



BALGA
SENIOR HIGH SCHOOL
Strength in Unity

Independent Public School

STEM Innovation School

Business Plan 2016-18

School Context

Balga SHS is an Independent Public and Aboriginal Innovation School located 15km north of the Perth CBD in one of the city's lowest socio-economic and culturally diverse areas. The school population comprises 60% migrant students, 25% Aboriginal students and 15% non-indigenous students who reside predominantly locally but also from all areas of the North Metropolitan Region.

The educational profile of students upon enrolment at Balga SHS is characterised by periods of disconnection, discontinuity or disruption in their past. The "Balga Way" provides a full service approach focussing not only on the school day but, importantly, a student's community time. The full service for the 'whole student' approach provides a coordinated system of interagency servicing including DCP, Police, Centrecare, AseTTs, Juvenile Justice, Employment and Job Link services and mental and physical health services.

Students enter one of the school's specialist programs specific to their needs. The programs are as follows:

The **Middle School program (Years 7-9)** caters for a relatively small number of local area students; with the majority of students being graduates of the Balga SHS IEC or primary school-based IECs. There are also specialised transition classes for IEC graduates with limited schooling, allowing students to focus on literacy and numeracy with one teacher for most of each school day. Multi-age grouping supports the development of literacy and numeracy at appropriate stages of development. Instructional Code Switching techniques are used by teachers to accommodate more efficiently the diversity of learning styles in the classroom.

The **Senior School program** caters for students who have completed the Middle School, Learning Support, IEC or Wadjuk Northside programs and is diverse in addressing the needs of particular groups of students. The goal of Senior School is to have all students achieve a WACE, attain university entrance or attain a Certificate II or higher VET qualification. Flexibilities include the ability to complete senior schooling over three years, part time attendance for some students (such as young mothers), specialised English as an Additional Language transition programs for limited schooling students and a direct entry University course (Aspirations) offered in partnership with Edith Cowan University. Many students access Workplace Learning, enabling them to experience a range of workplaces for one or two days per week. The program also supports traineeships/SALs.

The **Intensive English Centre (IEC)** has two programs. The first caters for students who arrive in Australia with a normal/formal education. The second program caters for students who have limited/interrupted schooling. Extensive ongoing ESL support is provided for these students as they graduate from IEC into mainstream schooling.

The **Wadjuk Northside Education Program** provides a unique opportunity for Aboriginal students in the North Metropolitan Education Region through learning experiences in language, culture and history. It also provides opportunities for students to specialise in sports such as AFL, Netball and Soccer as well as Arts and Technology

The **Learning Support Program** caters for nominated students across Years 7 – 12. All students have Individual Education Plans encompassing educational, social and behavioural objectives.

The Teacher Development School (TDS) **Stem Innovation Partnership** brings together clusters of schools and other interested parties to look at innovative practices that will increase student engagement in STEM education and programs.

Our School Vision

Our motto “Strength in Unity” sets an explicit vision that brings our culturally and linguistically diverse school community together in their learning; supporting their individual achievement and – of equal importance - their learning about each other and how to work together to become productive, healthy and happy Australian Citizens of the future. Balga SHS recognises that, with demographic shifts, our local intake could change and diversify over a relatively short space of time. Our vision is to be a responsive educational facility that is receptive to these changes whilst continuing to lead the way in educational opportunities for students in our community.

Our School Purpose

“The Whole School for the Whole Student” signifies our approach in achieving our purpose:

- To improve the long-term personal and social outcomes for students, their families and community, by providing a structured and caring environment.
- To maximise educational achievement for all students by providing supported, accelerated and academically rigorous curriculum opportunities.
- To develop these young people to a level and capacity where they can become productive, healthy and happy Australian Citizens, regardless of their educational history upon enrolment.

Our Facilities

The school is 45 years old and requires regular maintenance. In the past five years the school has had a complete roof replacement, been fully air conditioned and had substantial upgrades to both the power and gas supply. Below ground reticulation of the school ovals will occur in 2016/17.

Our School Values

As a Mind Matters School we focus on developing the whole student. Learning opportunities are fostered not just within school time, but within the student’s own community time. Importantly, we address the physical and mental wellbeing of our students through a Positive Behaviours approach. The behaviours – embracing Respect, Safety, Responsibility and Learning – are taught explicitly through lessons, role modelling techniques and signage throughout the school.

Through the ‘Balga Way’, we optimise the learning journey for students. Our commitment to making connections with students; having knowledge of and interest in each individual; and fostering personal understanding of their circumstances enables each student to overcome challenges and engage in successful learning. The progression of the whole student is founded on the following approach to learning:

- connection;
- engagement;
- sharing of culture;
- a sense of humour;
- ‘having a go’;
- cultural respect;
- care; and
- recognition of family support.

Our school embodies the ideals of a caring environment. We provide a shared and integrated environment where students and staff respect themselves and everything within

the school. A sense of humour, combined with a passion to 'have a go', encourages creativity and importantly allows the school community to celebrate achievement and success

Our Beliefs about Teaching and Learning

Our teaching and support staff are committed and passionate within a Leading for Learning school environment. We embrace Technology in delivering skills for the 21st Century.

Staff Approach and Commitment in Key Areas

Balga SHS Workplace Culture

As staff members at Balga SHS:

- we understand our school culture;
- we maintain our health and wellbeing and our work/life balance;
- we are committed to professional learning;
- we demonstrate effective leadership in our roles; and
- we willingly celebrate and reward success as appropriate.

Balga SHS Student and Parent Community

In relation to our school community:

- we adopt a student/family centred approach;
- we understand, recognise and embrace all cultures;
- we adopt a community focus in communication, planning and delivery; and
- we have an understanding of and engagement in positive student relationships.

Developing Our Learning Environment

As learning facilitators:

- we embrace 21st Century Skills;
- we utilise a variety of learning strategies and styles in curriculum delivery;
- we have an understanding of Individual Education Plans and how to take into account a student's previous learning journey; and
- we understand and use learning technologies in the learning program where appropriate.

Key Business Principles

The principles critical to our success are:

- a collaborative approach;
- flexibility in working with others;
- a solution focussed approach;
- behaviour and presentation modelling high professional standards; and
- ensuring everyone in the organisation has a voice.

The Balga SHS Strategic Plan reflects the priority areas of the Department of Education's High Performance, High Care: Strategic Plan for WA Public Schools 2016-19 and Focus 2016.

The Four Priority Areas are:

- **Success for all students**
- **High Quality Teaching**
- **Effective Leadership**
- **Strong Governance and Support**

Our Strategic Intent for 2016-2018

Producing well rounded citizens through increased student engagement in an inclusive positive, modern environment that supports learning.

Success for all Students

High Expectations for all Students

Balga SHS – Priority Area 1 - Participation, Attendance and Enrolment

Increase local level of enrolment and increase attendance and participation rates to levels which research shows support successful achievement.

Objectives

- 1.1 Continue to research and develop learning delivery models which improve participation.
- 1.2 Develop improved communication processes informing parents and carers regarding participation and attendance rates.
- 1.3 Use mentors where possible to support student participation including supporting key transitions.
- 1.4 Implement programs and processes with local intake schools and community to increase enrolment levels.

Strategic Initiatives

- A1** Classroom structures matching needs of students adjusted in Year 7-10 and Instructional Code switching trial expanded.
 - 1.1 Year 7-9 General Classroom structure adjusted matching needs of students.
 - 1.2 Year 10 Program adjusted for students with limited participation.
 - 1.3 Instructional Code Switching Trial expanded.
 - 1.4 Year 11/12 IEPs expanded for targeted improvement.

- A2** Conduct forums informing parents and carers what sound student achievement looks like for their child and expectations to achieve sound progress. Get feedback from parents.
 - 2.1 Develop video packages which give exemplars of target levels in reading writing and numeracy and then exemplars at each level to help inform parents and carers how they can support their child's learning.
 - 2.2 Conduct student - parent workshops for each student group using an appropriate strategy to maximise parent attendance at the workshops.

- A3** Continue to access volunteer mentoring options from the broader community engaging within and beyond the school day.
 - 3.1 Establish and document mentoring needs and strategy for different sections of the school and how volunteers can get involved at Balga SHS.
 - 3.2 Record current volunteer activity which has a direct mentoring effect to individual or small group.
 - 3.3 Approach volunteer sources to expand volunteer program to meet mentoring needs.
 - 3.4 Develop mentoring guide for potential mentors.

A4 Continue to expand and improve intake schools Year 5/6 Transition Program and our Marketing Strategy to our local community.

- 4.1 Implement Transition Program developed in Term 1 for Year 5/6 students.
- 4.2 Develop marketing materials for targeted mail drop late Term 3/ Term 4.
- 4.3 Develop online competition package for staff of intake schools highlighting Balga SHS today.
- 4.4 Run marketing competition for staff at intake schools and community.

Measurement, Analysis

- 1. School Semester 1 and 2 Census data – growth, transiency percentage, and sustained attendance measure by Term. Growth during Semester.
- 2. Pre and Post student/parent surveys attached to Instructional Code Switching Strategy.
- 3. National Student/Parent Survey Data

Targets

- 1. Enrolment growth of 40 students per year
- 2. Participation and attendance increase of 2% per annum for students in 60 -80% attendance range.
- 3. Participation and attendance increase of 10% per Semester for students in 30-60% range.

Success for all Students

High Expectations for all Students

Balga SHS – Priority Area 2 - Literacy and Numeracy

Implement successful strategies and programs at all levels of Literacy and Numeracy across the school to meet Graduation targets.

Objectives

2.1 Implement whole school Reading and Numeracy strategy. Maintain writing strategy.

2.2 Implement Direct Instruction programs for students less than Year 5 Reading Level.

2.3 Implement targeted intervention reading, writing and literacy processes for students in Year 10/11/12 who have not met OLNA standard.

2.4 Implement whole school Numeracy Strategy.

Strategic Initiatives

B1 Expand Reading Strategy Trial beyond Science and IEC and Research Memory Strategies for Adolescents in retaining and recalling basic facts. Implement through Mathematics. Maintain Paragraph Template Strategy.

- 1.1 Measure implementation progress of Reading strategy in Science and IEC.
- 1.2 Provide professional Learning for staff regarding ongoing paragraphing strategy.
- 1.3 Implement paragraph writing schedule for MESS subjects.
- 1.4 Introduce Reading strategy to HASS and Health Teachers
- 1.5 Analyse Reading level strategy data to measure effectiveness of Reading.

B2 Use Soundway Phonics Program and THRASS (Teaching Handwriting, Reading and Spelling Skills) Program.

- 2.1 For students below Year 4 reading age implement THRASS program and/or Soundway program.

B3 Develop Reading, Writing and Numeracy Tasks (use PAT Test Resources) and link students to The Your Tutor Program to get assistance beyond the school day in improving in required areas.

- 3.1 Develop specific reading and writing resources for Year 7 - 12 students from Achievement Data, PAT, NAPLAN and OLNA test analysis using the PAT Test Resources online.
- 3.2 Analyse student needs and match resources to student, distribute and mentor use of Your Tutor resource to assist students to complete tasks outside school hours.

B4 Develop whole school numeracy strategy focussing on retention and recall of basic skills.

- 4.1 Contact Universities to look at research into adolescent memory retention to determine if strategies are available.
- 4.2 Develop and implement basic skills program using research findings.

Measurement, Analysis

- 1. Pre and Post PAT Test results comparison
- 2. NAPLAN data including level of participation
- 3. OLNA Data and Test period comparison including level of participation
- 4. Achievement data comparison to Literacy measurements
- 5. Soundway reading test comparison, Soundway participation.

Targets

- 1. 75% achieving OLNA by Yr 12 completion.
- 2. 10% increase in Year 9 students achieving Band 8 for students who were eligible to sit Year 7 NAPLAN.
- 3. 75% who are less than Stage 4 on Progress maps, achieving Stage 4 within 12 months.

High Quality Teaching

A Renewed and Relentless Focus on the Best Possible Teaching Practices.

Balga SHS – Priority Area 3 – Achievement and Attainment

Develop high quality teaching and learning in delivering courses and provide programs which develop essential Life Skills.

Objectives

- 3.1 Implement focussed professional learning, aligned to strategic direction and intent.
- 3.2 Implement a Training and Assessment Currency, Professional Update Schedule for staff involved in Certificate Courses.
- 3.3 Teachers develop intervention strategies for students needing assistance to achieve success in their courses or IEPs.
- 3.4 Analyse achievement progress with respect to work completion, attendance, Literacy/Numeracy skill levels to inform necessary intervention.
- 3.5 Develop, source and provide programs which develop essential Life Skills.
- 3.6 Develop innovative practices as a TDS Stem Innovation School to engage students in STEM education

Strategic Initiatives

- C1 Analyse currency of skill levels of staff for courses being delivered and whole school initiatives. Acquire and implement professional learning strategies to rectify. Post analysis of change impact.
 - 1.1 Document Learning Technology skills expected to deliver specific Learning Area courses/programs.
 - 1.2 Document Learning Technology skills expected to deliver whole school programs.
 - 1.3 Link specific Learning Technologies to Performance management to inform Professional Learning to be targeted both specific to learning area and whole school priorities.
 - 1.4 Link specific Learning Technologies to Performance management to inform Professional Learning to be targeted both specific to learning area and whole school priorities.
- C2 For Training Certificate qualifications develop a currency schedule for all staff involved including staff or relief staff who may be involved in succession planning process for these courses.
 - 2.1 Document currency criteria, timeframes and expectations of each auspice RTO.

- 2.2 Link attainment of currency for each staff member involved to professional learning plan to gain and maintain currency.
- C3** Teachers identify methods of how a student could catch up or improve in course achievement and share that with other staff who may be assisting with an improvement intervention.
- 3.1 Each staff member in Year 11/12 establish a flexible catch up plan for students who may have or could have participation discontinuity.
 - 3.2 Implement catch up plans for individual students.
- C4** Following key reporting periods collate achievement, Literacy/Numeracy and Attendance data to identify where intervention is required.
- 4.1 Collate and aggregate data.
 - 4.2 Implement intervention required for individual students
- C5** Source and deliver programs such as Keys for Life and Driver Training, Work Readiness Skills and Materials, Resilience and Confidence Building, Leadership.
- 5.1 Expand capacity to deliver driver training through acquisition of a second vehicle and volunteer driving mentors.
 - 5.2 Expand career mentoring program through additional external partnerships that have access to a volunteer mentor base.
- C6** Identify methods and deliver innovative ideas and programs to engage staff and students in STEM education and programs.
- 6.1 Modules introducing 21st Century skills and technologies integrating content and concepts from English, Maths, Humanities and Science. Extend modules to Primary Schools.
 - 6.2 Continue to build and embed Stem Focused Classes; Year 7 Learning Technologies', Year 7-9 Robotics, F1 Technology in Schools Challenge, Music – creative industries, Media – film production, Certificate II in Information Technology, Gardening, Integrated Science – Rocketry, Aquatic Eco Systems, Certificate II in Civil Construction.
 - 6.3 Continue to build and embed after school learning clubs; Film Production, Robotics and Programming and Aboriginal Homework Club.
 - 6.4 Develop and embed collaborative projects with ECU and UWA involving the exploration and use of digital devices.
 - 6.5 Continue to develop program that enables primary students to visit Balga SHS to participate in activities in Science, Technology and the Arts.
 - 6.6 Continue to develop the Aboriginal Enterprise Business and expand visits to primary schools to deliver activities that immerse students in Aboriginal culture.

Measurement, Analysis

1. Proportion of staff implementing and then maintaining Instructional Code Switch Strategy.
2. Staff Participation in targeted STEM Integrated projects.
3. Level of integration level of new tools and technologies by staff.
4. Analysis of type of use of Technology resources
5. Staff, Student and Parent surveys

Targets

1. 80% engagement and sustainment of staff participation in STEM targeted projects.
2. 90% implementation of and sustainment of key strategies such as Instructional Code Switching
3. 85% satisfaction alignment of school culture from Student and Parent Surveys.
4. 80% satisfaction of staff performance from staff and student surveys.

Effective Leadership and Strong Governance and Support

Strong and Empowering in Every School across the Whole System

A Capable and Strong Organisation for Now and into the Future

Balga SHS – Priority Area 4 – Learning Environment

Develop our facilities and learning culture to levels which support student learning.

Objectives

- 4.1 Maintain and grow a culture of health, happiness and well-being in and out of the class room.
- 4.2 Modernise our facilities to support today's learning needs.
- 4.3 Create opportunities for our community - parents, carers and partnerships to participate in, and support further learning opportunities for our students.
- 4.4 Apply for major upgrade to school.

Strategic Initiatives

- D1 Continue to develop and implement Positive Behaviours messages and activity schedules which support inclusion and cross cultural participation.
 - 1.1 Implement Positive Behaviours Program to incoming cohorts.
 - 1.2 Develop and create enrolment video program to be shown at enrolment informing student and parents of Balga SHS and the Positive Behaviours program.
 - 1.3 Audit classroom and school signage linked to Positive Behaviours program.
 - 1.4 Develop and implement a lunch time program encouraging active and passive participation with school student leadership groups.
- D2 Acquire, distribute materials and equipment to maximise learning today. Develop and build spaces and facilities which allow for active and passive participation.
 - 2.1 Expand the Tablet Take Home computer program to Year 10 and 11.
 - 2.2 Build Tablet Computer Re-Charging cabinet in Library Reception for students unable to take home Tablet Computers.
 - 2.3 Budget for and acquire additional E Boards, data projectors linked to staff developing learning technologies.
 - 2.4 Develop the old school pool space to include indoor court type space, Weights Room, cricket practice pitches and nets and trampolines.
 - 2.5 Build new entry door to front quadrangle to enhance student transitions to lunch and recess spaces.
 - 2.6 Build hand ball courts for Year 7-9 students.
 - 2.7 Purchase 3D Printers and link to existing programs in Science and Technology.

2.8 Implement after school Robotics and Music programs.

D3 Seek and establish partnerships which align with the school, providing opportunities of modelling and exposure for students. Actively promote the involvement of parents and carers in being involved with the school.

- 3.1 Establish and implement Aboriginal Workforce Development Centre's transition to work mentoring program for Year 10-12 students.
- 3.2 Formally invite parents to key school gatherings and assemblies.
- 3.3 Work closely with Wadjak Northside Community Centre during its opening months to maintain a healthy link to the school.
- 3.4 Develop through partnering with the Shine program (Geraldton) establishing a Hair and Beauty Salon Course for 2016.
- 3.5 Implement Shine Program Balga SHS.

D4 Scope and plan for major upgrade to our facility and apply to Department for funding.

- 4.1 Analyse Balga SHS current facility to the facilities a new school would have today.
- 4.2 Circulate analysis to staff and School Board highlighting possible upgrade aspects.
- 4.3 Detail an Upgrade Plan and submit to the Department for Capitol Works Program.

Measurement, Analysis

1. Positive Behaviour Dashboard Data analysis
2. Analysis of participation and daily attendance vs attendance to each class
3. Student, Staff, Parent survey analysis of school culture.
4. Participation levels of students in After School/Out of School sustained healthy activities.
5. Participation levels of Aboriginal students in Out of School activities in partnership with Wadjak Northside Indigenous Advancement Strategies.
6. Development and submission of Facilities Upgrade Plan.

Targets

1. 95% of students in Positive Behaviour category
2. 80% of students in moderate behaviour risk category moving to positive behaviour category.
3. 90% of students in severe behaviour category moving to moderate or positive category.
4. 20% increase in Aboriginal participation in sustained Out of School healthy activities per Semester.
5. Acceptance and recognition of Scholl Facility upgrade plan by Education Department including projection of timeframe for upgrade to occur.