

Strategic Improvement Plan 2021-2024

Bulli High School 8878



School vision and context

School vision statement

Our students are respectful community citizens who value integrity and strive for academic and personal excellence.

Through the provision of challenging curriculum, informed teaching, a holistic wellbeing focus, and a broad range of enriching extra-curricular experiences, our teachers will know, value and care for our students.

Our students grow in their knowledge and understanding of the importance of the land we live on, Dharawal country, to Aboriginal people.

Our students are creative, critical and independent thinkers, confident in their ability to address challenges, and who are equipped to be life-long learners.

School context

Bulli High School, with an enrolment of 974 students, is an outstanding comprehensive high school situated in the Northern Illawarra. Our school population is continuing to grow.

Whilst 9% of students are from a non-English speaking background, 10 students require some level of EAL/D (English as an additional language or dialect) support, and 35 students identify as Aboriginal or Torres Strait Islander.

Bulli High School has a proud tradition of academic, sporting and creative excellence. Bulli High School has strong established relationships with our local community and works closely with our 9 partner schools in the Seacliff Community of Schools.

Our school enjoys a geographical location very close to Bulli Beach which in turn provides unique learning opportunities for our students. Our students are able to access extra-curricular activities which support a holistic approach to learning. We have also fostered strong partnerships with the University of Wollongong (UOW), the Northern Illawarra AECG, businesses and community groups.

The school has a Special Education Unit (Autism) consisting of 4 classes.

Our highly educated and committed staff, including an experienced leadership team, provide a first-class education for all students. The school's staffing entitlement in 2020 was 69 teaching staff and 16 non-teaching staff. The school also employs a Technical Support Officer from school funds. Our staff is very stable with the majority being here for more than five years.

The majority of the school's equity funding will be used to support initiatives developed in the 2021-2024 Strategic Improvement Plan. Some funds will be used to support other activities within the school, and which are not embedded in this plan. The school is committed to continually improving effective classroom practices with staff professional learning being the key to ensuring this. This learning will ensure that both literacy and numeracy levels can be enhanced through improved data collection, analysis and use which underpins our belief in individualised and differentiated learning.

The school will focus on increasing collaboration between teachers within Bulli High School, and with local primary schools and local community groups, in order to improve student engagement in all stages of their learning, and to further develop the effective classroom practices that research shows will lead to enhanced learning outcomes for students. There will also be a focus on staff professional learning around deeper analysis and use of data to develop both individual and group support programs.

Strategic Direction 1: Student growth and attainment

Purpose

Purpose: Our purpose is to ensure student growth and attainment through all stages of learning. We will do this by building strong transitions throughout high school, connecting students to their learning and using data to inform teaching practice.

Improvement measures

Target year: 2022

NAPLAN Bands

- The percentage of students achieving in the top 2 bands to be maintained at the school's 2022 upper bound system-negotiated target in reading
- Lift the percentage of students achieving in the top 2 bands for numeracy by 8% from the baseline data
- The percentage of Aboriginal students achieving in the top 3 bands for NAPLAN reading and numeracy has increased.

HSC

- Increase the percentage of HSC students achieving in the top 2 bands from the baseline data by 7%.
- Increase the percentage of HSC course results in the top 3 bands from the baseline data by 5%.

Target year: 2023

Aboriginal Student Achievement

- Increased number of Aboriginal students attaining the HSC whilst maintaining their cultural identity.

Expected Growth

- The percentage of students achieving expected growth in Reading is maintained as above the system negotiated lower bound.
- The percentage of students achieving expected growth in numeracy increases from the baseline data by 5%

Initiatives

Strong Start, Smooth Transitions

- Build strong foundations to ensure a smooth transition and strong progress for all students from Stage 3 to Stage 6 to ensure for quality teaching, quality learning and meaningful, settled engagement throughout their high school years.
- Connections will be made between different data sets to build a rounded picture of student progress data across years which is analysed to identify wider trends and successful teaching practices to improve student learning.

On Track

- Implement curriculum, literacy and numeracy programs, and extra-curricular and wellbeing programs that support and address the diverse learning needs of students. Teachers will be provided with access to relevant and useful professional learning in the use of data to identify and implement strategies that will result in improved student results.

Success criteria for this strategic direction

- The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence.
- Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.
- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.
- There is school-wide, collective responsibility for student learning and success, which is shared by parents and students.
- Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.
- Most students achieve in the top two bands for NAPLAN reading, writing and numeracy.
- The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data, including attendance.

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction.

This analysis will guide the school's future directions:

- * NAPLAN/Best Start/Check In data
- * Scout - Value added data
- * HSC data analysis
- * Student work samples

Strategic Direction 1: Student growth and attainment

Improvement measures

Target year: 2022

Attendance

- The percentage of students attending for greater than 90% of the time increases from the baseline data by 8%

Evaluation plan for this strategic direction

* Literacy and numeracy data and progressions

* Aboriginal students' PLPs

- Individual learning plans

* Student focus groups

- TTFM data
- Attendance data

The evaluation plan will involve:

* Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.

* Regular professional discussion around the School Excellence Framework elements and themes.

* Executive team, faculty team and teacher team reflective sessions.

* Semester review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

After analysing the data, a determination will be made as to the future of the four year's work "where to next". Bench line data underpins each initiative from the beginning.

Strategic Direction 2: Creating Agile, Adaptive and Collaborative Learning Environments

Purpose

Purpose: Our purpose is to reflect and respond to the ever-changing and complex learning environment. We will do this by utilising flexible, effective and informed teaching and learning practices, in an environment of collaboration, to achieve optimal outcomes for all.

Improvement measures

Target year: 2024

Innovative teaching practices are established and evident across all curriculum areas and by all teachers, and which is accompanied by access to highly effective technology which supports a changing curriculum.

SEF: Learning and Development (Focus Theme: Expertise & Innovation) is Excelling

Target year: 2024

The needs of High Potential and Gifted students. are being met by all teachers who are able to identify students, and implement strategies and processes which promotes learning excellence and responsiveness in meeting the needs of all students.. All teachers are working together in collaboration to meet the individual learning and wellbeing needs of all students.

SEF: Learning and Development (Focus Theme: Collaborative practice and feedback) is Excelling

Initiatives

Innovative and Flexible Learning

To initiate flexible, future-focused and innovative teaching practices for a growing and diverse school, by enabling students to be confident and creative critical thinkers in a changing education landscape.

Productive Learning Partnerships

To facilitate and continue to build on strong teacher collaboration and subsequent decision making which strengthens cross-curricula links, changing curriculum and policies, the ability of teachers to meet the individual learning needs of students.

Success criteria for this strategic direction

- A whole-school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities.
- Teachers employ evidence-based effective teaching strategies. A whole school PDP goal of identifying, scrutinising and using relevant data resulting in teachers making better informed assessments.
- Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve and achieve their potential regardless of their background or circumstance. Student feedback is elicited by teachers and informs their teaching. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated.
- The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, schoolwide improvement in teaching practice and student results.
- The leadership team demonstrates and models the evaluation and use of data, and establishes a professional learning community which is focused on continuous improvement of teaching and learning.
- Technology that supports learning is available and expertly integrated into lessons by teachers.
- The school has a high performing teaching staff as measured against the Australian Professional Standards, whose capacities are continually built to ensure every student experiences high quality teaching.
- The leadership team has participated in capacity development programs and implements principles of evaluative thinking, continually monitors the impact of programs and approaches used by all teachers, and improves practice as required.

Strategic Direction 2: Creating Agile, Adaptive and Collaborative Learning Environments

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction.

This analysis will guide the school's future directions:

- * Sentral Leavers data
 - Exit surveys
- * Scout - Value added data
- * HSC data analysis
- * Student work samples showing teacher feedback
- * Student PLPs
- * Student focus groups
 - TTFM data
 - Teacher PDPs

The evaluation plan will involve:

- * Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- * Regular professional discussion around the School Excellence Framework elements and themes.
- * Executive team, faculty team and teacher team reflective sessions.
- * Semester review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

After analysing the data a determination will be made as

Strategic Direction 2: Creating Agile, Adaptive and Collaborative Learning Environments

Evaluation plan for this strategic direction

to the future of the four year's work "where to next".

Strategic Direction 3: Student Voice, Advocacy and Agency

Purpose

Purpose: Our purpose is to educate students to understand their responsibilities as global citizens who are equipped with the skills to effect positive change. We will do this by developing student voice and leadership, and an appreciation of individual and group responsibility.

Improvement measures

Target year: 2022

The proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at school has increased and is sitting at State average.. Students are known, valued and cared for.

Target year: 2024

Systems are in place which promote active engagement by students in their learning, their demonstrated leadership resulting in confident and creative citizens of Bulli HS.

Initiatives

Student Voice and Advocacy

Students develop a sense of self-worth and personal identity and resilience, and are equipped to apply strategies which enable them to meet challenges, embrace opportunities and make informed decisions about their own lives and accept responsibility for their own actions. Students know that they are known, valued and cared for at BHS.

Enhance Student Agency and Responsibility

To develop and establish strategies that foster a greater sense of personal responsibility for becoming active and informed members of the community.

Success criteria for this strategic direction

- The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.
- The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfill their potential.
- Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.
- The focus is on students In our schools, every child is known, valued and cared for.
- School systems provide opportunities for students to actively engage in their learning, to have a strong sense of belonging and connection to their school, with students knowing they are listened to.
- Our school is committed to nurture, guide, inspire and challenge students - to find the joy in learning, to build their skills and understanding, and to make sense of their world. Our students become increasingly self-motivated learners - confident and creative individuals, with the personal resources for future success and wellbeing.

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction.

- TTFM indicators;
- Year 12 exit survey;
- Completed Citizenship Portfolio forms
- Number of students applying for leadership positions
- Student focus groups

Strategic Direction 3: Student Voice, Advocacy and Agency

Evaluation plan for this strategic direction

- Sentral Data

The evaluation plan will involve:

- * Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- * Regular professional discussion around the School Excellence Framework elements and themes.
- * Executive team, faculty team and teacher team reflective sessions.
- * Semester review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

After analysing the data a determination will be made as to the future of the four year's work "where to next".