

School Strategic Plan 2022-2026

Blackburn English Language School (8747)



Submitted for review by Mark Melican (School Principal) on 02 March, 2023 at 01:22 PM

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Endorsed by Fiona Purcell (School Council President) on 08 March, 2023 at 01:17 PM

School Strategic Plan - 2022-2026

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School vision	To provide an inclusive, rigorous and engaging learning environment for newly arrived students to develop their English language proficiency and empower them with the knowledge, skills and capabilities to be confident, active participants in the Victorian schooling system and broader community.
School values	Building Communities: We work and learn together. We care for and respect each other. Future Making: We strive to learn, grow and to build a positive future Embracing Diversity: We celebrate and respect difference. Our differences unite and strengthen us.
Context challenges	The school is a multi-campus intensive English language program provider in the North East Victoria Region. Two key challenges, as identified through the school Review are: Being adaptable, flexible and responsive to changing student cohorts across our campuses Ensuring high quality teaching and learning for every student
Intent, rationale and focus	Our school aim is to build teacher pedagogical expertise, continue curriculum development and documentation and to strengthen student voice and agency. This is critical to optimise learning outcomes within the time constraints of our program. Our school is prioritising:(1) Wellbeing curriculum, processes and programs (2) Teacher professional learning through How Language Works and effective collaboration in PLCs (3) Building students' confidence by strengthening their voice and agency (4) Ensuring equity, consistency and excellence in provision across our three campuses

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Goal 1	Every student achieves success in their acquisition of English.
Target 1.1	By 2026, the percentage of students achieving two or more levels based on the EAL Reporting Resource will increase from 70% (Average of Speaking and Listening, Reading, and Viewing and Writing strands for primary and secondary levels in term 2, 2022) to at least 80%.
Target 1.2	By 2026 to increase the percentage of positive endorsement for the <i>Understand how to use data</i> factor in the Teaching and Learning - Evaluation module on the School Staff Survey from 37% (2022) to 70%.
Target 1.3	By 2026, to increase the percentage of positive endorsement for the <i>time to share pedagogical content knowledge</i> factor in the Teaching and Learning - Planning module on the School Staff Survey from 57% (2022) to 70%.
Target 1.4	By 2026 to increase the percentage of positive endorsement for the <i>Teacher collaboration</i> factor in the School Climate module on the School Staff Survey from 62% (2022) to 78%.
Target 1.5	By 2026 to increase the percentage of positive endorsement for the <i>Discuss problems of practice</i> factor in the Teaching and Learning -Practice Improvement module on the School Staff Survey from 75% (2022) to 85%.
Key Improvement Strategy 1.a	Establish and embed a PLC improvement framework.

Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build teacher capacity to implement the EAL curriculum across all areas of learning.
Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build a whole school approach to teachers' understanding and application of EAL pedagogy and practices.
Goal 2	To empower students to have greater voice and agency in their learning.
Target 2.1	By 2026 to increase the percentage of positive endorsement for the <i>Student Voice and Agency</i> , Years 7 to 9 factor in the Social Engagement domain on the Attitudes to School Survey from 78% (2022) to 85%.
Target 2.2	By 2026 to increase the percentage of positive endorsement for the <i>Sense of confidence</i> factor in the Learner Characteristics and Disposition domain on the Attitudes to School Survey from 75% (2022) to 82%.
Target 2.3	By 2026 to increase the percentage of positive endorsement for the <i>Promote student ownership of learning goals</i> factor in the Teaching and Learning -Implementation module on the School Staff Survey from 64% (2022) to 75%.

Target 2.4	By 2026 to increase the percentage of positive endorsement for the <i>Use student feedback to improve practice</i> in the Teaching and Learning -Evaluation module on the School Staff Survey from 61% (2022) to 75%.
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	To develop a whole school approach to student voice and agency.
Key Improvement Strategy 2.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	To develop and embed a whole school community approach to giving and receiving feedback.
Key Improvement Strategy 2.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	To develop and implement a defined process for students to set meaningful learning goals.
Goal 3	To improve student wellbeing
Target 3.1	By 2026 to increase the percentage of positive endorsement for the <i>Perseverance</i> factor in the Learner characteristics and disposition domain on the Attitudes to School Survey from 83% (2022) to 88%.

Target 3.2	By 2026 to increase the percentage of positive endorsement for the School stage transitions (Yr7 and New Students) factor for students in the Year 7 to 9 group in the Social engagement domain on the Attitudes to School Survey from 68% (2022) to 73%.
Target 3.3	By 2026 to increase the percentage of positive endorsement for the <i>Not Experiencing Bullying</i> factor in the Safety module on the Parent Opinion Survey from 69% to 77%.
Key Improvement Strategy 3.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	To embed a consistent whole-school approach to a positive climate for learning.
Key Improvement Strategy 3.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Strengthen partnerships with families, education and training providers, external agencies and the wider community to support wellbeing and engagement.
Key Improvement Strategy 3.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Embed a coordinated approach to prepare and support students for a successful transition to education or training in Australian society.