

# School plan 2018-2020

Bega High School 8165



# School background 2018–2020

## School vision statement

Bega High School is committed to providing excellence in education that prepares all students to contribute positively to society.

Purpose: The school, as part of its community, 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

Established in 1952, in the heart of Bega's commercial and residential precinct, Bega High School is a comprehensive rural high school that draws students from all parts of the Bega Valley Shire. 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).

Enrolments have ranged from 815 in 2015 to a maximum of 746 in 2017, including 10% Aboriginal students.

A Special Education faculty comprises multi-categorical, emotional disturbance, moderate intellectual disability, mild intellectual disability and severe intellectual disability classes.

Vocational education and training includes the delivery of construction, primary industries and metals and engineering and hospitality frameworks. Infrastructure and equipment support the delivery of vocational education competencies by accredited teachers and trainers.

The school has established strong 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 part of the Sapphire Coast Learning Community comprising two high schools and thirteen primary schools located between Cobargo to the north, Eden to the south and out to Bemboka.

## School planning process

School practices and school directions for the planning cycle 2018 to 2020 are based on consultation with students, community members and staff. A variety of forums facilitated the identification of strategic directions and processes – surveys, community meetings, feedback in conversations with students and parents, and the analysis of school performance data, external data, community profiles and School Excellence Framework reports.

Ongoing input and evaluation will occur through submissions from, discussions with and surveys of various community and school teams. Monitoring of achievement and progress will occur with staff, student and community groups. Feedback and evaluations are collected throughout the year. School committees and teams, such as the Learning and Support and Aboriginal Education Teams, the Bega High School P & C Association and student leaders, will provide perspectives and input for decision-making. Feedback from community 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.

Benchmark data includes National Assessment Program in Literacy and Numeracy (NAPLAN), Higher School Certificate (HSC) results, student engagement levels, retention rates and student completion rates to year 10 and year 12. This, in addition internal evidence, informs the development of strategic directions and processes and products for achieving improvement measures.

The Bega High School 2018–2020 Strategic Plan aligns with the DoE 5 Year Strategic Plan 2018–2022, identified Premiers Priorities, NSW 2021, the Aboriginal Education Policy and the current DoE School Excellence Framework.

# School strategic directions 2018–2020



**STRATEGIC  
DIRECTION 1**  
Excellence in Learning

**Purpose:**

To provide a quality and productive learning environment that facilitates high levels of student, staff and community engagement for student learning excellence and success.



**STRATEGIC  
DIRECTION 2**  
Quality Teaching

**Purpose:**

To advance and strengthen quality teaching practice that is aligned to professional standards, features collaboration and authentic feedback and embeds evidence-based strategies for high quality student outcomes.



**STRATEGIC  
DIRECTION 3**  
Innovative Leadership

**Purpose:**

To empower staff and students to exploit authentic opportunities that build capacity to inform and influence curriculum, wellbeing, partnerships and inclusivity, and ultimately enrich the local community.

# Strategic Direction 1: Excellence in Learning

## Purpose

To provide a quality and productive learning environment that facilitates high levels of student, staff and community engagement for student learning excellence and success.

## Improvement Measures

Increased proportion of students achieving in top two Bands in NAPLAN in both literacy and numeracy

Increased retention of students to Year 12 and achieving a Higher School Certificate or equivalent credential by following negotiated learning pathways

The school's performance measure of value-add trend for Years 9 to 12 is positive

## People

### Students

Know and understand learning progress, informed through internal and external achievement data and processes.

Build capacity to identify learning skills and strengths and develop an open-mind about learning pathways and self-monitoring skills for improved literacy and numeracy.

### Staff

Develop further capacity to implement teaching and learning programs that address individual student needs and negotiated pathways.

Build capacity to promote and support student wellbeing for optimum engagement in learning.

### Leaders

Build capacity to coordinate systems for analysing and reporting student and school performance data.

Apply knowledge to enhance student performance through whole-school literacy and numeracy programming.

### Parents/Carers

Understand and know how to access information about student learning pathways and how well their children are progressing.

## Processes

Drawing on data to develop and implement high quality professional learning to inform planning, identify interventions and modify teaching practice for improved student learning outcomes.

Strengthening systems and protocols for students and parents/carers to negotiate personalised learning pathways and for teachers to deliver differentiated curriculum and assessments.

Using research based evidence-informed strategies in the development of teaching and learning programs that promote student achievement across all areas of the curriculum e.g. HSC courses, literacy and numeracy, Internal assessments.

## Evaluation Plan

2017 and 2018 benchmark data – student performance, retention, school performance, engagement

Tell Them From Me Surveys of all stakeholders

School Excellence Framework assessments

## Practices and Products

### Practices

All teachers involved in school-wide implementation of effective, explicit and evidence-based teaching and learning strategies.

All staff engage in practice that accounts for embedded strategic monitoring of student learning and consistently has at its core, evidence-informed explicit literacy and numeracy strategies for students from Years 7 to 12.

School and community work together to develop collaborative practices which facilitate students' effective engagement in personalised learning pathways.

### Products

Whole school implementation of dynamic, evidence-based teaching and learning programs based on tracking of student progress and achievement.

Delivery of differentiated, adjusted curriculum that is informed by internal and external data sources and assessment processes.

The school achieves excellent value-added results, significantly above baseline data and the state average.

# Strategic Direction 2: Quality Teaching

## Purpose

To advance and strengthen quality teaching practice that is aligned to professional standards, features collaboration and authentic feedback and embeds evidence-based strategies for high quality student outcomes.

## Improvement Measures

Increased collaboration in the analysis and use of evidence to inform planning, identify interventions and deliver quality teaching

Increased percentage of Stage 4 and Stage 5 students performing at or above national minimum standard in literacy and numeracy

All stakeholders easily identify evidence-based teaching and learning structures and strategies that optimise student learning progress

## People

### Students

Understand, accurately interpret and follow up on assessment feedback.

Access learning and wellbeing structures and processes for improved achievement.

### Staff

Develop practice of professional observations and feedback with colleagues.

Build capacity to use data collection processes and resources to effectively analyse evidence and understand impact on student outcomes.

### Leaders

Identify and use a wide range of leadership competencies and attitudes to enhance staff performance.

Develop and implement structures for applying, evaluating, embedding and communicating processes and practices for improved school performance.

### Parents/Carers

Understand student performance data and strategies for supporting student engagement and achievement, particularly in literacy and numeracy.

### Community Partners

Know how to support student learning, the variations in aspirations and achievement, in partnership with school-based personnel.

## Processes

Developing an accountable learning culture and shared responsibility for student performance.

Collaboration for effective assessment of, for and about learning.

Develop and implement structures related to professional practice that promotes collaboration, at all levels, and lead to creative teaching and learning for improved student engagement.

## Evaluation Plan

Benchmark data – curriculum audit, general competencies, literacy and numeracy resources and strategies, school and student performance

Student growth in NAPLAN

Accreditation levels of teachers

Transition programs and processes

Surveys of stakeholders

School Excellence Framework assessments

## Practices and Products

### Practices

Teaching practice incorporates individual interventions and experiences that account for student learning needs and evidenced-informed literacy and numeracy strategies are core aspects of teaching practice in all subject areas.

Parents, students, teachers and the community collaborate in supporting the continuity of learning and accounting for students' varied learning needs and aspirations at transition points.

### Products

Clearly visible and structured communication systems used by staff and the school community.

Quality teaching based on strategically identified professional learning linked to staff performance and development plans.

Explicit assessments, including rubrics, feedback, student self-monitoring and clear pathways to improvement are developed and used by staff and students

'Something for everyone' – academic and extra-curricular learning to sustain student engagement.

# Strategic Direction 3: Innovative Leadership

## Purpose

To empower staff and students to exploit authentic opportunities that build capacity to inform and influence curriculum, wellbeing, partnerships and inclusivity, and ultimately enrich the local community.

## Improvement Measures

School self-assessment evidence, collected through consultation and evaluation, indicates higher proportions of *Excelling* School Excellence Framework elements

Higher percentage of reported and visible opportunities for students to connect, succeed, thrive and learn within the Bega High School community

## People

### Students

Capacity to collaborate and work in teams to influence student outcomes.

Develop and apply leadership skills in a range of school and community contexts.

### Staff

Knowledge of professional learning applicable to school goals, Departmental priorities and professional aspirations and skills.

Skills to lead a school program, strategy or strategic direction.

### Leaders

Access, evaluate and apply current educational research to the Bega High School context.

Model consultative and collaborative practice when working with staff and community.

### Parents/Carers

Capacity and willingness to participate in various feedback mechanisms to influence school planning and student outcomes.

### Community Partners

Businesses and community groups value mutually beneficial partnerships with Bega High School staff and students.

Understand processes for communicating with and interacting with staff and students.

## Processes

Implementing strategic protocols to ensure that systems and processes across the school community facilitate the sharing of information between the school, students, parents and the wider community.

Developing a creative and curious educational culture that allows innovative and responsive leadership across the school community.

Promoting student leadership opportunities by advancing student voice in learning and leading, for the development of the school as a cohesive educational community.

## Evaluation Plan

Baseline data and evidence collected in 2017 and 2018 – external and internal sources

Tell Them From Me survey results and trends

SET Q data from PBL

People Matter Employee Survey results and trends

Student, parent, community forums

Social media access and response levels

Student engagement in decision-making and planning processes

School Excellence framework assessments

## Practices and Products

### Practices

Student and staff effectively engage in the use of wide-ranging technologies and platforms to support parent and community engagement and timely reporting to parents/carers.

All staff identify and strategically use resources to deliver high quality learning programs and improved student outcomes.

Staff members access and apply professional learning that sustains a culture of continuous improvement through innovative and effective leadership practice.

Student leadership is acknowledged, resourced and fostered as integral to a self-sustaining and self-improving school community.

### Products

Consultation and evaluation are embedded in the school's planning and resourcing regime, in conjunction with clear and effective systems for communication between all stakeholders.

Systemic and explicit processes for the school and the wider community to identify, acknowledge, promote and celebrate student achievements

School structures are in place to develop identified leaders to work with students to inspire and motivate them to achieve their full potential.

Wide-ranging leadership opportunities and inspiring representation for students within the school and the broader community.