



Ballajura Community College Business Plan 2018-2021

Respect • Equity • Achievement • Care • Health





COLLEGE

Priorities

Success for all students

Effective leadership, teaching and support services

Strengthening our organisation

Introduction

Context

Ballajura Community College (BCC) is one of the largest providers of the Western Australian Certificate of Education (WACE) courses in the North East Metropolitan Region. Our College provides a high quality educational experience for all of our students and has remained committed to providing a range of flexible programs that cater for all student interests, needs and abilities.

Our College's flexibility in curriculum provision, our vibrant engaging environment, and our focus on learning and teaching, provide our students with the opportunity to achieve excellent educational outcomes and the skills to move into further education and training or directly into the workforce.

A Department of Education endorsed specialist program for Advanced Curriculum Enrichment (ACE) operates through Years 7 to 10, promoting higher level thinking skills and academic achievement in Mathematics, English, Science and Humanities and Social Sciences (HASS). This provides a solid

foundation for students entering our highly successful university pathway.

As a Registered Training Organisation (RTO) the College provides a range of certificate courses for students that complement their WACE courses of study. Demand for these courses continues to grow with many students completing a Vocational Education and Training (VET) Certificate qualification as part of their WACE. We provide an alternative program pathway, ACCESS, which has demonstrated outstanding success in engaging young people in education.

The Education Support program also provides opportunities, activities and facilities for students with special needs to master skills that will make them successful members of society. As an Independent Public School (IPS) we recognise that progress towards targets concerning attainment, retention, attendance, WACE and VET outcomes will continually need to be met and, wherever possible, exceeded.

Ballajura Community College is culturally diverse with in excess of fifty nationalities found within the whole learning community. It is an accredited International Fee Paying School. This diversity adds to the richness and the quality of the educational experience for all students. Our College provides an extra-curricular program with strong sporting, cultural, artistic, public speaking, service and leadership opportunities that continues to flourish and complement the more formal learning experienced by our students.

The Ballajura Community College Business plan is a working document that underpins the College's actions and intent as it continues to work towards its stated mission and vision.

Our Mission

To create a vibrant learning community where excellence in learning and teaching is expected and celebrated and where our College community feels valued and affirmed.

Our Vision

To create the future together.

Our Core Values

Ballajura Community College is committed to our core values and believe they should be consistently applied by the College community in all day to day operations and activities. Our Mission and Vision are underpinned by the values of:

- Respect
- Equity
- Achievement
- Care
- Health

Self-assessment process

The BCC Business Plan 2018 - 2021 incorporates the Department of Education Focus and strategy documents and links to the plan for Public Schools. For the priorities in the BCC Business Plan to be achieved and to ultimately ensure success for all students, the staff must actively engage and use the plan to inform their teaching and learning practice. This has been made possible by aligning the BCC Business Plan to an annual Operational Plan, which links to each department's Learning Area Plan. Staff have developed performance improvement targets that reflect the strategic direction of the College and address the Australian Institute for Teaching and School Leadership (AITSL) Professional Standards. Aligning these Plans ensure accountability, understanding and ultimately the success of the College priorities. The College's self-assessment processes provide an opportunity for the College to examine its data, achievements, assess the plan and time frames and make recommendations including redistribution of resources appropriate to attaining the priorities.

After Ballajura Community College's second successful review as an Independent Public School, the College is entering into a new cycle. The BCC Business Plan 2018-2021 sets out the College's new priorities, values and directions to ensure our students are

successful and to maximise their future study and career options. It aims to highlight how we, as a College community, will achieve the College vision, mission and priorities. To ensure the success of this Business Plan it was created in line with our Positive Behaviour Support (PBS) plan and in collaboration with the entire school community. This included staff collating and analysing all available College and system data on attendance, curriculum, achievement and behaviour management. Parents, students and staff were also surveyed to identify what the College was doing well and where improvements could be made.

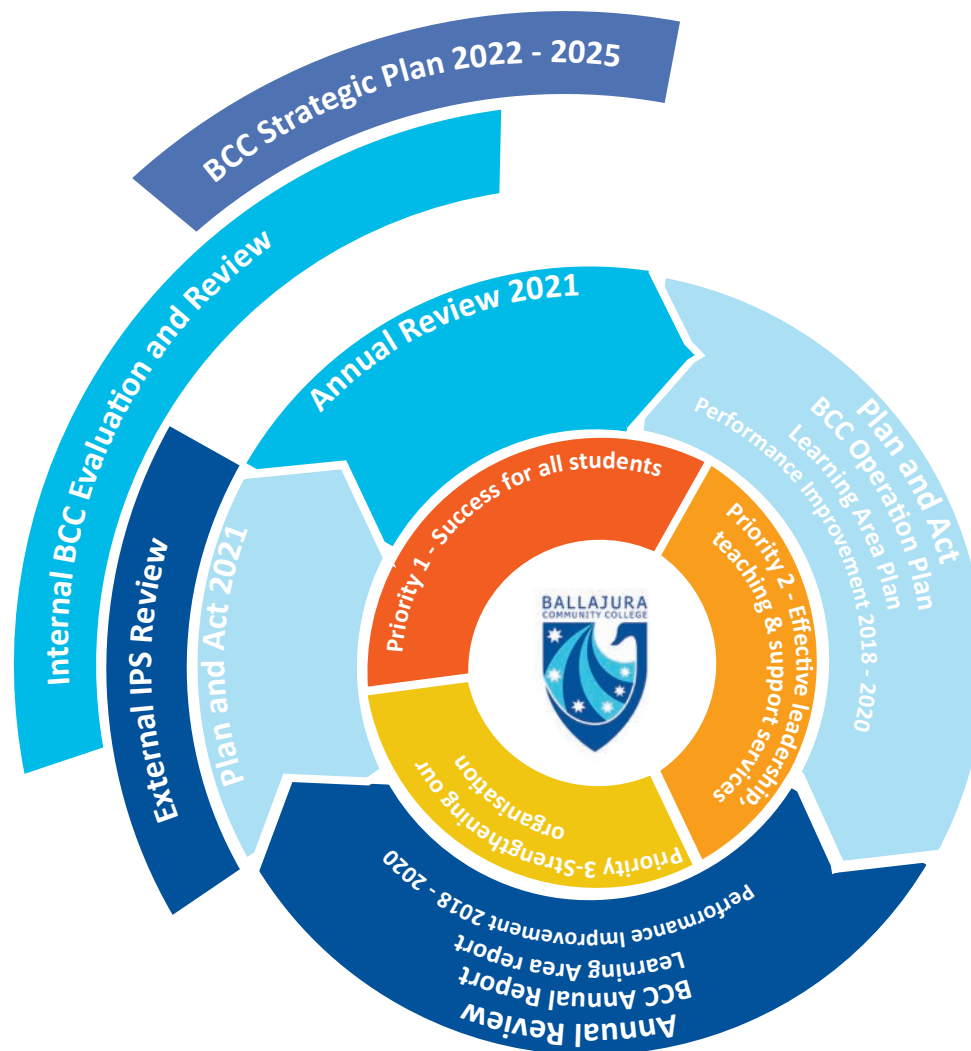
With the endorsement of the College Board we look forward to working in partnership with the College community to achieve success for all our students.



Cheryl Townsend
Principal



Ian Walters
Chair BCC College Board



College Values and Code of Conduct



The College Values and Code of Conduct were developed through consultation with students, staff, parents and community members.

They define expected behaviours for the College community and reflect the culture of the College.

Values	Description	Key Expectations
Respect	We earn respect for ourselves and others through our actions	We: <ul style="list-style-type: none"> • Greet people appropriately • Use respectful language • Create a positive learning environment
Equity	We demonstrate equity and provide opportunities for everyone	We: <ul style="list-style-type: none"> • Recognise, respect and embrace individual differences • Engage in experiences to learn with and about others • Provide opportunities and educational and vocational pathways for success
Achievement	We demonstrate achievement by always doing our best	We: <ul style="list-style-type: none"> • Expect everyone to do their best • Cater for everyone's needs, interests and abilities • Reflect on performance and plan for improvement • Recognise and celebrate achievement and success
Care	We show that we care by being kind and supportive	We: <ul style="list-style-type: none"> • Actively listen and provide support • Solve conflicts calmly • Take pride in our environment
Health	We acknowledge the importance of physical and mental health	We: <ul style="list-style-type: none"> • Educate ourselves to optimise physical and mental health and wellbeing • Participate in programs and activities to improve our physical and mental health • Seek assistance when necessary

The implementation of the College Code of Conduct is supported by the Positive Behaviour Support (PBS) team. The purpose of the PBS team is to establish and implement explicit whole school practice that has a common and consistent approach to positive behaviour, social skills and expectations for achievement in a safe and supportive learning environment.

Priority 1 Success for all students High Performance: Opportunities and support to achieve success High Care: A safe, supportive and inclusive College		
We will focus on:	Key Whole School Strategies	Targets
Maximising student achievement	<ul style="list-style-type: none"> Maintain high standards of student achievement, participation and engagement. Provide targeted programs that foster success for students. Provide effective career education and advice to students. 	<ul style="list-style-type: none"> WACE and attainment results at or above WA public school average. Proportion of Year 12 students meeting OLNA at or above WA public school average. Grades awarded at each year level are at or above WA public school grade distributions. All students complete Year 12 with a viable pathway to employment, training or further education. Maintain the proportion of students meeting Band 8 NAPLAN continuing to an ATAR Pathway.
Improving standards in literacy and numeracy	<ul style="list-style-type: none"> Embed a range of literacy and numeracy strategies in all learning areas across the College. Provide targeted support for students at risk of not demonstrating the OLNA standard in literacy and numeracy. Develop and implement a comprehensive whole school numeracy program across the College. 	<ul style="list-style-type: none"> At or above expected performance in Year 7 and 9 NAPLAN for reading and writing compared to WA public schools. At or above expected performance in Year 7 and 9 NAPLAN for numeracy compared to WA public schools.
Student wellbeing	<ul style="list-style-type: none"> Develop and implement a comprehensive student leadership model and incorporate student voice in College planning and decision making. Initiate programs across the College to improve student health and wellbeing. Embed culturally inclusive practices. Implement Personalised Learning Plans (PLP) for all students requiring additional support. Embed Positive Behaviour Support (PBS) strategies, initiatives and policies across the College. Use student surveys to inform teaching and learning. Maintain effective behaviour and attendance monitoring and support structures for all students. 	<ul style="list-style-type: none"> Increase in student interest and participation in student leadership initiatives. Improve student understanding and awareness of wellbeing and mental health issues. Positive trends seen in student surveys around student wellbeing and culturally inclusive practices. Students identified at educational risk to be effectively case managed. Positive trends seen in student survey data that acknowledge a positive learning environment. Maintain student attendance above 90%.
Priority 2 Effective leadership, teaching and support services High Performance: Opportunities and support to achieve success High Care: A safe, supportive and inclusive College		
We will focus on:	Key Whole School Strategies	Targets
Curriculum expertise	<ul style="list-style-type: none"> Plan and deliver a teaching and learning program for the WA Curriculum. Embed moderation strategies across the College. Provide specialist teachers in all areas. Provide professional learning and support on the use, analysis and interpretation of data. 	<ul style="list-style-type: none"> Full implementation of the WA Curriculum. Improve accuracy and validity of teacher judgements. Teachers use data management tools to access student data and information to inform their teaching and learning.
Student engagement	<ul style="list-style-type: none"> Develop and embed differentiation practices to meet the needs of all students. Support all staff to plan and develop instruction to maximise student engagement, progress and achievement. Provide CMS professional learning to all new staff to the College, including both Foundations and Instructional Strategies for Engagement. Develop and implement engaging approaches to teaching and learning using ICT. 	<ul style="list-style-type: none"> Provide differentiated programs in all curriculum areas. Teachers to be trained in CMS Foundation and Instructional Strategies for Engagement courses. Increased use of ICT to enhance teaching and learning. Reporting data reflects positive trends in attributes.

Performance improvement	<ul style="list-style-type: none"> Staff to implement and use the AITSL standards to guide and improve their teaching and learning. Incorporate classroom observation as an effective tool to improve teaching practices. Refine and embed performance improvement processes and documentation. Develop and implement tools and approaches to support staff in reflecting on their practice. 	<ul style="list-style-type: none"> Teachers use the AITSL standards in their performance improvement. Teachers use reflective practices to inform their teaching and learning programs. Teachers engage in classroom observation.
Developing leaders	<ul style="list-style-type: none"> Develop and implement professional learning programs for current and aspirational leaders. Develop a performance improvement process targeted to Middle leaders based on the AITSL principal standards. Leaders utilise links with outside agencies and associations to keep up to date with current knowledge and trends in education. Support Middle leaders in developing processes to ensure accountability with Department and outside agency requirements. Develop a leadership induction package for new leaders. 	<ul style="list-style-type: none"> Professional learning provided to all current and aspirational leaders that meets College and system needs and priorities. Middle Leaders use the AITSL principal standard as part of their performance improvement. Leaders keep abreast of current and future education requirements, priorities and initiatives. Department of Education and outside agency deadlines and requirements are met.
Staff wellbeing and support	<ul style="list-style-type: none"> Develop and implement practices that lead to improved staff wellbeing. Acknowledge and celebrate staff achievements and involvement in College and community events. Support and encourage staff to participate in ongoing high quality professional learning that leads to improved student outcomes. Develop a comprehensive induction package and professional learning program for graduate and new teachers to BCC. 	<ul style="list-style-type: none"> Positive trends seen in staff surveys around staff wellbeing and culturally inclusive practices. Middle Leaders equipped to provide wellbeing support for staff in their learning area. Increase staff participation in College and community events. Staff have access to support and professional learning activities that are linked to their performance improvement. Graduate and new staff to the College are appropriately inducted and supported.
Priority 3	Strengthening our organisation Improving the College and partnerships with caregivers and the community to enhance student learning outcomes, opportunities and success	
We will focus on:	Key Whole School Strategies	Targets
College	<ul style="list-style-type: none"> Regular revision and updating of College policies in line with Department of Education changes. Consult and plan with College stakeholders to become efficient and effective within a 'One School' model. Explore sustainable approaches to the storage and access of student data and information. Engage in collegiate planning across the College and between other schools. 	<ul style="list-style-type: none"> Implement new revised Child Protection policy and Cultural Standards Framework. Implement online testing for NAPLAN and OLNA. A comprehensive plan for moving towards an efficient 'One School' model. Strengthen collaboration across the College and between learning areas. Further develop plans so all learning areas are encompassing Year 7-12 strategies. In line with the previous Performing Arts Theatre feasibility study, investigate additional funding to increase and optimise the \$5 million Performing Arts Centre funding allocation in relation to community and College needs.
Caregivers	<ul style="list-style-type: none"> Regular engagement and communication with parents/caregivers. Provide a platform for data and information to be readily available to parents/caregivers. 	<ul style="list-style-type: none"> Increase communication and collaboration with parents/caregivers. Parents/caregivers have greater access to student achievement, attendance and curriculum information.
Community	<ul style="list-style-type: none"> Regular engagement and communication with outside agencies and community organisations. Community representation at significant College events. Strengthen College representation at significant community events. Continue to work closely with local intake schools ("Ballandjarra" network) to embed a comprehensive K-12 approach in curriculum delivery and health and wellbeing. 	<ul style="list-style-type: none"> Increase collaboration with external agencies and community organisations. Increase collaboration with local intake area primary schools.



Creating the future together

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