Strategic Improvement Plan 2021-2024

Bega High School 8165

School vision and context

School vision statement

Bega High school is committed to providing excellence in education which prepares students to positively contribute to society.

We value improvement and growth through:

- Responsibility and high expectations for learning, behaviour and the environment in which we learn.
- Respect and pride for ourselves, each other and the environment.
- Effort and collaboration through positivity, resourcefulness and continuous pursuit of improvement.

School context

Established in 1952, in the heart of Bega's commercial and residential precinct, Bega High School is a comprehensive rural high school that draws students from all parts of the Bega Valley Shire. The closest government secondary school is 50 kilometres away and the school's geographical drawing area ranges from Tathra (15 kilometres to the east), Cobargo (40 kilometres to the north), through to Wolumla (20 kilometres to the south) and Bemboka (40 kilometres to the west). Enrolments have decreased from 925 in 2011 to a maximum of 770 in 2018. The current enrolment is 645 students, including 12% Aboriginal students. A Special Education faculty comprises multi-categorical, emotional disturbance, mild intellectual disability and severe intellectual disability classes. The wide-ranging curriculum includes school-based and TAFE-based vocational education, and students follow various learning pathways exemplified by the range of school-based traineeships and apprenticeships for Stage 5 and 6. During term four 2020 the school completed a situational analysis to identify 3 areas for school improvement. This approach coupled with evaluation of explicit teaching, student support, professional learning and consistent improvement has ensured students are at the centre of our activities. The school plan strategic directions are Student growth and attainment, Learning culture of high expectations and Educational leadership.

The school will continue to implement Curiosity and Powerful Learning and What Works Best from within our new Professional Learning Community to empower staff to evaluate teaching and learning, improve teacher performance and collaboration and foster professional dialogue. Data will be at the centre to our school analysis informing on ongoing evaluation of student growth to triangulate performance and inform individualised learning.

Strategic Direction 1: Student growth and attainment

Purpose

Students, staff and school will improve every year to always achieve expected growth or higher. This will enable students to pursue their preferred post-school destinations and professional pathways

Improvement measures

Target year: 2023

Increase in the percentage of students achieving at or above expected growth in NAPLAN Reading by 6.6%.

Target year: 2023

Increase the percentage of students achieving at or above expected growth in NAPLAN Numeracy by 14.4%.

Target year: 2022

Increase the percentage of students achieving within the HSC top 2 bands to be 25.1%.

Target year: 2024

Increase the percentage of Stage 6 students attaining HSC, AQF or equivalent or desired employment pathway by 9.5%.

Target year: 2022

95% of Aboriginal students attain the HSC Minimum Standard by the end of Year 10.

Target year: 2022

Increase the percentage of students in the top 2 bands of NAPLAN Reading by 3.3%.

Target year: 2022

Increase the percentage of students in the top 2 bands in NAPLAN Numeracy by 3.7%.

Target year: 2024

Initiatives

Highly Performing Students

Data analysis by Instructional Leaders provides advice to Literacy Team to implement professional learning that improves classroom teaching strategies to provide all teachers evidence-based targeted literacy intervention in all lessons to improve reading.

All teachers engage in professional learning to develop skills in the use of internal and external data to inform teaching and learning programs with individualised lessons and differentiation for all students.

Student need is at the forefront of planning and is identified through assessment and data analysis by all staff producing evidence-based programming to improve and identify literacy and numeracy interventions.

Highly Connected Students

Students are supported to develop a connection to school and community through positive interactions with staff, self-motivation, and application to success.

Staff will undertake a collaborative, cross-faculty approach to evaluation of teaching and learning that informs and guides student needs. An ongoing cycle of evaluation of impact and continuous improvement guides staff professional learning that inspires, engages, and empowers students to exceed protential.

The school recognises the importance of student success through support and assistance mechanisms forming the hub of achievement through connection to peers, school, community, and country.

Success criteria for this strategic direction

- The school, teachers and executive analyse student achievement data and respond to student need to improve student learning over time.
- Assessment data is collected and analysed in reading and numeracy on a regular basis and used collaboratively to develop and plan, interventions and support for student learning this will inform directions for professional learning to improve teaching practice.
- All students receive individualised support for learning and well-being and have regular opportunities to meet with identified staff to ensure they reach their full potential.
- The school demonstrates a high performance culture empowering students to articulate, understand and achieve their literacy and numeracy goals to develop an ongoing culture clearly aimed at ongoing student improvement.

Evaluation plan for this strategic direction

Question: What evidence has been collected to measure teacher efficacy and student progress in achieving improvement goals in HSC, reading and numeracy?

Data: We will analyse a number of key data sources:

- External assessment, eg HSC, Best Start Yr 7, Check-in Assessments, NAPLAN
- Internal assessment, data walls, student mapping
- Lesson observations
- Teaching and learning program reviews/adjustments
- Staff and executive meeting minutes and agendas
- Newsletters/communications with the school community relating to student data
- Plan2 and other student performance data analysis
- marking rubrics, criteria and work samples

Analysis: Evaluation will be immersed in the annual review cycles, Professional Learning Community

Improvement measures

Increase the percentage of Aboriginal students attaining the HSC by 12.8%.

Evaluation plan for this strategic direction

collaboration sessions between staff, Learning and Support Team meetings and Literacy and Numeracy meetings.

Implications: Evidence and evaluation will inform future adjustments.

Strategic Direction 2: Learning culture of high expectations

Purpose

Students must be at the centre of what we do. We will achieve a collective approach to consistency in teaching practice leading to a positive learning culture with high expectations.

Improvement measures

Target year: 2022

Student attendance improves beyond base line data of 53% above 90% by 7.8%

Target year: 2024

Staff collaboration reports an uplift to 8.0% between faculties improving ongoing pedagogical development, support and well-being for staff. (TTFM)

Target year: 2024

High-performance school culture, from delivering to excelling to improve student growth and achievement. (SEF - Educational Leadership)

Target year: 2024

SEF - High Expectations Learning culture measured at excelling.

Target year: 2024

Curiosity and Powerful Learning High Expectations audit measure the school at "Yes" in all questions.

Initiatives

High Expectations, High Performance, Quality Outcomes

Student needs inform professional learning for all staff. Staff are invested in authentic professional growth and improvement to cater for student academic and social/emotional growth. Systematic and rigorous evaluation inform ongoing monitoring of teaching impact, facilitates professional dialogue, collaboration, classroom observation in the modeling of effective practice.

Reliable data sourced internal and external evidence is regularly analysed to provide evidence-based support for students, families, and the community.

Student progress and achievement are assessed and evaluated collaboratively with a lens to harness continuous teacher improvement for all students.

Positive Learning Culture

The continuity of learning through all stages of school is underpinned by an architecture of individualised support processes ensuring every student is known, valued, and cared for.

The school fosters positive, respectful partnerships with the community and partner schools through ongoing communication, that delivers a shared responsibility to student wellbeing, transition, and improved student performance.

Students are provided with individualised, regular, positive feedback with a clear understanding of how to improve. This informs teaching strategies and methods that are identified, promoted, and modeled through lesson observations and ongoing cycle of continuous improvement.

All students can identify places of academic, wellbeing, and emotional support throughout the school. A Learning and Wellbeing Hub provides a multi-faceted support network for all students ensuring access to health providers, academic needs, and support team

Success criteria for this strategic direction

- An effective partnership with parents and students is evident in our student centred learning culture in the pursuit of excellence. Our informed practices, evaluative processes underpin an architecture and culture of high expectations and continuous improvement.

- All teachers' programming and delivery are dynamic, informed by student needs and embedded differentiation underpinned by consistent, reliable assessment that monitors student progress and achievement.

- Individualised teaching and learning is adjusted to meet student learning goals and needs with teachers collaboratively ensuring all students are challenged and adjustments leading to improved outcomes. Teachers share a collective responsibility to measure the growth of every student for all students learning.

- Faculties collaborate to analyse student progress and performance, and respond to individual student needs ,and collective trends in evidence to ensure teaching and learning is student and performance centred.

Evaluation plan for this strategic direction

Question: How does the school demonstrate a high-performance culture, with a clear focus on student focus and achievement and a high-quality service delivery?**Data**:

- Assessment completion rates
- TTFM survey
- attendance app in Scout
- expected growth data
- scout data staff engagement
- student voice SRC
- PLC meeting minutes
- Parent-teacher night

Initiatives

identification.

Attendance Sprint

Student attendance is increased through the development of an Attendance Team. Staff involved in the Attendance Team will develop and implement short and long-term initiatives to increase student attendance.

Staff will participate in professional learning to enable them to analyse Scout attendance reports. Fortnightly meetings will enable staff to engage in sustained communication regarding the development, implementation and evaluation of short and long-term initiatives.

The Attendance Team will regularly communicate data, actions and progress to maintain focus on attendance, further staff development and adopt consistent attendance practices. Furthermore, the team will regularly communicate data, actions and progress to maintain focus on attendance and build a positive platform with parents, carers and the greater community.

The Attendance Team will use data and stakeholder voice to continue to develop school-based attendance initiatives for Semester Two.

Evaluation plan for this strategic direction

Analysis: Midterm 1 2021 Scout attendance data is indicating above SSG, Network and State averages evaluated during staff, executive and faculty executive meetings. **Implications**: Further implications for educational leadership.

Strategic Direction 3: Educational leadership

Purpose

Dynamic instructional leadership informs a whole school approach that meets the needs of the whole school community. This will build a continual cycle of learning, in an environment of high quality individualised support.

Improvement measures

Target year: 2024

SEF - Educational Leadership - is evidenced at excelling

Target year: 2024

Instructional leadership is embedded within the school by an uplift of at least 2 teachers completing higher accreditation.

Target year: 2022

Increase use of Data to inform practice to 8.0 (TTFM)

Target year: 2023

Improve staff collaboration to 8.0 (TTFM)

Initiatives

Educational Leadership

The school fosters a culture of evidence-based teaching to develop professional learning communities centred around data analysis, individualised improvement, and evaluation of teaching practice. Executive model high expectations, instructional leadership and provide high-quality evidence rich professional learning for all staff.

Aspirational staff are identified, supported, and developed to enable distributed instructional leadership model that builds capacity and promotes a culture of high expectations throughout the school.

Leadership is developed in all faculties to provide Identify, collection, and analysis of data from internal and external sources by all staff is used to guide teaching and learning strategies and inform teacher professional learning. All faculties adopt an evidence supported

Evidence based teaching and learning

All staff engage in in a cycle of continuous evaluation and improvement to develop professional knowledge, understanding and learning to ensure high quality teaching and learning. This will develop a model of student centred professional learning models to build teacher capabilities and collective pedagogical practice.

There is a school wide focus on effective, evidence based differentiated teaching and learning to engage all students across all abilities. School leaders provide professional learning and continually monitor and assess the impact of teachers.

Authentic community partnerships are developed, valued and promoted as a voice for feedback, school improvement and student growth. These connections are flourish through the promotion of student and school high performance.

Success criteria for this strategic direction

- A culture exists of high expectations with all staff utilising evidence based teaching, reflection and collaboration between faculties so that every student grows every year and staff demonstrate commitment to a continuous improvement of teaching and learning.
- The Executive and leadership team demonstrate instructional leadership, deliver professional learning and promote a culture of continuous improvement resulting in a shared responsibility.
- Student data is analysed to inform and direct all professional learning ensuring it aligns with the school's strategic directions, improvement measures and initiatives.
- The school is demonstrating a commitment to staff members undertaking accreditation at lead and highly accomplished by supporting professional learning.
- A commitment to continuous development of Professional Learning Communities, demonstrating evidence of Curiosity and Powerful Learning Theories of Action and What Works Best.

Evaluation plan for this strategic direction

Question: What has been the impact of Instructional Leadership within the school and on student outcomes?**Data**: We will use a combination of data and

- SEF SaS
- Lesson observation feedback
- Assessment and measurement CPL rubrics
- Minutes from PLC, staff and faculty meetings
- Student attendance and engagement measures

Analysis: Ongoing analysis by staff throughout each term guided by the executive during faculty meetings to collect evidence.**Implications**: This will inform future directions and adjustments to professional learning, school development and improvement, initiatives and activities.