Instruction

Priorities

- We will continue to seek excellence in student achievement.
- We will continue to provide staff with opportunities to access ongoing professional learning to ensure they have high levels of knowledge and instructional skill.

Key Strategies

- Continue to strengthen continuity and consistency of teaching methodologies and practice across the College.
- Continue to develop and improve the effectiveness of curriculum delivery to all students.
- Continue to foster a culture of inquiry and innovation; promoting engagement and connection to learning.
- Develop and deliver targeted support to students who have achieved below Band 6 in NAPLAN testing and/or are in Category 1 and 2 for OLNA.
- Performance Management policy and procedures.
- Further development of the CMS Site Team.
- Establishment of a Professional Learning Site Team.
- Establishment of the BSC Professional Learning Academy.
- Annual AVID Perth Path Training.

Key Performance Indicators

NAPLAN

- NAPLAN progress from Years 7-9 is at or above 'like-schools' in all test areas.
- Increase the percentage of Year 9 students across Bands 8-10 for all test areas.
- The percentage of students achieving Band 8 or above in Writing increases from the 2019 results.
- Decrease the percentage of Year 7 and 9 students below the National Minimum Standard in Writing.

Year 7-10 Student Achievement

- The percentage of students achieving a C learning area grade or above is at or above 'like-schools'.

- Increase the percentage of A and B grades across all Curriculum Areas.
- Decrease the percentage of students at E grade to 5% or less in all Curriculum Areas.

OLNA

- The percentage of students qualifying for OLNA by the end of Year 10 exceeds 'like-schools'.
- The percentage of students qualifying for OLNA by the end of Year 12 exceeds 'like-schools'.
- 100% of Year 12 students to achieve OLNA requirement in Reading, Writing and Numeracy.

Year 11-12 Student Achievement

- Increase the percentage of students eligible for university entrance.
- The overall median ATAR will be at or above 'like-schools'.
- Increase the percentage of students who achieve one or more scaled scores of 75+ in ATAR.
- Increase the percentage of students who achieve a Certificate II or higher by the end of Year 12.
- Increase Attainment to 95%.
- Increase the percentage of teaching staff trained in the Classroom Management Strategies Foundation Program to 100%.
- Increase the percentage of teaching staff trained in the Instructional Strategies for Engagement Program to 75% by 2022.
- Increase the number of CMS Conferencing Accredited Trainers (CAT) to 12 staff members.
- Increase the number of Level 3 Classroom Teachers to five by the end of 2022.
- All teaching staff to have participated in a minimum of two formal classroom observation visits per year aligned to their Individual Performance.

Leadership

Priorities

- Our College leaders will continue to provide strong, empowering leadership in order to drive and support improvement.
- We will establish a leadership strategy and communicate its priorities to all members of the College.

Key Strategies

- Continue to provide a diverse range of leadership opportunities to staff and students.
- Continue to implement strategies to support staff health and well-being.

Staff

- Use the Teacher Standards at the Highly Accomplished and Lead career stages and the Principal Standard to establish the leadership capabilities required at all levels of leadership within our College.
- Implement purposeful strategies and use multiple and objective methods to identify future leaders.
- Create a culture that encourages every individual to develop a leadership identity.

Leadership

Students

- Continue to engage students in the governance and decision-making bodies of the College as members of committees, focus groups, Site Teams and the College Board.
- Engage students in conversations and decisions about teaching, learning and assessment.
- Provide professional training and support for teachers to encourage student leadership.

Key Performance Indicators

- To have five Accredited Growth Coaches at the college by 2022.
- To have 10 Accredited Mentors at the college to support both interns and graduates by 2022.
- To have established a College-based Leadership Development Program.

Systems

Priorities

- We will continue to use our resources in a targeted manner to meet the learning and well-being needs of all students.

Key Strategies

- Document our instructional model and the instructional and classroom management strategies and techniques.
- Continue to align and integrate our core priorities of AVID, CMS, Sustainability and PBS.
- Continue to strategically plan, recruit, develop and manage staff to ensure we have the capacity to successfully implement our College improvement agenda.
- Continue to manage our financial management systems transparently and effectively.
- Continue to implement a structured annual review cycle.
- College-wide policies, practices and programs are in place to assist in identifying and addressing student needs.
- Flexible structures and processes enable the College to respond appropriately to the needs of individual learners.
- Human, physical and financial resources are allocated in alignment with the Business Plan.
- Implement the ClimateClever initiative to measure, monitor, compare and reduce our carbon footprint.

Key Performance Indicators

- Develop an Instructional model template which articulates the practices that the College's teachers are committed to implementing.
- Produce a one-page model that clearly communicates the alignment of our core instructional philosophies.
- Reduce utility costs by 5% annually.

Our Purpose

Baldivis Secondary College is an important part of the Baldivis community; our buildings, location, people and their relationships make BSC a place of excellence, learning and achievement.

We strive to provide a positive, enriching, engaging and enjoyable educational journey for each individual student; nurturing and developing their individuality and encouraging them to achieve their personal best in everything they do!

Vision

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.

Student success and well-being is supported and addressed by:

- Creating safe, supportive and inclusive environments,
- Building the capability of staff, students and the College community,
- Developing strong systems for early intervention.

The College Business Plan sets out the key strategies we intend to implement in order to support our students to be successful, healthy, confident and resilient young people who can successfully navigate a more complex world. We know that a supportive environment that combines a focus on well-being with a focus on learning is optimal — without one, the other will not happen.
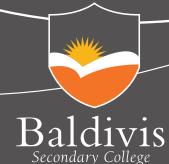
Our Values

Our College values provide a foundation for building social responsibility and a sense of belonging through collaboration between student, family, College and the wider community.

The ethos of our College is embedded in our values of Respect, Excellence, Knowledge, Integrity, and Unity.

Business Plan
2020-2023

About Our College

- Our College community shares values and beliefs that are articulated in our statement of identity; supports culturally relevant and inclusive practices to ensure equity; and supports a purpose of education focused on student agency.
- Our College's identity has been shaped by the community (students, families, and staff); embraces and incorporates student and family voice; and reflects and respects the historical and cultural context of students, families and the community as a whole.
- Our College shares an understanding of and approaches to, developing and sustaining healthy relationships and a sense of belonging; teaching the whole child; and recognizing the power of the collective.
- Our College's instructional approach is designed to meet individual student interests, aspirations, and needs; address academic, behavioural, social-emotional, and physical development; build a sense of self and belonging for all students; and align with a shared vision for readiness.
- Our College's approach to learning is driven by student voice; prioritises the development of self-knowledge and student agency; and ensures all students experience an engaging, empowering and inclusive learning environment.

- Student opportunities, supports, and curriculum are needs-based and linked to established standards; integrated and supported across academic, social-emotional, behavioural and physical domains; and delivered using multiple approaches including large group, small group, and individual opportunities.
- Our College ensures students have a continuum of supports; the supports are linked to data systems and decision-making processes; and our staff and community have what they need to support all students.
- Our College intentionally builds opportunities for students to be known; employs culturally and inclusive practices; and creates space for empathy and compassion.
- Our College leadership uses inclusive, collaborative, decision-making processes; supports a culture of continuous improvement; supports the development of the College's conditions and climate for learning; and builds our instructional capacity.

Culture

Priorities

- We will continue to seek excellence in student engagement in learning.
- We will continue to build a College-wide, professional team of highly capable staff, including teachers who take an active leadership role beyond the classroom.
- We will actively seek ways to enhance student learning and wellbeing by partnering with parents and families, other education and training institutions, local businesses and community organisations.

Key Strategies

- Continue to build community associations and partnerships that enhance the learning programs of the students.
- Continue to promote a healthy and fulfilling experience for staff and students.
- Investigate and develop stronger communication strategies and tools to engage with parents more effectively.
- Continue to provide opportunities for staff to assume leadership roles as members of Site Teams, committees.
- Provide opportunities for staff to develop their leadership capabilities.
- Ensure communication is positive, accurate, meaningful and respectful to nurture a shared belief in high expectations for all students.
- Use language that is clear and accessible when communicating with parents and the community.
- Make informal contact a deliberate part of parent and community engagement.

- Encourage all staff to model best practice by being friendly, caring and welcoming to parents to create a supportive environment and positively influence the behaviour of students.
- Recognise, acknowledge and utilise the expertise of staff, for example, consult with key staff for advice on engaging with cultures represented in the College community.

Key Performance Indicators

Student Attendance

- Increase the overall student attendance rate to 90% or above
- The percentage of students in the 60-80% attendance category is at or above 'like-schools'.
- Decrease the percentage of students in the 0-60% attendance category.
- Reduce the percentage of 'Unauthorised' absences.

Student Engagement

- Increase the percentage of students achieving 'consistently' in attribute data in formal reporting across all curriculum areas.
- For 10% of teaching staff to be enrolled in the Baldivis Aspiring Teachers Program.
- For 50% of teachers to be members of a Site Team.
- Increase parent attendance at parent-teacher events.

BALDIVIS SECONDARY COLLEGE

Our Beliefs about Culture:

- Culture fosters student success and well-being.
- All staff, students and community members proudly embody the Baldivis Way.
- We promote ethical practice and appropriate standards of conduct and behaviour, and a commitment to work and learning environments where all individuals are treated with respect and dignity at all times.
- Our culture is built upon the pillars of:
  Respect - Excellence - Knowledge - Integrity; and Unity.
- We have a sense of belonging and feel safe.
- We always represent and promote our college positively.
- We foster strong links with the wider community to enhance the excellent opportunities we provide.
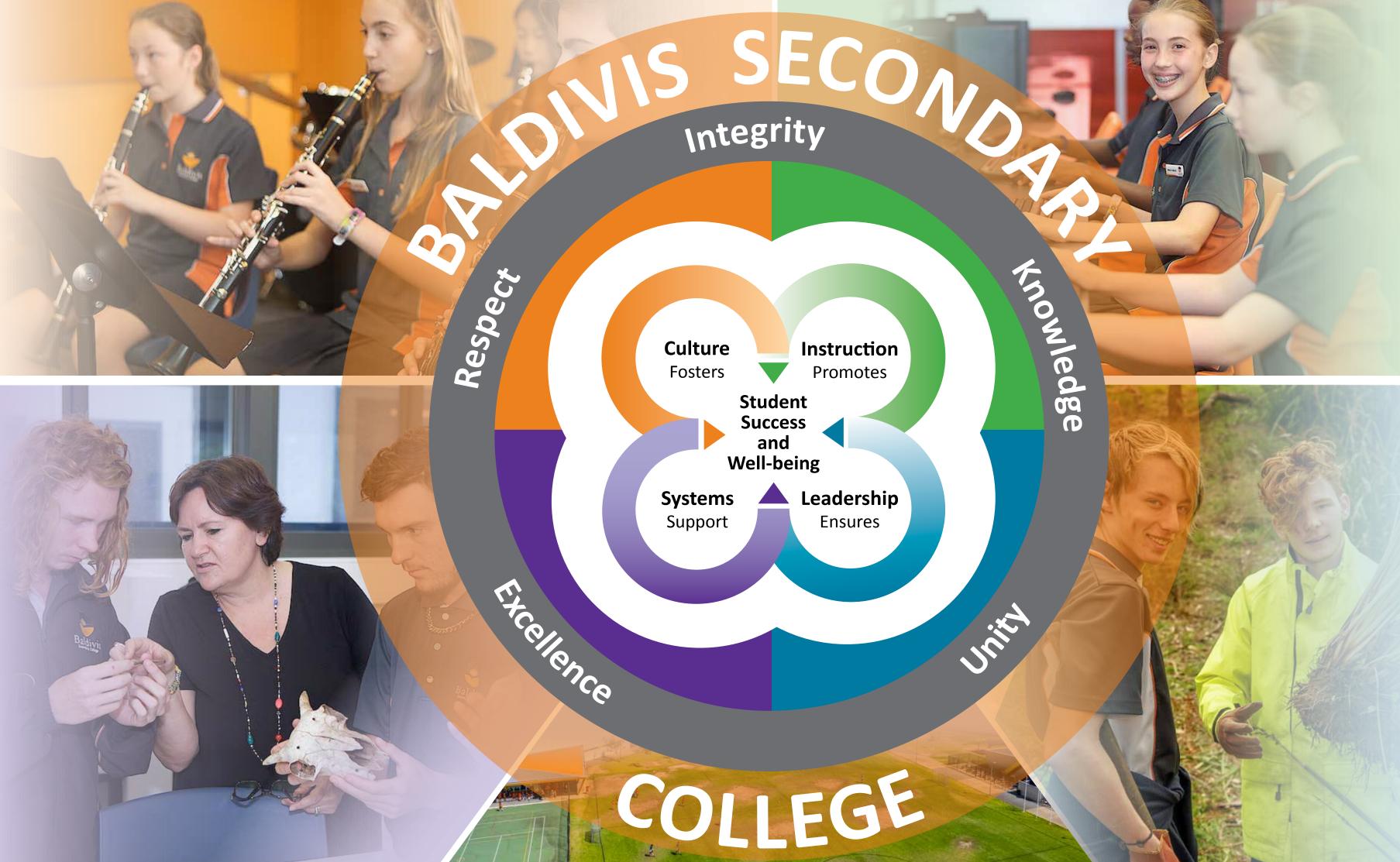
Key Elements

- Career awareness and Post-School preparation.
- Common belief in student success.
- Family and community involvement.
- High expectations for all.
- Positive and safe learning environment.

Our Beliefs about Instruction:

- Instruction promotes student success and well-being.
- The core of our practice is knowing our students and how they learn.
- AVID and CMS strategies are best practice for improving student learning and engagement.
- Using data to plan will enhance quality instruction.
- Differentiation will provide opportunities for all students to succeed in all classes.
- Regular feedback, reflective practice, and targeted professional learning opportunities will develop high quality teaching and learning environments.

Key Elements

- WICOR strategies.
- 21st Century skills.
- Student leadership skills.
- Goal setting and monitoring.
- Rigor for all.

Our Beliefs about Systems:

- Systems support student success and well-being.
- We have simple, transparent policies, freely accessible policies and processes that support staff and students to be effective.
- Roles and responsibilities within the College are explicit and transparent.
- Our core priorities—AVID, CMS, Sustainability, PBS—are integrated and aligned.
- The use of data and evidence drives our decisions.
- All systems make it easy for students, staff and parents to access the support and services they need to be successful.

Key Elements

- Site Teams and Committees.
- Performance Management.
- Professional Learning.
- Access to rigorous courses.
- Data collection and analysis.
- College policies and procedures.

Our Beliefs about Leadership:

- Leadership ensures student success and well-being.
- We are aligned in our strategic direction and transparent in decision-making.
- Our working relationships are based on integrity, respect, trust, clear communication and mutual accountability.
- We develop the capacity of others through coaching and mentoring.
- There are clear pathways and opportunities for staff and students to aspire and develop as leaders.
- Leadership is what we all do and not what describes a role or position.

Key Elements

- Strategic planning.
- Modelling of expectations.
- Post-School readiness.
- Distributed leadership approach.

Integrity
Knowledge
Unity
Excellence
Respect

Culture Fosters
Instruction Promotes
Systems Support
Leadership Ensures

Student Success and Well-being