

School Strategic Plan 2021-2025

Balwyn High School (7550)



Submitted for review by Deborah Harman (School Principal) on 01 March, 2022 at 02:16 PM

Endorsed by Eva McMaster (Senior Education Improvement Leader) on 01 March, 2022 at 05:11 PM

Endorsed by Grant Roberts (School Council President) on 01 March, 2022 at 06:32 PM

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School vision	<p>Balwyn High School strives to stay at the forefront of education and to be the benchmark for educational excellence. It is committed to maintaining an outstanding reputation for fostering intellectual growth and personal development as a foundation of future success for all students.</p> <p>Our mission is to support our students to grow to love learning, become lifelong learners, be confident, generous and responsible global citizens, and be capable of facing the future with resilience and optimism.</p> <p>The skills, attributes, knowledge and personal qualities we nurture include:</p> <ul style="list-style-type: none">• A set of values as articulated in our Graduation Profile• A capacity to be flexible and adapt to change, derived from knowing how to learn• A belief in lifelong learning and the capacity for learning to learn• The capacity to solve problems, to think creatively and to think critically• The capacity to work effectively as a member of a team and to demonstrate initiative• High self-esteem, optimism and a commitment to excellence• An international perspective characterised by compassion and empathy• An active concern for others and for the environment, reflecting an understanding of their roles as responsible global citizens
School values	<p>Balwyn High School's values are enshrined in our four Pillars of Learning and our Shared Learning Norms:</p> <p>Term One - Learning to Live Together Term Two - Learning to Think, Know and Understand Term Three - Learning to Do Term Four - Learning to Be</p> <p>Our Shared Learning Norms, co-created by our community members in 2016, provide the framework for highly effective learning and wellbeing for all students and staff members:</p> <ul style="list-style-type: none">#1 We enter each class prepared and willing to actively contribute#2 We view mistakes as learning opportunities#3 We challenge ourselves and support others#4 We give and receive respectful and constructive feedback#5 We critique ideas not people#6 We value thinking to support learning

	<p>and form the basis of our Learner Profile for all year levels. Students are given the opportunity to develop their behaviours that are reflected in this Profile which is regularly reported to them and their families to monitor progress. These Shared Learning Norms also form the protocols for all staff team collaborations.</p>
<p>Context challenges</p>	<p>The 2021 Strategic Review Panel agreed a focus on further developing a culture of data triangulation analysis and evaluation of student learning growth over time to inform curriculum planning and delivery in line with the agreed instructional approaches were to be areas of focus in the next school strategic plan. We also agreed that outcomes for students will be enhanced through an explicit approach to student engagement and agency in their class learning, so students can own their learning achievement and growth.</p> <p>The next progression of the school's wellbeing focus is to further develop students' engagement in learning through establishing and sustaining partnerships within the school community where belonging, and engagement are enabled through developmentally differentiated supports to enhance social-emotional skills and mental health.</p> <p>Our challenges lie in our ability to continue to improve learning outcomes for all students, namely to:</p> <ul style="list-style-type: none"> * Build the pedagogical expertise of teaching staff in the areas of formative assessment, learner agency and differentiation with particular emphases on our highest achieving students and those requiring significant intervention for progress * Build the confidence of teaching staff to triangulate all available data and set students appropriately challenging tasks in alignment with the Victorian Curriculum and VCE study designs * Focus on building teacher confidence and effectiveness with strategies to improve numeracy outcomes across the school * Build staff expertise in agreed approaches to student wellbeing and engagement with particular emphasis on 'positive psychology' * Develop programs and opportunities for students to develop resilience, optimism, emotional strength and a global mindset * Continue to provide ongoing career and pathways counselling to all students and to offer a range of pathway options for senior students in line with the reform of the Victorian Senior Secondary Certificate.
<p>Intent, rationale and focus</p>	<p>Balwyn High School is committed to maximising the learning and wellbeing of every student. The Leadership restructuring that occurred in 2021 to focus sub-school expertise and resourcing in these areas will enable us to provide support for the development of pedagogical practices and wellbeing approaches that are targeted to each year level and across the range of student abilities. The Strategic Review process undertaken in 2021 has clearly identified the strengths of the school and the next level of work.</p> <p>Balwyn High School will continue to strive to ensure that learning growth for every individual student is maximised. Building teachers' instructional practice and effectiveness, and facilitating their learning to support a rich, relevant, challenging learning program to meet the needs of all students, will remain a priority in this Strategic Plan period.</p> <p>We are proud of the environment we have created where students feel safe, are aspirant and are provided with opportunities to flourish. Students have been supported to reflect on their learning goals, plan, monitor and evaluate their own learning.</p>

While student agency has been very strong outside the classroom, it is recognised that it can be further developed within classrooms across all learning areas. The opportunity for students to give teachers feedback about the purpose, challenge and impact of their learning will be fostered and encouraged in every classroom.

Students are recognised as critical partners in the learning process and there is an ongoing commitment to build their capacity to be both collaborative and active partners in their own learning processes. Ongoing professional learning of staff, and learning opportunities provided for students, will build capacity for self-regulation, self-efficacy, metacognition and motivation.

As a result of targeted professional learning provided to teachers, all students, regardless of their starting point, will experience learning growth. Additionally students will appreciate their role in the learning process enabling them to monitor their progress and set challenging goals.

The school's wellbeing focus is to further develop students' engagement in learning through establishing and sustaining partnerships within the school community where belonging, and engagement are enabled through developmentally differentiated supports to enhance social-emotional skills and mental health.

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Goal 1	Optimise learning progress to maximise achievement for all students Years 7 to Year 12.
Target 1.1	<p>a. NAPLAN – Benchmark growth (all students and by priority grouping):</p> <p>By 2025, the percentage of students at or above NAPLAN benchmark growth Year 7 to Year 9 will increase</p> <ul style="list-style-type: none">• Reading from 80.2 percent (2019) and 82.5 percent (2021) to 87 percent.• Writing from 78.1 percent (2019) and 84.9 percent (2021) to 89 percent.• Numeracy from 69.4 percent (2019) and 62.8 percent (2021) to 73 percent. <p>b. Gender:</p> <p>By 2025, the per cent of male and female students achieving NAPLAN benchmark growth Year 7 to 9 will improve.</p> <ul style="list-style-type: none">• Above benchmark growth in Numeracy for female students will increase from 12 percent (2019) and 11 per cent (2021) to 16 percent.• Below benchmark growth for male students in writing will decrease from 25 per cent (2019) and 19 percent (2021) to 15 percent. <p>c. EAL:</p> <p>By 2025, the percentage of EAL students achieving above NAPLAN benchmark growth in writing will increase from 10 per cent (2019) and 24 per cent (2021) to 30 per cent.</p>
Target 1.2	<p>VCE/ VCAL/ Senior Certificates</p> <p>By 2025 the median study scores in the following VCE studies will increase:</p> <ul style="list-style-type: none">• Biology - from 32 to 34• Business Management from 31 to 34

	<ul style="list-style-type: none"> • English - from 32 to 34 • Health and Human Development from 33 to 35 • Mathematical Methods from 33 to 35 • Visual Arts (Media, Studio Art, VCD) Median Study Score over the three subjects from 32.5 to 34
Target 1.3	<p>Student Attitudes to School Survey (AToSS)</p> <p>By 2025, the positive percentage endorsement rate will improve in the Student Attitudes to School Survey factors.</p> <ul style="list-style-type: none"> • Stimulating learning from 61 per cent (2019 and 2021) to 65 per cent. • Differentiated learning challenge from 62 per cent (2019) and 61 per cent (2021) to 66 per cent. • Student voice and agency from 55 per cent (2019) and 49 per cent (2021) to 59 per cent. • Self-regulation and goal setting from 70 per cent (2019) and 67 per cent (2021) to 74 per cent. • Sense of confidence from 71 per cent (2019) and 64 per cent (2021) to 75 per cent.
Target 1.4	<p>Staff Opinion Survey (SOS)</p> <p>By 2025, the positive percentage endorsement rate will improve in the Staff Opinion Survey factors.</p> <ul style="list-style-type: none"> • Academic emphasis from 83 per cent (2020) to 87 per cent. • Collective efficacy from 83 per cent (2020) to 87 per cent • Teacher Collaboration from 65 per cent (2020) to 69 per cent. • Instructional leadership from 80 per cent (2020) to 84 per cent. • Understand how to analysis data from 63 per cent (2020) to 67 per cent.
Key Improvement Strategy 1.a Curriculum planning and assessment	Build staff capacity and confidence in using Victorian Curriculum Continua and senior school certification (Study Designs) to measure and optimise student progress.
Key Improvement Strategy 1.b Evaluating impact on learning	Build staff confidence in triangulating data sets to identify and meet individual student learning needs.

Key Improvement Strategy 1.c Evaluating impact on learning	Increase teacher capacity to elicit evidence of student understanding and respond effectively.
Key Improvement Strategy 1.d Empowering students and building school pride	Develop and embed a whole-school approach to learner agency.
Key Improvement Strategy 1.e Empowering students and building school pride	Embed a whole school approach to strategic goalsetting and pathway planning.
Goal 2	Optimise the learning culture and environment to improve wellbeing for all students.
Target 2.1	<p>Student Attitudes to School Survey (AToSS)</p> <p>By 2025, the positive percentage endorsement rate will improve in the Student Attitudes to School Survey factors.</p> <ul style="list-style-type: none"> • Sense of connectedness from 69 per cent (2019) and 64 per cent (2021) to 73 per cent. • Emotional awareness and regulation from 67 per cent (2021) to 71 per cent. • Life satisfaction from 50 per cent (2021) to 54 per cent. • Perseverance from 63 per cent (2021) to 67 per cent. • Respect for diversity from 58 per cent (2019) and 56 per cent (2021) to 60 per cent. • Perceptions of LGBTIQ-Phobic discrimination from 27 per cent (2021) to 31 per cent. • Teacher concern from 40 per cent (2019) and 34 per cent (2021) to 44 per cent.
Target 2.2	<p>Parent Opinion Survey (POS)</p> <p>By 2025, the positive percentage endorsement rate will improve in the Parent Opinion Survey factors.</p> <ul style="list-style-type: none"> • Confidence and resiliency skills from 85 per cent (2019) and 75 per cent (2020) to 89 per cent. • Student motivation and support from 68 per cent (2019) and 57 per cent (2021) to 72 per cent. • Teacher communication 71 per cent (2019) and 52 per cent (2020) to 75 per cent.

<p>Key Improvement Strategy 2.a Health and wellbeing</p>	<p>Build, deepen and embed an agreed understanding of the reciprocal positive relationship between wellbeing and learning with students, teachers, and parent/career/kin community.</p>
<p>Key Improvement Strategy 2.b Health and wellbeing</p>	<p>Build and embed a culture of psychological safety in all learning environments.</p>
<p>Key Improvement Strategy 2.c Empowering students and building school pride</p>	<p>Strengthen the school environment and culture Year 7 to Year 12 for optimal thriving as demonstrated through the Balwyn High School Graduation Profile.</p>
<p>Key Improvement Strategy 2.d Empowering students and building school pride</p>	<p>Strengthen student capabilities around developing attributes of Graduation Profile.</p>