



Baldivis

Secondary College



Business Plan

2013 - 2015



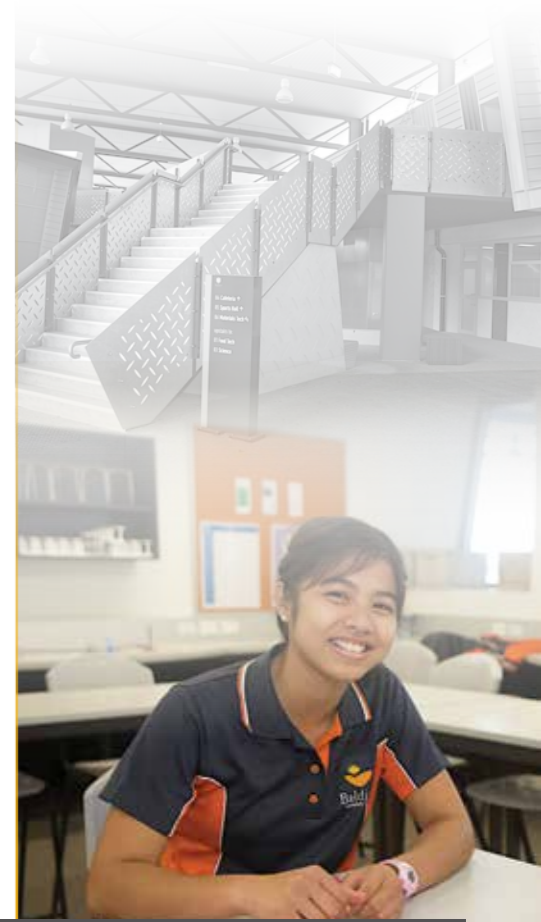
College Mission Statement

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.

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College Values and Ethos



Respect underpins each initiative and interaction within our community.

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

The pillars upon which we build our culture are:

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.

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.

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.

Unity

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



Students and staff are expected to achieve personal excellence in all they do.

Context and Intentions

Baldivis Secondary College is a new and vibrant learning community and the first public secondary school established in the area. Students and staff are expected to achieve personal excellence in all they do.

Individuals in our community will have every opportunity extended to them to assist them in achieving their full potential. Irrespective of an individual's learning needs, we will work towards meeting those needs and seek to gain the appropriate resources to do so. Baldivis Secondary College offers a broad curriculum based on the Australian Curriculum.

As a new and cutting edge college we have an information technology rich teaching and learning environment. We are currently developing specialist programs for Department of Education approval. We take the view that each and every program delivered in our learning community is a specialised program.

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. Partnerships and initiatives with universities, local business and industry and local

community organisations have been established.

Baldivis Secondary College values 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.

The learning environment for our young people is designed to create a sense of belonging and an enjoyable and productive learning experience.

Baldivis Secondary College is an AVID

amongst our community members and are established to meet the needs and interests of all.

The partnerships, staffing, resourcing, facilities, curriculum and programs at Baldivis Secondary College are designed and provided to facilitate each individual performing to the best of their ability and in doing so attain their level of excellence.

As a new and cutting edge college we have an information technology rich teaching and learning environment.

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 school culture that closes the expectation and opportunity gaps many students face, and prepares all students for success in a global society.

The college facilities are state of the art and designed to provide the best learning environments for students and staff. New and innovative designs and resources allow for dynamic interaction



Staff Values



We work collaboratively and share our skills, talents and good practice.

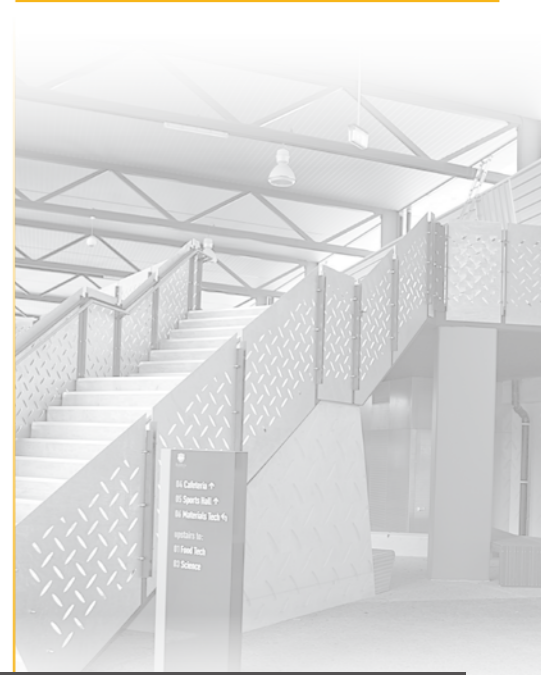
The staff at Baldvis Secondary College are committed to providing an appropriate environment in which all members of the college community can succeed and thrive.

The following values underpin this commitment:

- We encourage and support the use of new ideas and innovative strategies and continue to learn and develop new skills and use these to enhance learning.
- We deliver quality material in a quality manner to our students, parents and colleagues.
- We deliver consistent and dependable services that support our college community in meeting identified priorities in the college Business Plan.
- We display high personal standards of respect, integrity and honesty and encourage a working environment that is respectful, safe, supportive and engaging.
- We work collaboratively and share our skills, talents and good practice.
- We treat all college members honestly, openly and fairly and create a work environment that encourages involvement and a sense of satisfaction and fulfilment.
- We recognise and reward the achievements and the valued behaviour and effort of college members.
- We give timely and honest feedback to students, parents and staff to support growth and improved performance.



We are committed to providing an appropriate environment in which all members of the college community can succeed and thrive.



Our objective is to make every student a successful student.

Player 1's turn.

RESET

Professional Learning

The college is committed to a culture of continuous professional improvement whereby all staff members demonstrate a commitment to lifelong learning.

Baldivis Secondary College:

- is a community where all educators are working toward common goals, deepening 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, curricula design, and shared purpose;
- 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.
- believes that learning is a social enterprise. It occurs most deeply in communities where people are surrounded by caring, committed colleagues who invite feedback, examine what works and what doesn't and assess their effectiveness in terms of student outcomes.

We believe that our success as a college will require a well-documented college improvement process which is inextricably linked to the performance of staff as this is proven to be the single most important factor in influencing improved outcomes for students. The performance of the teacher is at the very core of college performance. The college's resources will be allocated and used in such a way as to support the teachers in their endeavours to get the greatest possible outcomes for and from their students.

Collegiate Teams facilitate collaboration amongst staff, build trust between colleagues, share, problem solve and assist in finding and/or maintaining our enjoyment of teaching and professional fulfilment.

To facilitate improvement processes at Baldivis Secondary College, teachers work together with their colleagues to participate in the:

- Assessment of improvement needs;
- Diagnosis of improvement needs;
- Phrasing of improvement goals;
- Evaluation;
- Reflection.

We believe that our success as a college will require a well-documented college improvement process

At Baldivis Secondary College the establishment of Collegiate Teams and an active, engaging and meaningful Professional Learning Community are central components to school improvement. Our improvement culture is underpinned by:

- Commitment, motivation and ownership of improvement;
- Willingness to develop as a learning organisation;
- Willingness to develop as reflective practitioners;
- Collegial collaboration;
- Leadership; and
- Shared vision.



Each member of staff is encouraged to demonstrate leadership.

Our Beliefs: Leadership, Teaching & Learning

Leadership at Baldivis Secondary College is both visionary and distributive. Our vision and mission are shared and owned by all and they, together with our values, are communicated clearly and consistently to all stakeholders. Each individual is encouraged to explore new ways of doing things that are research based and help to achieve greater outcomes for students.

Leadership at Baldivis Secondary College is about the empowerment of individuals or groups to enlist the aid and support of others in the accomplishment of a common task or to achieve agreed targets and outcomes. It is embodied in a team approach and as each team member has the opportunity to experience the elevated level of empowerment, it energises staff and feeds a cycle of success.

Each member of staff is encouraged to demonstrate leadership.

The staff at Baldivis Secondary College adhere to the following principles of teaching and learning in their day to day work with students.

Teaching and Learning at Baldivis Secondary College 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 life at and beyond school.



Each individual is encouraged to explore new ways of doing things that are research based and help to achieve greater outcomes for students.

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.



Our Priorities

Quality Teaching, Learning and Leadership

Baldivis Secondary College provides learning for students that is meaningful and engaging so that students readily participating and do so happily with a sense of fulfilment.

In order to facilitate this, teaching is engaging and thought provoking. The learning environment is respectful. Leadership is visionary, shared and ethical. Staff are supported through professional learning and development. This is facilitated through collegiate and collaborative practices, allowing for professional growth to extend into the classroom.

Curriculum Access and Differentiation

We cater for all students irrespective of their individual learning needs and styles to enable them to reach their full potential. We employ a wide range of strategies and methods so that all students are able to access the curriculum in the most appropriate ways

Partnerships

We also acknowledge the importance of maintaining a sense of community. Partnerships with other schools and universities, community based agencies and organisations, local government and the business sector are highly valued. Each has a role to play in our community and we can all benefit by working together.



We also acknowledge the importance of maintaining a sense of community.



We work collaboratively and share our skills, talents and good practice.



Quality Teaching, Learning and Leadership

KEY OBJECTIVES

- ✓ To ensure that every public school is a good school.
- ✓ To make every student a successful student.
- ✓ To have sound effective teaching in every classroom.
- ✓ To continue to implement a high standard curriculum and be prepared for curriculum change as it arises.

KEY PERFORMANCE INDICATORS

- Student Achievement Information System (SAIS) results for the whole school to be comparable or higher than like-schools.
- Establish positive trends in Year 9 system testing:
 - Increasing the number of students above the state average in national benchmarks;
 - Increasing the proportion of students in the top 20%;
 - Decreasing the proportion of students in the bottom 20%;
 - Comparable or higher than like-school score for Reading, Writing, Grammar and Punctuation, Spelling and Numeracy;
- Establish positive trends of participation and success in state, national and international competitions:
 - Attain secondary attendance rates above state average;
 - Increased numbers of staff working towards/or attaining Level 3 and/or Senior Teacher status;
 - Student and community survey data on teaching and learning to reflect positive satisfaction ratings.

WHOLE SCHOOL STRATEGIES

- Develop and establish reward strategies for all students;
- Implement and monitor Good Standing policy;
- Establish, monitor and communicate exemplary student selection and retention;
- Offer exam preparation and revision programs;
- Develop and establish regular and informative course counselling for students to ensure successful pathways that enable graduation, post school prospects and well-being;
- Establish whole school academic awards and recognition program;
- Staff awareness of need to balance Letters of Commendation and Concern;
- Implement individual, small group and whole school strategies that improve literacy and numeracy, e.g. AVID, Cracking the Code;
- Staff and students are expected to demonstrate an understanding of and commitment to the College Values;
- Support staff in the development of curriculum programs and support that align with the Australian Curriculum for Year 8 through to Year 10 and Senior School Courses;
- Create College based staff Professional Learning Community that provides opportunities that communicate exemplary teaching practice for specific contexts and cohorts;
- Develop and implement a partnership with tertiary sector which mentors and develops teacher trainees;
- Conduct curriculum moderation, differentiation and examinations for relevant year groups and curriculum areas;
- Plan and prepare for Year 7 – 12 intakes;
- Develop and implement recruitment strategies to attract quality staff;
- Develop and implement strategies to retain quality staff;
- Develop and establish leadership development within the College;
- Enhance teacher professional learning and development in contemporary classroom management, cooperative learning strategies and use of technologies in the classroom through our Professional Learning Community;
- Employ collaborative decision making processes;
- Plan and prepare for Year 7 transition;
- Develop and implement strategic workforce plans;

WHOLE SCHOOL STRATEGIES continued....

- Enhance the physical aspects of the classroom and learning environment that promotes excellence in learning and teaching;
- Establish Reserve funding plans based on college priorities and implement;
- Staff and students are expected to demonstrate an understanding of and commitment to the College Values.



Curriculum Access and Differentiation

KEY OBJECTIVES

- ✓ To ensure that every public school is a good school.
- ✓ To make every student a successful student.
- ✓ To have sound effective teaching in every classroom.
- ✓ To continue to implement a high standard curriculum and be prepared for curriculum change as it arises.
- ✓ Provision of practical support for academic staff as well as support staff.

KEY PERFORMANCE INDICATORS

- Develop learning pathways to enhance students' educational opportunities and outcomes;
- Curriculum Area and Student at Educational Risk (SAER) Plans are evident and indicate curriculum differentiation;
- Establish positive trends in performance and progress in college identified cohorts;
- Establish positive trends in participation and performance in extra-curricular activity events including state, national and international competitions;
- Establish positive trends in the appropriate use of digital and learning technologies in the teaching and learning program across all learning areas;
- Educational Assistants provided with special needs and inclusive practice training and professional learning specific to "at risk" students within 12 months of appointment.

WHOLE SCHOOL STRATEGIES

- Encourage a differentiated learning approach to address individual learning differences;
- Provide curriculum differentiation, extension and enrichment opportunities to students in all years;
- All staff to build a set of differentiated learning strategies that are communicated at collegiate team meetings;
- Support students at educational risk through tailored support program and resourcing;
- Establish and monitor an extension and enrichment program to cater for identified academic students;
- Establish engaging curriculum programs and commitment to academic excellence in all classrooms;
- Establish a variety of opportunities for student involvement in extra-curricular activities and events;
- Employ methodologies which integrate new and developing technologies to enhance curriculum delivery;
- Plan for the establishment of a whole school approach to the implementation, promotion and support of Certificate II vocational pathways;
- Maintain AVID program, mentoring and coaching programs, professional learning community with tertiary connections and community research and development program;
- Provide personalised career and course counselling and monitoring for all students in Years 10 - 12 to access appropriate and successful academic and vocational pathways;
- Implement strategy to achieve a 1:1 computer to student ratio in Years 8 to 12;
- Employ methodologies which integrate new and developing technologies into curriculum delivery;
- Deliver AVID program and strategies and other professional learning programs that develop best practice;
- Access to sustainability and academic extension and enrichment professional learning appropriate to secondary school students;
- Promote engagement in the learning process using teaching strategies that engage, extend and enrich student learning;
- Maintain a workforce which caters for the needs of all students.





Partnerships

KEY OBJECTIVES

- ✓ To ensure that every public school is a good school.
- ✓ To make every student a successful student.
- ✓ To have sound effective teaching in every classroom.
- ✓ Provision of practical support for academic staff as well as support staff.

KEY PERFORMANCE INDICATORS

- Provide opportunities for engagement in programs that develop understanding of international issues and global perspectives;
- Provide opportunities for student and staff to participate in interstate and overseas exchanges and tours;
- Develop student and staff connections with the local and international community;
- Develop and expand our formal partnerships and agreements with:
 - Partner primary schools;
 - Local and international schools;
 - Local business and employers;
 - Industry;
 - Universities;
 - Private training providers;
- Achieve positive student and community satisfaction survey data in relation to communication and partnerships.

WHOLE SCHOOL STRATEGIES

- Develop and implement a range of extra and cross curricula activities;
- Increase community use of facilities;
- Initiate, develop and implement local and international school partnership plans;
- Implement strategies to provide partner school and international learning experiences for students and teachers;
- Formalise partnerships with schools locally, nationally and internationally;
- Establish processes for benchmarking of our programs and performance;
- Establish measures to broadly communicate, share and fully integrate the college values and ethos across the College;
- Students, staff and community members share and model the college values and ethos in their interactions with each-other;
- Develop tertiary partnerships that provide opportunities for students and staff;
- Communicate, market and promote the educational partnerships and classroom successes;
- Conduct regular student and community satisfaction surveys and College on-line surveys;
- Ensure regular and effective communication strategies both within our community and across the wider community;
- Maintain an up-to-date and informative College website;
- Maintain the Baldivis Schools Network and further develop shared programs and initiatives with the partner primary schools;
- Maintain and improve the high level of community links and collaborative initiatives with external agencies;
- Maintain and improve the level of community input into college assemblies.

Students and staff are expected to achieve personal excellence in all they do.





Baldivis Secondary College

Stillwater Drive
Baldivis 6171

Phone: (08) 9523 3600

Fax: (08) 9523 3606

Email: baldivis@educations.wa.edu.au

www.baldivissc.wa.edu.au