# Balcatta Senior High School

# Business Plan

# 2017 to 2019

**Version: 2**
**12/03/2018**

# Introduction

As an Independent Public School, Balcatta Senior High School recognises the importance of progress towards attainment of WACE graduation, attendance, retention and 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, 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.

**Chair School Board:**                                        **Date:**

**Principal:**                                        **Date:**

# 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 data which is productive and evidence-based.
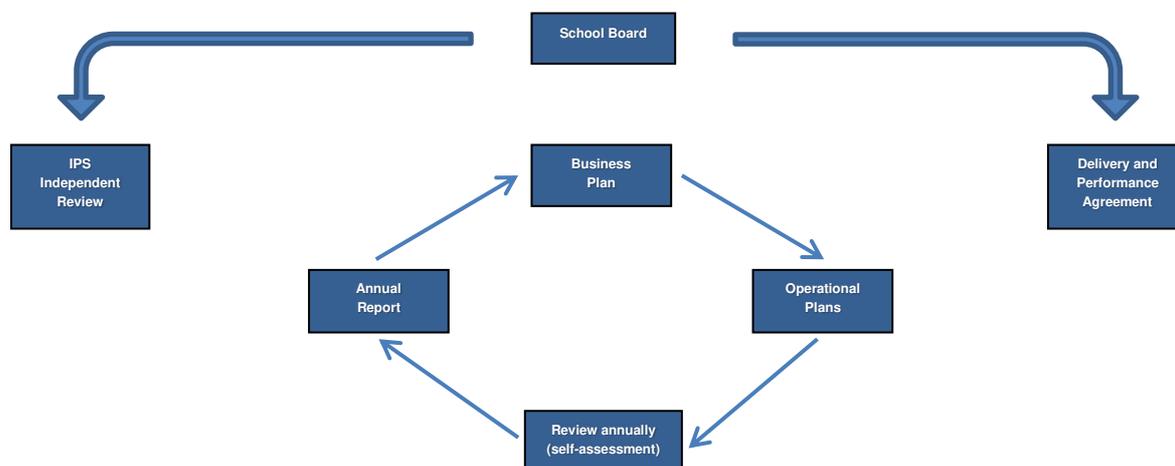
## Priority 1:      Success for all Students

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

| Targets | Strategies |
|---|---|
| 1. To increase the percentage of students achieving 'satisfactory or above' in NAPLAN data. | a) Teachers analyse data to guide planning for the design of appropriate learning programs to improve learning outcomes.<br>b) Learning Area plans demonstrate the analysis and review of the data. Teachers produce documentation on targeted outcomes.<br>c) Differentiation of the curriculum is to be reflected in the learning program. |
| 2. Maintain the status of being above 'like' schools.<br>• Maintain and improve Year 9 status especially in Writing.<br>• Maintain and improve Year 7 status.<br>• Increase numbers achieving NAPLAN scores in the top two triciles. | a) A whole school plan is to be adopted through intensive data analysis of NAPLAN results to provide customised interventions.<br>b) Whole year 7 diagnostic testing is conducted in the first three weeks of term. Results determine specialist support programs.<br>c) Students access digital literacy and numeracy support programs.<br>d) The opportunity for digital learning promoted by ACARA is to be exploited through differentiated learning experiences with immediate feedback and regular teacher progress reports.<br>Progress is to be gauged through well-designed 'assessments for learning'.<br>e) Examine the lower bands and design improvement programs to increase outcomes.<br>f) Maintain case management for all students at risk. |
| 3. Through engagement in an academic extension program:<br>• Increase enrolments, attracting students via this program<br>• Increase the number of 'A' grades in our data for Years 7 to 10. | a) Design and implement an academic extension program.<br>b) A review of Gifted and Talented program is designed to highlight the valued features for potential clients.<br>c) A Balcatta SHS marketing program is to be adopted to enhance the academic extension and specialist programs.<br>d) Document the number of applications, enrolments and retention rates.<br>e) To evaluate the existing Gifted and Talented and specialist programs and to improve enrolments and retention. |
| 4. Senior school students are provided with appropriate pathways in ATAR, General and VET to achieve WACE.<br>• Student Achievement Information System (SAIS) results for senior school are above 'like' schools.<br>• Maintain current Year 12 attainment rate.<br>• Median ATAR above 'like' schools.<br>• Maintain the number of SCSA awards.<br>• Maintain position in top 50 ranking VET schools. | a) Students are counselled to ensure placement in the appropriate pathways.<br>b) Regular review of students' performance and counselling students who are not maintaining performance and adjusting courses where necessary.<br>c) Continue Academic Review meetings with students at academic risk through the Senior School Directions Team.<br>d) Students to be exposed to more opportunities to work under simulated exam conditions.<br>e) OLNA practice and preparation in order to meet WACE requirements for graduation. |
| 5. Increase the number of Year 10, 11 and 12 students passing OLNA through the introduction of targeted programs. | a) Maintain whole school OLNA plan to provide customised interventions.<br>b) Increase number of diagnostic tests.<br>c) Maintain case management for all students at risk.<br>d) A comprehensive OLNA support program is to promote student goal setting, responsibility and support. |
| 6. To increase the use and effectiveness of technology in the classroom. | a) Professional learning opportunities are to be negotiated with each learning area for integration into the learning programs for each subject area.<br>b) Teachers and students are enabled to build capacity in the use of appropriate technology in the classroom.<br>c) Survey of student and teacher use of ICT in the classroom. Baseline data is to be collected and analysed. |
| 7. STEAM opportunities increased 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.<br>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.<br>c) Submit funding applications to promote STEAM initiatives. |

## 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.<br><br>Four instructional strategies will be identified and implemented by week 4 each term, through each professional learning community and reviewed each semester with feedback to whole staff. | a) Learning Area plans are to incorporate instructional strategies.<br>b) Staff to determine current effective learning strategies that may be supported and developed. Identify professional learning capabilities that may be developed.<br>c) Teachers select from a repertoire of instructional strategies (located on V: drive) that best meet the needs of all students<br>d) A focus for triad observations and feedback to whole staff, twice per year. |
| 2.  Learning area grades to improve by 5% for each leaning area for all year groups by end of Semester 2, 2018. | a) Teachers self-assess practice against AITSL standards using relevant analysis of student achievement data.<br>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.  Whole school approach to promoting positive classroom culture that is conducive to effective learning and reflected from student perception data:<br>&bull; motivation to learn<br>&bull; safety<br>&bull; engagement<br>with an increase of 5% per year level by 2019. | a) Teachers use information gained from Student National Schools Opinion Survey and feedback to improve performance and classroom culture.<br>b) Maintain whole school expectations, displayed in each classroom including Monroe Board Academic and Social goals displayed for each lesson. |
| 4.  Improve student academic performance 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.<br>b) Timetable to reflect opportunities in Arts for Years 7 to 10 students. |

## 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. Develop whole school Social and Emotional Wellbeing Plan by end of 2018. | a) Use Act, Belong, Commit as a vehicle to support plan.<br>b) Maintain a high care culture based on strong individual case management that includes mental health, pastoral care and psychological support.<br>c) Measure against Student Services Plan Priority 3. |
| 2. Promote regular attendance and continue to improve attendance for all students to 75% and above.  This will be adjusted to reflect Student Services operational plan target. | a) Measure outcomes against the targets in Priority 3 of the Student Services Attendance Plan.<br>b) Maintain processes to develop strategies to address the issues and promote regular attendance. |
| 3. Demonstrate 5% improvement in the student perception of the safe learning environment. | a) Review data from student National School Opinion Survey (NSOS).<br>b) Deliver effective social and emotional programs to reflect the engaging and safe learning environment. |
| 4. Reductions in classroom misbehaviour entries recorded on SEQTA by 5% per year group. | a) Promote student engagement in their learning through adoption of the Whole School Expectations strategy.<br>b) Teachers to be encouraged to negotiate and establish classroom behaviour practices. |

## Priority 4: Effective Leadership and Governance

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

| Targets | Strategies |
|---|---|
| 1. Increase targeted marketing opportunities to facilitate increased enrolments.<br><br>Increase enrolments by 5% by the end of 2019.<br><br>Increase Year 7 enrolments by 5% by the end of 2019. | a) Focus on Independent Public School (IPS) status, highlighting points of difference at Balcatta Senior High School.<br>b) Re-examine communication to determine effective structures and processes and to consider areas for improvement.<br>c) Conduct and analyse results from Parent National Schools Opinion Survey.<br>d) Maintain and strengthen relationship with local intake primary schools through uptake of transition program. |
| 2. 100% compliance with Aboriginal Cultural Standards Framework. | a) Whole staff complete Aboriginal Cultural Standards Framework on-link activity and practices embedded in Learning Area plans.<br>b) Support all staff to implement the Aboriginal Cultural Standards Framework to increase Aboriginal achievement and drive improvement planning and associated professional learning. |
| 3. 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.<br>b) Establish formal application processes for appointment to leadership roles |
| 4. Increase new partnerships by a minimum of 3 by the end of 2018. | a) To consolidate and extend current partnerships.<br>b) Engage in discussion with the School Board regarding roles and contribution to school development of different potential partnerships. |
| 5. To increase enrolments and ensure retention from lower school to senior school is comparable to 'like' schools.<br><br>Gifted and Talented and Specialist Programs to exceed other 'like' schools by 5%. | a) Develop Gifted and Talented and Specialist Programs strategic plan.<br>b) Audit current partnerships retention rate of Gifted and Talented and Specialist Dance students. |

### GLOSSARY

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|---|---|
| **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) |
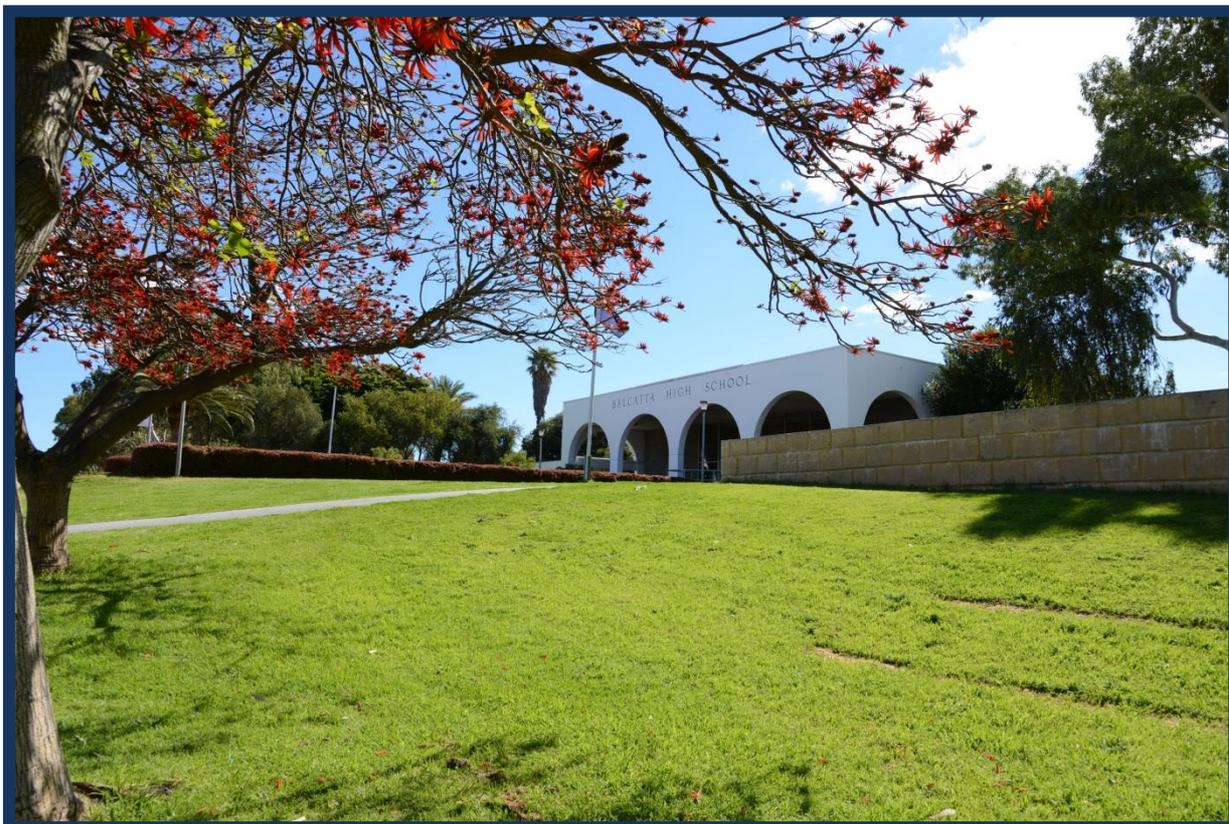
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