

BUSINESS PLAN 2024-2026

SEEKING TO BE OUR BEST ... TOGETHER

RESPECT KNOWLEDGE INTEGRITY EXCELLENCE UNITY



ABOUT OUR BUSINESS PLAN

This Business Plan sets the future directions of our college over the next three years (2024 – 2026) and has been developed with our staff, our students, the Board and the Parents and Citizens Association. It is our statement of high-level strategic priorities that inform our objectives, actions and targets.

The Business Plan is supported by operational plans in all curriculum areas and departments. In addition, timelines for actions and milestones are outlined in our Self-Assessment Schedule. These documents provide the essential link between the strategic direction of the Business Plan and the Plan's impact on the learning environments within the college.

OUR VISION

Our vision is to provide a **high-quality school experience for each and every student** that promotes learning and wellbeing, and equips them with the knowledge, skills, and dispositions to achieve personal excellence in all they do and ultimately be the best that they can be.

With **students at its centre**, our vision outlines our aspirations for all students to achieve and grow, and to realise the goal of lifelong learning and wellbeing.

Our vision for learning and wellbeing recognises the **central role of educators** in creating the optimal conditions for student learning and wellbeing and draws our focus to the values and beliefs at the heart of excellent teaching practice.

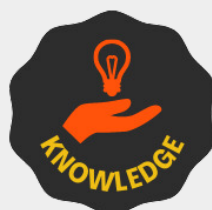
In partnership with parents and the broader community, our students will be empowered to:

- take ownership of their learning and wellbeing
- make purposeful contributions to their school community
- respond positively to challenges and opportunities throughout their lives, and
- shape the world around them

OUR PILLARS

Our college pillars of respect, excellence, knowledge, integrity, and unity provide a foundation for building social responsibility and a sense of belonging through collaboration between students, families, the college, and the wider community.

The college has an established culture that prioritises the intellectual, social, emotional, physical and cultural wellbeing of each and every child, which is underpinned by our great shared passion for the education and care of our students.

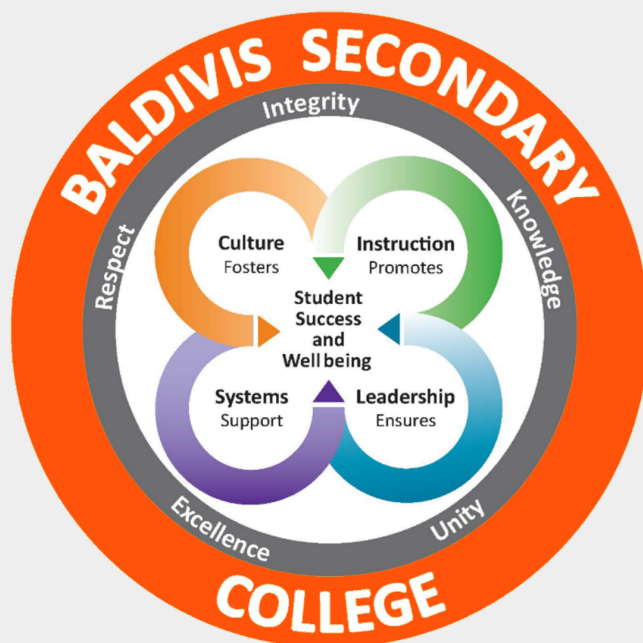


OUR BELIEFS

As the graphic illustrates, student success and wellbeing are at the core of everything we do; collectively committing to providing a comprehensive, robust, and challenging school experience which improves student learning outcomes and life choices for all graduates.

We believe that can achieve this through a sustained and dedicated focus on:

- building a school culture that fosters student success and wellbeing
- implementing teaching and learning programs and strategies which promote student success and wellbeing
- developing student and staff leaders who ensure success and wellbeing
- implementing systems that support, monitor, and enable student success and wellbeing



ABOUT OUR COMMUNITY

OUR STUDENTS

Our students are diverse, energetic, caring and resilient. They represent a rich tapestry of ambition, talent, and potential, hailing from diverse backgrounds and interests, yet unified by a common desire to influence the world around them. By putting our students at the forefront of everything we do, not only are we championing their aspirations but committing to doing everything within our control to support them to be the best they can be.

OUR PARENTS AND COMMUNITY

Our parents and community are the backbone of our school community, providing unwavering support and care to our students. Our parents are supportive, caring, passionate and consistently exhibit high expectations for their children's achievements and enjoyment at school. They are passionate about ensuring that the educational environment for their children is not only academically challenging but also emotionally nurturing and physically stimulating.

OUR STAFF

Our staff members are the heart and soul of our school, embodying a spirit of care, dedication, and hard work. Our teachers are deeply committed to providing a nurturing and inclusive learning environment where every student can thrive. They also work collaboratively and engage in professional development opportunities to enhance their teaching practices continually.

Our dedicated support team plays a crucial role in maintaining the seamless operation of the college by fostering collaboration with colleagues, service providers, students, and parents. They offer invaluable assistance to both students and teachers, contributing significantly to our college's success.

OUR STRATEGIC PRIORITIES

Our strategic priorities have been identified to promote the individuality of both our staff and students. We view our capacity to embrace diversity as a strength that sits at the core of our identity as a proudly public and inclusive school.

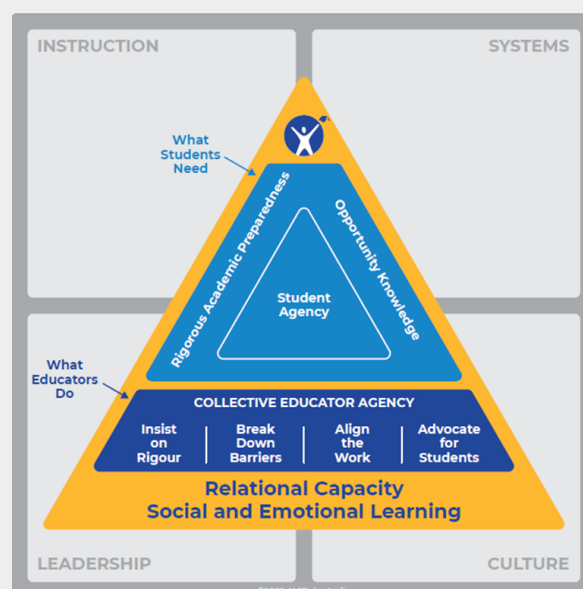
Through these priorities, we ensure that as a college we are successful in meeting the needs of each and every student in our care and that we will achieve the student attainment targets outlined in this plan. The priorities, targets, strategies, measurement tools and evidence sources provide us with a carefully considered direction for the next three years.

We will use the AVID Tertiary and Career Readiness Framework to promote a culture of student success, academic achievement, and access to equitable and rigorous learning environments leading to tertiary and career readiness for all students.

No matter what direction post-secondary graduates choose, students must develop certain essential skills to design their own futures, including critical thinking, collaboration, reading, writing, and relationship building. The development of these skills is grounded in belief in self. If students believe they are capable, there is a foundational confidence to learn and a resiliency to overcome setbacks.

By placing students in a learning setting that engages them in rigour with support, opportunities to explore their future pathways, and deliberate instruction in self-management and leadership, students develop the agency and skills that will serve them for life.

We are steadfast in our resolve to ensure that all students can excel regardless of their circumstances, socioeconomic status, ethnicity, or English proficiency.



PRIORITIES 2024 - 2026

Our aim is to develop students who are literate, numerate, take ownership of their learning, and equipped with the academic behaviours and social skills that will enable them to succeed at school and beyond.

1. ACADEMIC AND INSTRUCTIONAL EXCELLENCE

Our aim is to develop students who are literate, numerate, take ownership of their learning, and equipped with the academic behaviours and social skills that will enable them to succeed at school and beyond.

Our aim is to support educators to design and deliver high quality, effective and engaging instruction that supports all learners.

2. A CULTURALLY RESPONSIVE AND CONNECTED COMMUNITY

Our aim is to connect purposefully with each-other and foster an optimistic, creative, culturally rich and socially connected community.

3. ENHANCED STAFF AND STUDENT WELLBEING

Our aim is to provide a positive school climate that promotes staff and student wellbeing, safety and positive relationships so that everyone can reach their full potential.

OUR TARGETS

Our targets are directly interrelated. We believe that by creating a supportive environment that develops a culture of belonging and connection, we are more likely to promote and support academic achievement.

ACADEMIC TARGETS

- Increase the percentage of Year 7 and Year 9 students achieving in the top two proficiency levels of NAPLAN testing in both literacy and numeracy, while concurrently reducing the percentage of students in the bottom two proficiency levels.
- Increase the percentage of students meeting the minimum standard for literacy and numeracy by the end of Year 12.
- Increase the percentage of students achieving a year's growth in their academic performance annually, as evidenced by standardised testing, classroom assessments, and teacher evaluations.
- Increase in the percentage of students achieving in A, B and C grades across all year levels, while concurrently reducing the percentage of students achieving D and E grades. Increase the number of students successfully achieving the Western Australian Certificate of Education (WACE).
- Increase the percentage of graduating students who meet eligibility requirements for university enrolment.
- Increase the percentage of students whose Year 12 achievement meets thresholds linked to their Year 9 NAPLAN results.

ATTENDANCE TARGETS

- Increase the percentage of students in the 'regular' attendance category, while concurrently reducing the percentage of students in the 'severe' attendance category.
- Increase overall school attendance rates, reflecting heightened engagement.

BEHAVIOUR AND ENGAGEMENT TARGETS

- Increase the percentage of positive welfare events, while concurrently reducing the number of negative welfare events.
- Reduce suspension rates annually.
- Increase the percentage of students achieving and maintaining good standing.

PARENT, STAFF AND STUDENT SATISFACTION TARGETS

- Register an improvement in national school satisfaction scores related to the perceptions of parents, students and staff about school climate and effectiveness.

OUR STRATEGIES

To actualise our vision of offering a holistic school experience that emphasises both learning and wellbeing, we commit to employing a diverse range of interrelated and complementary strategies.

Recognising that each student is unique, we will continue to develop and implement multifaceted approaches that cater to individual needs, fostering an environment where students are empowered with the essential knowledge, skills, and dispositions. Our aim is not only academic proficiency but also personal excellence, equipping our students to excel in every endeavour and embody the best versions of themselves. Through collaboration, innovation, and a relentless pursuit of excellence, we will ensure that every student thrives, reaching and surpassing their potential.

CULTURE

We will build a school culture that fosters student success and wellbeing by:

- Continuing to develop and promote a safe, inclusive, and supportive learning environment for all students regardless of background, culture, sexual orientation, religion or gender identity.
- Continuing to promote a culture of student success, academic achievement, and access to equitable and rigorous learning environments leading to tertiary and career readiness for all students.
- Develop educators understanding of culturally safe trauma-informed practice in education.
- Forging meaningful partnerships with all families and creating a culturally inclusive environment where all families are welcome.
- Implementing a fully articulated curriculum that aligns with the WA curriculum, integrates evidence-based teaching practices, and is accessible to all students, resulting in improvements in overall student achievement data.
- Incorporating the languages of students within the school community into classrooms – e.g., 'Welcome' signs in languages/dialects of students within the class.
- Promoting positive relationships between students, where peers can proactively and effectively support one another to promote wellbeing.
- Developing authentic partnerships with the broader education community and industry, including primary partner schools, secondary networks and the tertiary sector.
- Establishing a 'reading culture' where reading is supported, encouraged, normalised and valued.

INSTRUCTION

We will implement teaching and learning programs and strategies which promote student success and wellbeing

- Use the AVID Tertiary and Career Readiness Framework to promote a culture of student success, academic achievement, and access to equitable and rigorous learning environments leading to tertiary and career readiness for all students.
- Support teaching staff to become proficient in the use of the BSC Instructional Framework to provide learning experiences in which every student is challenged, engaged, and develops a greater ownership of their learning through increasingly complex levels of understanding.
- Implement a whole-school Social Emotional Learning (SEL) curriculum, which engages students, parents, staff, and the broader community in creating a positive school climate.
- Implement a comprehensive college-wide plan for improving student achievement in literacy and numeracy.
- Provide opportunities for staff to strengthen their understanding of cultural responsiveness and culturally responsive pedagogies in order to facilitate teaching and learning that supports equitable and ongoing participation and engagement of Aboriginal and Torres Strait Islander students.
- Provide opportunities for staff to complete training in Classroom Management Strategies (CMS) and Instructional Skills for Engagement (ISE) supported by coaching and mentoring.
- Establish a school-wide understanding of the features of high-quality viable and guaranteed curriculum.
- Explore widening the range of curriculum choice provided through flexible timetabling, innovative subject selections, the development of special entry programs and partnerships with other schools.

LEADERSHIP

We will develop student and staff leaders who ensure success and wellbeing by:

- Using the Future Leaders Framework to identify staff leaders and ensure all current and future leaders are continually supported to grow professionally.
- Establishing increased opportunities for student agency and leadership.
- Utilising student leaders to respond to student voice and promote feedback and involvement from all students.
- Leveraging student leaders to amplify student voices and encourage participation and feedback from the entire student body.
- Implementing Instructional Coaching to help teachers improve their teaching and learning practices and outcomes.

SYSTEMS

We will implement systems that support, monitor, and enable student success and wellbeing by:

- Aligning a workforce plan to ensure the attraction, retention and development of highly capable staff who embrace and adapt to modern educational approaches and innovation.
- Aligning instruction and reliable assessments to the standards.
- Developing and refining assessment, grading, and reporting practices to promote student learning and growth.
- Developing a college-wide positive behaviour approach framework to support the health and wellbeing of all students.
- Developing and implementing a targeted school wide literacy and numeracy plan.
- Developing integrated and comprehensive support for staff and student care and wellbeing.
- Utilising a data driven approach to student monitoring and feedback through use of our Good Standing Policy.
- Ensuring safe physical and cyber environments for students to reduce risks like bullying and provide safe spaces students and staff to express their identities.

OUR MEASUREMENT TOOLS

By using an evidence-based approach, we aim to foster continuous growth, promote accountability, and guide informed decision-making, ultimately shaping a more effective and responsive educational environment for all students.

We will use system and school-based data as a pivotal tool in assessing and driving school improvement.

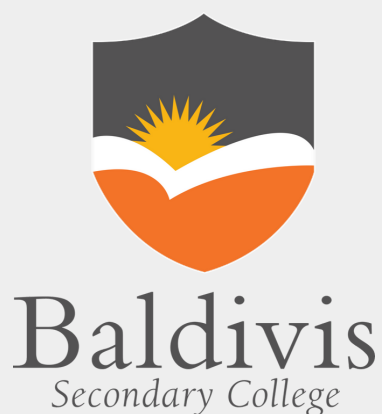
By objectively analysing this data we will identify areas of strength and pinpoint areas that require enhancement, ensuring that students receive the highest quality of education at our school.

DATA SETS

- Course achievement data
- ABE data
- NAPLAN data
- OLN data
- WACE and WASSA data
- VET Completion data
- Year 12 destination data
- Student Engagement and Wellbeing Census data
- Student attendance data
- National School Survey data 2023 and 2025
- Record of Peer Instructional Coach interactions
- Formative and summative data from intervention assessments.
- PAT data
- Senior Secondary Performance Metrics
- Aboriginal Cultural Standards Framework self-assessment
- Follow the Dream achievement data.
- Staff Wellbeing Survey data



Baldivis Secondary College acknowledges and pays respect to the past, present and future Traditional Custodians and Elders of this land, the Noongar people.



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