Balcatta Senior High School

Business Plan

2017 to 2019

Introduction

As an Independent Public School, Balcatta Senior High School recognises the importance of progress towards attainment of WACE graduation, attendance, retention, VET certification and will strive to meet and exceed targets in these areas.

Balcatta Senior High School, a friendly and inclusive school with Year 7 to 12 students, situated 10km from the city, offers a balanced and stimulating curriculum that fosters the initiative, creativity and achievement of every student. The school provides a high quality educational experience that caters for the abilities, needs and interests of all students.

The vibrant and challenging learning environment at Balcatta Senior High School allows all students to excel in academic, social, cultural, community and leadership roles.

The school offers a selective, elite Gifted and Talented Visual Arts Program from Years 7 to 12 where students are able to undertake an enriched program that produces and enhances their talents and creativity. The Department of Education endorsed specialist program in Dance is also offered in Years 7 to 10.

The school provides core academic courses and a comprehensive range of programs that provide a foundation for pathways to university entrance, traineeships and certificates and future employment.

Balcatta Senior High School can offer a more personalised education, and is committed to creating a welcoming, inclusive environment where students are catered for, respected and shown the guidance and support they need at school and for the future.

The school has a professional, well-qualified team of both experienced and young graduate teachers dedicated to each of our students so that they can achieve their personal best.

The school provides extracurricular programs with strong artistic, sporting and leadership opportunities that enhance the formal learning curriculum of the students.

Aligning the Plans

There are two levels of planning: whole school plans and specific Learning Area plans designed to promote coordination and innovation. We are proud of our achievements and therefore the plans include the consolidation and further development of successful existing practices.

We adopt the policy of 'continuous improvement' based upon evidence based decision making.

- Focus 2017
- Strategic Plan for WA Public Schools 2016-2019: High Care-High Performance
- Balcatta Senior High School Business Plan
- Balcatta Senior High School Operational Plan
- Learning Area plan
- Performance Improvement linked to AITSL

Planning and Accountability Model

The Balcatta SHS "Delivery and Performance Agreement" forms the basis of the Business Plan. We accept the responsibilities of the DPA, and the plan establishes efficient, effective and equitable structures and processes to maximise the learning outcomes for all our students.

Our planning is consistent with the Western Australian Department of Education's *"School Improvement and Accountability Framework"* and is based on an annual improvement cycle of 'analyse/plan/implement'.

We will look at the academic, personal and social development of students. We will gather and analyse a range of data to look for areas of strengths and weakness. We will take action based on this that is productive and evidence based.
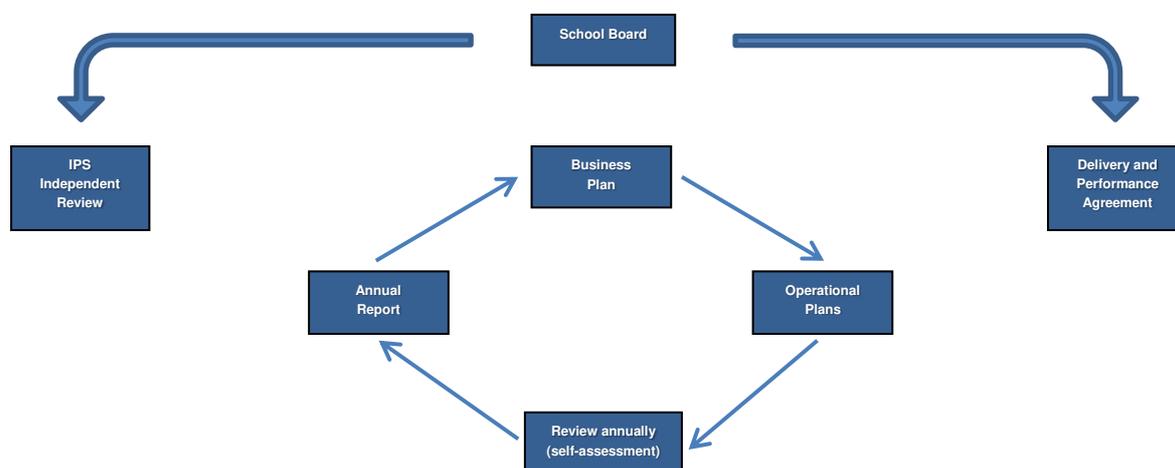
Priority 1:   Success for all Students

High expectations of success for every student in all learning contexts.

Targets	Strategies
1. Teachers analyse data to guide planning for the design of appropriate learning programs to improve learning outcomes.	Learning Area plans will demonstrate the analysis and review of the data each term. Teachers produce documentation on targeted outcomes. Differentiation of the curriculum is to be reflected in the learning program.
2. Teachers and students are enabled to build capacity in the use of appropriate technology in the classroom.	Survey of student and teacher use of ICT in the classroom. Baseline data is to be collected and analysed. Professional learning opportunities are to be negotiated with each learning area for integration into the learning programs for each subject area.
3. Senior school students are provided with appropriate pathways in ATAR, General and VET to achieve WACE. • Student Achievement Information System (SAIS) results for senior school are above 'like' schools. • Maintain current Year 12 attainment rate. • Median ATAR above 'like' schools. • Maintain the number of SCSA awards. • Maintain position in top 50 ranking VET schools.	a) Students are counselled to ensure the placement in the appropriate pathways. b) Regular review of students' performance and counselling students who are not maintaining performance and adjusting courses where necessary. c) Continue Academic Review meetings with students at academic risk, through the Senior School Directions Team. d) Students to be exposed to more opportunities to work under simulated exam conditions. e) Implement Elevate Study Skills. f) OLNA practice and preparation in order to meet WACE requirements for graduation.
4. STEAM initiatives are implemented across Years 7 to 10 in order to increase the number of enrolments in Mathematics and Science ATAR pathways.	a) A whole school STEAM plan to be developed. b) Development of an innovative program per year level to integrate meaningful programs. Implicit in this program is an increase in enrolments in Maths and Science in senior school. STEAM incorporates the Arts to capitalise on our unique advantage. c) Submit funding applications to promote STEAM initiatives.
5. Maintain the status of being above 'like' schools. • Maintain or improve Year 9 status and decrease Year 7 status of students achieving NAPLAN scores in the bottom tricile to no more than 20%.	a) A whole school plan is to be adopted through intensive data analysis of NAPLAN results to provide customised interventions. b) Whole year 7 diagnostic testing is conducted in the first three weeks of term. Results determine specialist support programs. c) Students access digital literacy and numeracy support programs. d) The opportunity of digital learning promoted by ACARA is to be exploited through differentiated learning experiences with immediate feedback and regular teacher progress reports. Progress is to be gauged through well-designed 'Assessments for learning'. e) Examine the lower bands and design improvement programs to increase outcomes. f) Maintain case management for all students at risk.
6. Decrease the number of Year 10, 11 and 12 students required to sit OLNA, through the introduction of targeted programs.	a) Maintain whole school OLNA plan to provide customised interventions. b) Increase number of diagnostic tests. c) Maintain case management for all students at risk. d) A comprehensive OLNA support program is to promote student goal setting, responsibility and support.
7. To produce and market an academic extension program. To evaluate the existing Gifted and Talented and specialist programs and to improve enrolments and retention.	a) Design and implement an academic extension program. b) A review of Gifted and Talented program is designed to highlight the valued features for potential clients. c) A Balcatta SHS marketing program is to be adopted to enhance the academic extension and specialist programs. d) Document the number of applications, enrolments and retention rates.

Priority 2:   Excellence in Teaching

Articulate high expectations and standards of teacher performance through induction, professional learning and evaluation based on the Australian Professional Standards for Teachers. Balcatta SHS is characterised through the establishment of a 'Professional Learning Community' that is founded on collaboration and collegial professional growth.

Targets	Strategies
1. Teachers discuss and identify successful instructional strategies that are being implemented across the school. These are to be consolidated and developed through the professional learning communities.	a) Learning Area plans are to incorporate instructional strategies. b) Staff to determine current effective learning strategies that may be supported and developed. Identify professional learning capabilities that may be developed. c) Teachers select from a repertoire of instructional strategies that best meet the needs of all students d) A focus for triad observations and feedback to whole staff.
2. Teachers self-assess practice against AITSL standards using relevant data and analysis to inform teaching and improve student achievement and performance.	a) Analyse student achievement data. b) Interpret the data to identify specific aspects that may be addressed by providing teachers with relevant support e.g. targeted resource support (digital learning opportunities), differentiated learning approaches, professional learning.
3. To develop a whole school process for 'Workforce Development' to maximise the human resource potential within the school.	a) Teachers identify and create a personal career development plan, which is incorporated into their Balcatta SHS Professional Portfolio. b) Informal roles may be identified. 'Lead Teacher' AITSL certification may be promoted. c) Provide for professional growth appropriate to each teacher's stage of development. d) Maintain centralised Professional Learning processes, and documentation.
4. Whole school approach to promoting positive classroom culture that is conducive to effective learning.	a) Teachers use information gained from Student National Schools Opinion Survey and feedback to improve performance and classroom culture. b) Maintain whole school expectations, displayed in each classroom including Monroe Board Academic and Social goals displayed for each lesson.
5. Implementation of the WA Curriculum.	a) Phase 2/Phase 3 implementation reflected in appropriate Learning Area plans. b) Programs and Assessment schedules are to be produced.
6. Improve graduate and new to school teachers' induction program.	a) New and graduate teachers undergo induction and professional learning including Balcatta SHS survey. Mentor allocated for each teacher.
7. Improve student outcomes and retention for the Gifted and Talented and Specialist Programs to be at or above 'like' schools.	a) Professional learning opportunities provided to teaching staff from Gifted and Talented Visual Arts and Specialist Dance programs. b) Timetable to reflect opportunities in Arts for Years 7 to 10 students.

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Priority 3:   Student Engagement

Students are treated with respect and care, and are provided a safe and welcoming environment with engaging learning programs.

| Targets	Strategies
1. Review the progress of the implementation of Friendly Schools Plus framework timeline at the end of each semester.	a) Develop appropriate strategies and measure effectiveness. b) Maintain a high care culture based on strong individual case management that includes mental health, pastoral care and psychological support.
2. Promote regular attendance and continue to improve attendance for all students to 75% and above.	a) Measure outcomes against the targets in the Student Services Attendance Plan. b) Maintain processes to develop strategies to address the issues and promote regular attendance.
3. Reduction in the number of unauthorised absences to 36%.	a) Engage with parents to promote improved student attendance as reflected in the current Student Services Attendance Plan.
4. Using the Student National Schools Opinion Survey, demonstrate improvement in the student perception of the safe learning environment.	a) Deliver effective social and emotional programs to reflect the engaging and safe learning environment that is being created.
5. Reductions in classroom misbehaviour entries recorded on SEQTA.	a) Promote student engagement in their learning through adoption of the Whole School Expectations strategy. b) Teachers to be encouraged to negotiate and establish classroom behaviour practices.

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Priority 4:   Effective Leadership and Governance

Strong and empowering leadership which promotes a capable and responsive organisation.

Targets	Strategies
1. Market the Balcatta SHS 'Independent Public School' status.	a) Re-examine communication to determine effective structures and processes and to consider areas for improvement. b) Conduct and analyse results from Parent National Schools Opinion Survey. c) Maintain and strengthen relationship with local intake primary schools through uptake of transition program.
2. Improve teacher and student health and well-being.	a) Consolidate the whole school health and well-being cultural framework. b) Student Mentor programs have a planned well-being component in Year 7, that is to be extended to other Year groups.
3. Whole staff complete Aboriginal Cultural Standards Framework on-line activity and practices embedded in Learning Area plans.	a) Support all staff to implement the Aboriginal Cultural Standards Framework to increase Aboriginal achievement and drive improvement planning.
4. Maintain and diversify distributed leadership opportunities.	a) Build a distributed leadership structure that can be documented and published to recognise and appreciate leadership roles and responsibilities, to achieve school goals. b) Establish formal application processes for appointment to leadership roles
5. To consolidate and extend current partnerships. Review, with community input, success of current family-school engagement and partnerships.	a) Engage in discussion with the School Board regarding roles and contribution to school development of different potential partnerships. b) Undertake an analysis of Parent National Schools Opinion Survey results.
6. To increase enrolments, participation and retention in Gifted and Talented and Specialist Programs to exceed other 'like' schools.	a) Develop Gifted and Talented and Specialist Programs strategic plan. b) Audit current partnerships retention rate of Gifted and Talented and Specialist Dance students.

GLOSSARY

ACARA	Australian Curriculum, Assessment and Reporting Authority
AITSL	Australian Institute for Teaching and School Leadership
ATAR	Australian Tertiary Admission Rank
DPA	Delivery and Performance Agreement
ICT	Information Communication and Technology
OLNA	Online Literacy and Numeracy Assessment
NAPLAN	National Assessment Program - Literacy and Numeracy
SCSA	School Curriculum and Standards Authority
STEAM	Science, Technology, Engineering, Arts and Mathematics
VET	Vocational Education and Training
WACE	Western Australian Certificate of Education
SEQTA	Software program (used for attendance and pastoral care)
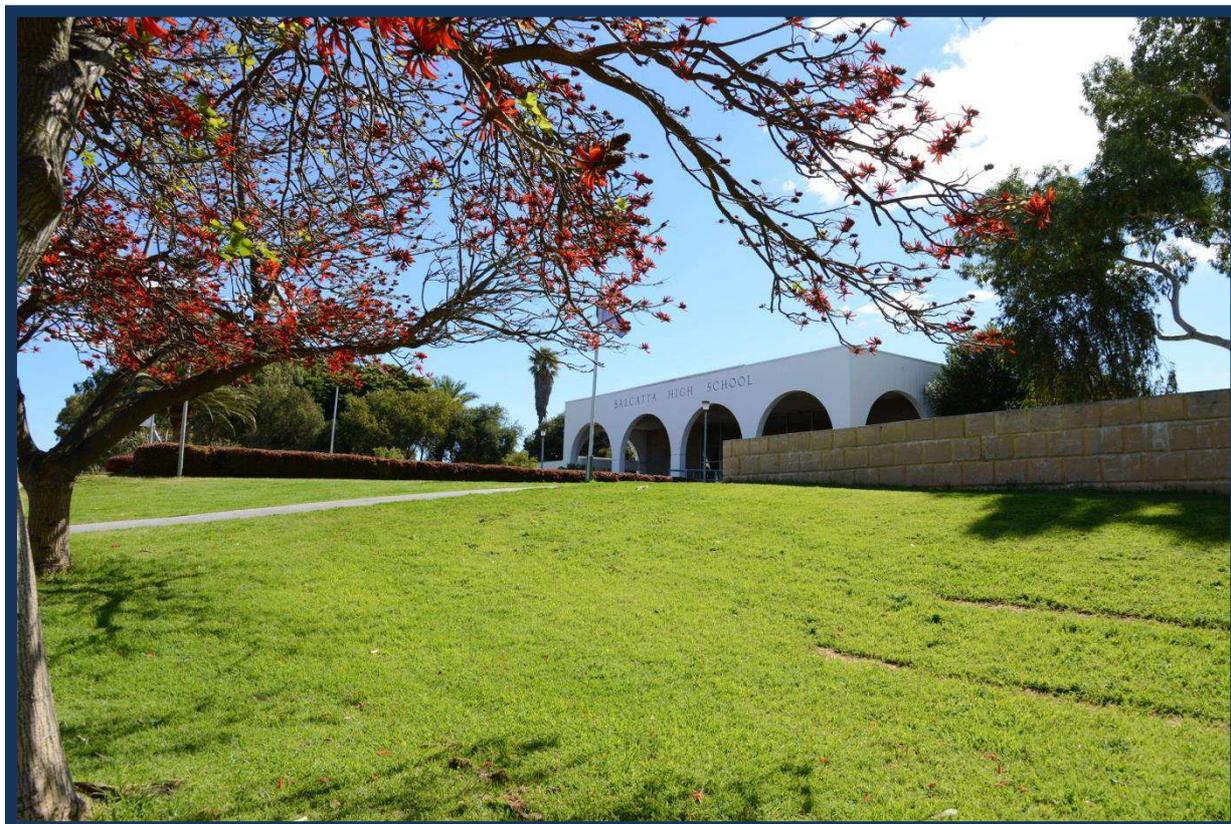
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