

School Strategic Plan 2021-2025

Ballarat High School (7540)



Submitted for review by Gary Palmer (School Principal) on 01 August, 2022 at 10:16 AM

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School vision	<p>Ballarat High School is a learning community where every person is valued, respected, and challenged as a learner.</p> <p>This belief is underpinned by our School Improvement vision that focuses on learning, wellbeing and culture.</p> <p>Learning - Maximise learning through an instructional model and assessment practices</p> <p>Wellbeing - Optimise wellbeing through school wide positive behaviour supports and inclusive practices</p> <p>Culture - Develop a culture of high expectations, collaboration, shared values and trust</p> <p>By implementing our school improvement vision, we will be able to maximise learning growth and achievement for all students and optimise the social and emotional wellbeing and resilience of every student.</p>
School values	<p>Our values of Pride, Respect, and Responsibility under the motto of Duty Always ensure we build and maintain strong and positive relationships. We focus on teaching and learning improvement strategies that will raise standards and outcomes for all individuals in a culture of high expectations, collaboration, shared values, and trust.</p> <p>PRIDE is demonstrated by:</p> <ul style="list-style-type: none">• Representing our school community in a positive way at every opportunity.• Achievement to the best of our ability.• Celebrating and observing our traditions and achievements.• Our appearance and attitudes. <p>RESPECT is demonstrated by our:</p> <ul style="list-style-type: none">• Speech, actions, and manners.• Appreciation of our environment (grounds, classrooms, resources, community).• Honesty, teamwork, and acceptance of others (opinions and rights).• Care, support, and safety of all members of our school community.• Positive communication and connected relationships.

	<p>RESPONSIBILITY is demonstrated by our:</p> <ul style="list-style-type: none"> • Personal learning and growth. • Organization, management, goal setting and achievement. • Modelling and encouragement of positive behaviours. • Forward thinking, innovation, creativity, and flexibility. • Informed decision making.
<p>Context challenges</p>	<p>Our last two reviews have established the strong need to develop an instructional framework to clearly define what our approach to teaching and learning inside every classroom should look like. The review found that teachers are undertaking too much of the work in classrooms and there is an inconsistency across the school and between classrooms, this being the greatest variation. There is also a lack of consistency with the guaranteed and viable curriculum. The self-evaluation and review also confirmed the need to work on our assessment practices as they too vary within the school, within classrooms, and key learning areas. We also need to embed a peer observation process to focus on developing teacher capacity. These areas will be a key focus to establish best practice, and make it visible in every classroom, for every student.</p> <p>Instructional Leadership has been a challenge for some time. Staff feedback in the staff opinion survey has made this explicitly clear. In 2019 as a result of this staff feedback we strategically invested in all of our Leading Teachers and Learning Specialists, supporting their training in Professional Learning Communities (PLCs) with a focus on a collaborative approach to teaching and learning improvement. The purpose of this work was for staff to work in small teams focusing on professional practice, led by a PLC leader in a more distributive instructional leadership model. 2020 started off with PLCs every Monday night during professional learning dedicated for the school's PLC journey. Unfortunately, lockdowns and remote learning made this journey more difficult. Our self-evaluation and review recognised this impact and we as a result failed to see any growth in instructional leadership and collaboration in our feedback from staff.</p> <p>While we had highlights in our VCAL program, and growth in our NAPLAN (benchmark growth) and VCE data, we still did not achieve the growth in our NAPLAN top two bands' data. An instructional model will hopefully see an improvement across the school in all learning areas resulting in improved student outcomes. We are also aiming to see PLC's bring greater teacher confidence, and collaboration. There are outstanding teacher practices inside our school and sharing and embedding these, along with current research, across the school is the aim to improve consistency in high quality teaching and learning practices. The goals and key improvement strategies are aimed at improving learning achievement and growth, and supporting, extending, and challenging all students.</p> <p>Our self-evaluation and review also established a similar result within wellbeing. Our attendance data is really strong with students being at school and in class learning. Our destination data is well above state average giving community confidence in the next step for our students beyond our school. These two outcomes were recognised as strengths of our school. What our students provided as feedback which was reinforced in the review process through student, staff, and parent focus groups, was the need for a wellbeing framework to support all students and staff with a consistent approach. This resulted in the key improvement strategy around School</p>

	<p>Wide Positive Behaviour Support (SWPBS), a school wide wellbeing approach. Similar to the challenges in learning, wellbeing was also in need of a more consistent framework of practice. Along with more inclusive practices, the goals and key improvement strategies are aimed at improving student wellbeing and resilience.</p> <p>Another outcome of the review was the importance of using the additional inclusion funding to ensure far greater support for students in the classroom who were finding learning challenging for a number of reasons. This is targeting tier two students, those not individually funded but needing some extra support. Students identified this in their focus groups during the review as an area to prioritise.</p> <p>What was pleasing was that our self-evaluation aligned with the review findings, and that we had started developing plans to address what we knew were the key challenges in our current context.</p>
<p>Intent, rationale and focus</p>	<p>Given the introduction of FISO 2.0 the first step was to reset the school's leadership profile. As we have 4 Assistant Principals we aligned these 4 positions to the DET FISO 2.0 improvement model (Framework for Improving Student Outcomes).</p> <p>Prior to our review findings our self-evaluation clearly gave us feedback on this. It resulted in greater collaboration with two Assistant Principals sharing the lead in learning, and the other two Assistant Principals sharing the lead in wellbeing. It also provided us with the opportunity to set up smaller school improvement teams focusing on key findings from our review and the key improvement strategies, allowing for more staff input into our school's improvement plans.</p> <p>Staff were explicit in the self-evaluation, staff opinion data, and school review about wanting more input into developing a clear vision for school improvement. It is critical for our staff to be empowered during all stages of our improvement journey.</p> <p>The first step was to have a leadership planning day to unpack the review report. This resulted in our vision for school improvement being drafted, shared with all staff as part of the process to understand our school review, our strategic direction, and key improvement strategies. Our vision was presented to all staff at the start of the next school term which was an important step to set the scene for the next strategic period.</p> <p>Given instructional practice was a key finding in the last two school reviews it was seen as the first priority to start the process of improving classroom practices with staff This journey has started with staff having significant input into our instructional model.</p> <p>Wellbeing is also a critical component of our strategic plan. Wellbeing needs to go hand in hand with learning as an equal partner. The School Wide Positive Behaviour Support (SWPBS) framework is a key review finding, like learning, with a focus on developing a consistent framework for wellbeing. We were also fortunate to have extra wellbeing and inclusion funding as staffing has always been a struggle to fund due to our high level of classroom teacher level 2 staffing costs. This additional funding has enabled us to add more staff to our wellbeing team and an inclusion Leading Teacher. Inclusion was also a key recommendation from our review.</p>

	<p>The aim of the next 4 years is to move the school from an evolving school to one where we are embedding these key improvement strategies in both learning and wellbeing.</p>
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Goal 1	Maximise learning growth and achievement for all students.
Target 1.1	<p>NAPLAN benchmark growth Year 9:</p> <ul style="list-style-type: none">• Improve the per cent of meeting and above benchmark growth in reading from 78 per cent in 2021 to 84 per cent by 2025.• Improve the per cent of meeting and above benchmark growth in writing from 79 per cent in 2021 to 84 per cent by 2025.• Improve the per cent of meeting and above benchmark growth in numeracy from 74 per cent in 2021 to 80 per cent by 2025
Target 1.2	<p>VCE Mean score:</p> <ul style="list-style-type: none">• Improve the VCE mean All study from 28.39 in 2021 to 30 by 2025.• Improve the English mean score from 26.25 in 2021 to 30 by 2025.• Improve the per cent of scores greater than 37 from 8.2 per cent in 2021 to 15 per cent by 2025.
Target 1.3	<p>NAPLAN Top two bands Year 9:</p> <ul style="list-style-type: none">• Improve the per cent of students in the top two bands in reading from 13 per cent in 2021 to 20 per cent by 2025.• Improve the per cent of students in the top two bands in writing from 8 per cent in 2021 to 17 per cent by 2025.

	<ul style="list-style-type: none"> • Improve the per cent of students in the top two bands in numeracy from 11 per cent in 2021 to 18 per cent by 2025. • Improve the per cent of students maintained in top two bands in reading from 45 per cent in 2021 to 55 per cent by 2025. • Improve the per cent of students maintained in top two bands in writing from 32 per cent in 2021 to 45 per cent by 2025. • Improve the per cent of students maintained in top two bands in numeracy from 45 per cent in 2021 to 55 per cent by 2025.
<p>Target 1.4</p>	<p>Attitudes of Students to School Survey 7–12:</p> <ul style="list-style-type: none"> • Improve the per cent of positive endorsement in the measure of Stimulated Learning from 51 per cent in 2021 to 60 per cent by 2025. • Improve the per cent of positive endorsement in the measure of Differentiated learning challenge from 53 per cent in 2021 to 62 per cent by 2025.
<p>Target 1.5</p>	<p>School Staff Survey:</p> <ul style="list-style-type: none"> • Improve the per cent of positive endorsement in the measure of Academic emphasis from 38 per cent in 2021 to 50 per cent by 2025. • Improve the per cent of positive endorsement in the measure of Instructional leadership from 33 per cent in 2021 to 46 per cent by 2025. • Improve the per cent of positive endorsement in the measure of Teacher collaboration from 28 per cent in 2021 to 50 per cent by 2025. • Improve the per cent of positive endorsement in the measure of Collective efficacy from 52 per cent in 2021 to 60 per cent by 2025. • Improve the per cent of positive endorsement in the measure of Guaranteed and viable curriculum from 42 per cent in 2021 to 60 per cent by 2025.

	<ul style="list-style-type: none"> • Improve the per cent of positive endorsement in the measure of Use student feedback to improve teaching practice from 38 per cent in 2021 to 55 per cent by 2025.
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed a whole school instructional model that enables effective differentiation through the integration of assessment, a guaranteed and viable curriculum and evidence informed pedagogical practice.
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	Develop the capacity of all staff and leadership to embed a culture of high expectations, shared values and trust.
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	Embed sustainable routines for teacher collaboration and professional development, underpinned by robust implementation practices to ensure school improvement initiatives are embedded.
Key Improvement Strategy 1.d Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Develop the capacity of teachers to effectively design and implement quality formative and summative assessment techniques to assess students' knowledge of the curriculum and progress against the achievement standards.
Goal 2	Optimise the social and emotional wellbeing and resilience of every student

<p>Target 2.1</p>	<p>Attitudes of Students to School Survey 7–12:</p> <ul style="list-style-type: none"> • Improve the per cent of positive endorsement in the measure of Sense of connectedness from 49 per cent in 2021 to 61 per cent by 2025. • Improve the per cent of positive endorsement in the measure of Respect for diversity from 41 per cent in 2021 to 54 per cent by 2025. • Improve the per cent of positive endorsement in the measure of Resilience (perseverance) from 53 per cent in 2021 to 61 per cent by 2025. • Improve the per cent of positive endorsement in the measure of Teacher concern from 37 per cent in 2021 to 50 per cent by 2025. • Improve the per cent of positive endorsement in the measure of Emotional awareness and regulation from 61 per cent in 2021 to 67 per cent by 2025.
<p>Target 2.2</p>	<p>School Staff Survey:</p> <ul style="list-style-type: none"> • Improve the per cent of positive endorsement in the measure of Staff trust in colleagues from 55 per cent in 2021 to 70 per cent by 2025. • Improve the per cent of positive endorsement in the measure of Trust in students and parents from 43 per cent in 2021 to 51 per cent by 2025.
<p>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</p>	<p>Embed a school culture that celebrates diversity, enables inclusion, promotes cultural awareness and safety and addresses discrimination and racism to promote respectful and inclusive attitudes, behaviours and practices.</p>
<p>Key Improvement Strategy 2.b</p>	<p>Develop and embed tiered systems of support to meet the diverse wellbeing and learning needs and enable every student to develop the social, emotional wellbeing and resilience capabilities to thrive.</p>

Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion