

School plan 2018-2020

Ballina Coast High School 8195



School background 2018–2020

School vision statement

Vision

Growing together, Creating futures

Mission

Through working collaboratively to create a new, flexible and dynamic educational environment, we will create a culture that nurtures, inspires and challenges students and staff to find the joy in learning with the skills to make informed contributions as citizens and leaders.

Principles

Innovation is the cornerstone of our practice through:

- Collaborative and authentic learning communities
- Open, flexible, personalised and integrated learning through a team based approach
- Knowing, understanding and supporting students to develop capabilities to achieve their personal best
- Building a sustainable future.

School context

Ballina Coast High School was officially established in 2018. We are a new school from the amalgamation of two schools. It has been the impetus for staff, students and our community to share conversations and reconfigure the way we deliver quality learning based on contemporary research.

The result has been the creation of a shared vision, mission and guiding principles.

Using the School Excellence Framework we are committed to excelling in learning, teaching and leading.

Over the course of the last two years we redesigned learning, key learning areas, curriculum, roles and responsibilities, uniforms and procedures to create a school culture where students and staff are engaged, innovative, creative and critical. We involved staff, students and the community in the conversations to improve on what we do. It is underpinned by research, collaborative practices, conversations and professional learning and makes a compelling case for changing the way we impact positively on student learning outcomes.

In 2018 we are establishing a Friends of Ballina Coast High School to give our community a voice in the school.

School planning process

- Interviews, surveys and forums and discussions were conducted with members of the school community including Staff, Students – Parents/carers and community members
- Data was collated from the analysis of NAPLAN, HSC results, enrolments, attendance records, student reports, minutes, assessment and conversations among staff. Parent and student interviews and meetings, School Development days and anecdotal conversations informed our planning.
- Classroom and behaviour observation
- Meetings with Executive, staff and P&C
- Professional Learning Program
- Teams
- Faculty Evaluations
- We have used three key documents in the development of this plan; School Excellence Framework V2, Professional Development Framework and Great Teachers Inspired Learning

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Excellence in Learning through
Student Engagement

Purpose:

Through developing relevant, inclusive and purposeful teaching and learning practices we will increase student engagement and outcomes

Australian Professional Standards for Teachers; 1, 2 and 4

1. Know students and how they learn
2. Know the content and how to teach it
4. Create and maintain safe and supportive learning environments

STRATEGIC DIRECTION 2

Excellence in Teaching through
Collaborative Practices

Purpose:

Through developing an explicit focus on excellence in teaching with strong purposeful professional development programs and collaborative relationships we will increase student engagement and learning outcomes.

Australian Professional Standards for Teachers; 1, 3 and 5

1. Know students and how they learn
3. Plan for and implement effective teaching and learning
5. Assess, provide feedback and report on student learning
Targeted High Achievers

STRATEGIC DIRECTION 3

Excellence in Leading through
High Expectations

Purpose:

Through authentically engaging with our community we will develop a learning environment that supports a culture of high expectations resulting in sustained and measurable whole school improvement.

Australian Professional Standards for Teachers; 6 and 7

6. Professional Engagement
7. Engage professionally with colleagues ,parents/carers and community

Strategic Direction 1: Excellence in Learning through Student Engagement

Purpose	People	Processes	Practices and Products
<p>Through developing relevant, inclusive and purposeful teaching and learning practices we will increase student engagement and outcomes</p> <p>Australian Professional Standards for Teachers; 1, 2 and 4</p> <ol style="list-style-type: none"> 1. Know students and how they learn 2. Know the content and how to teach it 4. Create and maintain safe and supportive learning environments 	<p>Students</p> <p>Student's mindset indicates increased responsibility for their own learning by reflecting on their learning and providing authentic feedback.</p> <p>Staff</p> <p>Teachers value the individual learner and use a shared language of dispositions and habits to improve practice and learning outcomes for students.</p> <p>Staff</p> <p>Teachers engage in professional learning that is shaped by research.</p>	<p>Students create their own learning map using MyGoal in Stage 4 and 5 with teacher, mentor and/or parent or year advisor/learning coach.</p> <p>Continuing growth of H2L program</p> <p>Introduction of Voices and Choices and Flex Time</p> <p>Stage 6 students involved in Dream Twice Program</p> <p>All students have a Learning Coach and SHAPE embedded in timetable</p> <p>Stronger Smarter How 2 Learn</p> <p>Assembly/Assessment</p> <p>Positive Behaviour for Learning Engagement</p> <p>Evaluation Plan</p>	<p>Practices</p> <p>All staff report increased confidence in using evidence to improve teaching practice</p> <p>Personalised Learning focus for all students</p> <p>H2L embedded in SHAPE and classroom</p> <p>SHAPE introduced</p> <p>Learning Coaches</p> <p>Products</p> <p>All 7–10 students have Learning Maps or MyGoals</p> <p>All students 7–10 involved in FLEX and SHAPE</p> <p>Stage 6 introduction of new curriculum</p> <p>Dream Twice</p> <p>Stage 5 High Achievers Program</p> <p>Mentor Program</p> <p>Talented Sporting Program</p> <p>Stage 6 Programming 2018</p>
Improvement Measures			
<p>Stage 4, 5 and 6 Design Teams are purposeful and committed to developing, tracking and creating improved student learning outcomes.</p>			
<p>Students in Year 7–10 increased choice, voice, engagement and happiness.</p>			
<p>Through the presentation of evidence the school will demonstrate that quality teaching and professional practice are evident in every learning environment, providing (through a positive approach to building student engagement) students with opportunities to connect, succeed and thrive</p>			

Strategic Direction 2: Excellence in Teaching through Collaborative Practices

Purpose	People	Processes	Practices and Products
<p>Through developing an explicit focus on excellence in teaching with strong purposeful professional development programs and collaborative relationships we will increase student engagement and learning outcomes.</p> <p>Australian Professional Standards for Teachers; 1, 3 and 5</p> <p>1. Know students and how they learn</p> <p>3. Plan for and implement effective teaching and learning</p> <p>5. Assess, provide feedback and report on student learning Targeted High Achievers</p>	<p>Staff</p> <p>Staff work collaboratively to redesign learning across the school.</p> <p>Staff</p> <p>Teachers have high expectations and are involved in purposeful professional learning to meet the individualised needs of all students</p> <p>Staff</p> <p>Teachers demonstrate an understanding and responsibility towards the explicit teaching of literacy in their KLA</p> <p>Staff</p> <p>Teachers involved in Professional Learning on Literacy and Numeracy Continuum</p> <p>Staff</p> <p>Teachers are confident in using evidence to inform improvement and practice</p> <p>Staff</p> <p>All staff work collaboratively across shared spaces</p> <p>Staff</p> <p>All staff involved in PL that aligns with PDPs, School Plan, Standards and Accreditation.</p> <p>All staff understands the value of the PDP.</p> <p>Staff</p> <p>Executive use SEFV2 to strengthen</p>	<p>100% staff in functional and purposeful teams that meet regularly to drive improvement</p> <p>Engage a literacy expert to develop a comprehensive learning program to support literacy pedagogy.</p> <p>SHAPE Implementation in Stage 4 and 5 (H2L, PBL, and SS)</p> <p>Stage 4 cross curricula programs</p> <p>Stage 5 student engagement module programs</p> <p>Stage 4 and 5 communication and information implementation</p> <p>Learning Hub Structures Stage 4</p> <p>Most committed and talented teachers to be allocated to Stage 6 classes. Their PDP reflect their PL needs, strategies and resources required</p> <p>Programs to be written and updated to support new and existing syllabuses.</p> <p>Resources to be superior to support teaching and learning.</p> <p>Performance and Development Framework timeline to be followed for PDP goals and 30 day conversations.</p> <p>Workshops for accreditation, maintenance, MyPL and leadership will be offered to all staff.</p> <p>Professional learning will align with schools' strategic directions.</p>	<p>Practices</p> <p>Reflection and evidence drives improvement in teams.</p> <p>Targeted Program Year 7/9 ATSI students using Instructional Leader</p> <p>Teachers trained in Hubs to use collaborated Google Classroom to share resources and lesson plans</p> <p>Stage 4/5 Team redesign inquiry-based learning programs and entry and exit projects.</p> <p>Products</p> <p>Functional teams work purposefully and collaboratively to improve learning outcomes through evidenced-based decision making.</p> <p>Specifically designed and integrated lessons SHAPE lessons that are easily transferrable to staff.</p> <p>Programs that reflect student engagement and student lead projects based on an inquiry learning model</p> <p>100% of students are motivated and highly engaged striving to reach their full potential.</p> <p>Increased number of pathways to be available and cater for all students</p> <p>All PL align with PDPs and are registered on MyPL.</p> <p>Classroom Observations inform improvement in practices.</p>

Strategic Direction 2: Excellence in Teaching through Collaborative Practices

People

professional practice of their teachers in catering for the holistic needs of all students.

Processes

Evaluation Plan

Practices and Products

*100% staff (teaching and non-teaching) with functioning PDP's

Strategic Direction 3: Excellence in Leading through High Expectations

Purpose	People	Processes	Practices and Products
<p>Through authentically engaging with our community we will develop a learning environment that supports a culture of high expectations resulting in sustained and measurable whole school improvement.</p> <p>Australian Professional Standards for Teachers; 6 and 7</p> <p>6. Professional Engagement</p> <p>7. Engage professionally with colleagues ,parents/carers and community</p>	<p>Students</p> <p>Students are taught the language of learning and develop strong habits to support their learning.</p> <p>Staff</p> <p>Staff involved in a structured Professional Learning Program that aligns with School Plan, PDP, Standards and Accreditation.</p> <p>Staff</p> <p>Restructuring the Executive and Teams to reflect the new designs.</p> <p>Parents/Carers</p> <p>Students/Staff/community: All have an awareness and understanding of the significance of indigenous culture through the implementation of culturally significance programs.</p> <p>Staff</p> <p>Participation and engagement with the Wellbeing Procedures and consistently implement these with students as a whole school focus.</p> <p>Students</p> <p>Students develop the skills of mindfulness and practice a growth mindset.</p> <p>Parents/Carers</p> <p>Parents support students in the development of strong identities as individual learners</p> <p>Develop Friends of Ballina Coast High</p>	<p>Staff</p> <p>Stronger Smarter embedded through leadership course for staff, online SDD, Connected to Country and daily routines</p> <p>Students</p> <p>Peer leaders trained and SHAPE implemented</p> <ul style="list-style-type: none"> • Sistaspeak • Brospeak <p>Community</p> <ul style="list-style-type: none"> • Yarnups • Friends of BCHS <p>Processes</p> <p>Positive Behaviour for Learning (PB4L) behaviour matrix</p> <p>Revised Wellbeing Procedures explicitly implemented and taught to staff.</p> <p>Targeted sports program implementation to support the wellbeing of students.</p> <p>DATA Wall</p> <p>Evaluation Plan</p>	<p>Practices</p> <p>Strong authentic partnerships with the community, parents, carers, students and staff in the development and implementation of the School Plan.</p> <p>Annual reflection of practices and procedures across the school to ensure the culture of the school is collaborative, shared and aligned with the School plan and needs of the learning community.</p> <p>Shape lessons introduced</p> <p>Online Stronger Smarter modules Term 1 and 2</p> <p>Stronger Smarter leadership course Term 1</p> <p>Sistaspeak – Term 1–4</p> <p>Brospeak Term 2 & 4</p> <p>Connected to Country</p> <p>Products</p> <p>We will demonstrate through evidence that teachers draw on and implement evidence based research to improve their performance and development and assessment and reporting practices.</p> <p>We will have an aware and engaged learning community committed to an understanding of local indigenous culture.</p> <p>PBL language used in all classes and 95% of students seamlessly follow PB4L expectations.</p> <p>Students' demonstrate a growth mindset</p>
Improvement Measures			
We will demonstrate through evidence that teachers draw on and implement evidence based research to improve their performance and development			
Evidence 30 day conversations and PDP			
Ballina Coast High School demonstrates through evidence that staff are committed to, and can articulate the purpose of, each strategic direction in the school plan			
Increased number of staff completed Stronger Smarter and Connected to Country courses			
Stronger Smarter processes incorporated in classroom practice.			

Strategic Direction 3: Excellence in Leading through High Expectations

People

School

Promotion of BCHS

Partnerships with community eg TSP

High expectations continually reinforced

Practices and Products

and positive social emotional behaviours in the classroom and playground.

Staff are supported to achieve professional learning goals through a positive collaborative culture