



Broken Hill High School 8105





School vision statement

Broken Hill High School aims to assist in the development of well-balanced students who are capable of higher order thinking and flexible enough to meet the challenges of the future.

After consultation with the Parents and Citizens Association and the Student Representative Council plus extensive consultation with staff members, the following vision statement was developed.

Broken Hill High School is:

A caring inclusive school where students are supported to reach their potential in a changing world.

School context

Broken Hill High School is a comprehensive high school of 660 students (18% Aboriginal). Our school proudly includes IO / IS and multi-categorical support classes. There are very strong ties within both Broken Hill and the school community. These ties are evident through the actions of our P&C who make regular contributions to the school, our close relationship with the "Golden Oldies" ex students association, the support for existing programs that are targeting Aboriginal students, our SRC involvement in assisting numerous charities and community organizations, the support of local employers for excursions and student trips as well as work placements for our VET students.

Broken Hill High School has a reputation for academic excellence. Students leaving our school in Year 12 are succeeding in gaining university entrance, employment, traineeships, exploring TAFE options and other training opportunities. We expect students to achieve to the best of their ability or beyond. We have established welfare support mechanisms and teaching and learning experiences of a high quality to maximise student outcomes.

The school works strongly to overcome the issues raised by our isolated position. We utilise strategies that maximise student opportunities for success. Our strategies in many areas will be strengthened through the expenditure of Equity funding over the next 3 years.

An important issue that is currently affecting our future direction is the reducing student population in Broken Hill. This is impacting on school structure and curriculum. To combat this we have established the RASP initiative with Willyama High School sharing senior classes and utilising innovative technologies with a mix of face to face teaching. Faculties and the school will focus on quality teaching and learning initiatives and the priorities in this plan while keeping an eye on the long term learning needs of students who live in an isolated rural setting.

School planning process

This plan was developed by staff, students and parents and it is endorsed for implementation by the Parents and Citizens Association. Consultation has taken place through staff meetings, P&C meetings and SRC meetings. Consultation has also taken place with the Broken Hill Aboriginal Education Consultative Group. Two members of the group are members of the school Aboriginal Education Committee. Classroom observations, questionnaires and surveys will be ongoing as part of the consultation process.

As a result of this consultation, three strategic directions were identified:

- 1) Student Learning
- 2) School Community and World Connection
- 3) Building Leadership Capacity

The implementation of the school plan will be monitored by the school evaluation committee, which will have parent, staff and student representation. The school's executive staff will have direct responsibility and accountability for the implementation, monitoring and evaluation of the plan.

Our school plan is a working document that will evolve as circumstances change to meet the needs of students.



Purpose:

Students engage with the educational process and identify and value the purpose of their learning. Students will be effective communicators able to enact deep thinking skills, innovation and creativity.

Purpose:

To engender a school community that operates in a collaborative and sustainable manner that embeds a system of values, a wider world perspective, a culture of learning and success.

Purpose:

To build and maintain quality leadership in students and staff, enhancing whole school processes to optimise student learning outcomes.

Strategic Direction 1: Student Learning

Purpose

Students engage with the educational process and identify and value the purpose of their learning. Students will be effective communicators able to enact deep thinking skills, innovation and creativity

Improvement Measures

- ❖ Achieve at least a 5% improvement in mean grades A-D and at least a 5% mean improvement in HSC bands 4 5 and 6.
- ❖ All students progress at least ONE cluster of the Literacy Continuum each year towards at least age appropriate levels.
- ❖ A 10% reduction in “N” award notifications on assessment tasks

People

[How do we develop the capabilities of our people to bring about transformation?](#)

Students:

Will engage in activities to develop learning and responding skills.
Will accept responsibility for improving and monitoring their literacy continuum status.
Show diligence and sustained effort to meet assessment requirements.

Staff:

Participate in workshops led by mentors to develop staff capabilities in teaching student Higher Order Thinking Skills.
Gain a sound knowledge of the Literacy Continuum to inform classroom practice.
Engage in professional learning that ensures a consistent collaborative approach to realising the literacy continuum strategies.

Parents:

Families will engage with their children’s learning with new and innovative programs that continue to build the expectations of parents.
Parents will be active participants in monitoring and influencing student literacy development.

Processes

[How do we do it and how will we know?](#)

In-service and mentor staff on the ALARM program and the Literacy Continuum.
Establish centralised mapping of student Grades, Literacy Continuum progress and “N” award status, which is routinely accessed by staff.
Implement whole school lesson models to progress students through the Literacy Continuum Clusters. Staff trained to upload student information to the student portal.
Students routinely access grades, Literacy Continuum progress and “N” award status.
The school literacy committee, through KLA representatives, disseminate information and train staff in utilising the Literacy Continuum in programing and classroom practice. This will be enabled through a train the trainer model.

Evaluation Plan

Monitoring grade distribution through school reporting, band representation in HSC, student progress through the Literacy Continuum and percentage reduction in N Award notifications.

Products and Practices

[What is achieved and how do we measure?](#)

Achieve at least a 5% improvement in mean grades A-D and at least a 5% mean improvement in HSC bands 4 5 and 6.

All students progress at least ONE cluster of the Literacy Continuum each year towards at least age appropriate levels.

A 10% reduction in N award notifications on assessment tasks.

[What are the newly embedded Practices?](#)

The school has aligned staff processes and school systems. This will include:

Staff utilising their knowledge of ALARM program strategies in program design and classroom practice.

Staff embedding knowledge of the Literacy Continuum into programing and classroom practice.

Staff monitoring data and effectively map student progress through the Literacy Continuum.

Staff accessing a centralised mapping of N awards to drive Quality Teaching. Students staying informed of N award status and Literacy Continuum progress.

Strategic Direction 2: School Community and World Connection

Purpose

To engender a school community that operates in a collaborative and sustainable manner that embeds a system of values, a wider world perspective, a culture of learning and success.

Improvement Measures

- ❖ 5% reduction in negative wellbeing entries
- ❖ 5% improvement in retention
- ❖ 3% increase in ATSI student attendance

People

[How do we develop the capabilities of our people to bring about transformation?](#)

Students:
Know and understand the schools core values.

Parents:
Support the schools core values

Staff:
Demonstrate a consistent approach to reinforcing values and using the common language of Positive Behaviour for Learning (PBL).

Students:
Value and are willing to participate in targeted alternative programs.

Parents:
Encourage participation in targeted alternative programs

Staff:
Identify and cater for students involved in alternative programs

Students:
Value aboriginal culture.

Parents
Enthusiastically engage in the school community

Staff:
Use cultural protocols when engaging the aboriginal community
Staff participate in Aboriginal Cultural Education in partnership with the Aboriginal Community.

Processes

[How do we do it and how will we know?](#)

New staff induction into PBL
Regular meetings of the PBL committee
Students are taught explicit behaviour on a regular basis
Receive regular updates on PBL

Engaging the broader community in targeted welfare programs.
Develop and promote relationships with local businesses and training partners.
Identify disengaged students who will benefit from alternative programs

Develop working relationships with the AECG, the Aboriginal community working party and other relevant groups.
Monitor the implementation of the Aboriginal Education and Training Policy.
Develop strategies to engage Aboriginal Torres Strait Island (ATSI) parents in the school community.
Use a variety of strategies to engage ATSI students in all aspects of school life.

Evaluation Plan

Monitoring of negative wellbeing entries, improvement in retention including successful post school options and attendance data.

Products and Practices

[What is achieved and how do we measure?](#)

- 5% reduction in negative wellbeing entries
- 5% improvement in retention to Year 12
Retention to Year 12 matches or exceeds the State.
- 3% increase in ATSI student attendance.

What are the newly embedded Practices?

Students and staff are consistent in their understanding and application of the school core values.

As a result of alternative programs, together with community support, engagement for all students is improved and more students stay at school longer.

With community support, more ATSI students are striving for learning and success.

Strategic Direction 3: Building Leadership Capacity

Purpose

To build and maintain quality leadership in students and staff, enhancing whole school processes to optimise student learning outcomes.

Improvement Measures

- ❖ Effective school polices embedded through school community, staff and student collaboration.
- ❖ Greater than 20% classroom teachers participate in whole school programs, initiatives and leadership roles.
- ❖ Greater than 5% of students actively involved in school processes and leadership opportunities, including ATSI and support units.

People

[How do we develop the capabilities of our people to bring about transformation?](#)

Staff:

Demonstrate a consistent approach towards the implementation of school policies.

Students:

Know, understand and follow school policies.

Parents:

Support the implementation of updated policies.

Staff:

Value leadership opportunities in whole school programs.

Value and display confidence in leadership.

Understand the positive impact that good leadership can have on student learning.

Parents and Students:

Value and understand decisions made by school leaders.

Staff and Parents:

Promote, support and praise student leaders within the school.

Students:

Value leadership opportunities in whole school programs.

Value and display confidence in leadership.

Understand the positive impact that good leadership can have on student learning.

Processes

[How do we do it and how will we know?](#)

Establish teams of staff, students and parents to collaboratively work regularly in review of identified policies.

Communication of updated policies to staff, students and parents through a variety of mediums.

Encourage and support aspiring staff leaders to be actively involved in whole school leadership roles and programs.

A structure of mentoring to build leadership capacity is in place and aspiring leaders are identified and enrolled in leadership courses eg: Learning to Lead.

Develop strategies to consistently encourage students to engage in leadership opportunities.

Develop shared leadership opportunities with our feeder schools.

Initiate systems to monitor student leadership opportunities and participation.

[Evaluation Plan](#)

Monitoring of implementation of school policies.

Effectiveness of leadership programs and initiatives.

Products and Practices

[What is achieved and how do we measure?](#)

Effective school polices embedded through school community, staff and student collaboration.

Greater than 20% classroom teachers engaged in an active role in whole school programs, initiatives and leadership.

Greater than 5% increase in numbers of students per annum actively involved in school leadership opportunities.

[What are the newly embedded Practices?](#)

School policies reflect DEC priorities and school needs that are successfully implemented into everyday practice.

Teachers are seeking out and actively involved in whole school policies and leadership opportunities. Staff are dynamically seeking, relieving and/or fulfilling leadership positions.

Students have pride in leadership positions leading to collaborative decision-making on whole school processes and policies.

Systems in place to monitor student leadership opportunities and participation. Leadership opportunities continue to grow with the feeder schools