

School Strategic Plan for  
Balwyn High School 7550  
North Eastern Victoria Region  
2014-2017



## Endorsements

Endorsement by School Principal	Signed  Name                    Deborah Harman  Date
Endorsement by School Council	Signed  Name                    Steven de Jong  Date  School Council President's endorsement represents endorsement of School Strategic Plan by School Council
Endorsement by the delegate of the Secretary	Signed  Name  Date

## School Profile

<b>Purpose</b>	<p>At Balwyn High School 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>
<b>Values</b>	<p>We are a community growing together through learning and we are committed to our four Pillars of Learning:</p> <ul style="list-style-type: none"> <li>• Learning To Live Together</li> <li>• Learning to Think, Know and Understand</li> <li>• Learning to Do</li> <li>• Learning to Be</li> </ul>
<b>Environmental Context</b>	<p>Balwyn High School is a co-educational school of approximately 2000 students from Years 7 to 12. It has a dedicated, professional team of 200 teachers and support staff. Established in 1954, the school has developed a rich intellectual culture. This culture manifests itself in an outstanding record of achievement that is proof of the excellence and leadership the school has offered to Victorian education. In the past decade the cultural diversity of student population has grown and now has 54 different nationalities represented.</p> <p>The relevance and strength of our tradition and culture is reflected in a heavy, and ever increasing demand for enrolments, and a reputation that extends both interstate and overseas. In 2012 and 2013 Balwyn High School was named the top performing non-select entry government school for our VCE results.</p> <p>The school has strong and honoured traditions exemplified in its House system, music, sport and student leadership development programs. The school offers in excess of 120 co-curricular enhancement and enrichment activities. We strongly believe that student connectedness and wellbeing is directly related to involvement in our extensive co-curricular programs.</p> <p>The school provides a comprehensive, challenging, academic curriculum and encourages a strong work ethic. Positive work habits have consistently translated into outstanding VCE results that maximise students' tertiary education options. The general curriculum is well balanced and is structured with a strong emphasis on the use of learning technologies. Special opportunities are provided for students to access an early entry VCE by commencing Units 1 and</p>

	<p>2 studies as part of their Year 10 Elective program, with a significant number of students completing six Unit 3 and 4 studies by the end of Year 12. Four languages other than English are offered (French, Chinese, Modern Greek, Classical Greek) and there is an extensive English as an Additional Language program. Balwyn has an Accelerated Learning Program for children of high intellectual potential and is one of the state's leading specialist music schools. Balwyn High School is accredited to enrol international students. Currently we have 100 international students, primarily from mainland China, and we will have a sister-school relationship with the High School affiliated with Beijing Normal University in 2014, as well as a partner school in Shanghai for future staff exchanges.</p>
<p><b>Service Standards</b></p>	<p>The School Council expects parents to uphold the goals of the school and encourages their involvement in the educational development of their children. Opportunities are made available for parents to participate in curriculum and school policy development through such groups as the Parents' Association, Friends of Music, Friends of Sport, and the School Council and its sub-committees. The School continues to be an active participant in the Boroondara Network of relationships with our primary feeder schools for mutual benefit. We are committed to ensuring that our 'culture of excellence' pervades all aspects of school life for our students and staff and that all individual learners achieve their best.</p>

## Strategic Direction

	Goals	Targets	Key Improvement Strategies
<b>Achievement</b>	<ul style="list-style-type: none"> <li>To provide a rigorous and differentiated curriculum and explicit teaching to cater for individual learning needs</li> <li>To improve Literacy outcomes for all students at all levels of ability, including EAL learners</li> </ul>	<ul style="list-style-type: none"> <li>All teachers assign accurate AUSVELS levels based on multiple sources of assessment</li> <li>Year 9 NAPLAN results to achieve a minimum: Reading: 620, Writing: 620, Spelling: 630 and Grammar: 630</li> <li>Maintain a VCE study score median of at least 33</li> <li>No VCE Study with lower than 10% of 40s study scores</li> <li>Maintain school % of VCE study scores of 40 and above at or above 20%</li> <li>ATSS – Teacher Effectiveness –to exceed 60<sup>th</sup> percentile</li> </ul>	<ul style="list-style-type: none"> <li>Continue to build teacher capacity to consistently implement the agreed Balwyn High School pedagogy and instructional model based on E5</li> <li>Embed accurate and consistent approaches to assessment of individual students and groups of students against expected standards across all learning areas and year levels</li> <li>Develop a whole school literacy plan with agreed pedagogies for teaching literacy across the curriculum</li> </ul>

<p><b>Engagement</b></p>	<ul style="list-style-type: none"> <li>• To provide a stimulating learning environment for all students by increasing opportunities for higher levels of student cognitive engagement, challenge, independence, self-directed inquiry and deep thinking</li> <li>• To ensure all students experience a consistent, seamless, one six year experience</li> </ul>	<ul style="list-style-type: none"> <li>• ATSS - Stimulating Learning - to the 70<sup>th</sup> percentile or greater.</li> <li>• Parent Opinion Survey – Transitions - to 6.3</li> <li>• To keep VCE subject changes to less than 10% between Unit 1 and Unit 2 and Unit 2 and Unit 3.</li> <li>• To achieve a 95% or greater sign up of Year 7 and 10 laptops</li> <li>• Real retention rate to exceed 80%</li> </ul>	<ul style="list-style-type: none"> <li>• Consolidate student involvement and participation in their learning and decision making through a continuing whole school commitment to student voice and leadership</li> <li>• Build deeper understandings of how to better utilise learning environments which are available to embed innovative pedagogy</li> </ul>
<p><b>Wellbeing</b></p>	<ul style="list-style-type: none"> <li>• To build student capacity to become more resilient, self-reflective learners and productive school citizens</li> </ul>	<ul style="list-style-type: none"> <li>• ATSS – Student Distress – to exceed the 50<sup>th</sup> percentile at all year levels</li> <li>• Parent Opinion Survey – Social Skills to achieve a minimum of 75<sup>th</sup> percentile</li> <li>• Attendance at all year levels to exceed 92%</li> </ul>	<ul style="list-style-type: none"> <li>• Commitment to a ‘whole of school’ approach to wellbeing priorities with particular emphases at each year level</li> </ul>
<p><b>Productivity</b></p>	<ul style="list-style-type: none"> <li>• To ensure the allocation and performance of resources optimises the achievement, engagement and wellbeing of all students</li> </ul>	<ul style="list-style-type: none"> <li>• Parent Opinion Survey – General Satisfaction to exceed a score of 5.8 by 2017</li> </ul>	<ul style="list-style-type: none"> <li>• Continue sound financial management approaches to maintain optimum standards in staffing and subject offerings, of facilities and</li> </ul>

		<ul style="list-style-type: none"> <li>• Staff Opinion Survey – Leadership Team to exceed a score of 80 by 2017</li> </ul>	<p>resources, and opportunities for School Council approved building upgrades</p> <ul style="list-style-type: none"> <li>• Continue to investigate school-community partnerships for mutual benefit</li> <li>• Embed sustainability processes across all areas of the school</li> </ul>
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## School Strategic Plan 2014- 2017: Indicative Planner

Key Improvement Strategies		Actions	Achievement Milestone
<b>Achievement</b> <ul style="list-style-type: none"> <li>Continue to build teacher capacity to consistently implement the agreed Balwyn High School pedagogy and instructional model based on E5</li> <li>Embed accurate and consistent approaches to assessment of individual students and groups of students against expected standards across all learning areas and year levels.</li> <li>Develop a whole school Literacy plan with agreed pedagogies for teaching Literacy across the curriculum</li> </ul>	Year 1	<ul style="list-style-type: none"> <li>PLTs focus on e5 Domain of practice</li> <li>Teachers obtain multiple sources of feedback (including peer observations, coaching, mentoring, student feedback and learning walks, etc)</li> <li>Establish a literacy taskforce and provide professional learning opportunities to build every teacher's capacity as teachers of literacy</li> <li>Enhancing the rigour, challenge and level of differentiation of learning and assessment tasks incorporating strategies for making consistent judgements</li> <li>Ensuring all teachers have a thorough understanding of curriculum standards</li> </ul>	<ul style="list-style-type: none"> <li>The designated PLT process is completed by all staff</li> <li>All staff to complete literacy professional development</li> <li>Evidence on SharePoint of course documentation that is AusVELS/VCE compliant, and incorporates eLearning, differentiation, common assessment tasks, shared criteria, rubrics and moderation protocols</li> <li>Teachers provide evidence of student assessment data analysis through the Performance and Development process</li> <li>Teachers provide evidence of multiple forms of feedback through the performance and development process</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>Further developing the ability of PLTs to share resources, research and evidence to improve the range of teaching strategies used by teachers for stimulating learning and for stretching and challenging all students</li> </ul>	<ul style="list-style-type: none"> <li>The designated PLT process is completed by all staff</li> <li>Literacy is added to the Performance and Development Process as an 'all staff goal' and every teacher shows evidence of using of literacy strategies and resources.</li> </ul>

		<ul style="list-style-type: none"> <li>• Continue the goals of the literacy taskforce review where necessary</li> <li>• Continue to provide professional learning opportunities to build every teacher's capacity as teachers of literacy</li> <li>• Consolidation and further enhancement of the rigour, challenge and level of differentiation of learning and assessment tasks incorporating strategies for making consistent judgements</li> </ul>	<ul style="list-style-type: none"> <li>• Further consolidation on SharePoint of rigorous course documentation that is AusVELS/VCE compliant, and incorporates eLearning, differentiation, common assessment tasks, shared criteria, rubrics, moderation protocols and exemplars</li> <li>• Teachers provide evidence of student assessment data analysis through the Performance and Development process</li> <li>• Teachers provide evidence of multiple forms of feedback through the performance and development process</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>• Develop the PLT program based on E5, literacy and exemplary teaching and learning for all teaching staff</li> <li>• Literacy programs and professional development are further refined according to relevant needs</li> <li>• Set appropriate teaching and learning goals based on rigour, challenge and differentiation for learning and assessment tasks</li> </ul>	<ul style="list-style-type: none"> <li>• The designated PLT process is completed by all staff</li> <li>• Every teacher shows evidence of using literacy strategies and resources in their Performance and Development Review along with an understanding of key literacy data</li> <li>• Every teacher provides evidence of multiple forms of feedback and data analysis through the Performance and Development Review</li> <li>• Teachers are able to produce rigorous course documentation that is AusVELS/VCE compliant, and</li> </ul>

			incorporates eLearning, differentiation, common assessment tasks, shared criteria, rubrics, moderation protocols and exemplars is uploaded to SharePoint
	Year 4	<ul style="list-style-type: none"> <li>• Review the 2014 – 2016 PLT processes</li> <li>• Review the school’s approach to improving literacy</li> <li>• Review the development of the rigour, challenge and level of differentiation of learning and assessment tasks established in the previous three years</li> </ul>	<ul style="list-style-type: none"> <li>• 2017 PLT process or equivalent is implemented for all teaching staff</li> <li>• 2017 school Literacy Plan is enacted by all learning areas</li> <li>• The 2017 plan for rigorous, challenging, differentiated learning and assessment tasks</li> </ul>
<p><b>Engagement</b></p> <ul style="list-style-type: none"> <li>• Consolidate student involvement and participation in their learning and decision making through a continuing whole school commitment to student voice and leadership</li> <li>• Enhance student engagement, pathways and transitions by ensuring that all decisions are informed by comprehensive knowledge and supported by sound data and evidence</li> </ul>	Year 1	<ul style="list-style-type: none"> <li>• To conduct professional learning for teachers with a focus on e-learning and thinking routines for greater student engagement</li> <li>• Involve students across all year levels in regularly establishing meaningful learning goals, reflective practices, peer and self-assessment.</li> <li>• Refining the approach to Year 6 to Year 7 transition, including better aligning curriculum, pedagogical approaches with those used in Year 6 and raising the challenge level of Year 7 experiences</li> <li>• Further enhancement of transitions and induction programs into the school when students enter at different times across the year and at year levels other than</li> </ul>	<ul style="list-style-type: none"> <li>• Director of Pedagogy conducts professional learning for all teaching staff on thinking routines and its incorporation into the instructional model</li> <li>• All staff to have used Compass Learning Tasks for at least one assessment per semester</li> <li>• Parent feedback on Learning Tasks is obtained and analysed</li> <li>• All students from Year 7-10 to use Compass Insights (or similar tool) to set learning goals and to reflect on learning goals.</li> <li>• Two Learning Walks for Grade 6 teachers from two feeder Primary schools are conducted</li> </ul>

		<p>Year 7 and of support for EAL students and families. Booklet, pamphlet, parent student welcome</p> <ul style="list-style-type: none"> <li>• Improving systems to record, track and regularly discuss student results and progress as students move through the school.</li> <li>• Including a professional learning focus for staff and students about how to get the most out of the flexible learning spaces to enhance teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>• A Welcome Booklet for new students in Year 8-12 is produced</li> <li>• A tour is conducted for new students and families each term.</li> <li>• Orientation and other supporting materials for families provided in Mandarin</li> <li>• All students undertake study skills in Year 7 – 10 Tutorial Program which support the Elevate study skills program</li> <li>• School Council ratifies BHS Parent Compact for 2015 and beyond</li> <li>• Involve parents in course counselling sessions at one year level</li> <li>• Conduct course confirmation through Compass at some year levels</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>• Transitions, programs and pedagogy across Years 8 – 10 are enhanced through ongoing professional learning</li> <li>• Further strengthening of the three way education partnership through strategies such as the development of a parent compact</li> <li>• Reviewing and improving strategies for encouraging attendance through more consultation with students about how to encourage attendance, use of personalised interventions as required</li> </ul>	<ul style="list-style-type: none"> <li>• All staff to be using Compass Learning Tasks for all assessments in at least one class</li> <li>• Students to use learning reflections in their course counselling conversations.</li> <li>• Year 9 and 10 Tutorial teachers to be involved in course counselling</li> <li>• Involve parents in course counselling sessions at three year levels</li> <li>• Student Learning and Wellbeing Managers and Heads of Learning have access to systems which track student</li> </ul>

		<p>and an educative program for parents and students about the importance of attendance</p> <ul style="list-style-type: none"> <li>• Improve the tracking of individual student progress in order to deliver high quality learning pathways appropriate to student needs</li> </ul>	<p>results and progress, individually and as cohorts from Year 7-12</p>
	Year 3	<ul style="list-style-type: none"> <li>• Developing agreed, school-wide teaching and learning strategies that cognitively engage students (good learning behaviours)</li> </ul>	<ul style="list-style-type: none"> <li>• All staff to be using Compass Learning Tasks for all assessments in all classes</li> <li>• All teaching staff undertake professional development on innovative pedagogy which increases student cognitive engagement and participation in learning.</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>• Review the 2014 – 2016 Transition processes; to the school, through the school and from the school.</li> <li>• Review the level of student involvement and participation in their learning and decision making</li> </ul>	<ul style="list-style-type: none"> <li>• Strategic Review affirms all practices and approaches to transition, pedagogy and opportunities for student participation in their learning</li> </ul>
<p><b>Wellbeing</b></p> <ul style="list-style-type: none"> <li>▪ Commitment to a ‘whole of school’ approach to wellbeing priorities with particular emphases at each year level</li> </ul>	Year 1	<ul style="list-style-type: none"> <li>• The Tutorial program that focuses on promoting students feelings of wellbeing and connectedness; resilience and management of stress and social skills is implemented across Years 7-10</li> </ul>	<ul style="list-style-type: none"> <li>• Ratification of BHS Student Engagement and Wellbeing Policy by School Council</li> <li>• Review of the existing Y7-Y10 tutorial program conducted.</li> </ul>

		<ul style="list-style-type: none"> <li>• Ensuring greater use of individual/personalised learning plans to better cater for individual learning needs including students who require stretch and challenge and those requiring support and specific intervention</li> <li>• Investigate ways in which Years 11 and 12 students might be further supported such as through incursions, orientation camps, alumni mentoring, etc.</li> <li>• Continue to improve student attendance</li> <li>• Continue to investigate and implement targeted intervention and proactive approaches to wellbeing – including cyber safety, bully busters, body image/self esteem</li> </ul>	<ul style="list-style-type: none"> <li>• Scope and sequence documentation is finalised that outlines a consistent and relevant tutorial experience for students</li> <li>• All staff undertake professional learning around the use of Individual Learning Plans (ILPs)</li> <li>• The use of ILPs is provided as evidence in staff Performance and Development plans</li> <li>• A review of the effectiveness of the VCE plus program (an increase in real retention from Years 9 and 10) is conducted</li> <li>• A database of student co-curricular participation is established and maintained through the Tutorial program</li> <li>• The establishment of an alumni mentoring program</li> <li>• At least one targeted intervention program to be run at each year level</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>• Enhancement of the Tutorial program. The facilitation of Tutorial conveners and teachers to add to the available resources available to teachers</li> <li>• A review of the use of individual learning plans; the identification of exemplar documentation that is</li> </ul>	<ul style="list-style-type: none"> <li>• The population and enhancement of the scope and sequence by tutorial teachers</li> <li>• The incorporation of co-curricular data through the reporting process</li> </ul>

		incorporated into professional development resources	
	Year 3	<ul style="list-style-type: none"> <li>• A whole school review of attendance and retention data</li> </ul>	<ul style="list-style-type: none"> <li>• Review the effectiveness of the VCE plus program (a comparative assessment of Study Scores to determine predictive accuracy of the program)</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>• Review of all attendance, approaches to wellbeing including classroom tutorial programs</li> <li>• Review of co-curricular program participation by students in all year levels</li> </ul>	<ul style="list-style-type: none"> <li>• Strategic Review affirms all practices and wellbeing approaches to maximise student participation and success at every year level</li> </ul>
<p><b>Productivity</b></p> <ul style="list-style-type: none"> <li>• Continue sound financial management approaches to maintain optimum standards in staffing and subject offerings, of facilities and resources, and opportunities for School Council approved building upgrades</li> <li>• Continue to investigate school-community partnerships for mutual benefit</li> <li>• Embed sustainability processes across all areas of the school</li> </ul>	Year 1	<ul style="list-style-type: none"> <li>• Develop an eLearning plan to continue to provide access to and consistent use of the best ICT resources and maximise the use of SharePoint and OneNote for staff and students</li> <li>• Consolidate relationship with JDLF for Network Management of school's ICT facilities</li> <li>• Continue to invest in leadership development and staff professional learning</li> <li>• Focus professional learning for staff to maximise the use of flexible learning spaces to enhance teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>• eLearning plan completed</li> <li>• Staff trained as peer coaches for innovative ICT pedagogies for all teachers</li> <li>• Leadership Development Program delivered over eight sessions by Principal Team</li> <li>• Leadership Retreat organised for all of the Leadership Team and LDP observers with focus of 'high quality instructional practices'</li> <li>• All new staff are inducted, assigned mentors, and engage in ongoing professional learning led by an Assistant Principal</li> </ul>

	<ul style="list-style-type: none"> <li>• Further develop the BHS Workforce plan</li> <li>• Ensure the systematic approaches to maintenance of facilities and projects through recurrent expenditure</li> <li>• Further develop leaders' expertise in project budgeting</li> <li>• Continue to build the status of the ISP to maintain student levels at 100 per year</li> <li>• Develop an effective 'sister school relationship' with The High School affiliated with Beijing Normal University' for staff and student exchanges</li> <li>• Develop relationship with High Schools in Xiamen and Shanghai for staff exchanges</li> <li>• Consolidation of existing 'school-community partnerships'</li> <li>• Investigate 'Aim High' fundraising opportunities through School Council to build financial reserves for future major building upgrades</li> <li>• 60<sup>th</sup> Anniversary celebrations organised to promote school success and expand Alumni base for future mentoring, sponsorship support and community connections</li> </ul>	<ul style="list-style-type: none"> <li>• Appointment of Leading Teacher – Director of International Relations to support the International Student Program (ISP), English as Additional Language learners and the sister school partnerships</li> <li>• ISP enrolments confirmed at 100 for 2015</li> <li>• Memorandum of Understanding with sister school signed and first exchange organised for September 2015</li> <li>• Significant enhancement projects in DeZign completed – operable doors, corridor glazing</li> <li>• Acoustic treatment of Tony Frizza Sports Centre completed</li> <li>• Upgrade of F Wing toilet block</li> <li>• Signage of school upgraded to incorporate DeZign and other facilities</li> <li>• Enrolment numbers maintained for 2015</li> <li>• All facilities maintained to highest levels by Facilities Team</li> <li>• School Council relaunches 'Aim High' fundraising during 60<sup>th</sup> year celebrations</li> <li>• 'Open Campus' and 'Gala Concert' celebrations held</li> <li>• Alumni database expanded through BHS website</li> </ul>
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	Year 2	<ul style="list-style-type: none"> <li>• Review school curriculum and programs to ensure that the current arrangements best support 21<sup>st</sup> century learning and skills developments</li> <li>• Staff exchanges to Beijing and Shanghai formalised for March and September</li> <li>• Community partnerships consolidated and new ones investigated by Director of Community Engagement</li> <li>• Continue to provide extensive opportunities for staff in eLearning applications and high quality pedagogical practices</li> <li>• ‘Aim High’ drive by School Council</li> <li>• Investigation of further community partnerships</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum review completed by Curriculum Design Team</li> <li>• Upgrade of school oval completed by end of 2015</li> <li>• Staff complete exchanges to Chinese schools in March and September</li> <li>• Staffing profile reflects commitment to quality recruitment</li> <li>• All necessary maintenance and building works carried out</li> <li>• Financial reserves consolidated for future B Wing upgrade</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>• Monitoring of Curriculum Review through CDT, Heads of Learning, Student Learning and Wellbeing Manager meetings</li> <li>• Continue to provide professional learning, leadership development and cultural exchanges for staff</li> <li>• Continued commitment to Workforce plan</li> <li>• Continued commitment to facilities, resources, ICT and financial management reflected in Council budget</li> </ul>	<ul style="list-style-type: none"> <li>• Staff complete Exchanges to Chinese schools in March and September</li> <li>• 11<sup>th</sup> Leadership Retreat held for Leadership Team and LDP participants as observers</li> <li>• Increased numbers of staff in LDP</li> <li>• Curriculum documentation and pedagogy reflects commitment to high quality instructional practice – eLearning applications, differentiation, use of learning spaces</li> </ul>

		<p>to ensure highest quality educational experience for all students and staff</p> <ul style="list-style-type: none"> <li>Continued enhancement of school-community partnerships and sponsorship opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Staffing profile reflects commitment to quality recruitment</li> <li>All necessary maintenance and building works carried out</li> <li>Financial reserves consolidated for possible future B Wing upgrade</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>Review of all financial, staffing, facilities, resourcing, community partnerships, professional learning and ICT approaches</li> </ul>	<ul style="list-style-type: none"> <li>Strategic Review affirms all practices and resourcing approaches</li> </ul>