

School plan 2018-2020

Bulli High School 8878



School background 2018–2020

School vision statement

Our students will leave Bulli High School as respectful, responsible young adults who value integrity, strive for academic and personal excellence, and are equipped to grow as life-long learners. Challenging curriculum, high expectations, effective and engaging teaching practices, proactive wellbeing programs and a diverse range of extra-curricular experiences will provide our students with the skills to be successful and actively contributing community members.

School context

Bulli High School is an outstanding comprehensive high school situated in the Northern Illawarra. It has a proud tradition of academic, sporting and creative excellence. Students are encouraged to reach their full potential and become community minded citizens, in a spirit of respect, responsibility, and integrity. Bulli High School has strong established relationships with our local community and works closely with local partner schools in the Seacliff Community of Schools. Our school enjoys a geographical location very close to Bulli Beach which in turns provides unique learning opportunities for our students. The school has a Special Education Unit (Autism). Our highly educated and committed staff, including an experienced leadership team, provide a high quality education for all students.

School planning process

Bulli High School has consulted with students, staff and local families. Data collected from online surveys has been used to identify school strengths and areas for improvement and give direction in identifying our three strategic directions. Parent and student focus groups were conducted and the school's Parents and Citizens Association was consulted throughout this collaborative process. Consultation has occurred with the Northern Illawarra Aboriginal Education Consultative Group (NIAECG) to ensure the needs of our Aboriginal students are addressed. Staff and community members have contributed to identifying the projects that support the achievement of our Strategic Directions. An invitation was extended to the school community to provide feedback on the developing school plan.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1

Connect Succeed Thrive

Purpose:

To ensure a learning environment that nurtures, guides, challenges and inspires all students to become skilled, effective, motivated learners and problem solvers who are confident, creative and resilient citizens.



STRATEGIC DIRECTION 2

Quality Teaching & Learning

Purpose:

To develop a culture of effective teaching and learning experiences where staff collaborate, innovate and share best practice to improve outcomes for all.



STRATEGIC DIRECTION 3

Effective Communications and
Partnerships

Purpose:

To enhance student outcomes through effective transition and communication processes that fosters and reciprocates community partnerships.

Strategic Direction 1: Connect Succeed Thrive

Purpose

To ensure a learning environment that nurtures, guides, challenges and inspires all students to become skilled, effective, motivated learners and problem solvers who are confident, creative and resilient citizens.

Improvement Measures

Increase the proportion of students demonstrating active engagement in their learning

Increase the level of student attendance to consistently be above 90%

People

Students

Develop aspirational expectations of learning and achievement and are committed to excellence in learning and delivering their best.

Staff

Provide advice, support and assistance to help students reach their potential. All staff recognise and reward student achievement.

Parents/Carers

Value and prioritise school attendance and and collaborate with the school.

Community Partners

Support the school in providing opportunities for students which enhance and motivate their educational experiences.

Leaders

Adopt a co-ordinated and systemic approach to attendance demonstrated by best practice and as seen as responsive by the community.

Processes

Achieving Excellence: Implement a whole school integrated approach which optimises social, emotional, physical and intellectual student wellbeing.

Curriculum and Engagement: Implement and maintain systems and structures which support authentic student engagement

Evaluation Plan

All data will be analysed collaboratively:

- the number of student referrals and merits
- Tell Them From Me (TTFM) survey data
- student attendance and lateness to school

Practices and Products

Practices

Teachers, parents and community, work together to support a consistent system to ensure student absences do not impact on learning.

School wide collective responsibility for student learning is shared by students and, parents and teachers. This includes targeted programs for student groups led by specialist teachers and Aboriginal student mentor respectively.

Products

Attendance will improve and be maintained. Measurable improvements in attendance seen through Wellbeing and engagement programs, supports student learning.

Referrals to HTs and DPs will reduce. Positive, respectful relationships are evident and widespread amongst students and staff.

Strategic Direction 2: Quality Teaching & Learning

Purpose	People	Processes	Practices and Products
To develop a culture of effective teaching and learning experiences where staff collaborate, innovate and share best practice to improve outcomes for all.	Students Regularly seek and act on feedback from teachers on class and submitted work.	Staff Professional Learning: Provide structures which support staff to identify, engage with and implement targeted professional learning which enhances staff capacity to improve student learning outcomes.	Practices Teachers understand and explicitly teach literacy, with a focus on Reading, and numeracy to students at all levels in all subject areas.
Improvement Measures	Staff Set professional learning goals and are supported in professional learning to improve student learning outcomes.	Focus on Literacy and Numeracy: Develop a whole school approach using available data to formulate targeted literacy and numeracy programs for all students.	Cross-curricular collaboration exists to ensure engaging practices and processes which support student learning.
Increase the percentage of students achieving in the top 2 bands of NAPLAN All teachers contribute to the analysis of student progress and achievement data for continuous improvement of student outcomes	Parents/Carers Are consulted by and collaborate with teachers to support their child's learning.	Evaluation Plan All data will be analysed collaboratively: NAPLAN data and the number of students (all) and Aboriginal students in the top 2 bands HSC results Value added NAPLAN and HSC data Analysis of student progress data on Year 7 & 8 reading program. Review student growth on internal measures.	Products Teachers employ evidence based effective teaching strategies based on the Teaching Standards and professional learning, resulting in demonstrated student growth . Literacy and numeracy programs are data driven. Teaching and Learning programs across the school show evidence they are adjusted to address individual student needs ensuring students are challenged and that adjustments lead to improved student learning.
	Community Partners Teachers access professional learning from the school's educational network.		
	Leaders Provide a coordinated approach to literacy and numeracy strategies and provide professional learning for all staff.		

Strategic Direction 3: Effective Communications and Partnerships

Purpose	People	Processes	Practices and Products
To enhance student outcomes through effective transition and communication processes that fosters and reciprocates community partnerships.	Students Students will respond positively to the opportunities offered at Bulli HS and provide honest and fair feedback to the school.	School Promotion: Project a consistent and positive representation of the school brand through the use of a wide range of formats such as school newsletter, community contacts, and social media.	Practices School employs a range of effective methods to continually engage, inform and liaise with the school community.
Improvement Measures	Staff Teachers will regularly communicate and consult with parents and community members.	Student Transitions: Provide students and families with a structured transition program to support learning at key stages of their schooling.	School uses key messages to consistently reinforce school strengths and connections to local community.
Increase the number of families who choose Bulli High School as the school of first choice	Parents/Carers Will develop an understanding and strong appreciation of the school strengths through exposure to the school's key messages.	Evaluation Plan All data will be analysed collaboratively:	Products School community satisfaction and support for the school is high, and the school is seen as responsive to community feedback.
Increase the reach of communications within our community	Community Partners BHS will value its connection to, and foster student involvement in, the community including the NIAECG, UOW, and local businesses and support agencies.	Enrolment data for students transitioning to Year 7 Social media, electronic communications systems and practices TTFM and other school conducted surveys	School is recognised as a leader for its impact on learning programs, effective practice and continuous improvement. School demonstrates a performance culture with a clear focus on learning and achievement.
Further develop established, and expand on the number of, community partnerships which directly benefit students	Leaders Will use data to make informed choices and direct activities in the school which promote a culture of high expectations, student achievement and connectedness which is valued by our community. School leaders are committed to using consultative decision making practices.	Community attendance at school events and information evenings.	