

Strategic Improvement Plan 2021-2024

Bonnyrigg High School 8260



School vision and context

School vision statement

To provide quality teaching and learning in a supportive environment 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. We acknowledge the traditional owners of the land on which we learn, the Cabrogal clan of the Dharug nation. The school has an enrolment of 1701 students, including 98% from a non-English speaking background and with 2% being Aboriginal. 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 for the next four years have been developed through a thorough situational analysis and in consultation with community. These high level areas for improvement include literacy, numeracy, high potential, 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.

Strategic Direction 1: Student growth and attainment

Purpose

To ensure students continually grow in their learning through explicit, consistent and research-informed teaching. Teachers will continually evaluate their effectiveness and reflectively adapt their practice through quality, targeted professional learning and use of data and evidence-based practice to inform teaching.

Improvement measures

Target year: 2022

NAPLAN top 2 Bands

Improvement in the percentage of students in the top 2 bands to be at or above the school's system-negotiated targets in reading and numeracy.

An increased percentage of Aboriginal students achieving the top 3 NAPLAN bands in reading and numeracy

Target year: 2022

HSC attainment

All Aboriginal students will achieve the HSC whilst maintaining their cultural identity

Improvement in the percentage of HSC students achieving results in the top 2 bands to reach the lower bound system negotiated targets.

Target year: 2023

Expected Growth

An increased percentage of students achieving expected growth in reading and numeracy

Target year: 2024

HSC Minimum Standards

By the end of Year 12, an increased percentage of students will have met minimum standards

Initiatives

Data Informed Practices

- The school identifies growth targets for individual students, using internal progress and achievement data. Learning goals are informed by analysis of internal and external student progress and achievement data. PL in data literacy, data analysis and data use in teaching practice for all staff
- The school uses internal as well as external assessments (such as NAPLAN & HSC) to assess student progress and achievement against syllabus outcomes
- Teachers review student assessment data and compare results from external assessments (e.g NAPLAN, HSC) with internal measures to build consistent and comparable judgement of student learning
- Teachers engage in PL that builds skills in analysis, interpretation and use of student progress and achievement data in order to build understanding of effective strategies in teaching literacy and numeracy skills and knowledge

Quality Teaching Practice

In the classroom, teachers promote high expectations of their students when they differentiate instructions, provide individualised feedback and engage in ongoing, meaningful classroom interactions in order to challenge their students and encourage continuous improvement through effective classroom practice

- Embed differentiated high impact teaching strategies to promote the taking of educational risks, problem solving as well as creative and critical thinking
- Foster of culture of hard work and self-motivated learners who challenge themselves and are reflective in their practice.
- Collaboration with parents/caregivers to support student learning and achievement

Success criteria for this strategic direction

Data Informed Practices:

- Data demonstrates that student progress and achievement is greater than students at statistically similar schools on external measures. This is consistent with strong student progress and achievement on internal measures. (*SEF - Student Performance Measures*)
- Collaboratively build the capabilities of all teachers to embed whole school approaches to Literacy and Numeracy. (*SEF - Professional Standards*)
- Progress and achievement of equity groups within the school is equivalent to or greater than the progress and achievement of all students in the school (*SEF - Student Performance Measures*)
- Effective PL to up skill all staff to ensure student growth and attainment using high impact teaching strategies. (*SEF - Learning & Development*)

Quality Teaching

- Teachers are proficient at embedding differentiated teaching strategies to create opportunities to creative and critical thinkers (*SEF - Curriculum*)
- Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve (*SEF - Learning Culture*)

Evaluation plan for this strategic direction

Question: *What has been the impact of using consistent, explicit data-informed teaching practice on student performance?*

Data: *External student performance measures (NAPLAN), internal student performance measures (Literacy and Numeracy Progressions), teaching programs, classroom observations, student work samples, coaching records.*

Strategic Direction 1: Student growth and attainment

Improvement measures

Target year: 2024

Quality Teaching

Percentage of students intellectually engaged in their learning according to TTFM data - Expectations for Success improves

Teachers use effective differentiation strategies to cater for student learning needs

Students participate in high potential extra-curricular activities

Successfully implements High Potential Gifted Education policy by measuring the 7 statements against the SEF at Sustaining and Growing or above

Evaluation plan for this strategic direction

Analysis: Analyse the data to determine the extent to which the purpose has been achieved. Analysis will be embedded within the initiatives through progress and implementation monitoring

Implications: The findings of the analysis will inform future actions, future directions and annual reporting on school progress measures

Strategic Direction 2: Wellbeing and Connected Communities

Purpose

To ensure that our students are known, valued and cared for, we will continue to connect with our community to ensure authentic relationships.

Improvement measures

Target year: 2022

Wellbeing

Increase in the proportion of students attending school > 90% of the time

TTFM Wellbeing data improves to be at or above the lower-bound system negotiated targets

Target year: 2024

Wellbeing

A significant percentage of staff are providing positive recognition to students

Increase in the percentage of students involved in extra-curricular physical health activities

Target year: 2024

Connected Communities:

Increase in the proportion of HSC Non-Atar students participating in the SBAT program in order to successfully transition out of high school

An increased percentage of authentic parent collaborations through regular two-way initiated informal and formal communication

Initiatives

Wellbeing

A planned approach to wellbeing focusing on resilience, positive recognition, physical health and engagement in extra curricular activities.

- Promote and enhance the school's values system.
- Embed practices that result in promoting positive recognition thereby enhancing students' sense of belonging
- The implementation of wellbeing initiatives to increase student attendance by providing a supportive environment
- Strategically developing opportunities for student participation in extra curricular physical health activities to further enhance their wellbeing
- Increase student support while accessing wellbeing centre resources

Connected Communities

Establish sustained effective transition processes to ensure successful educational pathways

- Develop stronger links with the community
- Design and implement seamless programs at key transition points to engage and support students and carers in making informed choices.
- Actively mentor students to ensure they make appropriate educational and career pathway choices.

Success criteria for this strategic direction

Wellbeing

- Implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning (*SEF - Wellbeing*)
- Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk. (*SEF - Learning Culture*)

Connected Communities

- Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. (*SEF - Community Engagement*)
- Collects and analyses information to inform and support students' successful transitions. (*SEF - Learning Cultural*)

Evaluation plan for this strategic direction

Question: *What impact has evidence-based change had on improving wellbeing and connection to community?*

Data: *Internal performance measures (TTFM), focus groups, surveys, Sentral data, attendance and participation data*

Analysis: *Analyse the data to determine the extent to which the purpose has been achieved. Analysis will be embedded within the initiatives through progress and implementation monitoring*

Implications: *The findings of the analysis will inform future actions, future directions and annual reporting on school progress measures*

Strategic Direction 3: Collaborative Practice

Purpose

To build capacity of teachers to utilise high impact strategies and research to further enhance classroom practice. Teachers will continually evaluate their effectiveness and reflectively adapt their practice through quality, targeted professional learning and use of data and evidence based practice to inform teaching.

Improvement measures

Target year: 2024

Classroom practice

An increased number of teachers confidently collaborate on effective classroom practice

An increased number of classrooms are stimulating learning environments, specific to the KLA and promoting school values

Target year: 2024

High Impact Teaching Strategies

An increased percentage of teachers demonstrate exceptional skills in high impact teaching strategies, supported by research

An increased number of teachers across all KLAs trial innovative or evidence based future-focused practices

Initiatives

Classroom Practice

Establish and implement consistent and effective classroom practices across the school

- Teachers collaboratively model and share strategies for stimulating and supportive learning environments and promote student engagement and responsibility for learning.
- Implement the High Impact Professional Learning strategy
- Explicit systems for collaboration, professional learning and feedback are employed to sustain quality teaching practice.

High Impact Teaching Strategies

- Build capacity of teachers to implement high impact strategies
- Innovative practices are supported to target improvement in student learning in Stage 4
- Evidence based, future-focused practices such as enquiry-based learning are embedded across KLAs

Success criteria for this strategic direction

Classroom Practice

- Embedded and explicit systems are implemented, that facilitate professional dialogue, collaboration, classroom management and the modelling of effective practice. *(SEF - Learning & Development)*
- All classrooms are stimulating and supportive learning environments consistent with the school-wide approach. *(SEF - Effective Classroom Practice)*

High Impact teaching Strategies

- Evidence based high impact teaching strategies are utilised to optimise learning progress for all students *(SEF - Effective Classroom Practice)*
- The school trials innovative practices and has processes in place to evaluate, refine and scale success. *(SEF - Learning & Development)*

Evaluation plan for this strategic direction

Question: *What has been the impact of using embedded and explicit systems that facilitate professional dialogue, collaboration and the modelling of effective practice? Do teachers collaborate to evaluate, reflect on and adapt practice?*

Data: *Internal teacher performance measures focus groups surveys, collaborative practice activities, classroom observations, teaching programs*

Analysis: *Analyse the data to determine the extent to which the purpose has been achieved. Analysis will be embedded within the initiatives through progress and implementation monitoring*

Implications: *The findings of the analysis will inform future actions, future directions and annual reporting on school progress measures*