

# School plan 2018-2020

## Bass High School 8223



# School background 2018–2020

## School vision statement

At Bass High School we have high expectations for all students to succeed. We are committed to delivering excellence through quality learning experiences for all students in a safe, supportive, orderly and respectful school environment. The wellbeing of students and staff underpins this vision of excellence. As teachers and support staff, we are committed to building our professional expertise, skills and knowledge to enable students to excel in a changing world. We will partner with parents to maximise educational outcomes for students and enhance our school and its value to the broader community.

Student learning will be the lens through which we look when examining our practices, policies, products and procedures.

## School context

Bass High School is a co-educational 7–12 school of 609 students. A Support Unit provides programs for 55 students with mild and moderate intellectual disabilities. The school serves a diverse student population with 78% from a non-English speaking background and 19 Aboriginal students. Equity funding targets school improvement and innovation supporting teachers to collaborate and share quality practice. Our teaching staff has a strong commitment to improving student learning and engagement through quality teaching, wellbeing, professional learning and a focus on literacy and numeracy. Our students value a range of learning experiences from the academic to the arts and sport. Many students excel at high levels in these areas. A broad curriculum offers traditional subjects as well as a range of vocational courses including hospitality, construction, primary industries and sports subjects. The school's learning and homework centres provide extension, learning support and senior student study programs. The learning and support team provide important learning opportunities for students across the curriculum. The welfare team supports students at each stage of their development through a range of programs and practices that enhance student wellbeing. The explicit teaching and modelling of positive behaviour through the Positive Behaviour for Learning (PBL) program is a whole school priority. Parents, carers and a vibrant and diverse community play a valued role in the life of the school supported by the Parents and Citizens' Association and the Community Engagement Officer role.

## School planning process

In 2017 and 2018 Bass High School conducted a comprehensive school community consultation to determine key school priorities and strategic directions. This process involved teaching and support staff, students and parents. These consultations took place at staff meetings, school development days, executive meetings, executive conferences, P&C meetings, faculty meetings and senior executive meetings. Individuals and groups were invited to review strengths, opportunities and areas for development as well as to respond to reflection questions which focused on the skills and qualities our students and teachers will need to ensure quality learning into the future. The department's *What works best research: evidence-based practices to help improve NSW student performance* provided the evidence-base for the development of this plan. A range of qualitative and quantitative data from *Focus on Learning* surveys for students (7–12), staff and parents also underpins this plan.

An external validation in November 2016, conducted by an independent panel of peers, was an opportunity for the school to assess our practice in relation to the School Excellence Framework. A range of evidence supported a rigorous and extensive self-assessment and analysis of school progress. The subsequent validation report has informed key aspects of this plan.

Three key strategic directions have been identified as the basis for this plan and as a shared commitment across the Bass High School community:

- 1) quality teaching
- 2) collective wellbeing and
- 3) engaging with our community.

This plan articulates how these strategic directions will be made visible in the work we do as teachers, students, parents and as a school community.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1 Quality Teaching

### Purpose:

To maximise student learning success and growth, through ongoing commitment and consistency across faculties in creating a visible, positive and engaging learning culture. This culture demonstrates high expectations of students, staff and parents, that reflects high quality, innovative and creative teaching and learning by promoting evidence-based teaching practices.

## STRATEGIC DIRECTION 2 Collective Wellbeing

### Purpose:

To ensure a planned and strategic approach towards whole school wellbeing with a focus on supporting, valuing and empowering staff in a harmonious environment as well as enabling students to connect, succeed, thrive in their learning. The collective wellbeing of the whole school community is a shared responsibility which is underpinned by values of fairness, equality, collaboration and respect.

## STRATEGIC DIRECTION 3 Engaging with our community

### Purpose:

To increase community engagement so that our vibrant and diverse school community work together to maximise learning and wellbeing outcomes for students and enhance the school and its value to the broader community.

# Strategic Direction 1: Quality Teaching

## Purpose

To maximise student learning success and growth, through ongoing commitment and consistency across faculties in creating a visible, positive and engaging learning culture. This culture demonstrates high expectations of students, staff and parents, that reflects high quality, innovative and creative teaching and learning by promoting evidence-based teaching practices.

## Improvement Measures

Teachers clearly understand, develop and apply data analysis to collaborate with colleagues to use data from internal and external student assessments for evaluating learning and teaching, identifying interventions and modifying teaching practice.

Increase on the previous year in the percentage of students achieving greater than or equal to expected growth in Year 9 NAPLAN Numeracy.

Increase on the previous year in the percentage of students achieving greater than or equal to expected growth in Year 9 NAPLAN Reading and Writing.

## People

### Staff

Extend teacher capacity to utilise data to inform teaching practices and programs including a school wide approach to effective and positive classroom management.

### Students

Students are aware of – and most are showing – expected growth on internal school progress and achievement data.

### Staff

Teachers develop and promote a culture of continual growth and high expectations, where all students are successful learners in literacy and numeracy through the implementation of evidence-based pedagogy, data informed teaching experiences and quality assessment practices.

### Leaders

The executive team leads a collaborative and coordinated approach to the development and teaching of literacy and numeracy programs school wide.

## Processes

Implement a systematic approach to professional learning in data concepts analysis and use of student assessment data and related tools.

Implement a range of evidence based whole school strategies including targeted interventions, cross KLA collaboration and differentiation to improve student numeracy achievement.

Implement a range of evidence based whole school strategies including targeted interventions, cross KLA collaboration and differentiation to improve student literacy achievement.

The school has a systematic approach to reflecting on and evaluating quality classroom practice.

All classrooms and other learning environments are well managed within a consistent, school-wide approach through Positive Behaviour for Learning (PBL). Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption.

## Evaluation Plan

- Evaluate teacher understanding and use of data through teaching program evaluations and teacher reflection using QTF coding
- TPL, PDPs, lesson observations
- TTFM surveys
- Internal/external assessment data
- Student work samples
- Benchmarks of Quality (PBL)

## Practices and Products

### Practices

Teachers use data effectively to evaluate student understanding of lesson content and positive and productive learning.

Students and teachers regularly provide and receive feedback on teaching and learning.

Outcomes of reflection on classroom practice are evident in changes to pedagogy and teaching programs.

### Products

Students achieve greater than or equal to expected value added in Year 9 NAPLAN.

Pedagogy and teaching programs are continually evaluated and improved as a result of teacher self and peer reflection.

# Strategic Direction 2: Collective Wellbeing

## Purpose

To ensure a planned and strategic approach towards whole school wellbeing with a focus on supporting, valuing and empowering staff in a harmonious environment as well as enabling students to connect, succeed, thrive in their learning. The collective wellbeing of the whole school community is a shared responsibility which is underpinned by values of fairness, equality, collaboration and respect.

## Improvement Measures

Improve student social and emotional outcomes as measured by TTFM survey compared with 2017 baseline data.

Improvement in staff wellbeing outcomes are evident in internal and external survey results.

Increase in the number of positive acknowledgements of student learning and engagement compared with 2017 baseline data.

## People

### Staff

Professional learning allows staff to engage with the DoE values of excellence, equity, accountability, trust, integrity and service.

### Staff

Student Wellbeing Team continue ongoing evaluation and improvement to the school Wellbeing program.

### Students

Attend school run *Wellbeing Program* lessons and participate in TTFM surveys.

### Community Partners

The school regularly solicits and addresses feedback on wellbeing and engagement from parents and the broader school community.

### Staff

Staff wellbeing team to develop and implement a variety of strategies to support and empower staff in their workplace.

## Processes

Staff engage with *Respect. Reflect. Reset.* professional learning.

Implement a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

Collect, analyse and use data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning.

Implement strategies to create a positive and productive working environment and to support and enhance staff sense of wellbeing and connectedness to their workplace.

## Evaluation Plan

- Benchmarks of Quality (PBL)
- Sentral data
- Tell Them From Me (TTFM)
- Wellbeing Program Evaluation
- Internal surveys
- People Matters Survey

## Practices and Products

### Practices

Surveys such as TTFM and People Matters are used to identify and evaluate the ongoing and emerging wellbeing needs of staff and students.

School structures and curriculum are responsive to changes in student wellbeing needs and support students to connect, succeed and thrive in their learning.

### Products

Positive respectful relationships are evident and widespread among students and staff and promote collective wellbeing to ensure optimum conditions for student learning and curriculum delivery across the whole school.

The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

# Strategic Direction 3: Engaging with our community

Purpose	People	Processes	Practices and Products
To increase community engagement so that our vibrant and diverse school community work together to maximise learning and wellbeing outcomes for students and enhance the school and its value to the broader community.	<b>Community Partners</b>  Collaborate with community to implement clear, informative, culturally sensitive and accessible student reports and reporting processes.	School and parents collaborate to develop student reporting processes that inform parents about the progress of their child. Parents are supported to engage collaboratively in learning conversations with teachers, including explicit support that provides parents with skills and knowledge to support student learning.	<b>Practices</b>  Student reports are personalised and comprehensive, providing detailed, clear and specific information about student learning, growth, next steps and improvement measures, as well as relevant contextual and/or comparative data.
<b>Improvement Measures</b>  Feedback from parents will indicate that the school provides clear information on what and how well their children are learning and receive regular information in accessible formats about how to support their child's progress.	<b>Leaders</b>  Representative team established (with parent participation) to develop school promotion and communication plan and strategies (2018–20), including strengthening engagement with our community of schools.	Conduct an assessment of community engagement across key areas including communication, home and school connections, building community and identity, consultative decision-making and participation in school and use this data to inform school planning and innovation.	School promotions team established to communicate positively, regularly and effectively with our parents, community of schools and the broader community.
Increased school–community communication, parental involvement and participation in school governance as measured from baseline 2017 TTFM data.	<b>Students</b>  Are provided with opportunities to develop leadership and to engage with their local community across a variety of forms and initiatives.	Enhanced opportunities for student leadership across areas of school life are provided including academic, sport, the arts and community engagement. Student voice is a tool used to assist school decision-making and improve school	The school is increasingly recognised by the community for quality teaching, student wellbeing and community engagement practices. This is reflected in a culture of high expectations and innovation.
Students report increased levels of engagement, leadership opportunities, student voice, wellbeing and effective teaching practices as measured from baseline 2017 TTFM data.	<b>Community Partners</b>  Parent leadership team sources, prepares and submits funding applications that enhance school facilities and environment for the benefit of students, staff and community.	<b>Evaluation Plan</b>  <ul style="list-style-type: none"> <li>School Community Assessment Matrix</li> <li>Tell Them from me surveys – student and parent surveys</li> <li>School self-assessment using the School Excellence Framework (July 2017)</li> </ul>	The school regularly seeks and addresses feedback on school performance from students, staff, parents and the broader school community.
	<b>Parents/Carers</b>  Parents and carers are actively engaged in school programs that facilitate their involvement in school activities, increase their understanding of how schools work and enhance the educational support they can provide their children.		<b>Products</b>  Increased proportion of parents and carers who report positive interactions with school, across the seven domains of the TTFM surveys.