

2018 Annual Implementation Plan

for improving student outcomes

Balwyn High School (7550)



Submitted for review by Deborah Harman (School Principal) on 04 December, 2017 at 01:08 PM
Endorsed by Irene Harding (Senior Education Improvement Leader) on 14 December, 2017 at 12:58 PM
Endorsed by Debbie McLennan (School Council President) on 15 December, 2017 at 10:09 PM

Self-evaluation Summary - 2018

Balwyn High School (7550)

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Embedding moving towards Excelling
	Curriculum planning and assessment	Embedding moving towards Excelling
	Evidence-based high-impact teaching strategies	Embedding moving towards Excelling
	Evaluating impact on learning	Embedding moving towards Excelling
Professional leadership	Building leadership teams	Excelling
	Instructional and shared leadership	Embedding moving towards Excelling
	Strategic resource management	Excelling
	Vision, values and culture	Embedding moving towards Excelling

Positive climate for learning	Empowering students and building school pride	Embedding moving towards Excelling
	Setting expectations and promoting inclusion	Embedding moving towards Excelling
	Health and wellbeing	Embedding
	Intellectual engagement and self-awareness	Embedding

Community engagement in learning	Building communities	Embedding moving towards Excelling
	Global citizenship	Embedding moving towards Excelling
	Networks with schools, services and agencies	Embedding
	Parents and carers as partners	Embedding

Enter your reflective comments	<p>The Strategic Review conducted this year by John Marks, and supported by our Challenge Partners, Eric Regester and Paige Williams, has provided a great insight into the strengths of Balwyn High School and the areas that demand our attention moving forward.</p> <p>We are extremely pleased that our work with students, staff and parents has been acknowledged through this process, but remain mindful that with a school community of 2100 students and 210 staff we must continue to address the learning needs of all students and the instructional effectiveness of all classroom teachers.</p>
Considerations for 2019	<ul style="list-style-type: none"> • 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 • 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 • Formalise a Middle School Assessment Policy that complements that achieved by the Senior School Policy, with greater commitment to the moderation/crossmarking of assessments to achieve consistency

	<ul style="list-style-type: none"> • Embed STEAM as a multidisciplinary approach to curriculum planning, assessment and student engagement • Build staff expertise in agreed approaches to student wellbeing and engagement with particular emphasis on 'positive psychology' and building learner agency • Develop programs and opportunities for students to develop resilience, optimism, emotional strength and a global mindset • Upskill teachers to address the specific needs of our EAL learners and others requiring Individual Learning Plans • Explore greater eLearning applications across the curriculum • Encourage greater input from students in regards to curriculum planning and assessment practices • Embed C21st learning 'soft skills' to strengthen the desired learner profile • Set aspirational goals for our VCE results with a Median Score of 35 • Pursue further community partnerships both locally, and internationally with the current and planned sister-schools
Documents that support this plan	<p>2018-2021_Balwyn High School_SSP.docx (0.18 MB)</p> <p>BalwynHS_DHarman_AIP_2017 End Cycle 14 November.docx (0.12 MB)</p> <p>BHS School Strategic Plan 2018-2021.docx (0.18 MB)</p>

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Balwyn High School (7550)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
To improve Year 7-12 student learning outcomes.	Teachers assign accurate VicVELS levels based on multiple sources of assessment with at least 45 per cent of	Yes	Outline what you want achieve in the next 12 months against your Strategic Plan target. At least 30 per cent of judgments to be at A or B level in every core study	Building practice excellence

	<p>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 10th, 50th and 90th percentile as follows:</p> <table border="1" data-bbox="593 494 1019 726"> <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> <p>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.</p> <p>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.</p> <p>Low relative growth in Year 9 Reading, Writing, Spelling and Grammar to decrease by 1% each year.</p> <p>High relative growth in Year 9 Reading, Writing, Spelling and Grammar to increase by 1% each year.</p> <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		<p>from Years 7-10</p> <p>At least 70% of EAL students progress by at least one S-level in the areas of Reading, Writing, Spelling and/or Listening</p> <p>Year 9 NAPLAN results to achieve scaled scores at the 10th, 50th and 90th percentile as follows:</p> <table border="1" data-bbox="1243 614 1579 909"> <tbody> <tr> <td>Reading</td> <td>525</td> <td>610</td> <td>690</td> </tr> <tr> <td>Writing</td> <td>500</td> <td>590</td> <td>675</td> </tr> <tr> <td>Spelling</td> <td>510</td> <td>615</td> <td>710</td> </tr> <tr> <td>Grammar</td> <td>515</td> <td>605</td> <td>700</td> </tr> <tr> <td>Numeracy</td> <td>570</td> <td>640</td> <td>735</td> </tr> </tbody> </table> <p>Year 9 Numeracy Low Relative Growth to be at 29 per cent or below</p> <p>Year 9 Numeracy High Relative Growth to be at 29 per cent or higher</p> <p>Year 9 Reading, Writing, Spelling and Grammar Low Relative Growth to be at 24 per cent or lower</p> <p>Year 9 Reading, Writing,</p>	Reading	525	610	690	Writing	500	590	675	Spelling	510	615	710	Grammar	515	605	700	Numeracy	570	640	735	
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			<p>Spelling and Grammar High Relative Growth to be at 30 per cent or higher</p> <p>VCE Median score at 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>	
To develop confident, resilient students equipped to thrive in the contemporary world.	<p>Attitudes to School Results: Teacher Concern: 2017 – 37 per cent positive To improve each year to achieve 55 per cent by the end of 2021 Student Voice & Agency: 2017 – 48 per cent positive To improve each year to achieve 60 per cent by the end of 2021. Stimulated Learning 2017 – 55 per cent positive To improve each year to achieve 65 per cent by the end of 2021. Respect for Diversity 2017 – 52 per cent positive To improve each year to achieve 65 per cent by the end of 2021.</p>	Yes	<p>ATS Results:</p> <p>Teacher Concern - 40 per cent positive</p> <p>Student Voice & Agency - 50 per cent positive</p> <p>Stimulated Learning - 58 per cent positive</p> <p>Respect for Diversity - 56 per cent positive</p>	Empowering students and building school pride

Improvement Initiatives Rationale

Following the Strategic Review in 2017 we have identified the need to continue to improve learning outcomes for all students, namely to:

- Build the pedagogical expertise of all teaching staff in the areas of personalised learning, cognitive demand and differentiation with particular emphases on our highest achieving students and those requiring significant intervention for progress
- Build the confidence of all teaching staff to assign appropriate Victorian Curriculum ratings for all students and which more closely reflect students' achievements on external assessments
- 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

The 2017 NAPLAN Results indicated higher levels of Low Relative Growth, and lower levels of High Relative Growth at Year 9 across all domains. Curriculum programs, learning tasks and assessment regimes are currently being evaluated by teaching teams to ensure that students of all levels of ability will be catered for and extended in their learning.

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.

Goal 1	To improve Year 7-12 student learning outcomes.
12 month target 1.1	<p>At least 30 per cent of judgments to be at A or B level in every core study from Years 7-10</p> <p>At least 70% of EAL students progress by at least one S-level in the areas of Reading, Writing, Spelling and/or Listening</p> <p>Year 9 NAPLAN results to achieve scaled scores at the 10th, 50th and 90th percentile as follows:</p> <p>Reading 525 610 690</p> <p>Writing 500 590 675</p> <p>Spelling 510 615 710</p> <p>Grammar 515 605 700</p> <p>Numeracy 570 640 735</p>

	<p>Year 9 Numeracy Low Relative Growth to be at 29 per cent or below</p> <p>Year 9 Numeracy High Relative Growth to be at 29 per cent or higher</p> <p>Year 9 Reading, Writing, Spelling and Grammar Low Relative Growth to be at 24 per cent or lower</p> <p>Year 9 Reading, Writing, Spelling and Grammar High Relative Growth to be at 30 per cent or higher</p> <p>VCE Median score at 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>
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	<ul style="list-style-type: none"> Embed a rigorous and differentiated curriculum and explicit teaching to cater for individual learning needs
KIS 2	<ul style="list-style-type: none"> 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

Goal 2	To develop confident, resilient students equipped to thrive in the contemporary world.
12 month target 2.1	<p>ATS Results:</p> <p>Teacher Concern - 40 per cent positive</p> <p>Student Voice & Agency - 50 per cent positive</p> <p>Stimulated Learning - 58 per cent positive</p> <p>Respect for Diversity - 56 per cent positive</p>

FISO Initiative	Empowering students and building school pride
Key Improvement Strategies	
KIS 1	<ul style="list-style-type: none"> Embed a positive classroom culture that enables student agency and self-efficacy
KIS 2	<ul style="list-style-type: none"> Implement schoolwide practices, programs and resources that build a healthy balance of academic, social and emotional capacity

Define Evidence of Impact and Activities and Milestones - 2018

Balwyn High School (7550)

Goal 1	To improve Year 7-12 student learning outcomes.
12 month target 1.1	<p>At least 30 per cent of judgments to be at A or B level in every core study from Years 7-10</p> <p>At least 70% of EAL students progress by at least one S-level in the areas of Reading, Writing, Spelling and/or Listening</p> <p>Year 9 NAPLAN results to achieve scaled scores at the 10th, 50th and 90th percentile as follows:</p> <p>Reading 525 610 690</p> <p>Writing 500 590 675</p> <p>Spelling 510 615 710</p> <p>Grammar 515 605 700</p> <p>Numeracy 570 640 735</p> <p>Year 9 Numeracy Low Relative Growth to be at 29 per cent or below</p> <p>Year 9 Numeracy High Relative Growth to be at 29 per cent or higher</p>

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FISO Initiative	Building practice excellence
Key Improvement Strategy 1	<ul style="list-style-type: none"> Embed a rigorous and differentiated curriculum and explicit teaching to cater for individual learning needs
Actions	<p>Formally review progress and development in curriculum delivery and documentation.</p> <p>Embed STEAM as a multidisciplinary approach to curriculum planning assessment and student engagement.</p> <p>Formalise a Middle School Assessment Policy complementing the Senior School Policy, with greater commitment to the moderation/cross-marking of assessments to achieve consistency.</p> <p>Explore greater eLearning applications across the curriculum.</p> <p>Optimise technology to enhance teaching practices and student outcomes and to improve student/teacher/parent engagement.</p> <p>Implement consistently the BHS Instructional Model for curriculum, instruction and assessment.</p>
Evidence of impact	<p>Teachers will:</p> <p>Demonstrate their ability to cater for each students' needs and capabilities through evidence of differentiation in curriculum documentation and assessment tasks</p> <p>Contribute to an effective Middle School Assessment Policy to meet the targets set for VicVELS and NAPLAN results</p> <p>Demonstrate greater opportunities for elearning applications for student learning as evidenced in curriculum documentation</p> <p>Build confidence and capacity in the e5 Instructional Model and act upon collegiate feedback provided to inform future practice</p> <p>Students will:</p> <p>Experience learning success and will understand and be able to articulate why they have been successful</p>

	Experience an increased and more effective use of computers and technology for their learning and assessment. Able to articulate the links between the learning activities and the assessment task and how they use feedback to improve their performance.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<p>Formally review progress and development in curriculum delivery and documentation.</p> <p>Embed STEAM as a multidisciplinary approach to curriculum planning assessment and student engagement.</p> <p>Formalise a Middle School Assessment Policy complementing the Senior School Policy, with greater commitment to the moderation/cross-marking of assessments to achieve consistency.</p> <p>Explore greater eLearning applications across the curriculum.</p> <p>Optimise technology to enhance teaching practices and student outcomes and to improve student/teacher/parent engagement.</p> <p>Implement consistently the school model for curriculum, instruction and assessment.</p>	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$40,000.00 <input type="checkbox"/> Equity funding will be used

Goal 1	To improve Year 7-12 student learning outcomes.
12 month target 1.1	<p>At least 30 per cent of judgments to be at A or B level in every core study from Years 7-10</p> <p>At least 70% of EAL students progress by at least one S-level in the areas of Reading, Writing, Spelling and/or Listening</p> <p>Year 9 NAPLAN results to achieve scaled scores at the 10th, 50th and 90th percentile as follows:</p> <p>Reading 525 610 690</p>

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FISO Initiative	Building practice excellence
Key Improvement Strategy 2	<ul style="list-style-type: none"> 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
Actions	<p>Build the confidence of teaching staff to assign appropriate Victorian Curriculum ratings for all students, which more closely reflect students' achievements on external assessments.</p> <p>Build teacher confidence and effectiveness with strategies to improve literacy skills.</p> <p>Build teacher capacity in addressing the specific needs of EAL learners.</p> <p>Build teacher capacity to develop, resource, monitor and evaluate Individual Education Plans.</p>

	Embed 21st Century learning 'soft skills' to strengthen the desired learner profile.			
Evidence of impact	<p>Teachers will:</p> <p>Demonstrate an improved knowledge of Vic Curric which is reflected within Assessment Tasks.</p> <p>Teachers will build literacy instruction strategies within their lessons as evidenced within curriculum documentation</p> <p>Demonstrate an ability to simplify language and instruction in order to meet the needs of EAL students.</p> <p>As required teachers will contribute to the development and review of IEP's as evidence through compass insights.</p> <p>Staff will improve their capacity to locate opportunities to incorporate Vic Curriculum Capabilities within specific learning areas and units of work.</p> <p>Students will:</p> <p>Have a more consistent instructional experience across their classes and subjects</p> <p>Be able to articulate a greater connection between their learning and real world application</p> <p>Students will experience increased cognitive engagement which will be reflected in ATTS and through Year Level Offices.</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<p>Build the confidence of teaching staff to assign appropriate Victorian Curriculum ratings for all students, which more closely reflect students' achievements on external assessments.</p> <p>Build teacher confidence and effectiveness with strategies to improve literacy skills.</p> <p>Build teacher capacity in addressing the specific needs of EAL learners.</p> <p>Build teacher capacity to develop, resource, monitor and evaluate Individual Education Plans.</p> <p>Embed 21st Century learning 'soft skills' to strengthen the desired learner profile.</p>	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	<p>\$36,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>

Goal 2	To develop confident, resilient students equipped to thrive in the contemporary world.			
12 month target 2.1	<p>ATS Results:</p> <p>Teacher Concern - 40 per cent positive</p> <p>Student Voice & Agency - 50 per cent positive</p> <p>Stimulated Learning - 58 per cent positive</p> <p>Respect for Diversity - 56 per cent positive</p>			
FISO Initiative	Empowering students and building school pride			
Key Improvement Strategy 1	<ul style="list-style-type: none"> Embed a positive classroom culture that enables student agency and self-efficacy 			
Actions	<p>Encourage greater input from students in relation to curriculum planning and assessment practices.</p> <p>Continue to embed the BHS Shared Learning Norms in every classroom</p> <p>Shared professional reading for staff to focus on student agency, self-regulation and self-efficacy as part of the professional learning program</p>			
Evidence of impact	<p>Teachers will:</p> <p>Use the e5 instructional model to recognise teaching strategies that enable student agency in the classroom</p> <p>Create individual learning plans for students who may be 12 months ahead/behind level and monitor to see the student achieves a year's progress</p> <p>Students will:</p> <p>Confidently explain the strategies they have used to progress effectively in each classroom</p> <p>Demonstrate the use of the school's shared learning norms in their classroom learning</p> <p>Confidently explain the strategies they have used to progress effectively in each classroom</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget

<p>Encourage greater input from students in relation to curriculum planning and assessment practices.</p> <p>Continue to embed the BHS Shared Learning Norms in every classroom</p> <p>Shared professional reading for staff to focus on student agency, self-regulation and self-efficacy as part of the professional learning program</p>	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$18,000.00 <input checked="" type="checkbox"/> Equity funding will be used
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Goal 2	To develop confident, resilient students equipped to thrive in the contemporary world.
12 month target 2.1	<p>ATS Results:</p> <p>Teacher Concern - 40 per cent positive</p> <p>Student Voice & Agency - 50 per cent positive</p> <p>Stimulated Learning - 58 per cent positive</p> <p>Respect for Diversity - 56 per cent positive</p>
FISO Initiative	Empowering students and building school pride
Key Improvement Strategy 2	<ul style="list-style-type: none"> Implement schoolwide practices, programs and resources that build a healthy balance of academic, social and emotional capacity
Actions	<p>Build staff expertise and practice in agreed approaches to student and staff wellbeing and engagement with particular emphasis on positive psychology.</p> <p>Tutorial Program and other Student Wellbeing initiatives to be provided for students at all year levels to develop resilience, optimism, emotional strength and a global mindset.</p>
Evidence of impact	<p>Teachers will:</p> <p>Undertake professional learning opportunities that build expertise in student wellbeing approaches</p> <p>Develop and deliver whole school student wellbeing programs through the Tutorial Program and associated activities</p>

	Deliver the Tutorial program curriculum displaying topics that promote a healthy balance lifestyle and also resilience Students will: Be encouraged to participate in a wide range of co-curricular activities to complement their classroom learning Participate on whole year level student wellbeing programs and develop soft skills embedded into tutorial program and in whole year level presentations.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Build staff expertise and practice in agreed approaches to student and staff wellbeing and engagement with particular emphasis on positive psychology. Tutorial Program and other Student Wellbeing initiatives to be provided for students at all year levels to develop resilience, optimism, emotional strength and a global mindset.	Wellbeing Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$18,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Professional Learning and Development Plan - 2018

Balwyn High School (7550)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Formally review progress and development in curriculum delivery and documentation. Embed STEAM as a multidisciplinary approach to curriculum planning assessment and student	Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Subject association <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site

<p>engagement.</p> <p>Formalise a Middle School Assessment Policy complementing the Senior School Policy, with greater commitment to the moderation/cross-marking of assessments to achieve consistency.</p> <p>Explore greater eLearning applications across the curriculum.</p> <p>Optimise technology to enhance teaching practices and student outcomes and to improve student/teacher/parent engagement.</p> <p>Implement consistently the school model for curriculum, instruction and assessment.</p>				<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Maths/Sci Specialist	
<p>Build the confidence of teaching staff to assign appropriate Victorian Curriculum ratings for all students, which more closely reflect students' achievements on external assessments.</p> <p>Build teacher confidence and effectiveness with strategies</p>	<p>Leadership Team</p>	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Subject association <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site

<p>to improve literacy skills.</p> <p>Build teacher capacity in addressing the specific needs of EAL learners.</p> <p>Build teacher capacity to develop, resource, monitor and evaluate Individual Education Plans.</p> <p>Embed 21st Century learning 'soft skills' to strengthen the desired learner profile.</p>						
<p>Encourage greater input from students in relation to curriculum planning and assessment practices.</p> <p>Continue to embed the BHS Shared Learning Norms in every classroom</p> <p>Shared professional reading for staff to focus on student agency, self-regulation and self-efficacy as part of the professional learning program</p>	Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
<p>Build staff expertise and practice in agreed approaches to student and staff wellbeing and engagement with particular emphasis on positive psychology.</p>	Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

<p>Tutorial Program and other Student Wellbeing initiatives to be provided for students at all year levels to develop resilience, optimism, emotional strength and a global mindset.</p>						
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Documents that support the plan

The school has uploaded the following documents to support the self-evaluation.

Dimension 1

[Collegiate observation proforma 2017.pdf \(0.32 MB\)](#)

[PLTs in 2017.pdf \(0.8 MB\)](#)

Dimension 2

[BHS TEACHING AND LEARNING PROGRAM STATEMENT.pdf \(0.28 MB\)](#)

[Connections \(2017, Day 2_TKN\) dist.pptx \(0.91 MB\)](#)

[Extend 1 Critical Thinking coversheet.pdf \(1.16 MB\)](#)

Dimension 3

[2017_ACL slides_Connections_v4.pdf \(0.82 MB\)](#)

[Staff PD November 6 2017.pdf \(2.57 MB\)](#)

Dimension 4

[NAPLAN.pdf \(1.84 MB\)](#)

[VCE data.pptx \(1.02 MB\)](#)

Dimension 7

[Balwyn High School Staff Compact for new and returning staff.pdf \(0.45 MB\)](#)

[DHR welcome letter to new staff.pdf \(0.21 MB\)](#)

Dimension 9

[SLV Presentation Oct 6 2016 Staff Meeting.pptx \(2.12 MB\)](#)

[Student Leaders' Compact PDF.pdf \(0.37 MB\)](#)

[Student Leadership Profile 2017 May.docx \(0.06 MB\)](#)

Dimension 10

[A2 Shared Learning Norms Poster.pdf \(2.45 MB\)](#)

[BHS Statement of Values for School Community.pdf \(0.25 MB\)](#)

[Student Code of Practice.pdf \(1.09 MB\)](#)

Dimension 11

[2017 wellbeing initiatives.pdf \(0.44 MB\)](#)

[BHS Canteen Policy.pdf \(0.55 MB\)](#)

Dimension 12

[CARS STARS Skill 6 \(SBD entry from PTN\).docx \(0.63 MB\)](#)

[Effective Study Timetable and Information.pdf \(0.21 MB\)](#)

[Skill 5 - Comparing and Contrasting \(final\).docx \(0.09 MB\)](#)

Dimension 16

[Example of Compass Newsfeed.docx \(0.08 MB\)](#)

Self-evaluation Summary

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