

# BLACKWOOD HIGH SCHOOL

## THREE YEAR STRATEGIC DIRECTIONS 2008 – 2011



### **Our Purpose.**

*An internationally accredited school whose purpose is to inspire respect for people, community and tradition and to position our students for achievement in the global community.*

### **Our Values**

*Respect for the potential, dignity and worth of each individual.*

*Academic excellence as the basis for developing individual potential, and achievement.*

*Cultural diversity is welcomed, embraced, understood and respected.*

*Respect and concern for the environment.*

*Active citizenship for a better world.*

### **Our Aims**

*To inspire and engage students to be all that they can be, to set demanding goals for themselves and make a positive difference in our world.*

*To assist each student to develop as a well balanced, open-minded, caring and principled human being.*

*To educate students so that they understand the need for environmental sustainability and inspire them to take action.*

*To enrich the learning experiences of our students through partnerships with the wider community.*

*To encourage our students to take pride in themselves and their school.*

### **STRATEGIC DIRECTION 1: Engage students in a contemporary curriculum to prepare them for their 21<sup>st</sup> century world.**

The analysis of the 2007 Student Opinion Survey shows that students report that 60% of students like what they are learning at school and another 30% of students are neutral. 50% agree that their class activities are interesting and another 45% are neutral.

Research shows that if learning is interesting to students then they will achieve better. The focus of the 2006 – 2008 strategic plan was to improve student achievement particularly at year 10 and 11. The 2007 Annual Report shows that pass rates at year 8-10 are improving as are the grade distributions in each year level.

The level of ICT amongst student is unknown and thus base line data will need to be established so that we can measure their progress in this skills development. Students at BHS will be involved in a national test of ICT skills later this year. Whilst this may not be at a number to be statistically relevant, the results will have us an idea of what skills are to be measured.

Teachers require a well structured professional learning program based on their present ability to incorporate contemporary themes and pedagogy into the delivery of the curriculum.

The school's ability to develop contemporary curriculum will be enhanced through the implementation of the new SACE, the further development of the International Baccalaureate Diploma Program (IBDP) and by addressing the issues raised by the International Baccalaureate Middle Years Program (IBMYP). The Management Team of the school has advised that a full curriculum and timetable review will need to be conducted in 2008/2009.

<b>THREE YEAR TARGETS</b>	
<p>We would seek to increase, over the next three years, the number of student reporting that their lessons and class activities are interesting.</p> <p>Student achievement data such as the pass rates and grade distributions will continue to be mapped, with improvement aimed at higher year 10 and 11 pass rates and an increase in the higher IBMYP grade levels.</p> <p>We will establish base line data for ICT skills in the year 8 cohort, both in the PDL and mainstream classes.</p> <p>Teachers skills to incorporate digital learning technologies in their teaching will be mapped.</p>	
<b>LEARNING TARGETS</b> , outcomes we can achieve to engage students in a contemporary curriculum.	<b>STRATEGIC ACTIONS</b> , and who will be involved in 2008 & 2009.
<p>1.1 Address the issues raised by the implementation of the new SACE, development of the IBDP and to address issues raised by the IBMYP evaluation.</p> <p><i>Led by the Deputy Principal and AP Information Systems</i></p>	<p>Full curriculum review of subject patterns, offerings and timetable.</p> <p><i>Deputy Principal, Curriculum &amp; Pedagogy and Curriculum Leadership Team in consultation with staff.</i></p>
<p>1.1 Students are engaged through interdisciplinary learning programs.</p> <p><i>Led by the Deputy Principal, Curriculum &amp; Pedagogy and Curriculum Leadership Team</i></p>	<p>Curriculum mapping identifies areas for interdisciplinary curriculum development that moves teaching and learning from content to concept driven, using the AOI in the MYP Heads Of Departments and AOI leaders IBMYP Coordinator and subject teachers.</p>
<p>1.2 Students develop ICT skills to prepare them for the demands of their school and post school study.</p> <p><i>Led by the Deputy Principal, Curriculum &amp; Pedagogy and Curriculum Leadership Team</i></p>	<p>Develop and implement an ICT skills continuum to ensure that all students learn basic and subject specific ICT skills.</p> <p>Develop explicit ICT teaching strategies in each curriculum department.</p> <p><i>Deputy Principal, Curriculum &amp; Pedagogy, Heads of Departments and subject teachers.</i></p> <p>Develop a professional learning program to update pedagogy to incorporate the digital learning technologies.</p> <p><i>Professional Development Committee.</i></p>
<p>1.3 Facilities for digital learning technologies across all areas of the school are improved.</p> <p><i>Led by the AP Information Systems and TDC committee.</i></p>	<p>Facilitate the uptake of personal laptops for students.</p> <p>Establish more PDL classes each year.</p> <p><i>TDC committee, HODs and subject teachers.</i></p>

**STRATEGIC DIRECTION 2: Personalise learning to ensure that our students' interests and needs are met.**

**KEY FINDINGS FROM DATA that support strategic targets.**

Research confirms that adolescents are more likely to engage with learning programs if they are not distracted by significant physical, social and emotional issues.

Research shows that if teachers have access to relevant information about their students learning needs then learning activities can be personalised and create more opportunities for students to achieve.

If student understand their interests and capabilities they are better placed to develop achievable goals for their future and engage with their learning program.

The analysis of the Student Opinion Survey shows that feel positively about their acceptance from their peers but less positively about enjoying school. They also report less positively about whether teachers understand their feelings and point of view.

In 2006 the school introduced a new care group structure that has created small care groups sizes and the expectation that care group teachers would follow the students from year 9 to year 12.

In 2007 the school introduced the Culture of Respect as a basis for all relationships in the school including the management of student behaviour.

Attendance at school is fundamental to achievement and a significant improvement was achieved in 2007.

**THREE YEAR TARGETS**

The student survey reports higher levels of positive feeling about their relationships with teachers.

The new SACE Personalised Learning Plan are implemented for year 10 students in 2009.

The attendance rate of the school continues to improve.

90.5% in 2008

91% in 2009

91.5% in 2010

The attendance and achievement of identified students improves and supported by an integrated identification system and evidence of differentiated and personalised curriculum for students at risk

<b>LEARNING TARGETS</b> , outcomes we can achieve to personalised learning.	<b>STRATEGIC ACTIONS</b> , and who will be involved in 2008 & 2009.
<p>2.1 Review and develop the systems that identify students learning and social development needs. <i>Led by the AP IBMYP and the Student Services Team.</i></p>	<p>Develop useful data sets for teachers to use when personalising learning. <i>AP Information Systems</i></p> <p>Design and implement an integrated system to identify and support students at risk and those with different learning needs through personalised and differentiated learning programs. Coordinate services through the case management system. <i>All YLM and Care Group teachers.</i></p>
<p>2.2 The new SACE Personalised Learning Plan is implemented. <i>Led by the AP IBMYP and the Student Services Team.</i></p>	<p>Train teachers to deliver the PLP for 2009 year 10 student. Make the PLP available online through StudyWiz. Put in place ongoing evaluation to inform further development. <i>All teachers and some SSOs.</i></p>

**STRATEGIC DIRECTION 3: Build our students’ understanding of and commitment to practices that will sustain our world.**

<p><b>KEY FINDINGS FROM DATA that support strategic targets.</b>          Research shows that young people are interested in environmental issues.          Several of our feeder primary schools have an environmental focus in their curriculum.          The school’s curriculum needs review to ensure that it is catering for our students’ interests and prepares young people with the knowledge, skills and attitudes that will help them to understand and commit to a sustainable world.</p>	
<p><b>THREE YEAR TARGETS</b>          Student engagement indicators improve.          A plan to improve the school’s environmental sustainability is developed and in progress.          The school’s energy and water usage reduces.</p>	
<p><b>LEARNING TARGETS</b>, outcomes we can achieve to build our students’ understanding of and commitment to practices that will sustain our world.</p>	<p><b>STRATEGIC ACTIONS</b>, and who will be involved in 2008 &amp; 2009.</p>
<p>3.1 Review and develop the curriculum to ensure that all students have the opportunity to learn about environmental sustainability.   <i>Led by the Deputy Principal</i></p>	<p>The curriculum is audited to identify opportunities for students to learn about environmental sustainability.   <i>Science and Humanities Coordinators and their department teachers.</i></p>

**STRATEGIC DIRECTION 4: Build our students’ understanding of and commitment to global citizenship.**

<p><b>KEY FINDINGS FROM DATA that support strategic targets.</b>          The evaluation of the IBMYP held in 2008 recommended that we build on our efforts to internationalise the curriculum in order for our students to develop intercultural understanding.</p>	
<p><b>THREE YEAR TARGETS</b>          Base line data about students’ tolerance and intercultural understanding is established and improves.          Student opinion data about their relationships with others improves.          Number and participation of students involved in international programs is tracked.          Community and Service participation and reflection is recorded.</p>	
<p><b>LEARNING TARGETS</b>, outcomes we can achieve to build global citizenship.</p>	<p><b>STRATEGIC ACTIONS</b>, and who will be involved in 2008 &amp; 2009.</p>
<p>4.1 Ensure that all students have the opportunity to develop intercultural understanding particularly through the Studies of Asia.   <i>Led by the Deputy Principal</i></p>	<p>Map the international focus in the curriculum.          Develop a continuum of intercultural understanding.          Identify opportunities to strengthen the Studies of Asia.  <i>Head of Language B and Humanities Department.</i></p>
<p>4.2 Further develop the relationship with our community to help students engage with and contribute to their community.   <i>Led by the AP Senior School and the LINCS committee</i></p>	<p>Identify opportunities for students to participate in Community and Service learning.          Develop a system to record student’s participation in Community and Service.  <i>IBMYP Coordinator</i></p>
<p>4.3 Develop opportunities for students to be involved in international programs.   <i>Led by the Deputy Principal</i></p>	<p>Record and track student involvement in the international programs.   <i>Deputy Principal and Language B Coordinator.</i></p>