

School Strategic Plan 2025-2029

Blackburn High School (7610)



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School vision	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. Our school motto Ad Lucem Crescimus "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 who embrace challenges and use these experiences to persevere, learn and thrive.
School values	The School Values together with the Learning Norms, express the expectations, attitudes and behaviours for all students, staff, parents and the wider community. SCHOOL VALUES: Respect-of oneself, others and of learning are displayed through honesty, integrity, consideration and the celebration of diversity in a safe and inclusive environment. We teach students to have due regard for the opinions, feelings, wishes and rights of others. Pursuit of Excellence-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. We motivate students to do their personal best at whatever level that may be, by nurturing a culture of striving for excellence which in turn opens up the pathways to success. Citizenship-students are encouraged to become active and informed citizens through their participation at a local, national and global level. We teach students the skills and knowledge to understand and engage with the world they live in. 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. LEARNING NORMS: We learn from our mistakes We value curiosity, creativity and thinking We behave in a respectful and constructive way We challenge ourselves and others to do our best We enter the classroom on time, prepared and willing to actively contribute to our learning

Context challenges

Blackburn High School is a vibrant, multicultural, and inclusive co-educational government school for students in Years 7-12 that provides a comprehensive education located in the eastern suburbs of Melbourne, about 16 km from the CBD. We are proud of our rich academic and extensive co-curricular programs that provide opportunities for all students to reach their potential. We deliver a dynamic educational program, underpinned by our school values of Respect, the pursuit of Excellence and Citizenship. The Learning Norms and Instructional Model, foster student agency and resilience. High expectations, effort and achievement are acknowledged and celebrated. Our reputation in the community has evolved through the hard work and positive partnerships between the staff, students, and parents. There are approximately 1300 students and since 2023, the school has been required to implement an enrolment cap in Year 7 as part of the Regional Enrolment Management Plan. The school's workforce is made up of the Principal, three Assistant Principals, eight Leading Teachers and two Learning Specialists, with 94.27 FTE teaching staff, 30.84 Education Support staff. The House System consists of four interdependent House learning communities, that foster a sense of connectedness and belonging that forge strong links with the home. The school day begins with a 15-minute mentor session on four of the days with students vertically arranged from Year 7-12 working together, followed by five 58-minute periods where students work within their year level groupings. The school is situated on a large, spacious 12-hectare site with well-maintained grounds and exceptional sporting facilities including a gymnasium and the impressive covered outdoor sporting area. The school's learning spaces inspire and promote creativity and a sense of pride. Our STEM Centre provides state of the art facilities in an outstanding 14 room precinct for science, technology, engineering, and mathematics. It complements other high-quality educational facilities including the Art Precinct, our new VCE Centre for the senior students that includes well-appointed classrooms, an examination centre, and the Year 12 common room. The outstanding Resource Centre also provides access to the Pathways, IT and Wellbeing Centres. The school offers a wide range of core, enrichment electives and extension subjects for Years 7-10 and a High Achievers Program. We also offer a full range of VCE subjects, VET and Vocational Major with a high proportion of students entering tertiary educational institutions. The school provides a comprehensive, challenging, curriculum that encourages a strong work ethic, a large range of extra-curricular activities and student leadership programs including clubs, camps, our highly acclaimed music program, the very successful sports program, robotics competitions, the Duke of Edinburgh and Art/Technology exhibitions.

The self-evaluation and school review determined the key challenges over the next four years.

One of these challenges is to build on our successes around leadership capacity that will continue to drive school improvement, with a focus on embedding effective implementation practices, such as monitoring the implementation fidelity and impact of key school improvement initiatives.

The second challenge is to continue to implement, refine and embed PLCs (Professional Learning Communities) as a vehicle for improving pedagogical practice, and improved students learning and wellbeing outcomes. This includes strengthening authentic opportunities for student agency and voice in their learning.

We have made significant inroads into curriculum planning and documentation with the next phase of this work focusing

	on explicitly aligning the unit planners to the Victorian Curriculum 2.0 and VCE frameworks and strengthening the vertical alignment of whole school scope and sequence of essential learning. The ongoing work around building teacher capacity will continue with the strengthening of the instructional model and aligning teacher practice to the Victorian Teaching and Learning Model (VTLM) 2.0, Positive Classroom Management Strategies PCMS and responsive teaching. Our work around the successful introduction and implementation of a whole school approach to disability and inclusion will be another key priority and challenge.
Intent, rationale and focus	Goal 1 Maximise learning growth for every student. Rationale: Student learning data indicates that students arrive at the school with generally high proficiency, compared to students in similar schools and across the state. Growth for students with high proficiency will be strengthened. Improved use of assessment and evidence will enable teachers to ensure that all students will be challenged through responsive teaching. Data informed monitoring will assist school leaders to better target resources to interventions that enable student support and extension. Focus: Embed a comprehensive whole school framework for professional learning and practice improvement. Continue to build capability for responsive teaching through deep engagement with the VTLM 2.0 (Victorian Teaching and Learning Model), and embedding the school's learning norms in every classroom, every day. Continue to develop the systematic use of assessment and evidence to inform practices in classrooms, through the work of learning areas, and leadership teams across the school. Goal 2 Improve student engagement and wellbeing. Rationale: To strengthen opportunities for student voice and leadership, and structures to foster supportive relationships through the mentor groups and house structure. Adopt a whole school approach to tier 1 supports for wellbeing, engagement and inclusion in all classrooms will strengthen connectedness between students, staff and enable an inclusive environment. Focus: Strengthen and embed the tiered systems of support for learning, wellbeing, and engagement that is consistent with the school values.

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Goal 1	Maximise learning growth for every student.
Target 1.1	NAPLAN Benchmark Growth from 2025 baseline – placeholder target.
Target 1.2	By 2029, increase the percent of Year 9 students achieving Strong and Exceeding NAPLAN proficiency levels for: • Reading from 81% (2024) to 83% • Writing from 83% (2024) to 84% • Numeracy from 80% (2024) to 84%
Target 1.3	By 2029 increase the mean VCE English study score from 29.6 (2024) to 31.
Target 1.4	By 2029, increase the percent of positive endorsement in the Attitudes to School Survey (AtoSS) factors: • Effective teaching time from 60% (2024) to 63% • Stimulated learning from 51% (2024) to 55%
Target 1.5	By 2029, increase the percent of positive endorsement to the School Staff Survey factors: • Academic emphasis from 48% (2024) to 56%.

	• Professional learning through peer observation 49% (2024) to 53% • Monitor effectiveness using data from 72% (2024) to 75%
Key Improvement Strategy 1.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	Embed a comprehensive whole school framework for professional learning and practice improvement.
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Continue to build capability for responsive teaching through deep engagement with the VTLM 2.0, and embedding the school's learning norms in every classroom, every day.
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	
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	Continue to develop the systematic use of assessment and evidence to inform practices in classrooms, the work of learning areas, and leadership teams across the school.

Goal 2	Improve student engagement and wellbeing.
Target 2.1	By 2029, maintain the percent of students with more than 20 days absence per year at 35% (2024).
Target 2.2	By 2029, increase the percent of positive endorsement to the AtoSS factors: • Emotional awareness and regulation from 65% (2024) to 68% • Student voice and agency from 36% (2024) to 42% • Sense of connectedness from 45% (2024) to 51% • Managing bullying from 41% (2024) to 51% • Respect for diversity from 36% (2024) to 42%
Target 2.3	By 2029, increase the percent of positive endorsement to the SSS factors: • Collective efficacy from 61% (2024) to 65% • Use student feedback from 63% (2024) to 71% • Plan differentiated learning activities from 63% (2024) to 66% • Promote student ownership of learning goals and learning progress from 64% (2024) 68%
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	Strengthen and embed the tiered systems of support for learning, wellbeing, and engagement that is consistent with the school values.

Key Improvement Strategy 2.a
Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs

Key Improvement Strategy 2.a
Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion