

School Strategic Plan for 2011-2014

Ballarat High School 7540
Grampians Region



<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name Gary Palmer</p> <p>Date 05/02/13</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name Graeme Howard</p> <p>Date 05/02/13</p> <p>School Council President signs indicating that the School Strategic Plan has been endorsed by School Council</p>
<p>Endorsement by Regional Network Leader</p>	<p>Signed.....</p> <p>Name Peter Dredge</p> <p>Date 05/02/13</p>

School Profile

Purpose	Ballarat High School is an innovative learning community committed to developing all individuals through positive relationships. We provide quality learning and diverse pathways to successful futures.
Values	Ballarat High School has a tradition of pursuing and recognising excellence under the motto of 'Duty Always'. Our ethos is supported by the core values of Pride, Respect, & Responsibility.
Environmental Context	<p>Ballarat High School is a community of learners who value Pride, Respect and Responsibility. We have a shared learning framework which places the learner at the centre. This framework encompasses our shared beliefs and understandings about effective learning in the 21st century classroom. We are committed to educating the learner for the 21st century and have developed strategies to personalise learning for all members of our school community. This goal ensures that Ballarat High School remains at the forefront of education in Ballarat and Victoria.</p> <p>As a community of learners we place significant emphasis on student connectedness and engagement and have developed approaches which allow students and teachers to build positive and enduring relationships. This stems from our innovative approach to teaching and learning and by providing structures to support student learning. In building a 'Learning Community', we have developed a Year 7/8 team structure, Year 9 ARCH program and our pathway program Years 10 to 12, allow our teachers to model innovative teaching and learning practices.</p>

The small team structures have now been enhanced by the introduction of learning advisers for all students. This ensures that every student in our learning community has an adviser who understands how they learn and helps them to achieve their best. This approach ensures that all students interact in a safe and positive learning environment. Our extensive enrichment programs and exceptional facilities extend their talents beyond the classroom.

We have a number of Parent Support Groups, Chaplaincy, Boat Club, and Music Support Club, where parents can become involved in their child's education.

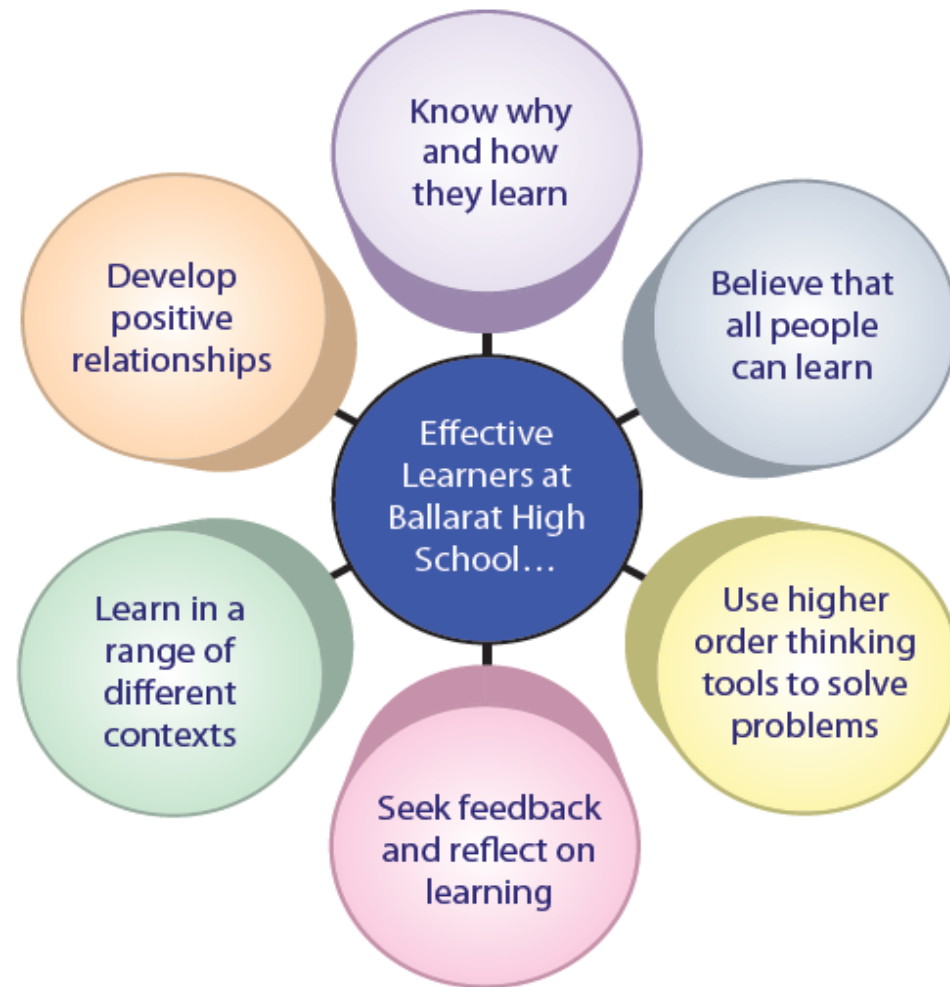
Learning Framework

At Ballarat High School we have developed a shared Learning Framework which guides our learning within our community. The framework is reflective of our context and explicitly explores an understanding of how we learn and the conditions required for positive learning to occur.

Our learning culture is sustained and developed by having a number of school-wide priorities which link to learning. We have a Learning Development Team which explores concepts around learning and guides the development of learning in our community. In addition we have a Learning Design Committee which looks at how our pedagogical practices meet the needs of the learner of today. This committee is comprised of learning area leaders who provide a link between pedagogy and curriculum and are the link to supporting the classroom teachers in the development of teaching and learning approaches linked specifically to the domain areas.

The final and most crucial aspect of our school commitment to learning is our professional learning and growth. As we have a shared Learning Framework and a community that understands that everyone is a learner we have implemented an approach to individual development that is focused on identifying potential opportunities for growth. All staff are members of professional learning and growth teams and have opportunities to develop learning intentions linked to our learning framework. This approach ensures that our professional growth is personalised and focused on the individual learner.

At Ballarat High School we are continually developing approaches to personalise learning. We want to ensure that all learners in our community have the best opportunities to succeed. Our school community has made a strong commitment to develop learning for all.



Strategic Intent

	Goals	Targets	Key Improvement Strategies
Student Learning	<p>To improve student achievement by personalising learning for all students (inclusive of Koorie students and other minority groups).</p> <p>To improve Literacy & Numeracy capabilities for all students.</p>	<p>By 2013, Teacher Empathy on the Student Attitude to School Survey will be at or above the 60th percentile.</p> <p>By 2013, Teacher Effectiveness on the Student Attitude to School Survey will be at or above the 65th percentile.</p> <p>By 2013, to have a VCE All Study school mean at 30 or above.</p> <p>By 2013 the school mean for Further Mathematics will exceed a study score of 28.</p> <p>To reduce the proportion of Year 7 and 9 students in the bottom two bands and increase the proportion of student in the two highest bands for Writing on the Naplan results. This is to occur for each year of the plan.</p> <p>By year 9, Naplan results in both</p>	<p>Build the capacity of teachers to implement personalized approaches to learning that embed our shared understandings of learning as detailed in our framework</p> <p>Develop a school-wide improvement focus that links literacy and numeracy with student individual learning plans.</p>

		<p>writing and numeracy will be at or above the state mean</p> <p>To reduce the proportion of Year 7 and 9 students in the bottom two bands and increase the proportion of student in the two highest bands for Numeracy on the Naplan results. This is to occur for each year of the plan.</p>	
Student Engagement and Wellbeing	To improve all students' motivation to learn	<p>By 2013, Student Motivation on the Student Attitude to School Survey will be at or above the 60th percentile.</p> <p>By 2013, Stimulating Learning on the Student Attitude to School Survey will be at or above the 60th percentile.</p> <p>By 2013, Learning Confidence on the Student Attitude to School Survey will be at or above the 60th percentile.</p> <p>By 2013, Classroom Behaviour on the Student Attitude to School Survey will be at or above the state mean.</p>	Build the capacity of teachers to implement an approach to motivate students to learn by developing an engaging and productive learning environment.

		By 2013 classroom misbehaviour on the staff opinion survey will be at or above 50%	
Student Pathways and Transitions	To build the effectiveness of the learning adviser teams to support seamless transitions throughout all students' education	<p>From 2011 to 2013 the Apparent Retention Rate years 7 – 12 will consistently exceed 75%</p> <p>From 2011 to 2013 the Real Retention Rate years 7 – 12 will exceed 60%</p> <p>By 2013 the proportion of exiting students with Continuing Education or Training destinations will be at or above –</p> <p>95% at year 10</p> <p>90% at year 11</p> <p>70% at year 12</p> <p>No students will leave to unemployment prior to the satisfactory completion of year 12 or equivalent.</p>	Develop pathways so that all students have a learning plan and learning support process that follows them through their entire education at Ballarat High School

School Strategic Planner 2011- 2014: Indicative Planner

Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
Build the capacity of teachers to implement personalised approaches to learning that embed our shared understandings of learning as detailed in our framework	2011	<ul style="list-style-type: none"> • Build the capacity of the Leadership team to lead the school community to develop a shared understanding of personalising learning • Develop a whole school implementation plan focused on personalising learning that is linked to our learning framework • Conduct a review of our professional learning and growth model and appraisal • Provide professional learning around the use of data to improve student achievement both analysis and strategy development 	<ul style="list-style-type: none"> • Leadership team will have a shared understanding of personalising learning and lead staff through the development of a shared beliefs and practices • Every student has a personal learning plan that is maintained electronically and includes a range of learning information including literacy and numeracy data. (Ultraset or SAI) • Review conducted of current professional growth process and an evaluation of the process with recommendations for the future. • All staff will be able to read and understand the variety of student learning data
	2012	<ul style="list-style-type: none"> • Develop the professional learning and growth model to support teacher learning linked to student achievement 	<ul style="list-style-type: none"> • Professional growth will incorporate opportunities for peer observation, learning development and teacher

		<ul style="list-style-type: none"> Develop a Peer to Peer professional learning and mentoring program 	<p>collaboration</p> <ul style="list-style-type: none"> Staff given time to undertake peer –peer mentoring with a focus on developing future focused pedagogy, differentiating the curriculum and enquiry learning.
	2013	<ul style="list-style-type: none"> Implement a professional learning and growth plan that is personalised and linked to student achievement Examine the resource allocation to ensure professional learning and growth can be action research focused and future focused. 	<ul style="list-style-type: none"> All teachers will have a professional learning and growth plan that is personalised and linked to student achievement (All students will have an individual learning plan with achievement goals) We will have a professional learning fellowship that will allow teachers to access local and international professional learning
	2014	<ul style="list-style-type: none"> Self evaluation & external review of school progress against actions 	<ul style="list-style-type: none"> School prepared for development of new 4 year Strategic plan
Develop and implement a school-wide improvement strategy that links literacy and numeracy with student individual learning plans.	2011	<ul style="list-style-type: none"> The learning design committee is revised to include leading teachers that have roles related to literacy and numeracy development The learning design committee develops a school wide 	<ul style="list-style-type: none"> A refocused learning design team developing strategies to support improved student outcomes with a particular focus on literacy and numeracy A school wide learning improvement plan

		<p>improvement plan including professional learning needs</p> <ul style="list-style-type: none"> • Conduct an examination of the structure of the day to maximise opportunities for student achievement • Trial year 7 students undertaking a Maths interview with their core teacher • Train staff and trial the use of Quickstart in middle years • Develop and implement a professional learning plan to improve the pedagogy and practices around writing 	<ul style="list-style-type: none"> • The structure of the day is reviewed and a structure reflecting best learning practices for students is developed • All year 7 students have a learning plan with specified goals around Maths • Improvement in students numeracy capabilities • All students are being explicitly taught writing contextually • Increase the 'On Demand Testing' mean by at least 0.8 between Year 7 & Year 9 in mathematics.
	2012	<ul style="list-style-type: none"> • Implementation of revised learning structure • Trial the use of the student achievement indicator software and the Ultranet as electronic tools for supporting student individual learning plans 	<ul style="list-style-type: none"> • A developed learning plan implementation plan that maximises opportunities for student achievement • Learning structure reflects student achievement • An evaluation report for

		<ul style="list-style-type: none"> Conduct an examination of the learning spaces to maximise opportunities for student achievement 	<p>consideration on the use of SAI to support students learning plans</p> <ul style="list-style-type: none"> Increase the 'On Demand Testing' mean by at least 0.8 between Year 7 & Year 9 in mathematics.
	2013	<ul style="list-style-type: none"> Implement the use of on line learning plans Learning advisers and parents and students regularly meet to discuss learning plan 	<ul style="list-style-type: none"> Every student has a personal learning plan that is maintained electronically and includes a range of learning information including literacy and numeracy data. (Ultraset or SAI) Seek funding from "Building Better Futures" to implement learning spaces examination recommendations. Increase the 'On Demand Testing' mean by at least 0.8 between Year 7 & Year 9 in mathematics.
	2014	<ul style="list-style-type: none"> Self evaluation & external review of school progress against actions 	<ul style="list-style-type: none"> School prepared for development of new 4 year Strategic plan

<p>Build the capacity of teachers to implement an approach to motivate students to learn by developing an engaging and productive learning environment.</p>	<p>2011</p>	<ul style="list-style-type: none"> • Leadership roles and responsibilities changed to ensure they are best aligned to support students and teachers. • Develop a shared and explicit process for supporting staff and students in issues around classroom behaviour • Student wellbeing team roles, responsibilities, and processes changed to ensure all learners are supported • Undertake staff professional learning with Andrew Fuller around dealing with “tricky kids” • Attendance practices aligned to Youth Options Guarantee with an aim to reducing student unapproved absences and truancy 	<ul style="list-style-type: none"> • A supportive leadership team that enables the assistance in developing teacher and student motivation • Shared understanding of and commitment to communication processes • Leadership positions are aligned to support the strategic goals • A clear and consistent process that all staff support that links with our engagement plan • A holistic approach to student wellbeing that supports the learner. All staff are aware of the wellbeing team, their goals and actions and can access as required. • All staff have a raft of strategies to deal with “tricky kids” in the classroom learning environment • An attendance plan that includes SMS technology as a way of reducing truancy
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	2012	<ul style="list-style-type: none"> • Provide leadership training and development for leaders • Investigate the development of models to support students at risk within our own school e.g. ACE model 	<ul style="list-style-type: none"> • Leaders are involved in a structured leadership course • Region support a plan and strategy for supporting at risk students within our own school community.
	2013	<ul style="list-style-type: none"> • Development of a leadership growth program • Work with Swinburne as a trial school linking Emotional intelligence to student learning and engagement with school. • Development of teaching resources that support linking emotional intelligence and student learning • Implement a process (Ultraset, MIPS tools) that supports at risk students 	<ul style="list-style-type: none"> • Provide opportunity for staff to undertake leadership growth program • Feedback report from Swinburne with identified areas for professional learning and growth • Improvement in student learning motivation and attitude toward school
	2014	<ul style="list-style-type: none"> • Self evaluation & external review of school progress against actions 	<ul style="list-style-type: none"> • School prepared for development of new 4 year Strategic plan
Develop pathways so that all students have a learning plan and learning support process that follows them through their entire education at Ballarat High School	2011	<ul style="list-style-type: none"> • Develop exit processes aligned to the Youth Options Guarantee 	<ul style="list-style-type: none"> • We have more formalised intervention strategies that are undertaken before an exit is processed. All students from year

		<ul style="list-style-type: none"> • Develop a formal transition team to support seamless transition • Develop a professional learning resource to support learning advisers from 9-12 with pathway conversations 	<p>7 -12 who are leaving undertake an exit interview with a principal.</p> <ul style="list-style-type: none"> • Fewer student leaving to pursue similar courses of study • All 9-12 learning advisers will have a sound knowledge of pathway options, VTAC, VET,VCE,VCAL,SBA's etc
	2012	<ul style="list-style-type: none"> • Explore strategies to support stage based learning • Formalise a working party to explore flexible learning options 	<ul style="list-style-type: none"> • A strategic plan is developed with a detailed implementation plan detailing flexible learning options • A leadership position dedicated to flexible student learning, retention and engagement
	2013	<ul style="list-style-type: none"> • Develop a learning advisor WIKI to share resources • Develop an implementation plan detailing the range of flexible learning options available 	<ul style="list-style-type: none"> • All staff will have a series of resources to support learning conversation • Implementation of a range of flexible learning options • Students learning programs are personalised
	2014	<ul style="list-style-type: none"> • Self evaluation & external review of school progress against actions 	<ul style="list-style-type: none"> • School prepared for development of new 4 year strategic plan

