

Business Plan

2016 - 2018

We believe that all individuals in our community should have every opportunity extended to them to assist them in reaching their full potential. We will strive to meet the needs of each and every individual member of the College community.



Foreword

The Baldivis Secondary College Business Plan 2016 – 2018 outlines our core strategic objective, key focus areas and the associated performance indicators together with the broad range of strategies established to achieve these indicators of success.

This plan has taken into account the previous performance levels of students with the intention of further improving the educational outcomes of our students. This plan places an emphasis on our core strategic objective of raising the student achievement outcomes of our students; which is central to all work undertaken at Baldivis Secondary College. We aim to achieve this objective through a relentless focus on academic rigour and scholarly behaviour; high quality teaching, learning and leadership; curriculum differentiation and access; sustaining a culture of collaboration and cooperation; and the responsible management of College resources.



Our College Context

As the first and only public secondary school established in the area, Baldivis Secondary College is committed to maintaining its presence as a community hub and a highly regarded educational facility for the students of Baldivis. As an integral part of the Baldivis community, we are constantly seeking to enhance our partnerships and links with the community. We have developed a strong collaborative partnership with our partner primary schools to assist in developing learning links and seamless educational journeys. Partnerships and initiatives with universities, local business and industry and local community organisations are essential in helping to provide real life and meaningful experiences for our students.

Baldivis Secondary College is an AVID College. AVID (Advancement via Individual Determination) is a systemic instructional system for students in kindergarten through to higher education (K-12). This instructional system is a catalyst for developing a culture that closes the expectation and opportunity gaps many students face and prepares all students for success in a global society.

Baldivis Secondary College has an information technology rich teaching and learning environment. We take the view that each and every program delivered in our learning community is a specialised program. Baldivis Secondary College continues to offer a broad curriculum based on the Western Australian Curriculum to meet the needs of our students and to assist them in attaining their aspirational goals.

We value the essential partnership between students, teachers and parents. Systems and processes have been established to ensure each person is valued and communicated with in a timely manner. Our facilities are state of the art and designed to provide the best learning and teaching environments for students and staff. New and innovative designs and resources allow for dynamic interaction amongst our community members and have been established to meet the needs and interests of all. The learning environment for our young people is designed to create a sense of belonging and an enjoyable, safe and productive learning experience.

Our College Purpose

At Baldivis Secondary College, our purpose as a community is to ensure that all students achieve personal success in their learning and become responsible and productive citizens.

The curriculum and programs, partnerships, staffing, resourcing and facilities at Baldivis Secondary College are designed and used to support each individual to perform to the best of their ability and, in doing so, attain their personal level of excellence. Similarly, we seek to support our staff to achieve personal excellence in all they do by providing access to high quality professional learning, training and mentoring.

We believe that all individuals in our community should have every opportunity extended to them to assist them to achieve personal excellence in all they do and **be the best that they can be.**

By providing opportunities for intellectual, physical, creative and social development through high quality teaching, strong pastoral care relationships and a deep belief that all students have the capacity to learn, we are confident our students will be well prepared for the increasingly complex life and work environments in the twenty-first century.



Our College Values

Baldivis Secondary College promotes ethical practice and appropriate standards of conduct and behaviour, and is committed to work and learning environments where all individuals are treated with respect and dignity.

The design of educational programs, underpinned by our beliefs about teaching and learning, will give all members of our community the opportunity to become confident, innovative and successful learners and realise their potential.

The pillars upon which we build our culture are:

RESPECT

Baldivis Secondary College is founded on the basic principle of respect. Respect underpins each initiative and interaction within our community.

EXCELLENCE

Students and staff are expected to achieve personal excellence in all they do. Each individual will perform to the best of their ability and in doing so attain their level of excellence.

KNOWLEDGE

Students will aim to become informed and positive contributors to our world. Our students will be provided with an opportunity to draw upon a wealth of knowledge to enjoy and share with others.

INTEGRITY

To be the best that one can be requires a high level of honesty and to approach learning and life having strong moral principles.

UNITY

Our learning community is dynamic and exciting. Each individual has strengths to share and works positively together to achieve greater outcomes.



Our Beliefs About Teaching and Learning

Baldivis Secondary College:

- is a community where all educators are working toward common goals, developing their practice and learning strategies for sharing their work with colleagues;
- has established a strong collegiate culture through coaching, reflection on teaching, and the use of protocols to engage in authentic, purposeful conversations about student work, curriculum design, and shared purpose; and
- provides educators with ample opportunities to work and learn together across year levels, disciplines, and diverse schooling structures to build their skills as instructional leaders and teacher researchers.

We believe that learning is a social enterprise which occurs most deeply in communities where people are surrounded by caring and committed colleagues who invite feedback and assess their effectiveness in terms of student outcomes.

The leadership at Baldivis Secondary College is visionary, shared and distributed. Our vision, mission and values are shared, owned by all and communicated clearly and consistently to all stakeholders.

Strong procedures are in place to encourage a college-wide, shared responsibility for student learning and success, and to encourage the development of a culture of continuous professional improvement. Each individual is encouraged to explore new ways of doing things that are research based and proven to achieve greater outcomes for students.



The key elements of our instructional practice are predicated on the belief that the teaching and learning process must be:

ENGAGING

The teaching and learning process is most effective when all community members interact and learn from one another. The technologies and instructional practices must be appropriate for the learners' level of prior knowledge, cognitive abilities, and their learning and thinking strategies.

RELEVANT AND MEANINGFUL

The teaching and learning process is most effective when it is applicable to the real world and prepares individuals for their future life.

ORGANISED, INCLUSIVE AND SAFE

The teaching and learning environment is most effective when all community members have developed and established a structured and trustful learning environment. The sharing of ideas and active participation in the learning process creates the learning community.

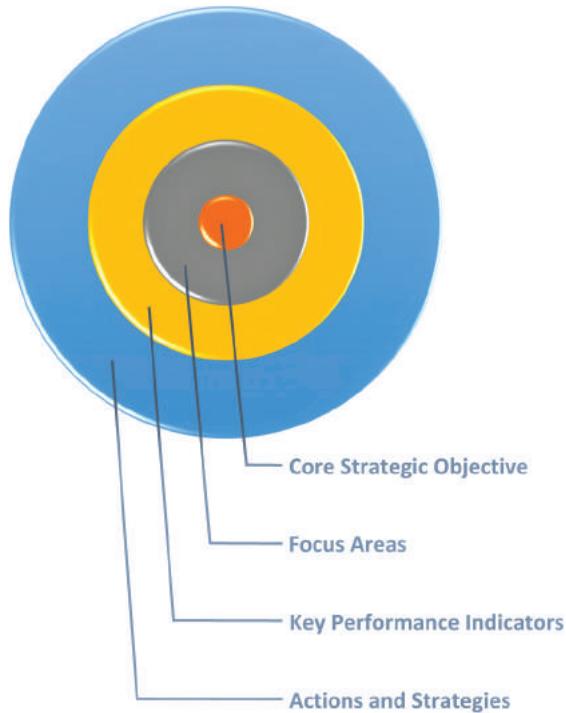
RESPECTFUL

The teaching and learning environment is most effective when all community members accept responsibility for their own actions and progress and, consequently, are courteous, cooperative, and non-threatening in their relationships with others.

Priorities and Focus Areas

The Baldivis Secondary College Business Plan 2016 – 2018 outlines our:

1. Core strategic objective;
2. Focus areas;
3. The actions and strategies we will implement; and
4. The key performance indicators we will use to measure our success.



Core Strategic Objective

Our core strategic objective is to raise student achievement outcomes. This is central to all work undertaken at the College.

Focus Areas

We aim to achieve our core strategic objective through a relentless focus on:

- Academic rigour and scholarly behaviour;
- High quality teaching, learning and leadership;
- Curriculum differentiation and access;
- A culture of collaboration and cooperation; and
- Responsible management of College resources.

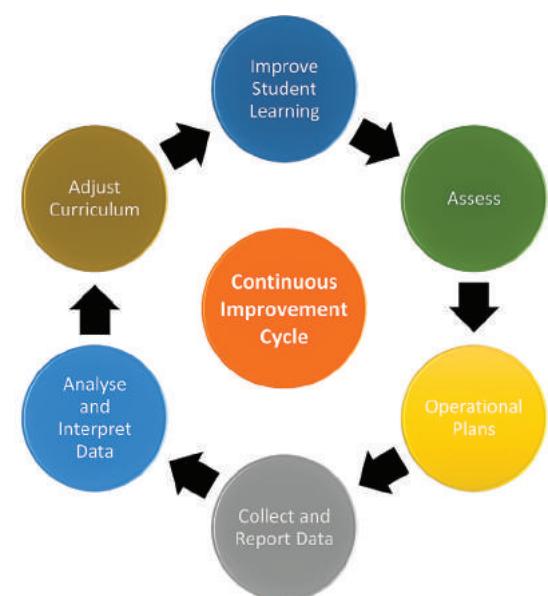
Academic Rigour and Scholarly Behaviour

What We Will Do:

- Implement a college-wide study skills program to prepare students for successful completion of course assessments (including 7 to 10 exams), ATAR exams and Year 12 “Externally Set Tasks”.
- Regularly review and monitor student attendance and monitoring strategies that enable accurate parent communication and compliance.
- Monitor the attendance of identified groups of students (e.g. ATSI and gender specific) and implement improvement strategies as required.
- Develop and maintain close curriculum links with our partner primary schools through the establishment of formal learning links, cross sector collaboration and sharing.
- Set high expectations which will be frequently communicated and reiterated with staff and students and model high standards across all classrooms.
- Conduct regular and detailed review of cohort, class and individual student performance data.
- Conduct rigorous reviews of performance against state, “like-school” and national benchmarks.



- Implement and monitor a range of mechanisms to recognise and acknowledge staff and student achievement and success.
- Assist all students to undertake Individual Pathway Planning in Years 7 to 10, with an increasing focus on career development in Years 9 and 10.
- Track, monitor, and evaluate student performance on an individual level and intervene where necessary to ensure students are progressing towards their chosen future goals.
- Implement college-wide teaching and learning methodologies in the critical areas of Writing, Inquiry, Collaboration, Organisation, Reading to Learn (WICOR) and Numeracy.



High Quality Teaching, Learning and Leadership

What We Will Do:

Professional Learning and Career Development

- Participate in professional learning which is:
 - Embedded in or directly related to the work of teaching;
 - Grounded in the content of teaching;
 - Organised around collaborative problem solving; and
 - Integrated into a comprehensive improvement process.
- Incorporate classroom observation into our ongoing self-improvement reflective practice and as the basis for providing useful professional feedback at least once per semester.
- Our performance and development processes will be aligned to the AITSL Standards and the Education Department's Performance Management and Staff Development policies.
- Provide incumbent and aspirant staff with training opportunities to develop leadership skills, knowledge and understandings as typified in the AITSL standards for teachers and principals.



Teaching Practice

- Implement a college-wide approach to teaching and learning using "best practice" evidence based instructional strategies and skills including but not limited to:
 - Tribes and cooperative learning strategies;
 - Classroom Management Strategies (CMS);
 - AVID instructional strategies;
 - Universal Design for Learning (UDL); and the
 - Gradual Release of Responsibility.
- Use a robust Plan, Teach and Assess cycle which encompasses diagnostic, formative and summative assessment across the whole school.
- Effectively incorporate identified engagement strategies into our daily teaching practices.
- The AVID and Numeracy Site Teams will implement a range of evidence based 'best practice' literacy and numeracy initiatives.

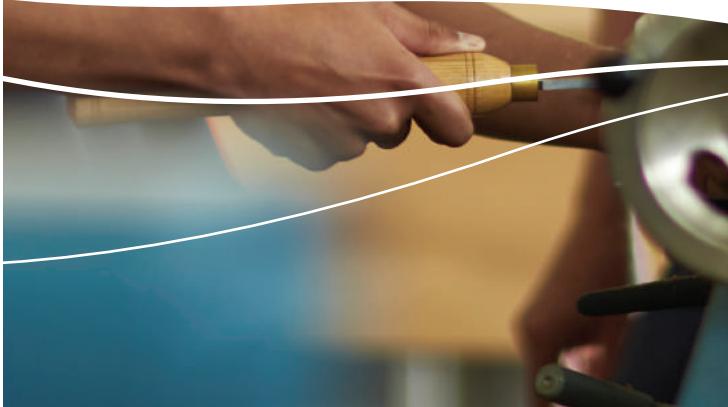
Digital Technologies

- Effectively use identified digital technologies and tools in innovative ways to improve learning, communication and to provide meaningful and timely feedback to students and parents.
- Employ methodologies which integrate new and developing technologies into curriculum delivery and enhance the development of twenty-first century skills.

Curriculum Differentiation and Access

What We Will Do:

- Use all available student achievement data to develop differentiated teaching programs that are locally relevant, accessible to all students, value diverse backgrounds and build on existing knowledge.
- Engage in special needs and inclusive practice training, and professional learning specific to “students at educational risk”, including but not limited to low literacy, gifted and talented, indigenous and disabled students.
- Embed targeted programs which provide students with opportunities to develop personal and social capabilities, including leadership skills.
- Use the Special Educational Needs tools in Reporting to Parents for planning Individual Education Plans and reporting student progress where appropriate.
- Support students with special needs through tailored support program and resourcing.
- Use research-based frameworks for designing curricula—that has clear and specific educational goals, methods, materials, and assessments—that will enable all individuals to engage in the learning process and gain knowledge, skills, and enthusiasm for learning.



A Culture of Collaboration and Cooperation

What We Will Do:

- Support staff and students to understand and commit to the College’s values.
- Increase community use of facilities by community agencies and organisations.
- Maintain the level of communication, marketing and promotion of educational partnerships and classroom successes within the community.
- Conduct regular student and community satisfaction surveys and College on-line surveys.
- Constantly work to engage parents in College life.
- Ensure regular and timely parent communication.
- Annually review our course offerings across Years 7 to 12 to ensure appropriateness to student needs.
- Maintain consultative decision making processes.
- Use a distributed leadership model which provides all staff members with the opportunity to lead and participate in multiple aspects of the College through participation in site teams, committees and professional learning sessions.
- Maintain and further develop authentic, genuine partnerships with tertiary institutions, corporate entities, government agencies and community organisations.

Responsible Management of College Resources

What We Will Do:

- Effectively and efficiently manage Student Centred Funding and the requirements of a one-line budget through sound financial operations and practices.
- Increase the range of Sustainability and Carbon Neutral projects and activities across the College.
- Enhance the physical aspects of the classroom learning environment that promote excellence in learning and teaching.



Targets

We will know we have succeeded when:

1. The progress rate of the stable cohort and the achievement rate of the whole cohort will equal or exceed the state, 'like-school' and national school average in each NAPLAN test area.
2. The percentage of stable cohort students at or below national minimum standards in Year 9 NAPLAN will be less than state, 'like-school' and national averages.
3. The percentage of students achieving Band 8 in reading, writing and numeracy from Year 7 NAPLAN to Year 9 NAPLAN will equal or exceed the state, 'like-school' and national average.
4. The percentage of students satisfying the Online Literacy and Numeracy (OLNA) requirements will equal or exceed state and 'like-school' averages.
5. The proportion of Year 7 to 10 students achieving a C grade or better in all Curriculum Areas will equal or exceed state and 'like-school' averages and increase annually.
6. The proportion of Year 7 to 10 students achieving an A grade in all Curriculum Areas will equal or exceed the state and 'like-school' averages.

7. The Year 12 Attainment Rate will equal 100 per cent.
8. The median ATAR score will equal or exceed that of state and 'like-schools.'
9. The College will be ranked in the Top 50 VET schools in the SCSA rankings.
10. The College attendance average will equal or exceed 92 per cent with annual reductions in the percentage of unauthorised absences by 5 per cent each year.
11. 80 per cent of students will have an attendance rate in the 'regular' category of attendance; i.e. 90 per cent or greater.



Review Process

The College implements a rigorous cycle of self-review, whereby staff collect, analyse and interrogate student performance and other available data to plan for improvement at a classroom and whole school level.



Measurement and Assessment Tools

We will use the following sources of data to make judgements of our progress towards and achievement of our core strategic objective and targets:

- Annual Intentions and Destinations Report
- Curriculum Area Reviews
- External Audit Reports
- Monitoring of Performance Management Obligations
- Monitoring of WWCC and TRBWA Status
- NAPLAN Data
- National School Survey Data - Parent, Student and Staff Satisfaction Survey Data
- PAT-R and PAT-N Data
- Reporting to Parents
- Retention Data
- Review of College Policies and Processes
- Review of Workforce Plan and regular Staff Profiling
- School Curriculum & Standards Authority (SCSA)
- School Resourcing System
- Schools Information System (SIS)
- Student Achievement Information System (SAIS)
- Student Attendance Reporting System
- Student Census Data
- Student Performance Profile Review
- Vivo Data
- WA Schools Online
- WACE Tracker



“In particular, the College has demonstrated a commitment to meeting the educational needs of all students in a most impressive manner.”

Independent Review Findings Report, 2015



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