

School plan 2018-2020

Bonnyrigg High School 8260



School background 2018–2020

School vision statement

To provide quality teaching and learning through an inclusive and challenging curriculum, where students develop as effective and responsible global citizens who value life-long learning.

School context

Bonnyrigg High School is a partially selective, comprehensive and co-educational school in South Western Sydney. The school has an enrollment of 1592 students, including 95% from a non-English speaking background and 34 Aboriginal students. The school has exemplary student welfare programs and a focus on quality teaching. Bonnyrigg High School is a high performing school with a strong learning culture and high expectations of students. Learning priorities include literacy, numeracy, Gifted and Talented, vocational education and training programs and increasing student engagement. The school's caring and supportive environment builds learning capacity in a wide range of academic, sporting, vocational, cultural and co-curricular experiences.

School planning process

The 2018–2018 School Plan was devised in consultation with the community, staff and students of Bonnyrigg high School. It is focused on developing students with the skills to become effective 21st Century global citizens. There is an emphasis on teacher/leader learning and fostering high levels of student growth in a supportive learning community. The plan is aligned to DoE strategic priorities and outlines the school's aspirations. The school context, student and community and data analysis is used to inform strategic planning.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1 Student Growth

Purpose:

To provide all students with meaningful opportunities, rich experiences and ongoing support to achieve improved outcomes in literacy and numeracy to facilitate growth and success in their learning.



STRATEGIC DIRECTION 2 Professional Practice

Purpose:

To engender a culture of professional learning and growth in which teachers will develop leadership capacity and support personalised student growth through research-based pedagogical practice.



STRATEGIC DIRECTION 3 Connected Communities

Purpose:

To build a school community that fosters positive student, parent and community partnerships where students are supported in becoming resilient, self motivated lifelong learners and active citizens.

Strategic Direction 1: Student Growth

Purpose

To provide all students with meaningful opportunities, rich experiences and ongoing support to achieve improved outcomes in literacy and numeracy to facilitate growth and success in their learning.

Improvement Measures

Increase the percentage of students demonstrating expected growth in literacy.

Increase the percentage of students demonstrating expected growth in numeracy.

Increase the percentage of students in the top bands and decrease the percentage of students in the lower bands in the HSC.

Improve the communication of literacy and numeracy growth in student academic reports

People

Staff

Develop a thorough understanding of literacy and numeracy strategies to improve student growth

Leaders

To adopt a coordinated approach to the implementation of literacy and numeracy strategies and promote an understanding of data in order to track trends in learning

Parents/Carers

Develop an understanding of the new reporting system and how it demonstrates student learning

Processes

Use of systems and practices to investigate and utilise data to inform teaching and learning leading to improve student growth.

Implementation a whole school approach to literacy and numeracy through the implementation of strategies to support student growth.

Develop a new junior reporting template.

Evaluation Plan

Progress towards achievement of improved student growth will be evaluated through close analysis of: internal and external literacy data; internal and external numeracy data; student responses using alarm in the classroom; implementation procedures for literacy tools within the school; the reporting system in regards to its effective communication with parents about their child's improvement.

Practices and Products

Practices

Pre and Post testing of all students (in Year 7–8 PEEL/ PAT–R/PAT–Maths and Year 9–12 ALARM).

HT Literacy and Numeracy to analyse NAPLAN data and implement who–school strategies to improve literacy and numeracy

Implement a new report template to include literacy and numeracy learning progressions

All students in Stage 4, 5 & 6 will use Mathematics to provide benchmark data to measure and improve numeracy.

Products

Pre and Post testing of students across all stages using a variety of testing platforms to inform student growth in literacy and numeracy

Collection of a range of work samples that measure the effectiveness of literacy strategies

An increase in the higher NAPLAN bands and movement into higher bands in HSC

New templates for reports that describe student growth in literacy and numeracy

Strategic Direction 2: Professional Practice

Purpose

To engender a culture of professional learning and growth in which teachers will develop leadership capacity and support personalised student growth through research-based pedagogical practice.

Improvement Measures

All faculties have imbedded strategies for effective middle leadership.

All staff engage in Professional Learning that is linked to the Australian Professional Standards for Teachers.

All staff participate in the sharing of pedagogical practice through Professional Learning communities.

People

Leaders

Together with academic partners, adopt a coordinated approach to building the capacity of leadership skills in middle management.

Leaders

Develop an collaborative approach to coordinate and support staff in building leadership capacity, including a 2IC program.

Staff

Demonstrate the willingness to reflect, adapt and implement change in pedagogical practice.

Staff

Are pro-active in seeking and engaging in professional learning and leadership opportunities to develop pedagogy that aligns with the goals of the school.

Processes

Draw on research, develop and implement high impact strategies for exemplary middle leadership.

Staff are provided with support in developing and demonstrating professional practice in accordance with the various levels of the Australian Professional Standards for Teachers.

Strategies are put in place to develop professional learning leaders and networks that facilitate collaboration, growth and change.

Evaluation Plan

Progress towards improvement measures will be evaluated through: creation of 2IC and role statements; evaluation of middle leadership program; evaluation of faculty management PL plans are in alignment with staff PL undertaken and staff development days and nights; staff feedback surveys on staff development days and nights- self-evaluation of staff PDPs; collation of lesson observations; survey of GTIL and mentors about the program; the number of staff working towards HAT/Lead- survey of QTR participants and collation of QTR observation sheets; evaluations of courses provided

Practices and Products

Practices

Every faculty leader implements strategies based on research, academic theory and data to improve faculty management and build the capacity of staff members.

Every teacher is engaged in professional learning and will be provided with opportunities to progress through to higher levels of accreditation.

Every teacher is actively engaged in the sharing of professional and pedagogical expertise through various programs as a strategy for building teaching and leadership capacity.

Products

Enhanced leadership capacity, reflected in greater collaboration, self-reflection, higher expectations and cohesive school teams.

There will be an increased number of teachers progressing to Highly Accomplished and Lead levels of accreditation.

All teachers involved in the development of professional practice through initiatives such as QTR and leading professional learning.

Strategic Direction 3: Connected Communities

Purpose

To build a school community that fosters positive student, parent and community partnerships where students are supported in becoming resilient, self motivated lifelong learners and active citizens.

Improvement Measures

Increased parent/carer participation at school events .

Increased opportunities for parents, students and external stakeholders to engage with BHS.

Increased number of student engagement programs that provide avenues for success and a sense of belonging for all students.

People

Students

Will build the skills to become resilient and self motivated lifelong learners.

Leaders

The school executive will adopt a coordinated and reflective approach to enhance community links and relations.

Parents/Carers

Will be more engaged as active partners of the school community and will be more aware of how they can demonstrate support their child's learning and wellbeing

Staff

Develop an better understanding of student wellbeing needs.

Processes

Implement a whole school integrated approach to improve links and connections with parents and the wider community

School collects and analyses data to monitor and refine a whole school approach to student wellbeing and engagement

Evaluation Plan

Progress towards improvement measures will be evaluated through: gathering of data on parent numbers at school events; number of views/likes/comments/shares on social media; surveys with students, parents/carers and staff using Tell Them from Me; whole school and faculty evaluation using DoE wellbeing tool; seeking feedback from parents/carers/stakeholders on the effectiveness of strategies used to engage with Bonnyrigg High School.

Practices and Products

Practices

New targeted community events to address a specific school community need

Increase use of community languages and social media to improve communication and engage parents

Provide students and parents with the skills to access various tools on the Parent portal

Teachers are familiar with using the DoE Wellbeing Tool to improve and enhance whole school wellbeing programs.

Products

Increased number of school community members are better informed about school events (such as PT nights) through the increased use of community languages and social media.

Staff are familiar with the DoE Wellbeing Tool, raising awareness of student wellbeing needs and leading to the implementation of programs that better address student needs

Improved access to initiatives that strengthen positive links and relationships between BHS students, parents and the wider community.