

School plan 2015-2017

Bega High School 8165



School background 2015–2017

School vision statement

Bega High School is committed to providing excellence in education which prepares all students to contribute positively to society. The school, as part of its community, will prepare students to be:

- Skilled lifelong learners who are self-disciplined and self-motivated learners.
- Balanced in their lives and people who value their physical, social, spiritual and emotional well-being.
- Problem solvers and decision makers in relation to all aspects of their lives who have the capacity to cope with, adapt to, and initiate positive change.
- Responsible and compassionate citizens who are aware of their individual responsibilities within the community. They will be respectful of others and are able to contribute to the local, Australian and worldwide communities in a positive way.
- Self-confident and resilient people who can recognise and value their own strengths and skills, allowing them to participate to the best of their ability.
- Valued group participants and community members who can communicate effectively and work cooperatively with others. Our school values achievement through:

Responsibility for learning, behaviour and our environment

Respect for oneself, others and property

Effort through being positive, resourceful and persistent.

School context

Bega High School is a comprehensive rural high school on the far south coast of NSW. Situated fifty kilometres from the nearest government secondary school, the school's geographical drawing area ranges from Tathra (15 kilometres to the east), Cobargo (40 kilometres to the north), through to Wolumla (20 kilometres to the south) and Bemboka (40 kilometres to the west). In 2015 the enrolment was 875 students and 825 in 2016, including 10% Aboriginal students.

The school has developed a curriculum directed at serving the diverse needs of students and is committed to providing excellence in education which prepares all students to contribute responsibly to a changing world. It has established a reputation in academic excellence, the creative and performing arts, sport, vocational education and broad general education. A Special Education faculty comprises multi-categorical, emotional disturbance, moderate intellectual disability, mild intellectual disability and severe intellectual disability classes. In 2009 a Trade Training Centre was built to enable Bega High School and Eden Marine High School students to attain certificate level training without leaving the area. The focus in vocational education is the delivery of construction, primary industries and metals and engineering. Infrastructure and equipment supplied support the delivery of vocational education competencies by accredited teachers and trainers.

The school enjoys and fosters positive relationships with its local community to maximise learning opportunities for its students in its partnerships with University of Wollongong, local commercial enterprises, Illawarra TAFE and non-government organisations. Bega High School is a proud and active member of the Sapphire Coast Learning Community comprising two high schools and thirteen primary schools located between Cobargo to the north, west to Bemboka, and south to Eden.

School planning process

School practices and school directions for the planning cycle 2015 – 2017 are based on consultation with students, community members and staff through surveys and various forums. Directions and processes were also developed as a result of meetings, feedback in conversations with students and parents, and the analysis of school data, external data and School Excellence Framework reports.

Ongoing input and evaluation will occur through submissions from, discussions with and surveys of various community and school teams. Consultation will occur with staff, student and community groups, and feedback sought throughout the year. School committees (such as the Finance Team and the Learning and Support/Equity Team, the Bega High School P & C Association, the Bega Aboriginal Education Consultative Group (AECG), the school's Junior AECG and student leaders will provide perspectives and input for decision-making. Community input from other representative groups, business organisations and support agencies is sourced from discussions, correspondence to the school, at meetings organised by the school and at community meetings.

Collection and analysis of benchmark data such as National Assessment Program – Literacy and Numeracy (NAPLAN), Higher School Certificate (HSC) results, student engagement levels, retention rates and student completion rates to year 10 and year 12 inform the development of strategic directions and the processes and products for achieving improvement measures.

The 2015–2017 Strategic Plan for Bega High School aligns with The Public Schools NSW Priorities – Creating Futures Together 2015–2017, DoE 5 Year Strategic Plan 2012–2017, identified Premier's Priorities, NSW 2021, the DoE School Excellence Framework, The Far South Coast (FSC) Network Strategic Plan 2015–2017 and the Sapphire Coast Learning Community (SCLC) Strategic Plan

School strategic directions 2015–2017

STRATEGIC DIRECTION 1

Student and community wellbeing achieved through connected, engaging learning that cultivates confidence, creativity and resilience

Purpose:

Bega High School creates resilient life-long learners. Sustained and relevant academic, cultural and personal success for every student is attained through diverse and personalised learning experiences.

STRATEGIC DIRECTION 2

Quality teaching and learning featuring in a high performing school community that is inclusive, informed and engaged

Purpose:

Quality teaching and productive partnerships enable every student to be actively engaged in meaningful and challenging learning experiences so that all students reach their full potential in all facets of life.

STRATEGIC DIRECTION 3

Dynamic leadership and consistently high standard educational practices sustained by proactive community partnerships

Purpose:

Leading in an educational context means that Bega High School is committed to forging strong relationships within the wider community. A positive culture, fostered by innovative leadership empowers and engages teachers, students and the community.

Strategic Direction 1: Student and community wellbeing achieved through connected, engaging learning that cultivates confidence, creativity and resilience

Purpose

Bega High School creates resilient life-long learners. Sustained and relevant academic, cultural and personal success for every student is attained through diverse and personalised learning experiences.

Improvement Measures

- 20% increase in the numbers of students at/above national minimum standard in Year 9 NAPLAN Literacy
- 15% increase in the numbers of students at or above national minimum standard in Year 9 NAPLAN Numeracy
- 10% increase in the number of students with two or more Band 5–6 results at HSC
- Student retention rate increased to 65%

People

Students

- recognise strategies and experiences for enhancing their capability to be life-long learners
- access relevant and real-world courses based on current syllabuses
- engage in a safe and positive learning environment and access appropriate experiences and learning technologies
- take responsibility for their learning and support the learning of others.

Parents/Carers

- have an understanding of what their children are learning
- participate in learning reviews in the development of students' personalised learning programs
- receive regular information about students to support stage progression and access to appropriate credentials
- engage with evaluation, planning and resourcing strategies to support student learning outcomes.

Staff

- develop capacity to deliver best-practice, evidence-based teaching and learning
- adjust teaching and learning strategies, including assessment, to support student engagement, attainment and learning needs
- engage in professional learning for implementing the school's PBL strategy as part of the wellbeing framework.

Processes

- Learning and Support / Equity Team leads the revision, development and implementation of policies, programs and processes to identify, address and monitor student learning needs.
- *MultiLit* is implemented and adequately staffed.
- Identification and provision of professional learning and teaching and learning resources; strategies and resources used to embed literacy and numeracy skills across the curriculum and in life-long learning

Evaluation Plan

- Recorded referrals and student interventions and adjustments evidence of L&S team function
- DDA and DoE requirements reflected in school protocols, processes and documentation
- Stage 3 and 4 shared curriculum strategy developed and implemented across Bega CoS in 2016
- Analysis of stage, group and individual NAPLAN results for 2016
- Financial reporting of the application of funding for training in specific strategies and initiatives
- FSCN KLA Network evaluations
- Tell Them From Me survey analysis – students, staff and parents

Practices and Products

Practices

- Information to support students' successful transitions at key stages is collected, analysed and strategically applied.
- Engagement in learning alliances with other schools and collaboration with organisations to enhance curriculum provisions and delivery is strategically scheduled.
- Relevant data used to inform choice of strategies and initiatives to enhance learning outcomes.

Products

- School programs address the needs of identified student groups (e.g. Aboriginal students, gifted students, students with disability and students for whom English is a second language).
- Extra-curricular learning opportunities are meaningful, support student development, and clearly aligned with the school's vision, values and priorities – respect, effort, responsibility and achievement.

Strategic Direction 2: Quality teaching and learning featuring in a high performing school community that is inclusive, informed and engaged

Purpose

Quality teaching and productive partnerships enable every student to be actively engaged in meaningful and challenging learning experiences so that all students reach their full potential in all facets of life.

Improvement Measures

- All BHS stakeholders report understanding of the range of options available for meeting BOSTES / NESA requirements and achieving a HSC or equivalent.
- All teachers understand and apply professional standards and curriculum requirements in planning and delivering quality teaching and learning programs.

People

Students

- engage with an expansive curriculum that incorporates literacy and numeracy skills in context, and is based on NSW BOSTES syllabuses
- achieve accreditation and certification based on negotiated learning pathways and personal learning plans
- engage in academic, cultural and sporting experiences throughout secondary education

Parents/Carers

- build understanding of school curriculum options and BOSTES accreditation requirements
- engage in a range of activities to support student learning
- collaborate on decisions about school policies, school directions and student learning outcomes and achievement

Staff

- collaborate on developing and implementing high quality teaching and learning programs to enhance student learning outcomes and achievement of relevant credentials
- build capacity to present evidence of their performance at proficient or higher levels of professional standards
- plan and apply professional learning focused on improving performance and student learning outcomes.

Leaders

- leaders will build capacity of individuals

Processes

- Implement Performance and Development Frameworks for all staff, using Performance and Development Plans.
- Identify, communicate and apply accreditation processes and support mechanisms for all teachers – graduate, proficient, highly accomplished and lead.
- Plan and implement elements of Positive Behaviour for Learning (PBL), with support from DoE Wellbeing Assistant Principal.

Evaluation Plan

- Analysis of learning and management data from electronic database
- PBL survey – students and community
- PDPs developed by all teachers
- Curriculum Review Team – processes determined and implemented for 2017 setup
- Financial reporting of funding professional learning – school directions, personal professional plans, teaching and learning processes

Practices and Products

Practices

- Teachers actively plan and review their own professional development to improve performance.
- Staff confidently provide and receive professional feedback from peers, supervisors and students to improve practice and student outcomes.
- Data analysis: NAPLAN, Planning Literacy and Numeracy (PLAN) and the literacy and numeracy continuums, Business Intelligence – appropriate resourcing provided and accessed.

Products

- All teachers understand and apply professional standards and curriculum requirements in planning and delivering quality teaching and learning programs.
- Staff attainment of professional learning goals and accreditation are part of the school's performance and development processes.
- School-wide and/or network relationships provide mentoring and coaching support to ensure the ongoing development of all staff.

Strategic Direction 2: Quality teaching and learning featuring in a high performing school community that is inclusive, informed and engaged

People

and groups by engaging Educational Services and community partners in developing and maintaining a culture of future-focussed learning.

Strategic Direction 3: Dynamic leadership and consistently high standard educational practices sustained by proactive community partnerships

Purpose

Leading in an educational context means that Bega High School is committed to forging strong relationships within the wider community. A positive culture, fostered by innovative leadership empowers and engages teachers, students and the community.

Improvement Measures

- Greater engagement of students as measured by attendance rates at or above state average, retention rates at or above state levels, decreased long suspension rates.
- The number of teachers planning and pursuing accreditation at higher levels increasing each year from the beginning of 2016.

People

Students

- take responsibility for their learning and articulate learning goals
- support the learning of others
- demonstrate understanding of the correlation between achievement and respect, responsibility and effort
- build and demonstrate leadership capacity in the school context.

Parents/Carers

- engage in processes to support student learning and achievement
- access their children's learning and achievement processes and data
- increase capacity to participate in setting school directions and developing school policies

Staff

- identify processes and learning for professional accreditation and registration
- build capacity through a focus on applying relevant standards – Australian Professional Standards for Teachers; the Australian Principal Standard
- demonstrate educational leadership across the school, in the educational community and the local community.

Leaders

- engage with professional networks in building individual and group capacity for delivering quality teaching and learning.

Processes

- Analysis and use of School Excellence Framework, the Performance and Development Framework and School Finance Report to inform planning and delivery of curriculum and quality learning activities.
- Partnerships identified, developed and made integral to the school's engagement with parents and the broader community.
- Student leadership structures and processes developed by students and staff to meet identified needs and priorities.

Evaluation Plan

- Completion of PDF training – all teachers implement processes
- Recording and storage of PDPs by all teachers
- Evaluation and analysis of information related to FSCN KLA SDD T3, 2016
- School teams document strategies and processes – available to all stakeholders
- Student leadership planning and structures implemented – student representatives and Junior AECG activities

Practices and Products

Practices

- PDF and PDPs implemented – staff actively engage with coaching and mentoring processes to enhance professional learning and achievement of professional and school goals.
- The diversity of student, staff and community achievements is regularly acknowledged and celebrated.
- Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan.

Products

- Junior Aboriginal Education Consultative Group – structures and processes in place to build leadership capacity of members; mentoring by AECG members, DoE personnel and community elders.
- Collaborative partnerships between the school and tertiary institutions, business and commercial enterprises, community groups serve to support and enhance student and staff learning and engagement.