

# Strategic Improvement Plan 2022-2026

## Bulli High School 8878



# School vision and context

## School vision statement

At Bulli High School, we value respect, responsibility and integrity, and strive for academic and personal excellence.

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

Our teachers know, value and care for our students through the provision of an engaging curriculum, informed teaching, a holistic wellbeing focus, and a broad range of enriching extra-curricular experiences.

Together, we grow in our knowledge and understanding of the significance of the land we live on, Dharawal Country.

*We would like to acknowledge country and the traditional custodians of this land who are the Wodi Wodi people of the Five Islands Dreaming, Dharawal Country and the Yuin nation. We would like to acknowledge the country on which we meet and gather, near Sandon Point, the declared Aboriginal land rich in Aboriginal history and culture. We thank the ancestors and Elders for passing down their knowledge of country and traditions which is the reason that Aboriginal culture thrives today. At Bulli High School, it is our responsibility to preserve and respect the integrity of this significant site for future generations.*

## School context

Bulli High School is a comprehensive coeducational high school in the Northern Illawarra, situated on Dharawal Country between the escarpment and the ocean, adjacent to Bulli Beach. Our geographical location provides unique learning opportunities for our students who have a deep respect for the traditional custodians of the land they live and learn on. Our current enrolment of 1092 students consists of 54% male and 46% female students with a growing school population. 45 students identify as Aboriginal or Torres Strait Islander and 115 students have a language background other than English. The school features a Support Unit which has 4 classes for students on the Autism spectrum.

The school's permanent staffing entitlement is 76 teaching staff and 18 non-teaching staff. The school employs some additional staff from school funds to provide a range of learning, wellbeing and operational supports including a Learning and Support Teacher, Technical Support Officer and Site Manager. The school executive is comprised of 2 deputy principals and 11 head teachers, including dedicated positions for wellbeing and staff professional development. The majority of staff have been at Bulli High School for more than five years with over 20 years teaching experience.

Bulli High School has a proud tradition of academic, creative, sporting and leadership excellence. Students study subjects from a broad curriculum which includes enrichment classes in both the Arts and STEM, extension opportunities and vocational courses. Our students are able to access extra-curricular activities which support a holistic approach to learning as they are encouraged to reach their full potential and become community minded citizens, in a spirit of respect, responsibility, and integrity.

The school has strong established relationships with our 9 primary feeder schools in the Seacliff Community of Schools, spanning a distance of 25 kilometres north of the school along the coastline, supporting student learning from Kindergarten to Year 12. We have fostered robust partnerships with the University of Wollongong, the Northern Illawarra AECG, and local community groups. The school values parent support, including an active Parents & Citizen's Association, working in collaboration to provide the best learning environment and opportunities for students both within and beyond the classroom.

A thorough self-assessment process utilising the School Excellence Framework was Externally Validated in November 2021. This, along with an updated situational analysis in 2022 involving consultation with students, teachers and our community, has highlighted our future directions of engagement, expertise and empowerment. The majority of the school's equity funding will be used to support the initiatives developed in the 2022-2026 Strategic Improvement Plan. The school is committed to continually improving effective classroom practices through staff collaboration and professional learning as research shows this will lead to enhanced learning outcomes for all.

# Strategic Direction 1: Student growth and attainment

## Purpose

### STUDENT ENGAGEMENT

To ensure student growth and attainment through all stages of learning. We will do this by using data to inform teaching practice which will engage, enrich and support students learning experiences.

## Improvement measures

### Reading growth

Achieve by year: 2023

All students are able to demonstrate growth and achievement in reading comprehension over the year using data from the Renaissance Reading program.

### Numeracy growth

Achieve by year: 2023

An increase in check-in assessment mean scaled score in year 7 and year 9 for 2023 compared with year 7 and year 9 in 2022.

### HSC achievement - top 2 bands

Achieve by year: 2023

A 6.4% uplift of HSC course results in the top 2 bands.

### Attendance (>90%)

Achieve by year: 2023

A 9.4% uplift in the proportion of students attending school greater than 90% of the time.

## Initiatives

### DATA-DRIVEN PRACTICES

Connect different data sets to build a well-rounded picture of student progress across years which is analysed to identify wider trends and successful teaching practices to improve student learning.

This will involve:

- Engagement with data to identify student needs
- Engagement with data for improved student outcomes
- Engagement through a range of qualitative and quantitative data measures to inform and drive improvement in whole-school practices.

This will be achieved with a focus on:

- Strong Support and Personalised Learning - Literacy and Numeracy Skills
- Making Every Day Count - Attendance Matters

## Success criteria for this strategic direction

The school culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community. (Learning culture)

There is an integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the needs of all students. (Curriculum)

Students consistently perform at high levels on external and internal school performance measures and equity gaps are closing. (Student performance measures)

Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions. (Data skills and use)

## Evaluation plan for this strategic direction

**Question:** To what extent has the school achieved its purpose of improving attendance as well as increasing student growth and attainment in literacy and numeracy? How have teachers used data to inform teaching practice to lift and support students learning experiences?

**Data:** The school will use the following data sources to regularly assess the effectiveness of the initiatives: NAPLAN, Renaissance Reading program, HSC, attendance, Sentral, IEP's, work samples, Markbook, assessment tasks, student surveys, student reports.

**Analysis:** Analysis will be embedded within each activity through progress and implementation monitoring each term. Annually, the school will review progress towards the improvement measures.

**Implications:** The analysis will inform future actions. Annual reporting on school progress measures will be published each year.

## Strategic Direction 2: Teachers as leaders of learning and teaching

### Purpose

#### TEACHER EXPERTISE

To reflect and respond to the ever-changing and complex learning environment. We will do this by utilising flexible, innovative and expert teaching and learning practices, in an environment of engaging collaboration, to achieve optimal outcomes for all.

### Improvement measures

#### Learning and Leading Collaboratively

Achieve by year: 2026

All teaching staff are engaged in professional learning through a variety of approaches and strategies to share teaching expertise and knowledge and can effectively apply this in classroom practice. Professional learning is considered as important collective work of all teachers, with deep collaboration enabling authentic peer review and feedback.

#### Quality Assessments For, Of, and As Learning

Achieve by year: 2026

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. The school has processes in place to support teachers' consistent, evidence-based judgement and moderation of assessments.

### Initiatives

#### EVALUATIVE THINKING PROCESSES

Facilitate strong teacher collaboration and subsequent decision making which strengthens cross-curricula links, changing curriculum and policies, and the ability of teachers to prepare students for life beyond school.

This will involve:

- Engagement with evaluative thinking to improve teaching programs and assessments
- Engagement in evaluative thinking for improved teacher collaboration
- Engagement through evaluative thinking tools to enhance whole-school practices

This will be achieved with a focus on:

- Learning and Leading Collaboratively
- Quality Assessments For, Of, and As Learning.

### Success criteria for this strategic direction

Professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice. (Learning and development)

All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies. (Effective classroom practice)

Consistent school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum. Formative assessment is integrated into teaching practice in every classroom, confirming that students learn what is taught. (Assessment)

### Evaluation plan for this strategic direction

**Question:** To what extent has the school utilised evaluative thinking processes to enable flexible, innovative and expert teaching and learning practices, in an environment of collaboration, to respond to the ever-changing and complex learning environment?

**Data:** The school will use the following data sources to regularly assess the effectiveness of the initiatives in achieving the purpose and improvement measures of teachers as leaders of learning and teaching: meeting agendas, technology usage, PDPs, observation feedback, faculty evaluations, teacher surveys, Sentral, work samples, Markbook, assessment tasks, student surveys, student reports, BYOD data.

**Analysis:** Analysis will be embedded within each activity through progress and implementation monitoring each term. Annually, the school will review progress towards the improvement measures.

**Implications:** The analysis will inform future actions. Annual reporting on school progress measures will be published each year.

# Strategic Direction 3: Empowered school community and partnerships

## Purpose

### COMMUNITY EMPOWERMENT

To engage students as global citizens who are equipped with the skills to effect positive change. We will do this by recognising student achievement, developing student voice and leadership, and connecting with our community.

## Improvement measures

### Aboriginal student HSC attainment

Achieve by year: 2023

Increase in the proportion of Aboriginal students attaining the HSC whilst maintaining their cultural identity.

### Learning Across the Curriculum, With and From the Wider School Community

Achieve by year: 2026

Collaborative partnerships are built with students, staff, families, communities and other organisations to support and develop students and school communities. Resources are used to best meet individual and collective student need.

### High Challenge and Enriching Opportunities

Achieve by year: 2026

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. 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.

### Student Voice, Advocacy and Agency

Achieve by year: 2026

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.

## Initiatives

### EVIDENCE-INFORMED SYSTEMS

Foster respectful, authentic cultural connections with our local Aboriginal and wider community to promote students' sense of self-worth, identity and resilience, enabling them to meet challenges and embrace opportunities as active and informed citizens.

This will involve:

- Engagement with evidence to initiate, sustain and grow strong relationships with the school and community
- Engagement in evidence-informed practices for improved student, staff and community collaboration and partnerships
- Engagement through evidence-informed research and practices to build connections between enriching school-based experiences and the real world.

This will be achieved with a focus on:

- Learning Across the Curriculum, With and From the Wider School Community
- High Challenge and Enriching Opportunities
- Student Voice, Advocacy and Agency.

## Success criteria for this strategic direction

The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points. (Learning Culture)

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. (Curriculum)

There is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn. (Wellbeing)

## Evaluation plan for this strategic direction

**Question:** To what extent has the school utilised evidence-informed systems to engage students as global citizens by recognising student achievement, developing student voice and leadership, and connecting with our community?

**Data:** The school will use the following data sources to regularly assess the effectiveness of the initiatives in achieving the purpose of empowered school community and partnerships: Sentral positive and negative data, Wellbeing Hub usage, SCOUT data, recognition letter data, student reports, TTFM student surveys, TTFM parent surveys, parent seminar attendance.

**Analysis:** Analysis will be embedded within each activity through progress and implementation monitoring each term. Annually, the school will review progress towards the improvement measures.

**Implications:** The findings of the analysis will inform future actions. Annual reporting on school progress measures will be published in the annual report and on the school website at the end of Term 1 each year.