# STRATEGIC PLAN 2023 - 2025

(Updated 17/01/2023)

**Strategic plan priorities I am:** **R**esponsible for **C**onsulted about **C**onsultation group member **I**nformed about

| KEY WHOLE SCHOOL ACTIONS | ALIGNED TO | LEAD RESPONSIBILITY | OUTCOMES |
|---|---|---|---|
| **PURPOSE AND DIRECTION** | | | |
| • Develop a planned, regular consultative review process for the school's guiding statements to ensure continued relevance, such that all constituent groups are engaged with the school's purpose and direction | **CIS**<br>A: Standard 5 | Governing Council<br>Principal<br>Executive Leadership Team | School values are known, able to be discussed and underpin policy, processes and culture at Banksia Park International High School in an ongoing and sustainable manner. |
| **HIGH QUALITY LEARNING AND TEACHING**<br>***Aspiration:*** *Accelerate high quality teaching and learning that supports excellence in student learning through implementation of the SIP, BPIHS Pedagogical Framework, Entrepreneurial Learning Career Education, and ICT systems.* | | | |
| **Implement the Site Improvement Plan (SIP)**<br>**Literacy, Numeracy, SACE**<br><br>**ICT: Data literacy, knowing our learners**<br>• Develop expertise of teachers as literacy leaders to engage with data and 'Know our learners'<br>• Monitor and Intervene with all student and targeted student groups eg HB, Ent, Aboriginal students, Students with OnePlan, students who struggle with learning.<br>• Student learning data is used routinely to inform teacher practice<br>• All staff learn to use student learning data for evidence-based improvement and targeted teaching approaches to learning.<br>• Introduction of student data with students for the purpose of monitoring their own learning<br><br>**Quality leadership: Engage with Functional Language – Writing professional learning**<br>• Professional Learning is aligned to the SIP and performance development, staff needs, student feedback and focuses on HQL&T<br><br>**Expert Learning: Metacognition**<br>• Students set and use precise targets to amplify/influence their learning improvement journey<br>• All staff will identify opportunities and use purposeful classroom discourse to explicitly teach metacognitive skills and strategies to solve problems.<br><br>**Expert Teaching: Pedagogical Framework**<br>• The BPIHS Pedagogical Framework is reviewed and reshaped in line with contemporary 21C practices and staff feedback<br><br>**Expert Teaching: Assessment and Feedback**<br>• Review of school-wide Assessment and Reporting Guidelines and development of an 'agreed approach' to Learning and Assessment Culture.<br>• Feedback strategies are explored, rehearsed, and implemented<br>• Continue to focus professional learning on High Impact Teaching Strategies, specifically feedback and building on the metacognitive skills focus from the Numeracy strategy across all learning areas.<br><br>**Expert Teaching: Quality Curriculum**<br>• Leadership of a curriculum review to ensure curriculum offerings achieve the vision of educating for global futures. | **ESR: Expert Teaching**<br>• Assessment and Feedback<br>• Conditions for learning<br><br>**CIS Domain**<br>B: Standard 9<br>**C:** Standard 1<br>C: Standard 2<br>D: Standard 4<br>D: Standard 1<br>D: Standard 3<br><br>**ESR:** Quality leadership - building teacher capability<br><br>**ESR: Expert Teaching**<br>• Effective Pedagogy<br><br>C: Standard 3<br><br>**CIS**<br>C Standard 1 | Principal<br>Deputy Principal<br>Assistant Principal Ped21C<br>All leaders within their area of responsibility<br>All staff | Student Literacy and Numeracy outcomes improve, and HB students sustain their HB achievement, evidenced through PAT, and NAPLAN data as well as writing samples.<br><br>100% SACE completion<br>Increased A band grades across all subjects in all year levels.<br><br>Staff use data as part of their ongoing daily practices to evaluate student progress, followed by planned interventions for improvement.<br><br>Students and teachers confirm metacognitive skills improve learning outcomes through questioning, leading to more effective use of class time.<br><br>All assessment tasks are high quality, have clarity of learning intentions, success criteria, are challenging and presented on the BPIHS template, reflective of the guaranteed and viable curriculum.<br><br>Each teacher has refined their pedagogical practices to deliver the next level of the Essential Practices in each class, leading to improvement of student engagement and outcomes. |
| **ICT**<br>• Build the Daymap learner management system to provide ongoing student learning information, assessment, and intervention strategies<br>• Scaffold opportunities for hybrid learning cycles to maximise the personalised learning experience<br>• Research, trial and share evidenced based practices of hybrid learning and the modern classroom<br>• Develop a clear definition of digital citizenship that is understood by students, is contextually appropriate and linked to student learning. | **ESR:** Conditions for learning<br>**CIS:**<br>D: Standard 2<br>D: Standard 8<br><br>C: Standard 4<br><br>**ESR: Expert Teaching**<br>Quality Curriculum (AC & SACE) | Deputy Principal<br>Assistant Principal ICT<br>All leaders within their area of responsibility | Staff access Daymap to record formative and summative learning and differentiate student learning accordingly.<br><br>Families report accessibility to student learning has increased.<br><br>Students experience positive and explicit personalised learning. |
| **GLOBAL CITIZENSHIP AND INTERCULTURAL UNDERSTANDING** | | | |
| **Entrepreneurial Learning and Career Education**<br>Further develop entrepreneurial specialist and mainstream entrepreneurial programs, and an entrepreneurial mindset in all students.<br>• Curriculum opportunities<br>• Pastoral Care Program<br>• Career Education strategy<br>• Mapping BPIHS skills - to align with 21C skills, Learner Profiles and Entrepreneurial Capabilities. | | Deputy Principal<br>Assistant Principal Ent<br>Assistant Principal Ped21C<br>All leaders within their area of responsibility<br>All staff | Innovation and entrepreneurial opportunities embedded across the curriculum and are understood by students, staff, families and the community.<br>Students identify how opportunities to practice 21C skills have been practised in every class.<br><br>A renewed approach to career education has been introduced for 2023. |
| **Global Citizenship & Intercultural understanding**<br>A clear understanding of interculturalism as a pathway to global citizenship is developed school-wide<br>• Develop a student friendly framework for the practice of global citizenship<br>• Develop school-wide intercultural understandings, and in the local community by addressing ethics, leadership, First Nations languages and cultures through the Extended Care Group Program<br>• Ensure CIS recommendations are progressed in the lead up to the preparatory visit in 2024 | **CIS:**<br>C: Standard 3<br>D: Standard 7 | Principal<br>Deputy Principal<br>AP People Development – Ambassador's group<br>All leaders within their area of responsibility<br>All staff<br>All students | Students practise global citizenship in the day-to-day learning.<br><br>Students use a range of communication strategies to communicate effectively and respectfully across cultures, languages and complex global issues. |
| **Community Partnerships**<br>• Increase authentic, real-life learning beyond the school, accessing local community, national and international experiences/opportunities<br><br>• Promoting and modelling positive collaborative partnerships with parents/caregivers<br><br>• Implementation of a revised Governing Council Constitution | **CIS:**<br>B: Standard 2, 3, 5, 6 | Governing Council<br>Executive Leaders<br>Year Level Leaders<br>All leaders within their area of responsibility | Parents routinely access school interventions and support.<br><br>Parents and community have visible presence and display an understanding of the school's vision and values and contribute to it.<br><br>A contemporary Governing Council constitution provides the framework for improved meetings and decision-making. |
| **Quality Leadership: 21C Service Delivery and culture**<br>• Develop and implement improved understandings and practices reflecting the definition for 21C service delivery at BPIHS.<br><br>• Internal and External professional learning contributes to the ongoing implementation of 21C service delivery and culture<br><br>• Ancillary staff, as part of the whole staff, contribute to and promote a culture of continuous improvement to provide the best learning outcomes for students.<br><br>**Quality Leadership: Review professional learning processes**<br>• Clarify the structure, focus and protocols of PLCs to increase support for action-based, effective and meaningful professional collaboration<br>• Formalise the appraisal and observation process in collaboration with the PDP process | **CIS**<br>F Standard 3, 7<br>**ESR:** Quality leadership - building teacher capability | Business Leader<br>Ancillary Staff<br><br>Assistant Principal<br>Timetable and HR | Ancillary roles are redefined to reflect contemporary high quality service delivery.<br><br>Ancillary staff have accessed and practised professional learning.<br><br>Stakeholders report improve, efficient and quality service delivery.<br><br>Ancillary staff are involved and contribute to the lifelong learning of students.<br><br>Ancillary staff participate in a shared commitment to improving outcomes for students across the school. |
| **WELLBEING AND LEARNER SUPPORT** | | | |
| **Student Wellbeing: Review and embed the Student Wellbeing Framework**<br><br>• Develop the Extended Care Group (ECG) Program for implementing student wellbeing through a variety of activities and sessions including a focus on organisation, time management, communication, perseverance, learning culture, persistence, resilience, self-efficacy, respectful relationships, team building and school culture.<br><br>**Learner agency:**<br>• Student Agency in leadership is accelerated within the school and the wider community by refining the student leadership structure, developed by students and for students to reflect the school's strategic priorities.<br><br>**Conditions for Learning:**<br>• Ensure teachers and support staff have ongoing support on how to work with students with learning difficulties and are assisted to implement evidence-based **targeted teaching** interventions to match individual learning needs<br><br>• Establish a Student Review Team to meet regularly and to provide further support for teachers to accommodate the diverse learning needs of students | **CIS:**<br>D: Standard 5<br><br>**CIS:**<br>C: Standard 3<br><br>**ESR:** Conditions for learning<br>**CIS:**<br>D: Standard 1<br>D: Standard 11<br>C: Standard 5 | AP Wellbeing and Inclusive Education<br>Psychologist<br>Wellbeing Leaders<br>Year level managers<br>All leaders within their area of responsibility<br>All staff | Social and emotional (WEC) data has been analysed to track students' development and to guide interventions. Interventions introduced through the Extended Care Group Program to meet student needs.<br><br>Student leadership has a broad range of membership which has a strong culture of supporting and driving school, student and community improvement.<br>Student leaders are celebrated for the work they do and feel valued.<br><br>Information, including medical, social, behavioural and learning difficulties on supporting students is available and being accessed by staff routinely.<br>Students report increased confidence in their stress management and emotional regulation, measured through improved attendance, grade achievement and WEC data.<br>Staff report increased confidence in classroom practice, own stress management and emotional regulation, measured through the staff perspective survey. |
| **Staff Wellbeing:**<br>• Engage staff with collaborative, consultative, conversations shaping whole school culture in response to the staff perspective survey recommendations<br>• Develop leadership aspirations and agreement about leadership culture at BPIHS | | Principal<br>Executive Leadership Team | Staff wellbeing is positive, working at BPIHS is rewarding, valued and staff contributions and voice are genuinely recognised, appreciated and listened to. Staff adhere to agreed cultural norms in their work and interactions with all members of the school community |