# School Strategic Plan for Blackburn High School
## Eastern Metropolitan Region
### 2013-2016

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<tr>
<th>Endorsement by School Principal</th>
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<tbody>
<tr>
<td></td>
<td>Name………Sandra Woodman………..</td>
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<th>Endorsement by School Council</th>
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<tr>
<td></td>
<td>Name………Carolyn Nette……………</td>
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<th>Endorsement by Regional Director or nominee</th>
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## School Profile

### Purpose

Blackburn High School aims to provide an outstanding comprehensive education in all Key Learning Areas to all students throughout their compulsory years. It sets high expectations for all individuals and caters for individual differences in learning style and ability. It uses current knowledge of how students' learn to inform teaching practice and the curriculum is shaped by the guidelines offered by the Victorian and National curriculum guidelines.

At Blackburn High School there is a very strong demand for rigorous academic courses leading to high levels of attainment in the Victorian Certificate of Education and this will continue to be the focus in the post-compulsory years.

The college is committed to the development of lifelong learning skills that motivate and enable all students to achieve their individual goals and make a positive contribution to the global community.

At the same time the school will provide for students wishing to specialise in instrumental and performance music as part of an optional extra music program. This program aims to be amongst the best secondary school music programs in Australia and as such, will welcome students from outside the local area.

The school will support all students with high quality welfare including engaging the services of a trained Psychologist as the Student Wellbeing Coordinator and a Chaplain.

Blackburn High School is a member of the Whitehorse Network of schools and undertakes to co-operate in achieving the goals of this group.

It is recognised by the school that a pre-condition for excellence in academic achievement is an orderly environment so the needs of the learning program must always be paramount.

The School’s Values will underpin the interaction between the students, staff and the community and the goals they set out to achieve.

The school is part of the Victorian Government’s International Student program.

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### Values

**Learning**

We value the ability to think as much as we value knowledge. We value teaching that promotes such learning. We nurture creativity in all areas of the curriculum.

**Achievement**

We value and celebrate achievement wherever members of our community have challenged and extended themselves or grown in significant ways.

**A culture of caring, good humour and tolerance**

We hold precious a school culture that is good-humoured, tolerant, caring and egalitarian.

**Leadership**

We value leadership at all levels in our school. We prize those among us with initiative who develop plans and projects and then involve others in realising them.

**Responsibility**

We expect members of our community to be reliable and responsible, acknowledging their communal obligations and willing to answer for their own actions.

**Co-operation**
We value the generosity of spirit evident in co-operation and sharing. We aim to work well with one another, communicating openly and with mutual respect, valuing the ideas of others and giving each other help and support. We value the opportunity to speak and the ability to listen.

**Resilience**
We admire persistence in the face of adversity. We acknowledge the personal growth and self-knowledge derived from facing the challenges that confront us.

**Stewardship**
We acknowledge our own role in looking after our environment at school, locally and globally. We celebrate the fact that what we do builds on the achievements of those who have gone before us and that others, in turn, will build on what we achieve.

**Environmental Context**
The school was opened in 1956, is situated on spacious grounds and has a current enrolment of 648 students. Enrolment in Year 7 has shown a marked increase in recent years. A substantial number of students, come from a language background other than English (LBOTE), making up 31% of the total enrolment. In 2011 the Student Family Occupation (SFO) density score when measured against all government schools was 0.32. 19.7% of school families are in receipt of the Education Maintenance Allowance (EMA).

Recent improvements to facilities, with Stage 1 building works nearing completion, these include flexible learning spaces and also information and technology (ICT) resources. Stage 2 will be pursued over the life of this strategic plan.

A number of key improvement strategies have been implemented during the last three years:
- A new distributed leadership structure;
- A new house and mentor model of student organisation to facilitate student engagement in learning;
- A strong focus on providing a stimulating learning environment for students;
- A number of innovative and interdisciplinary curriculum programs.

VCE Mean scores have improved for all study. English and further mathematics and the percentage of study scores of 40 or more has also increased. Participation rates in Vocational Education and Training (VET), have improved, and satisfactory completion rates are well above state means. Music Education continues to be a focal point with Blackburn High School enjoying the reputation as a school of excellence in Music education.

An ongoing focus on using data to track student progress and inform practice. High expectations for student learning need to be clearly defined in behavioural terms and communicated to the whole school community.

Transitions are well catered for in year 7 and as students move through the school. Students have access to a range of programs, including a High Achievers’ Program (HAP), and a year 9 global learning program.

A Step Up program at the end of the year prepares students for the following year of study. The year 7-10 real retention rate has declined although the great majority of students who leave Blackburn continue in further education and training. A high proportion of year 12 students exit to University.
### Strategic Intent

#### Goals

**Student Learning**
To maximise the achievement of high quality learning outcomes for all students, with a strong focus on literacy and numeracy.

#### Targets

**NAPLAN**
- All students will be achieving at the national minimum standard by 2016
- 40% of students in year 7 and 40% of students in year 9 will be achieving in the top two bands for reading, writing, spelling and numeracy by 2016
- The proportion of students at year 9 who have achieved higher relative gains in numeracy will increase from 45% in 2011 to 50% in 2016.
- Matched cohort mean scaled score growth for reading/writing/numeracy increase from 45/18/45 in 2011 to 50/35/50 in 2016

**Teacher Judgements**
- 10% of students 7-10 will be assessed as achieving an ‘A’ grade in reading, writing, speaking and listening, structure and measurement, chance and data by 2016
- 10% or less of students 7-10 will be below the expected level (grades D and E) in reading, writing, speaking and listening, number/structure and measurement, chance and data by 2016.

**VCE**
- To increase the allstudy/English/further mathematics/maths methods (CAS) mean study score to achieve as a minimum 31 as a mean study score by 2016
- To maintain the percentage of study scores of 40 or more at 10% by 2016

#### Key Improvement Strategies

Embed a consistent whole school approach to teaching and learning based on the accurate assessment of student ability and the delivery of a differentiated curriculum that addresses the learning needs of all students.

Build teacher capacity to improve student outcomes through a personalised learning approach that sets high expectations for all students.
| Student Engagement and Wellbeing | To enhance the engagement of all students in their learning and develop in each individual a sense of wellbeing and connectedness to school. | Student Attitudes to School Survey  
- Stimulating Learning, Teacher Effectiveness, Teacher Empathy to increase to the state mean – teacher effectiveness (3.5), teacher empathy (3.5) and stimulating learning (3.10).  
Parent Opinion Survey  
- Stimulating Learning to increase from 4.78 to 4.91 by 2016  
Attendance  
- Reduction in the average days absent per student years 7-12 from 13.4 to 11.0 by 2016  
The continuation of the downward trend to work towards meeting the SFO target - 65th percentile. | Build the capacity of teachers to engage students in stimulating, student-centred learning. |
| Student Pathways and Transitions | To improve student transitions and pathway into, through and beyond the school. | Parent Opinion  
- Transition variable on Parent Opinion Survey to increase from 5.36 to 5.56 by 2016  
Real Retention  
- Increase the real retention rate for Year 7-10 from 60% to 70% by 2016  
Exit Destination  
- Increase the percentage of students continuing in education and training at the end of year 12 from 80.7% to 85% by 2016  
- Increase the percentage of students exiting to university at the end of year 12 from 63% to 66% by 2016 | Enhance transitions and pathways for all students from years 7 to 12, with a strong focus on high expectations for learning and tracking each student’s progress |
<table>
<thead>
<tr>
<th>Key Improvement Strategies</th>
<th>Actions</th>
<th>Achievement Milestones</th>
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| Embed a consistent whole school approach to teaching and learning based on the accurate assessment of student ability and the delivery of a differentiated curriculum that addresses the learning needs of all students. | Year 1  
- Enhance strong, distributed leadership  
- Continue to build the capacity of the leadership team. Focus on technical leadership (thinks and plans strategically, aligns resources with desired outcomes, holds self and others to account) and educational leadership (shapes pedagogy, focus on achievements and promotes inquiry and reflection).  
- Utilise coaching, leadership programs, external consultants and classroom learning walks to further develop instructional leadership capacity.  
- Assessment and use of data  
- Continue to develop and embed 7-10 assessment schedules that reflect current teaching practice. Use the Literacy and Numeracy 6-18 Month Strategy as a guide.  
- Use a broad range of authentic assessment tasks to reflect assessment for learning to inform teaching, of learning to inform judgements and as learning for student reflection  
- Focus on data driven planning for explicit teaching and learning. Utilise an electronic tool to collate and monitor student outcomes, inform teaching and track students’ progress as they move through the school. Develop and implement a Blackburn HS Grade Expert tool or investigate the adoption of the Student Performance Analyser (SPA) to further support tracking of student progress.  
- Ensure the accuracy and consistency of teacher judgements across the school through moderation of student work, with a focus on teacher judgements as students move from one level to the next. | Increase the number of aspirants/members of the leadership team, teachers etc completing accredited courses under Bastow/leadership increased number of aspirants applying/attaining PORs  
All staff to demonstrate the use of data to inform teacher practice and improve T&L as teaching excellence conversations.  
Implementation Grade Xpert or similar by the end of 2013 |
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<tr>
<th>Curriculum Innovations</th>
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<td>Embed innovative teaching and learning practices that utilize the practices of 21stCHAP, GLP and Interdisciplinary learning programs in Year 7 and 8.</td>
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<td>To mainstream some of the practices in 21stCHAP, GLP and Interdisciplinary learning programs in Years 7 and 8 through e-learning opportunities, collaboration and team teaching.</td>
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<td>Curriculum documentation and assurance</td>
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<td>Ensure that content considered essential for all students to learn has been identified and documented in each key learning area for each year level so that students experience a cohesive curriculum journey from years 7-12.</td>
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<td>Ensure teachers deliver the same curriculum, assessment and instructional practices at each year level.</td>
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<td>Intervention, support and extension</td>
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<td>Implement appropriate literacy and numeracy intervention programs that target specific student needs as identified by data collection.</td>
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<td>Ensure individual learning plans are in place for students with particular learning needs and exceptional talents as well as those who are achieving below expected levels.</td>
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<td>Review and refine the Blackburn Enhancement and Extension Maths and the English Enrichment programs</td>
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<td>Continue to implement the High Achievers’ Program</td>
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<td>Australian Curriculum</td>
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<tr>
<td>Implement the Australian Curriculum (AusVELS) for English, mathematics, science and history in 2013 and plan for the implementation of other domains as required</td>
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<td>Parental involvement</td>
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<td>All students to receive consistent experiences in all classes within a KLA as evidenced by consistent documentation that is utilised by classroom teachers</td>
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<tr>
<td>Teachers deliver the same curriculum, assessment and instructional practices at each year level.</td>
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<td>Teachers identify and plan for ILPs</td>
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<td>Improvement in literacy and numeracy from data review</td>
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<td>Complete review</td>
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<td>Implement extension curriculum at Year 10 for 21CHAP</td>
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| Year 1 | **High expectations for teaching and learning**  
- Set high expectations for teacher practice. Revisit teacher professional standards, performance review and expectations for curriculum planning, classroom practice and professional learning.  
- Continue to develop and embed a set of agreed expectations concerning the elements of a stimulating classroom. Ensure these elements are evident across all classes.  
- Ensure teaching and learning plans include the learning intention, high level cognitive challenge, differentiated tasks, reflection time and success criteria.  
- Define high expectations for student learning in behavioural terms (presentation and completion of work, effort, homework).  
- Challenge students to perform above expected levels. Engage students in setting learning goals, self-reflection and evaluation of their learning  
| **Professional learning**  
- Enhance staff professional learning through a whole school strategic approach that involves all teachers and includes the use of coaching, peer observation and learning walks to share effective practice. Provide access to external consultants, online resources and | **Review and refine the LCs with a greater emphasis on challenging teacher practices**  
- PLTs realigned within the LC structure |
| Year 2 | **Increased opportunities for parental involvement through LMS**  
- Continue to review, refine and embed our actions. |
| Year 3 | **Increase opportunities for parental involvement through LMS**  
- Continue to review, refine and embed our actions. |
| Year 4 | **Increase opportunities for parental involvement through LMS**  
- Continue to review, refine and embed our actions. |
| Year 1 | New organisational structure  
|  | Embed the Blackburn High School House and Mentor model as the key organisational structure for students to engage with their teachers.  
|  | Continue to develop and embed the Learning to Learn program as a key component of the mentor program  
|  | Student voice in learning  
|  | Expand the expression of student voice and the active participation of students in their learning – goal setting, self-assessment, peer assessment, cooperative learning, negotiated curriculum.  
|  | Seek feedback from students on their classes – teaching strategies, feedback received from teachers, level of challenge.  
|  | Implement student led, three way conferences at all year levels.  
|  | Run regular student forums to explore student opinion and develop appropriate programs to address issues, including gender differences, as required.  
| Year 2 | Continue to review, refine and embed our actions.  
| Year 3 | Continue to review, refine and embed our actions.  
| Year 4 | Continue to review, refine and embed our actions.  

**Build the capacity of teachers to engage students in stimulating, student-centred learning.**

| Year 1 | DEECD training to continue to update staff on the latest research and policies.  
|  | Use the e5 instructional model as a framework to reflect on and enhance teacher practice.  
|  | Ensure staff work within professional learning teams by embedding the Blackburn High School Learning Communities model. Ensure the focus of learning communities and KLA teams is to analyse and discuss data, share strategies and plan student learning that has a personalised approach.  
| Year 2 |  
|  |  
| Year 3 |  
| Year 4 |  

**Build teacher capacity**

- Information is communicated to students/staff through the houses. MT is first point of contact for student/parents.  
- Surveys implemented through house to evaluate the L2L and review program.  
- **Student Voice**  
  - Discussion and survey in MGs and year levels to negotiate curriculum.  
  - MT review and Student Self evaluation of their own learning progress based on evidence from their semester report.  
  - Survey of MG and year levels focussed on teaching and learning.  
  - Student Led –Conferences not yet attempted. Year 2 Goal?  
  - Started in Student Leadership Teams within House. Year 2 goal?  

- Semester 1 and 2 Learning Partners have been implemented. Partners share

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- Semester 1 and 2 Learning Partners have been implemented. Partners share
- **Build teacher capacity through shared planning, professional learning and multiple sources of feedback**
- Ensure teachers work with learning partners within their learning communities in order to share practice and receive feedback on their teaching practice.
- Continue to refine and embed Teaching Excellence Conversations to enable teachers to reflect on their practice and set goals for future focus.
- Build the capacity of mentors to deliver the Learning to Learn program and to build productive relationships with students.
- Skill teachers to engage in higher order questioning and in developing higher order thinking for students.
- **Student management**
  - Review student management protocols and practice regularly to build a common school language to manage student behaviour. Consider the adoption of restorative practices as a means of managing behaviour issues.
  - Work to ensure there is a consistent application of the agreed student management practice across all classes.
- **Attendance**
  - Make explicit to students and families the strong connection between student wellbeing, regular, punctual attendance and improved learning outcomes and monitor attendance of students with high levels of absence from school. Develop individual attendance plans for students with high levels of absence.
  - Document an attendance action plan that clarifies the roles of all personnel involved in monitoring attendance. Provide awards for attendance each month, at the end of each term and at the end of the year.
- **Community partnerships**
  - Continue to build strong partnerships with parents and practitioners at regular scheduled meetings.
  - Scheduled Teaching Excellence Conversations for end of semester 2.
  - Regular House Organisation meetings to discuss implementation of mentor program and address student engagement and wellbeing issues. Adaptation to the Mentor Program (ie Friday activities) to facilitate teacher/student, student/student relationships.
  - Some whole-school Teacher Pd for HOT. Discussion about professional reading to be improved. Year 2 Goal?

**Student Management**
- Organisational Structure is set up HL regularly meet to discuss, develop student management protocols and processes.
- As above.

**Attendance**
- Letters to parents, mid-year reviews of attendance by MT, individual absence plans for school refusers/low attendance.
- Able to track attendance data using compass.
- Reviewing the use of the compass program to better inform student attendance.
- Attendance Raffle in place every term and semester.
- Attendance action plan – year 2 goal?
- cp
- All houses have been connects with a community group to raise awareness about significant community issues.
- Student programs being development to assist working with the community organisation.
- House student leadership teams have been formed.
- Continued involvement with external community programs (rotary, UN, etc)
the local community. Develop common understandings of the school’s approaches to teaching and learning by broadening the range of opportunities available to involve parents in the school. Broaden the range of opportunities for students to be involved in community projects.

- **Curriculum Programs**
- Continue to develop, review and embed innovative curriculum programs such as the year 9 Global Learning Program
- **Student Leadership**
- Increase access to authentic student leadership opportunities

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<tr>
<th>Year 1</th>
<th>Track student progress to determine teaching needs and ensure smooth transitions and appropriate pathways</th>
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<td>Strengthen the school’s tracking of individual students and monitor their social and academic development, behaviour, intervention support and attendance. Embed the Ultranet, Grade Expert Tool, Student Mapping Tool or the Student Performance Analyser (SPA) to support tracking of student progress.</td>
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<td><strong>Provide pathways planning and support</strong></td>
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<td>Utilise the Victorian Careers Curriculum Framework to facilitate the development of Career Action Plans for all students</td>
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<td>Strengthen Managed Individual Pathways planning through the implementation of the year 7-12 Active</td>
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| Year 2 | Continue to review, refine and embed our actions. |

| Year 3 | Continue to review, refine and embed our actions. |

| Year 4 | Continue to review, refine and embed our actions. |

Enhance transitions and pathways for all students from years 7 to 12, with a strong focus on high expectations for learning and tracking each student’s progress.
Pathways program as a key component of the mentor program.
- Plan pathways for all students with special needs including regular reviews of individual learning plans, intervention or support programs and challenge for talented students.
- Ensure close monitoring of students who are deemed “at risk” as they enter and move through the school.
- Ensure a formal exit interview is held with every student who leaves the school prior to the end of year 12.
- Communicate and collaborate with parents over individual student learning needs.

Post compulsory pathways
- Provide a range of pathways for students in the post compulsory years
- Collaborate with network schools to ensure students have access to a range of quality pathways, including the Victorian Certificate of Applied Learning (VCAL)
- Review and refine the curriculum model at years 9 and 10 to ensure appropriate post compulsory pathways for all students.
- Build strong links with local employers and the Local Learning and Employment Network (LLEN) to optimise pathways for students.

Review programs, protocols and levels of satisfaction
- Review and document programs and protocols for transitions at all strategic points from year 7 to year 12, including student support and communication with families as students enter, exit and move through the school.
- Review current levels of satisfaction with induction and transition procedures by seeking feedback from students, parents, staff and feeder schools on an annual basis.

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<tr>
<th>Year</th>
<th>Action Description</th>
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