improvement.</p> <table border="1"> <thead> <tr> <th>AToS Factor</th> <th>2017 Benchmark</th> <th>2022 Target</th> </tr> </thead> <tbody> </tbody> </table>	AToS Factor	2017 Benchmark	2022 Target			
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SOS Factor	2017 Benchmark	2022 Target					
Trust in students and parents	42%	60%					
<b>Target 3.3</b>	<p>By 2022 the whole school unapproved absence rate will decrease to 5 from 6.9 (2017).</p>						
<b>Key Improvement Strategy 3.a</b> Building practice excellence	<p>Develop teacher capacity in their ability to embed codesign opportunities in teaching and learning programs across all year levels.</p>						
<b>Key Improvement Strategy 3.b</b> Empowering students and building school pride	<p>Teachers codesign learning opportunities with students to exercise authentic agency in their own learning</p>						

<p><b>Key Improvement Strategy 3.c</b> Empowering students and building school pride</p>	<p>Implementation of assessment and feedback processes and practices which support student self-awareness.</p>
<p><b>Key Improvement Strategy 3.d</b> Evidence-based high-impact teaching strategies</p>	<p>Implementation of explicit teaching which develops students' understanding of their learning capabilities.</p>