School plan 2018-2020

Barham High School 8461

School background 2018–2020

School vision statement

Barham High School inspires students to become lifelong learners who pursue personal excellence through a dynamic, engaging, safe inclusive and effective learning environment. We facilitate the development of talents of students and teachers, empowering them to become leaders in our future focused world. Consistent and sustainable processes and systems build a culture of high expectations and quality teaching practices in order to develop positive and respectful relationships enabling students to connect, succeed, thrive and learn.

School context

Barham High School is a comprehensive, co–educational secondary school located in the South–West of the Riverina on the Murray River. The school is host to approximately 155 students who come from a number of feeder schools both in New South Wales and Victoria and have a diverse range of interests and abilities.

The school has a dedicated staff that has a diverse cross–section of beginning and highly experienced teachers. There are six administrative and support staff and the executive staff is comprised of three Head Teachers and two Senior Executive.

The local community plays a significant role in supporting the delivery of a diverse and comprehensive curriculum and the Rural and Remote strategy is integral to supporting our students in overcoming the impact of rural isolation. Many of the school's extra–curricular activities require our students to travel significant distances and our local community plays a major role in supporting these activities.

School planning process

Initial planning and consultation for the development of the school plan began in 2017 with evaluating the 2015–2017 School plan and engaging with the School Excellence Framework to identify focus areas.

Feedback from the school community was gathered through a variety of sources including online and paper based questionnaires, discussions, meetings and personal interviews conducted via phone, and face–to–face interviews in a range of settings.

Throughout 2017, extensive analysis of existing school data including feedback provided the validated evidence upon which the development of the school's strategic directions and improvement measures were based.

Assistance was provided by our Principal School Leadership, Jayne Gill and the development of the school plan was work–shopped in a number of regionally organised events.

STRATEGIC DIRECTION 1
Quality Teaching, Inspired Learning

STRATEGIC DIRECTION 2
Highly Effective School Leadership

STRATEGIC DIRECTION 3
Resilience & Wellbeing

Purpose:

To create a stimulating, engaging, dynamic, inclusive and effective learning environment underpinned by effective, explicit and data driven pedagogy aimed at differentiation, optimising learning for all students across the school delivered with high expectations through quality teaching practices.

Purpose:

To recognise, enlist and guide the talents of students and teachers; building their skills and capacity, empowering them to become leaders in our future focused world.

Purpose:

To create a safe, inclusive and effective learning environment where all members of the school community work together to build a culture of high expectations and to develop positive, respectful relationships enabling everyone to connect, succeed, thrive and learn.

Strategic Direction 1: Quality Teaching, Inspired Learning

Purpose

To create a stimulating, engaging, dynamic, inclusive and effective learning environment underpinned by effective, explicit and data driven pedagogy aimed at differentiation, optimising learning for all students across the school delivered with high expectations through quality teaching practices.

Improvement Measures

Increased use of data–informed pedagogy by all teachers.

Increased average NAPLAN scores in numeracy to be at or above state average.

Increased average NAPLAN scores in writing to be at or above Similar School Average

Increased percentage of students achieving in the top 2 bands for Literacy and Numeracy in the NAPLAN assessment.

All teachers use the Literacy / Numeracy progressions to develop and implement plans to personalise student learning.

People

Students

Will be inspired to learn and will be motivated to succeed in a supportive environment. Students will develop a deeper understanding of the content, as a result of high quality teaching.

Staff

Work collaboratively to create and deliver innovative curriculum and provide effective feedback to meet the learning needs of all students.

Leaders

Establish and embed structures and processes to identify and monitor all student learning needs, driving excellence and innovation in teaching and learning across the school.

Parents/Carers

Work collaboratively with the school to support their child to achieve their personal best.

Processes

Data Skills and Use

Develop staff skills in the collection, analysis and use of data to differentiate student learning and inform future focused learning and assessment practices for all students. Put in place structures and proceses for the collection, analysis and use of data across the school.

Curriculum and assessment

Implement a collaborative approach to quality teaching, curriculum planning and delivery and formative assessment which is timely, meaningful and responsive to the learning needs of all students, to inform future direction.

Reflective practices for learning

Implement, review and embed a whole school, systematic approach to develop student capacity to be self directed learners using reflective practices and scaffolding support systems.

Evaluation Plan

Progress towards the improvement measures will be evaluated through:

- Student, teacher and parent surveys
- Classroom observations
- Faculty programs
- Meeting minutes
- Internal and external data

Practices and Products

Practices

Staff engage in a range of adaptive teaching strategies that are informed by systematic analysis of data.

Faculties working together to ensure curriculum provision is delivered via an integrated approach, supporting high expectations for student learning.

Students engage in reflective practices and utilise scaffolded support systems to maximise educational aspiration and on–going performance improvement.

Products

A whole school approach that focuses on collaboration to align curriculum delivery and allow optimised learning processes for all students.

A student–centred environment exists where all students are supported, challenged and receive timely and meaningful feedback on their learning to inform future direction.

Structures are in place to support collection and monitoring of systematic student assessment information to support changes in teaching and respond to student achievement.

Strategic Direction 2: Highly Effective School Leadership

Purpose

To recognise, enlist and guide the talents of students and teachers; building their skills and capacity, empowering them to become leaders in our future focused world.

Improvement Measures

Professional learning is mapped and coordinated, building staff capacity in a systematic manner.

Internal and external validations show a positive impact of professional learning on teacher capacity and student outcomes.

An explicit system of collaboration and feedback against the Australian National Teaching Standards exists to drive individual performance improvement. Staff demonstrate growth against the Australian National Teaching Standards.

People

Staff

Actively engage in professional discussions and quality professional learning, and collaborate to improve teaching and learning in their classes.

Leaders

Will develop their leadership skills and put in place processes and structures across the school to promote professional learning and the enhancement of leadership skills, developing a culture of continual improvement.

Students

Engage in leadership opportunities and develop their capacity to be effective leaders.

Processes

Professional Development Framework

Develop and implement a professional development framework across the school using mentoring, coaching, collaboration and evidence based research to improve practice, based on a rigorous PDP process.

Dynamic Leadership

Provide dynamic leadership opportunities and support to up–skill and recognise and target strengths, facilitating leadership growth in staff and students.

Evaluation Plan

Progress towards improvement measures will be evaluated through:

- Student/parent/teacher surveys
- Staff Performance and Development Plans
- Mapping of QTC accredited hours
- Student leadership opportunities
- Classroom observations
- Internal and external data
- Succession planning

Practices and Products

Practices

The school uses best practice to enhance the profile and development of leadership positions, including student leaders.

Teachers engage in quality, targeted professional learning that is reflective of a collaborative, consultative PDP process.

Products

Professional learning is aligned with the school plan and there are explicit systems for collaboration and feedback to sustain quality teaching practice.

Leadership opportunities across the whole school community are nurtured, valued, augmented and supported. Structures are in place to empower and support distributed leadership across the school to create an aspirational, student–centred learning environment that is focused on continual improvement.

Students take an active role in leadership and decision making opportunities across the school, understanding their rights and responsibilities as active citizens in a future focused world.

Strategic Direction 3: Resilience & Wellbeing

Purpose

To create a safe, inclusive and effective learning environment where all members of the school community work together to build a culture of high expectations and to develop positive, respectful relationships enabling everyone to connect, succeed, thrive and learn.

Improvement Measures

Increased number of students demonstrating resilience when facing adversity in their leaning and as part of their daily lives.

Increased number of community based agencies providing support services to the school.

School engagement data from the "Tell Them From Me" survey will compare favourably with state data.

People

Students

Will have positive relationships with their peers, attend school regularly, achieve to their best potential and engage with their learning.

Staff

Will support and feel supported by the school community to best equip them to deliver quality education to their students.

Leaders

Will develop initiatives to best support the school community in developing happy and resilient students and staff.

Parents/Carers

Will have a strong and respectful relationship with their child's school and teachers, sharing information they need to help their child get the most out of their education.

Community Partners

Community partnerships will continue to improve with outside agencies such as Interreach, Vinnies Reconnect and Headspace.

Processes

Develop and source a range of opportunities and activities to design a whole school, integrated approach to wellbeing where all members of the school community can connect, succeed and thrive.

Community Connections

Implement a whole–school approach whereby the school actively engages with the wider school community to strengthen school and community partnerships to enhance effective resilience and wellbeing programs within the school.

Systems and Structures

Evaluate current programs and policies using the wellbeing self–assessment tool and update processes in line with the framework.

Evaluation Plan

- Observations of the school community
- Year advisers regularly meeting to discuss initiatives
- School leaders planning events to address needs

Practices and Products

Practices

Positive, collaborative relationships are developed to support and enhance effective resilience and wellbeing within the school community.

Students and staff engage in a range of strategies to enhance their social and emotional wellbeing when experiencing challenging conditions.

Products

The school embraces a consistent structure and language to support student wellbeing which is implemented effectively across the school community.

Resilient practices are evident throughout the school, ensuring the maintenance of optimum conditions for learning to occur.

Barham High School is recognised throughout the community as a student–centred, caring school where every child is valued and provided with opportunities to connect, thrive and grow.