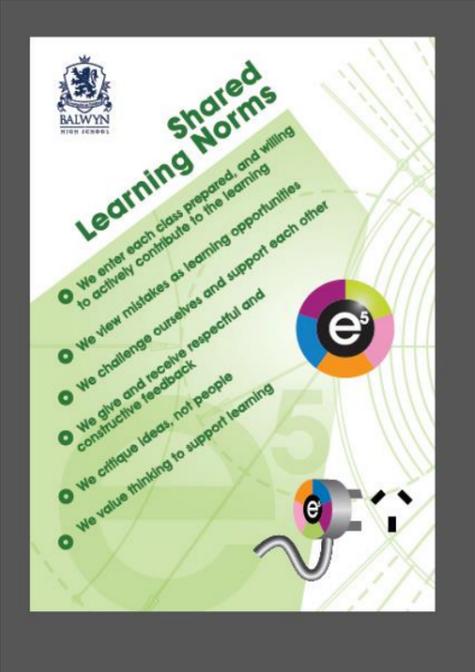


**Balwyn High School 7550**  
**Strategic Plan 2018 – 2021**

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Deborah Harman 7 December 2017	.....[name].....[date]	.....[name].....[date]
School council: Debbie McLennan 7 December 2017	.....[name].....[date]	.....[name].....[date]
Delegate of the Irene Harding NEVR SEIL		
Secretary: ..... December 2017	.....[name].....[date]	.....[name].....[date]

School vision	School values	Context and challenges	Intent, rationale and focus
<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> <p>The skills, attributes, knowledge and personal qualities nurtured include:</p> <ul style="list-style-type: none"> <li>• A capacity to be flexible and adapt to change, derived from knowing how to learn</li> <li>• A belief in lifelong learning and the capacity for learning to learn</li> <li>• The capacity to solve problems, to think creatively and to think critically</li> <li>• The capacity to work effectively as a member of a team and to demonstrate initiative</li> <li>• High self-esteem, optimism and a commitment to excellence</li> <li>• An international perspective characterised by compassion and tolerance</li> <li>• An active concern for others and for the environment, reflecting an understanding of their roles as responsible global citizens</li> </ul>	<p>Balwyn High School strives to stay at the forefront of education and to be the benchmark for educational excellence.</p> <p>The school's Vision and Values are clearly articulated within the four 'Pillars of Learning' – <i>Learning to Live Together, Learning to Think, Know and Understand, Learning to Do and Learning to Be.</i></p> <p>From 2016 the school has adopted our Shared Learning Norms to complement our Pillars of Learning:</p> 	<p>Established in 1954, Balwyn High School has approximately 2100 students and 200 staff. The ongoing demand for enrolments has seen the school's student population continue to rise each year. Balwyn High School is proud of its cultural diversity with over 54 nationalities represented across the school and proud of being a high performing school in the government system.</p> <p>The co-curricular program is regularly referenced by students as a key feature of the school and the reasons why school connectedness is so high. Opportunities are offered in music, sport, drama, academic enrichment, peer mentoring, debating, public speaking, chess, cultural pursuits, a myriad of clubs, an extensive Outdoor Education program, including the Duke of Edinburgh Award at Year 9, an activity rich house system, community service and student leadership. Over the past 4 years students have been provided with the opportunity to tour Europe, China, USA and New Caledonia as part of our overseas experiences, and closer to home, to Canberra for our Year 8 camp.</p> <p>Balwyn High School is committed to supporting and promoting student health and wellbeing. The Wellbeing House continues to provide a safe, nurturing and inclusive environment for students. A fully sequenced Tutorial Program is delivered for all students in Years 7-10, and specific and dedicated wellbeing programs for all year levels are delivered by the Student Services Team and external experts and providers.</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"> <li>• Build the pedagogical expertise of teaching staff in the areas of personalized learning, cognitive demand and differentiation with particular emphases on our highest achieving students and those requiring significant intervention for progress</li> <li>• Build the confidence of teaching staff to assign appropriate Victorian Curriculum ratings for all students and which more closely reflect students' achievements on external assessments</li> <li>• Focus on building teacher confidence and effectiveness with strategies to improve Literacy outcomes across the school, with particular emphasis on our increasing EAL student numbers</li> <li>• Build staff expertise in agreed approaches to student wellbeing and engagement with particular emphasis on 'positive psychology'</li> <li>• Develop programs and opportunities for students to develop resilience, optimism, emotional strength and a global mindset</li> </ul>	<p>The Strategic Review process undertaken in August 2017 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 maximized. 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> <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.</p> <p>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.</p>

Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)																								
<p>To improve Year 7-12 student learning outcomes.</p>	<p><b>Excellence in Teaching and Learning</b></p> <ul style="list-style-type: none"> <li>• Building Practice Excellence</li> <li>• Curriculum Planning and Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Embed a rigorous and differentiated curriculum and explicit teaching to cater for individual learning needs</li> <li>• Build the pedagogical expertise in the areas of personalised learning, cognitive demand and differentiation with emphasis on high achievers and those requiring significant intervention for progress</li> </ul>	<p>Teachers assign accurate VicVELS levels based on multiple sources of assessment with at least 45 per cent of judgements to be at A or B level in every core study from Years 7-10.</p> <p>EAL students progress by at least one S-level within a two-year period in the areas of Reading, Writing, Spelling and/or Listening.</p> <p>By 2021, Year 9 NAPLAN results to achieve scaled scores at the 10<sup>th</sup>, 50<sup>th</sup> and 90<sup>th</sup> percentile as follows:</p> <table border="1" data-bbox="2092 493 2887 682"> <thead> <tr> <th></th> <th>10th</th> <th>50th</th> <th>90th</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>535</td> <td>620</td> <td>700</td> </tr> <tr> <td>Writing</td> <td>505</td> <td>605</td> <td>685</td> </tr> <tr> <td>Spelling</td> <td>525</td> <td>620</td> <td>725</td> </tr> <tr> <td>Grammar</td> <td>520</td> <td>610</td> <td>715</td> </tr> <tr> <td>Numeracy</td> <td>580</td> <td>655</td> <td>750</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• Low relative NAPLAN growth in Year 9 Numeracy to decrease by 3% in the first two years and a further 1% in the following two years.</li> <li>• High relative growth in Year 9 Numeracy to increase by 3% in the first two years and a further 1% in the following two years.</li> <li>• Low relative growth in Year 9 Reading, Writing, Spelling and Grammar to decrease by 1% each year.</li> <li>• High relative growth in Year 9 Reading, Writing, Spelling and Grammar to increase by 1% each year.</li> </ul> <p>Maintain a VCE median score of at least 34.</p> <p>No VCE Study with lower than ten per cent of 40s study scores.</p> <p>Maintain school percentage of VCE study scores of 40 and above, at or above 20 per cent.</p>		10th	50th	90th	Reading	535	620	700	Writing	505	605	685	Spelling	525	620	725	Grammar	520	610	715	Numeracy	580	655	750
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<p>To develop confident, resilient students equipped to thrive in the contemporary world.</p>	<p><b>Positive Climate of Learning</b></p> <ul style="list-style-type: none"> <li>• Empowering Students and Building School Pride</li> <li>• Setting Expectations and Promoting Inclusion</li> </ul>	<ul style="list-style-type: none"> <li>• Embed a positive classroom culture that enables student agency and self-efficacy</li> <li>• Implement schoolwide practices, programs and resources that build a healthy balance of academic, social and emotional capacity</li> </ul>	<p><b>Attitudes to School Results:</b></p> <p>Teacher Concern: 2017 – 37 per cent positive To improve each year to achieve 55 per cent by the end of 2021</p> <p>Student Voice &amp; Agency 2017 – 48 per cent positive To improve each year to achieve 60 per cent by the end of 2021.</p> <p>Stimulated Learning 2017 – 55 per cent positive To improve each year to achieve 65 per cent by the end of 2021.</p> <p>Respect for Diversity 2017 – 52 per cent positive To improve each year to achieve 65 per cent by the end of 2021.</p>																								