

School Strategic Plan 2020-2024

Blackburn High School (7610)

Blackburn HIGH SCHOOL

Submitted for review by Joanna Alexander (School Principal) on 17 November, 2021 at 02:51 PM

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<p>School vision</p>	<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. 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 us these experiences to persevere, learn and thrive.</p>
<p>School values</p>	<p>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.</p>
<p>Context challenges</p>	<p>Blackburn High School is a co-educational Year 7-12 school located in the eastern suburbs of Melbourne, about 16 kilometres from the Central Business District. It was established in 1956. The school's teaching spaces and general classrooms are spread across various buildings situated on a twelve hectare site. The buildings represent a mix of historical and contemporary design In addition to the buildings, the site includes playgrounds, gardens and a range of sporting facilities and fields. We have approval for a new 10 million dollar STEM Centre with construction beginning in November 2021. The school's enrolments have grown from approximately 900 students in 2015 and in 2021 we are capped at 1350 students. Due to the impact of COVID, the international student enrolments have decreased by more 60% to 30 students in 2021. The Family Occupation Education (SFOE) index is 0.2336. The school's workforce is made up of the principal, 4 assistant principals, 10 leading teachers, 2 learning specialists, 98 full time equivalent (FTE) teaching staff, and 29.9 FTE Education Support staff. The school's Year 7–10 curriculum framework incorporated the eight learning areas required by The Education and Training Reform Act 2006 aligned with the Victorian Curriculum. The program is delivered through core and elective subjects including, a High Achievers Program and STEM in Years 7, 8 and 9. Senior secondary programs lead to the Victorian Certificate of Education (VCE) qualification. The school offers an extensive out of class program that include clubs, camps, a music program, a sport program that includes sport leadership and the Duke of Edinburgh, and Art/Technology exhibitions of student work. The school's House System is comprised of four interconnected learning communities, designed to foster connectedness, and a sense of belonging. The school day begins with a 20-</p>

	<p>minute mentor session with students vertically arranged from Year 7–12 working together, followed by four 70-minute periods where students work within their year level groupings.</p> <p>Following the self-evaluation and review, we determined that the use of curriculum planning, assessment, and pedagogy to differentiate learning for all students varied across the school and was at an emerging stage. A challenge for the school is to finalise the agreed instructional model and consistently embed the model in each classroom in all learning areas for all student groups would promote even further success.</p> <p>A second challenge for the school is to develop an agreed school-wide understanding of student agency, voice and leadership and articulating and embedding the roles performed by students within an instructional model with a focus on the meta-cognition High Impact Teaching Strategy.</p> <p>A third challenge for the school is continue to develop effective leadership practice and outcomes that embed collective efficacy, a shared belief that through teachers' collective action, we can positively influence outcomes for all students. This will be underpinned by the strategic opportunities for collaboration and teamwork.</p>
<p>Intent, rationale and focus</p>	<p>Intent 1: <i>To achieve quality educational outcomes for all students, ensuring they are highly literate and numerate</i></p> <p>Rationale: The use of curriculum planning, assessment, and pedagogy to differentiate learning for all students varies across the school and was at an emerging stage. A move to implement a refined instructional model had recently gained momentum. We need to build on this momentum and consistently embedding the model in each classroom in all learning areas for all student groups would promote even further success.</p> <p>Intent 2: <i>To create empowered and curious learners who are creative and critical thinkers</i></p> <p>Rationale: While the school had activated student leadership, voice and choice in curriculum, students being active agents in their learning is in an early stage. We are developing an agreed school-wide understanding of student agency, voice and leadership and articulating and embedding the roles performed by students within an instructional model with a focus on the meta-cognition High Impact Teaching Strategy.</p> <p>Intent 3: <i>To develop resilient students who display behaviours and attitudes that reflect the school values.</i></p> <p>Rationale: We need to continue to build instructional and shared leadership capacity that will drive a deep understanding around the links between learning and teaching, student engagement and wellbeing, values and norms. Creating a culture of empowerment, responsibility and opportunities for growth.</p> <p>The Strategic Plan will focus on all the above three areas over the next 4 years.</p>

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Goal 1	<i>To achieve quality educational outcomes for all students, ensuring they are highly literate and numerate.</i>
Target 1.1	By 2024, the proportion of Year 10 students assessed as at or above Victorian Curriculum Level 10, in all learning areas, to increase to 85 per cent (NB, the 2020 Writing and Number proportions were 72 per cent and 61 percent respectively).
Target 1.2	By 2024, the percentage of Year 9 students assessed as meeting or above NAPLAN benchmark growth will increase: <ul style="list-style-type: none"> • in Reading from 75 per cent in 2021 to 80 per cent • in Writing from 75 per cent in 2021 to 80 per cent • in Numeracy from 58 per cent in 2021 to 75 per cent.
Target 1.3	By 2024, the percentage of VCE English Study scores of 37 or more will increase from 13 per cent in 2020 to ≥ 16 per cent.
Target 1.4	By 2024, the percentage of Year 12 students exiting to further studies or employment will increase from a 2018-20 average of 89 per cent to 100 per cent.
Key Improvement Strategy 1.a Curriculum planning and assessment	Develop and embed a whole school instructional model based on an evidence-based approach to curriculum, assessment, teaching and learning, and aligned with the Victorian Curriculum in every classroom.
Key Improvement Strategy 1.b Instructional and shared leadership	Review the school leadership model to ensure an instructional leadership focus on guiding, directing, and supporting the improvement of teacher practice and student learning (through the Instructional Model).
Key Improvement Strategy 1.c Building practice excellence	Create an organisational design that supports teachers to collaboratively build school capacity to implement the instructional model (and that provides feedback for them to continuously improve their practice and the performance of their students).
Key Improvement Strategy 1.d Building practice excellence	Continue senior secondary practices designed to collaboratively build teacher capacity to continuously improve their practice and the performance of their students.

Goal 2	<i>To create empowered and curious learners who are creative and critical thinkers.</i>
Target 2.1	By 2024, the percentage of Year 10 students assessed against the Victorian Curriculum (VC) Levels F-10 to be at or above the expected VC Critical and Creative Thinking achievement standards will increase to at least 80 per cent
Target 2.2	By 2024, the percentage of students reporting positive endorsement to student Attitudes to School Survey (AtoSS) measures will increase: <ul style="list-style-type: none"> • in the Learner Characteristics and Disposition domain <ul style="list-style-type: none"> ○ Learning confidence factor from 59 per cent in 2021 to at or above 70 per cent ○ Self-regulation and goal setting factor, ‘Set learning goals for myself’ from 44 per cent in 2021 to at or above 80 per cent ○ Motivation and interest factor, <ul style="list-style-type: none"> ▪ ‘things I am taught are worthwhile learning’ from 48 per cent in 2021 to at or above 75 per cent ▪ ‘I am learning things that really interest me’ from 49 per cent in 2021 to at or above 65 per cent • in the Social Engagement domain <ul style="list-style-type: none"> ○ Student voice and agency factor from 38 per cent in 2021 to at or above 55 per cent
Key Improvement Strategy 2.a Empowering students and building school pride	Develop an agreed school-wide understanding of student agency, voice and leadership.
Key Improvement Strategy 2.b Evidence-based high-impact teaching strategies	Embed a pedagogical strategy that extends and engages all students including high ability students, within the instructional model with a focus on the meta-cognition High Impact Teaching Strategy.
Key Improvement Strategy 2.c Curriculum planning and assessment	Implement and assess a STEM pedagogical approach through the Victorian Curriculum capabilities of Critical and Creative Thinking.

Goal 3	<i>To develop resilient students who display behaviours and attitudes that reflect the school values.</i>
Target 3.1	<p>By 2024, the percentage of students reporting positive endorsement to the student Attitudes to School Survey (AtoSS) measures will increase:</p> <ul style="list-style-type: none"> • Student safety domain <ul style="list-style-type: none"> ○ Respect for diversity—from 44 per cent in 2021 to at or above 70 per cent ○ Advocate at school—from 64 per cent in 2021 to at or above 75 per cent • Effective teaching practice for cognitive engagement domain <ul style="list-style-type: none"> ○ Classroom Behaviour, Students at this school treat each other with respect item—from 38 per cent in 2021 to 65 per cent • Social engagement domain <ul style="list-style-type: none"> ○ School Connectedness (Sense of connectedness)—from 53 per cent in 2021 to 70 per cent
Target 3.2	By 2024, increase the percentage of students responding with positive psychological development (high and normal levels of resilience) in the AtoSS Health and Wellbeing domain from 6 per cent (high) 64 per cent (normal) in 2021 to 15 per cent and 75 per cent respectively.
Target 3.3	By 2024, the percentage of Year 10 students assessed against the Victorian Curriculum (VC) Levels F-10 to be at or above the expected Personal and Social Capability achievement standards will increase to at least 80 percent
Key Improvement Strategy 3.a Health and wellbeing	Review and strengthen the Mentor Group program.
Key Improvement Strategy 3.b Setting expectations and promoting inclusion	Amalgamate the School Wide Positive Behaviours Support Program and the school’s Student Engagement Guidelines.
Key Improvement Strategy 3.c Curriculum planning and assessment	Investigate and implement an approach to implementing and assessing the Victorian Curriculum Personal and Social Capability.