

Strategic Improvement Plan 2024-2027

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 the 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). The current enrolment is 811 students, including 11% Aboriginal students. A Special Education faculty comprises multi-categorical, emotional disturbance, Autism, 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.

The school's most recent situational analysis and 2023 External Validation identified three key areas for improvement. Our approach involves the evaluation of effective classroom practice, curriculum and data skills and use, to focus professional learning and consistent improvement to ensure students are at the centre of our activities. These drive our strategic directions of **Student growth and attainment**, **Engagement**, and **Leadership**.

The school will continue to implement "What Works Best" from within our learning community to empower staff to evaluate teaching and learning, improve teacher performance and collaboration and foster professional dialogue. Data is at the centre of our school analysis, informing ongoing evaluation of student growth to triangulate performance and inform individualised learning.

Strategic Direction 1: Student growth and attainment

Purpose

Students, staff and the school will improve every year. This will enable 100% of students to pursue reach their potential.

Improvement measures

Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2024

An increase in Check-in Assessment mean scaled score for reading in Year 7 (407.3%) and 9 (436.2%) for 2024 compared with Year 7 and 9 in 2023.

Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2024

An increase in Check-in Assessment mean scaled score for numeracy in Year 7 (401.4%) and 9 (424.4%) for 2024 compared with Year 7 and 9 in 2022.

Initiatives

Effective Classroom Practice

Literacy and Numeracy

Data analysis by the Literacy Team is used to guide professional learning that impacts classroom teaching strategies to provide all teachers with evidence-based targeted literacy intervention in all lessons to improve reading.

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

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

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 regularly 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.

Evaluation plan for this strategic direction

Question: What evidence has been collected to measure student progress in achieving improved, reading and numeracy outcomes?

Data: We will analyse data sources:

- External assessment, Best Start Yr 7, Check-in Assessments
- Internal assessment, data walls, student mapping
- Lesson observations
- Teaching and learning program reviews/adjustments
- IEPs
- Staff, faculty and executive meeting minutes and agendas
- marking rubrics, criteria and work samples

Analysis:

Analysis of the data sources will determine the extent to which the purpose has been achieved through Learning and Support Team meetings and Literacy and Numeracy meetings.

Implications: Evidence and evaluation will inform future

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

adjustments.

Strategic Direction 2: Engagement

Purpose

Student-centred decision-making, evidence-informed practice and a positive school culture inform a collective approach to well-being, teaching and learning and student engagement.

Improvement measures

Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

Achieve an increase of 1.5% in the attendance rate, from 77.8% in 2023 to 79.3% in 2027

Pathways

There is a focus on positive transitions into meaningful post school pathways.

Achieve by year: 2027

Increase the proportion of students entering university training or work

Initiatives

Learn, grow, belong

Attendance

- Staff procedures and administrative practices are reviewed
 - Identify effective communication (letters, PIP program) to raise awareness of the importance of regular school attendance
 - Develop a case-managed approach to support families towards improved attendance proactively. This will involve analysis of data to target families in need of wrap around support - HSLO and LWA working with the Attendance Team and Year Advisors on a fortnightly basis
 - Develop attendance procedures for all staff to ensure consistency and provide professional learning
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Success criteria for this strategic direction

- Systematic processes support students, staff and the community to ensure absences do not impact learning outcomes.
- There is a whole school well-being focus with a personalized attendance focus.
- Students can access staff members for guidance and support
- A planned approach to learning and well-being exists shared between school and community.

Evaluation plan for this strategic direction

Question: How does the school demonstrate a culture of student engagement and success?

Data:

- Assessment completion rates
- TTFM survey
- attendance app in Scout
- Students entering desired post-school destinations
- Processes for attendance and engagement

Analysis:

Analysis of the data sources will determine the extent to which the purpose has been achieved through processes for attendance and engagement.

Implications: Evidence and evaluation will inform future adjustments.

Strategic Direction 3: Leadership

Purpose

Instructional leadership directs 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.

Initiatives

Collaborative Practice

An instructional leadership model is embedded within school practice to facilitate and develop continuous improvement. Staff undertake student-centred, teacher-identified professional learning of explicit teaching incorporating Clarity, Learning Intentions, Success Criteria, and then I do We do You do model.

Authentic community of school partnerships are developed, valued and promoted as a direction for collaboration and professional learning to promote school improvement and student growth.

Success criteria for this strategic direction

- A distributed leadership model exists that supports collaboration and aspiration.
- The school focuses on a high-performance culture that fosters strong relational trust and ongoing feedback.
- Potential leaders are identified, developed and supported.
- A strong culture of inclusion that mirrors our diversity and wider community links.

Evaluation plan for this strategic direction

Question: What has been the impact of Instructional Leadership and collaborative practice?

Data: We will use a combination of data and evidence:

- SEF SaS
- Lesson observation feedback
- Professional learning evaluation
- Minutes from PLC, staff and faculty meetings

Analysis: Staff will conduct ongoing analyses throughout each term, guided by the executive during faculty meetings, to collect evidence. of impact.

Implications: This will inform future directions and adjustments to professional learning, school development and improvement, initiatives and activities