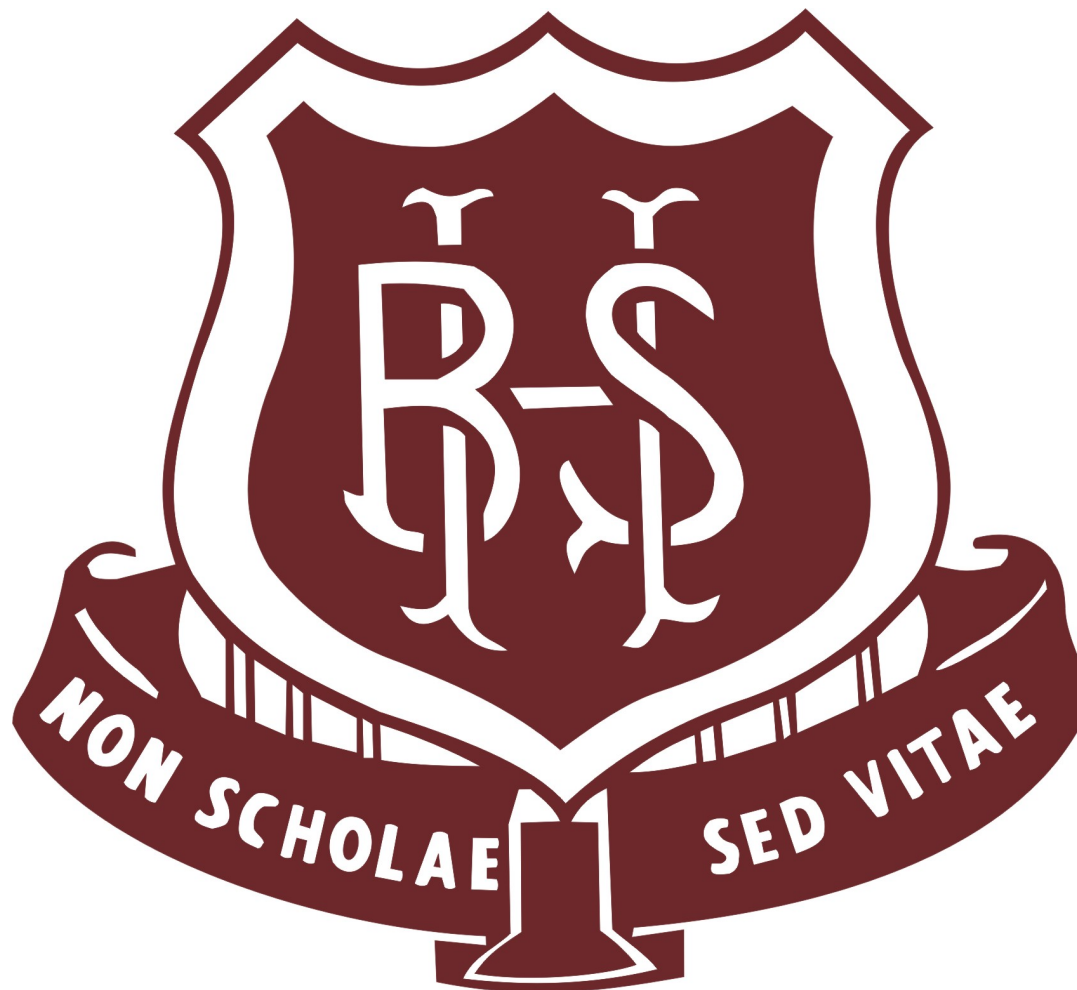


School plan 2018-2020

Blayney High School 8357



School background 2018–2020

School vision statement

“Quality educational opportunities in a caring environment” provides the foundation of the school’s vision.

Blayney High School strives to provide a high standard of education for all students through continual revision and improvement of teaching and learning programs, pedagogical and organisational practices and planned effective professional learning.

We want to ensure students are provided with opportunities to graduate with skills and experiences to be life-long learners, active and informed citizens and have a resilience in pursuit of personal goals. The school offers an extensive curriculum allowing for students to aspire to post-school studies and work.

School context

Blayney High School is a small rural comprehensive school in the Central West of NSW situated within 40 minutes drive from two larger regional towns (Bathurst and Orange). The school population is steady at approximately 400 students. Students come from a wide area, many from the small rural villages and the local town-based schools known as the Heritage School’s Learning Community. Over 50% of students are from low SES backgrounds.

The school has an excellent reputation within the education districts and wider community and has a strong tradition of providing an inclusive education that not only addresses the academic needs of the students but provides opportunities and welfare programs to support all students to achieve their best. We have a highly successful learning community and collaborate on many projects.

Evidence from external assessment data such as Year 10, NAPLAN and ESSA suggests the school has shown growth in a number of areas but still needs support for students in areas of literacy and numeracy. The HSC results are harder to assess due to small candidature but z-score performance shows positive performances on average in 40–50% of subjects. There is evidence that some subjects consistently score above average. Value-adding to our lower ability students is positive whilst growth in middle and top performing Year 7–12 students needs to be addressed.

The school has a very committed teaching, administrative and executive staff with a range of experience. Student leadership and participation in sports, the arts, school service and community is actively developed. The school has above average attendance, full school uniform, low suspension rates and a commitment to building positive relationships through personal responsibility.

School planning process

This plan was developed by staff, students and parents and is endorsed for implementation by the P and C, SRC and staff. Student surveys–“Tell Them from Me”, staff surveys–“Focus on learning” provided quantitative data. SWOT–Strengths, Weaknesses, Opportunities and Threats– type analysis was completed with staff and parents to identify key areas and values of BHS.

Our Community Engagement Officer makes regular contact with parents and community groups seeking feedback on achievements, events and general school satisfaction. The school makes every opportunity available for parents and community to be involved and informed. Regular input is sought from parent meetings, student consultation, faculty and program reviews and informal social occasions.

The implementation of the school plan will be monitored by the School Executive via staff consultation and feedback using our milestones.

The executive will have direct responsibility and accountability for the implementation and review of: whole school, faculty and team plans as well as the evaluation of reports. Repeating the aforementioned surveys and monitoring process on milestones will further enhance the review of plans and progress.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Learning

Purpose:

Critical thinking, problem solving, effective communication and the ability to collaborate are all skills required to maximise learning. We wish to promote a culture which fosters these skills and engages students in quality learning activities and experiences. Students will value and be actively engaged in learning and educational growth.

STRATEGIC DIRECTION 2 Teaching

Purpose:

Quality teachers drive a lifelong passion for learning. We seek to foster a collaborative culture of continual improvement to guarantee a dynamic school learning environment. The explicit teaching of literacy and numeracy skills allows students to effectively engage in all curriculum areas.

STRATEGIC DIRECTION 3 Wellbeing

Purpose:

Resilience, emotional intelligence, independence and positive connections are the keys to educational success and a positive and productive life. Our purpose is to develop a Growth Mindset in students to develop skills to serve them in school and beyond.

Strategic Direction 1: Learning

Purpose

Critical thinking, problem solving, effective communication and the ability to collaborate are all skills required to maximise learning. We wish to promote a culture which fosters these skills and engages students in quality learning activities and experiences. Students will value and be actively engaged in learning and educational growth.

Improvement Measures

Academic progress of students is at, or above anticipated growth in literacy and numeracy.

Students completing the HSC achieve at, or above the level expected based on Year 9 NAPLAN results.

Increase in the percentage of students achieving in 'proficient' bands in NAPLAN and a decrease in the lower bands.

People

Students

Engage with their learning opportunities demonstrating a Growth Mindset.

Staff

Differentiate their teaching to meet students' learning needs and provide explicit, quality feedback to promote constant growth.

Parents/Carers

Collaborate with the school about student learning needs and supporting their progress.

Community Partners

Engage with the school to provide students with a wide range of opportunities and experiences

Leaders

Establish and improve procedures to provide ongoing support for teachers to engage students in learning.

Processes

Strengthen the quality of success criteria and achievement rubrics to allow students to assess their own achievements and goals for improvement.

Develop use of the Feedback Cycle to create a culture of continual student improvement.

Evaluation Plan

Internal data sources: 'Renaissance Reading' and 'Smarter Maths', and External data sources: NAPLAN, Valid and HSC demonstrate student growth is at or above anticipated level.

Practices and Products

Practices

Students engage with assessment and feedback as an ongoing learning strategy.

All teachers use quality feedback as the main tool for judging student growth and achievement and promote constant learning improvements.

Products

All students have achievable improvement goals that they can articulate and measure

Students can achieve in all types of written and practical assessments to demonstrate growth in learning.

Strategic Direction 2: Teaching

Purpose

Quality teachers drive a lifelong passion for learning. We seek to foster a collaborative culture of continual improvement to guarantee a dynamic school learning environment. The explicit teaching of literacy and numeracy skills allows students to effectively engage in all curriculum areas.

Improvement Measures

Internal and external data sources indicate teachers are operating in the higher orders of the Australian Teaching Standards and the Curiosity and Powerful Learning rubrics in their lesson planning and delivery.

Internal and external data sources indicate students are acting on quality teacher feedback, and producing work of a high calibre across all KLAs.

People

Staff

Maintain, access and use multiple data sources to analyse teaching strategies and strive for constant student improvement.

Students

Provide feedback on units of work/assessments.

Parents/Carers

Participate in the School Self-Evaluation process

Community Partners

Participate in the School Self-Evaluation process

Leaders

Lead and inspire the development of evidence based teaching and learning programs that develop the whole student.

Processes

Develop and foster a culture of collaboration, mentoring and leadership to draw on proven explicit teaching strategies ensuring high quality teaching practices.

School evaluation procedures are an inherent part of school process and include all stakeholders.

Evaluation Plan

- Staff self reflection in Performance and Development Plans and Collaborative Teaching records indicates a growing confidence in the design and delivery of explicit teaching practices and the use of the feedback based assessment cycle.
- Student work samples indicate students have addressed teacher feedback and a majority of students are achieving in the higher two bands of internal assessment rubrics.
- Curiosity and Powerful Learning rubrics and resources indicate a high quality of teaching is inherent in teachers at all stages of their career.

Practices and Products

Practices

Staff collaborate as an inherent aspect of their lesson planning and delivery.

Quality explicit success criteria and a model for effective feedback are used for the basis of assessing student achievement and growth.

School leaders lead professional learning focusing on student-centred, collaborative learning.

A School Evaluation Team including all members of the School Community regularly assesses the progress of school improvement.

Products

Explicit structures exist for teachers to collaboratively plan, reflect and refine quality programs and assessments for deep learning and engagement.

School Self Analysis is data based and demonstrated progress in the SEF.

Strategic Direction 3: Wellbeing

Purpose

Resilience, emotional intelligence, independence and positive connections are the keys to educational success and a positive and productive life. Our purpose is to develop a Growth Mindset in students to develop skills to serve them in school and beyond.

Improvement Measures

Students have a higher level of satisfaction, engagement and a positive outlook for their education and post school opportunities.

Students exhibit highly developed skills in teamwork, emotional intelligence and conflict resolution.

People

Students

Exhibit evidence of a Growth Mindset in all aspects of their life.

Staff

Allow students the opportunities to take ownership for their learning to develop self-directed, autonomous learners.

Parents/Carers

Engage in a positive manner with the school's welfare and discipline system.

Community Partners

Connect with the school to provide ongoing opportunities to improve student knowledge of health and wellbeing skills and provide positive reinforcement.

Leaders

Develop and foster a culture of respect at all levels of the school community.

Processes

Implement whole-school wellbeing strategies to support learning at all stages of a student's development.

Further develop strategies to recognise growth and celebrate learning at all levels.

Evaluation Plan

- Increase in attendance and the submission of work reaching the top two achievement bands in internal assessment rubrics.
- Students are accessing programs for conflict resolution resulting in a reduction in repeated or ongoing incidents.
- Students are being regularly recognised and rewarded for their positive behaviour choices.

Practices and Products

Practices

Whole school welfare strategies are used to build resilience and minimise conflict.

Student mentors lead the way in modelling acceptable behaviours and attitudes.

Staff reward students for targeted positive behaviours and attitudes.

Products

Explicit structures exist for managing student conflict and are used to minimise ongoing or repeat incidents.

Reduced incidents of bullying and harassment allow maximum focus on teaching and learning.

Students strive for and achieve recognition for their positive work, behaviour and social development.