

School plan 2018-2020

Blakehurst High School 8236



School background 2018–2020

School vision statement

At Blakehurst High School we inspire students to excel as critical learners, thinkers and champions of diversity, who have a positive impact on their world

School context

Blakehurst High School has approximately 1138 students enrolled with 81.8% coming from a non-English speaking background and 50 international students. It is a successful co-educational comprehensive school recognised within the local community for exemplary learning and wellbeing programs.

The school has an excellent reputation for academic, sporting and multicultural achievements. Students engage in and enjoy a broad curriculum, including a wide vocational education training program.

The school's priorities include professional learning for all staff which supports quality teaching and learning and the development of student responsibility for learning.

The school enjoys strong support from parents and the community.

Commencing in 2017 the school will be benefitting from an infrastructure upgrade as part of the Secondary Schools Renewal initiative.

School planning process

The school has used a multifaceted approach to determine Blakehurst High School's future directions. A situational needs analysis has occurred in which school internal and external data was evaluated. This included EMSAD and Scout data specific to our school.

Student focus groups were held and one one meetings were held between staff and the Principal. Staff completed a template individually in which they responded candidly with regards to their views. The data being collated and considered in relation to the planning process.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Inspired, empowered students

Purpose:

To provide inclusive opportunities to develop happy, engaged, life long learners, who achieve personal excellence through high expectations.

STRATEGIC DIRECTION 2

Highly skilled, effective teachers

Purpose:

To continuously deliver a high standard of educational practice and curriculum design that engages all students and empowers them to excel through innovative pedagogy and quality teaching.

STRATEGIC DIRECTION 3

A flourishing, high performing school

Purpose:

To develop effective procedures and frameworks that enhance student and staff well being, and build leadership capacity.

Strategic Direction 1: Inspired, empowered students

Purpose

To provide inclusive opportunities to develop happy, engaged, life long learners, who achieve personal excellence through high expectations.

Improvement Measures

Reduction in N Determinations.

A reduction in negative behaviour referrals.

Increased student attendance and student engagement.

Assessment tasks display effective use of metacognitive strategies and curriculum differentiation.

Above average growth in NAPLAN and HSC results.

Exit surveys demonstrate clear pathways achieved for all students as indicated in PLPs.

People

Students

Students will be made aware of their individual level, and will build skills in challenging themselves. Students have access to a wide scope of opportunities to broaden their view of their potential. Students will develop effective learning habits and skills that will ensure they reach their intellectual, academic and social potential. Students promote wellbeing policy (PBL/merit) and demonstrate implementing new learning strategies in their own practice.

Staff

Staff will gain a better understanding of students' needs and how they learn. Staff are supported in implementing PBL. Staff are upskilled in metacognitive strategies and in differentiating the curriculum. Staff are supported to implement simple evidence based strategies that have maximum impact on student learning.

Parents/Carers

Parents/carers will be empowered through workshops with regards to strategies, gain a greater understanding of their child's potential, as well the programs implemented at school. These strategies will reinforce, effective learning, life preparation habits and skills at home.

Leaders

Leaders and aspiring leaders will share knowledge and expertise, provide staff with learning opportunities, and support, as well as consistent follow through.

Processes

Positive Behaviour for Learning

Invigorate PBL procedure. Implement a PBL policy that is clear, concise and consistently followed by students, class teachers, Head Teachers and Senior Executive.

Metacognition

Professionally develop staff and students in metacognition and a how it can be applied to learning.

Curriculum Differentiation

Undertake professional learning in curriculum differentiation; inclusive classroom PD opportunities.

Develop a common language, with regards to our welfare system, metacognitive teaching & learning strategies, and curriculum differentiation.

Evaluation Plan

Cross Faculty evaluation of T & L Lesson observations, scaffolds, program & assessment data.

Student Voice focus groups feedback

Work samples evaluated

Analysis of SENTRAL– data.

Analysis of Diverse Learning Data data

Stakeholders surveys

Analysis of NCCD data

Practices and Products

Practices

PBL framework is applied by students and staff alike in all aspect of school life.

Metacognitive teaching practices are embedded in programs and class routines.

Staff work collaboratively across faculties and with EAL/D colleague's to meet the needs of all learners.

Products

Positive respectful relationships across the school community where students take responsibility for their learning and respect the learning of others.

Students have an awareness of metacognition, and apply these skills to drive their life long learning.

Increased student engagement and achievement through a differentiated program that meets the needs of all learners.

Strategic Direction 2: Highly skilled, effective teachers

Purpose

To continuously deliver a high standard of educational practice and curriculum design that engages all students and empowers them to excel through innovative pedagogy and quality teaching.

Improvement Measures

Results from the Tell Them From Me survey demonstrate improvements in: Rigour, Relevance Positive Learning Climate.

All PDPs are meaningful and aligned –Australian Standards, School Excellence Framework.

Increased number of teachers leading workshops.

Increased number of students performing in the top 2 bands in literacy and numeracy.

People

Students

Students will understand the value of feedback and how to apply it and will have the opportunity to give feedback to staff. Students will demonstrate commitment to active learning and will strive for their personal best.

Staff

Staff will engage in targeted PL on effective student engagement, literacy and numeracy and feedback strategies. Provide staff the opportunities to work in teams to develop skills and practices to be embedded in teaching and learning programs. Staff engage in collegial observations.

Parents/Carers

Parents/Carers will be informed of teaching practices, in order to equip them with the ability to interpret reports and strategies to assist in improving their child's outcomes. Parents will attend school events to increase understanding of their child's learning and progress through consistent involvement.

Community Partners

Community Partners will liaise with high achieving schools with regards to their feedback processes.

Leaders

Leaders will establish a professionally challenging and supportive instructional learning culture.

Processes

Explicit Learning

Consolidate the work of the past Literacy and Numeracy teams in which there were faculty representatives, across KLAs. Promoting literacy and numeracy at a whole school level.

Student engagement

Raise awareness and skill set of staff in applying evidence based teaching/active learning teaching strategies.

Feedback

Review, build upon and improve existing feedback systems at BHS and develop new feedback tools to enhance student learning and teacher growth.

Evaluation Plan

School Evaluations aligned with School Excellence Framework

Cross Faculty evaluation of T & L Lesson observations, scaffolds, program & assessment data

Student Voice focus groups feedback

Observations of lessons, RAP data – value added growth

Ongoing PL Evaluation

Analysis of TTFM data

Evaluation of community and parent involvement

Practices and Products

Practices

Staff incorporate explicit Learning Intentions and effective literacy and numeracy pedagogy in all lessons.

Staff Incorporate evidence based teaching/active learning strategies in all teaching programs where students can demonstrate increased confidence and success in self regulated learning.

Effective feedback processes are embedded at a whole school level: peer feedback, T&L feedback, self assessment and reflection.

Products

Highly skilled teachers who embed effective learning strategies in all programs.

Students who are engaged, responsible learners who graduate as productive citizens, and critical and creative thinkers.

High quality feedback results in improved student outcomes and self efficacy.

Strategic Direction 3: A flourishing, high performing school

Purpose

To develop effective procedures and frameworks that enhance student and staff well being, and build leadership capacity.

Improvement Measures

Audit findings demonstrate BHS policy and procedures are aligned with DoE requirements.

Student voice focus groups and well being data, indicate an increase in student engagement and positive well being.

Increased staff engagement across school wide programs.

Increased staff leadership capacity and career progression.

People

Students

Students will develop student understanding of leadership within school. Raise student awareness of DoE policies and procedures.

Staff

Staff will gain an awareness of leadership pathways, reflect on personal and professional areas of development and be guided forward.

Parents/Carers

Parents/Carers will be communicated clearly the leadership practices within the school.

Community Partners

Community Partners will be encouraged to develop partnerships with BHS.

Leaders

Leaders and aspiring leaders will be given opportunities and guided with taking on responsibilities through shared practice and PL that is reinforced within our school community. The school executive will evaluate, ratify and support implementation of policies and procedures.

Processes

Policies and Procedures

Research our current practices, modify if needed, share with staff and ensure consistent application.

Create and develop mentoring programs that incorporate DoE best practices in leadership.

Perma

Embed PERMA wellbeing strategies across the operational framework of BHS.

Leadership Framework

Create and develop mentoring programs that incorporate DoE best practices in leadership.

Evaluation Plan

Self Assess against Audit findings

Evaluation of personnel wellbeing surveys, post and past data

Analysis of TTFM data

Analysis of student attendance data

Analysis of student wellbeing data

Analysis of staff leave data

Analysis of staff capacity with regards to involvement in whole school initiatives

SWOT analysis of school culture

Practices and Products

Practices

Refine, communicate and implement procedures to ensure BHS follows DoE guidelines.

Experiences that develop and foster wellbeing are embedded in school practice.

Implement a leadership framework which reflects DoE Leadership Pathways and is reflective of staff individual and group development.

Products

Streamlined transparent procedures that reflect DoE policy.

A school culture that is strong, inclusive and is exemplary in reinforcing PERMA strategies at both a student and staff level.

Build professional leadership capacity and opportunity for all staff.