

School plan 2018-2020

Broken Hill High School 8105



School background 2018–2020

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 643 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 organisations, 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. 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. Quality Teaching
2. Leadership Development
3. Raising expectations and improving student learning

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.

School strategic directions 2018–2020



Purpose:

To collectively implement evidence based best practice teaching and learning strategies that reflect and promote continual growth and professional development in teaching.

Purpose:

Develop a culture where leadership and fostering leadership development is encouraged to improve the capacity of our future leaders and students to enhance whole school processes and aspire towards excellence.

Purpose:

Learning is central to all that we do. It is essential that the school maintain quality learning environments that are engaging and has relevance to students. Key to this is the development of a culture of learning, based on academic excellence and high expectations

Strategic Direction 1: Quality Teaching and Learning

Purpose

To collectively implement evidence based best practice teaching and learning strategies that reflect and promote continual growth and professional development in teaching.

Improvement Measures

All PDPs aligned with Australian Professional Standards for Teachers.

100% of teacher PDPs have a goal aligned with a school strategic direction.

Improved NAPLAN growth data.

Increase percentage of staff involved on Quality Teaching Rounds.

Increased staff delivery of feedback on Professional Learning.

People

Students

Students will provide Feedback to teachers on class activities.

Staff

Teacher Professional Learning will be designed to support ongoing development of professional practice and targeted school priorities.

Teachers will support and develop collaboration.

Leaders

Will work together to develop instructional leadership to enhance teacher development.

Will develop sustainable practices that promote data use to guide learning.

Processes

Blended peer coaching (peer observation strategies) and instructional rounds to receive and deliver constructive feedback.

Streamlined Accreditation processes that are overseen by HT QTL with HTs learning the process.

Improve teacher data analysis and use to improve teaching & inform learning. Data sources include RAP & SCOUT (NAPLAN, HSC)

School leaders develop and implement supervision practices.

Professional Learning on Learning Intentions and Success Criteria.

Evaluation Plan

Tell Them From Me Surveys.

NAPLAN growth data Evaluation of Programs / S&S at key milestone points.

Anonymous QTR observation data used to direct future professional learning.

Teachers use of Self-reflection tool to be encouraged.

Practices and Products

Practices

Improved student and teacher feedback formal & informal.

Better use of data analysis to plan student learning goal.

All staff using Learning Intentions, Success Criteria, quality feedback to enhance explicit teaching.

School reports provide feedback for improvement.

Products

Teachers use the analysis of data to identify where student performance could be improved and adjust teaching and assessment to target these areas.

Teachers are regularly involved with collaboration.

Teachers use regular reflection to develop deeper insights into own teaching.

Leaders and teachers incorporate peer coaching.

Student learning goals, achievement and improvement measures are clearly articulated to parents through academic reports.

Strategic Direction 2: Leadership Development

Purpose

Develop a culture where leadership and fostering leadership development is encouraged to improve the capacity of our future leaders and students to enhance whole school processes and aspire towards excellence.

Improvement Measures

Effective school policies that are reviewed and embedded through collaboration.

Increased opportunity for staff to be involved in leadership development and opportunities.

All PDPs are applied and developed and include leadership development.

Mentoring / coaching practices that lead to Head Teachers running and conducting accreditation processes.

People

Students

Will be involved in policy consultation.

Will be involved in peer reading programs to develop their own and others reading and literacy skills.

Staff

Will be engaged in leadership opportunities and undertake professional learning to develop leadership skills.

Will actively seek higher accreditation at HAT and Lead.

Will have the opportunity to shadow people in leadership positions.

Staff will run in school Professional Learning sessions after returning for Professional Learning.

Leaders

Will develop new leaders and grow leadership potential.

Will be actively involved in role statement development

Will establish leadership opportunities.

Will promote the school vision and direction.

Processes

School leaders identify leading learners, recognising and sharing outstanding teaching practice and offer collegial peer coaching and thereby facilitating career pathways for staff seeking higher accreditation.

Development of Specific Policy teams to oversee policy development and review.

All staff participate in school focus area teams.

Further development of Head Teachers through DP mentoring and growth coaching practices embedded in the Leadership Team.

Evaluation Plan

Negotiated professional learning plans are reviewed and renegotiated through the performance development process.

Staff observation and report.

A-Z Policy tool.

Practices and Products

Practices

Embedded school policies and established practices and processes for reviewing policies.

Structured mentoring and coaching processes at all levels of career stages.

Continued involvement and development of student leadership through Peer Support, SRC, House Captains & Prefects.

Higher duties for a day opportunities (Shadowing).

Identify & develop staff allowing for greater numbers to engage in leadership opportunities.

Products

Supervision of accreditation by Head Teacher.

Mentoring and coaching at specific times in the year or as needed.

Improved systematic supervisory practices.

Opportunities for peer coaching at all levels and career stages.

Consistent promotion of staff and student leadership opportunities.

Systematic policy review practices.

Strategic Direction 3: Raising expectations and improving student learning

Purpose

Learning is central to all that we do. It is essential that the school maintain quality learning environments that are engaging and has relevance to students. Key to this is the development of a culture of learning, based on academic excellence and high expectations

Improvement Measures

Wellbeing entries decrease by 4% each year

Reduced N awards by 3% each year

Increase the percentage of students achieving expected growth in NAPLAN

Increase the % of students achieving band 4, 5 & 6 in HSC.

Increase in achievement in HSC extended response writing questions in comparison to previous achievement.

People

Students

Students will develop the capabilities to be independent, active and focused learners who take responsibility for their learning.

Staff

Teachers will develop engaging quality learning experiences for students and *engage* in planned professional learning to further enhance their skills to meet the learning needs of all students.

Parents/Carers

Will be empowered to support their children with their learning and encouraged to take on a more active role in their child's education.

Leaders

School leaders will promote a positive learning environment.

Processes

Implement targeted Literacy and Numeracy Programs, on a whole school basis and on a student / class targeted basis through initiatives such as ALARM, TEEEL(TEEEEC), Spellit, Mathletics, Multilit and Numeracy Ninja and ensure they are embedded into programs and explicitly taught.

Mapping students against literacy and numeracy progressions and development of student growth targets.

Senior students are fully engaged in homework and study in library (snr study) during non-timetabled periods.

Development of proposed Wellbeing Hub that provides students with a link to support services.

Evaluation Plan

NAPLAN data will be analysed each year to track improvements and growth in literacy and numeracy.

Use of pre and post literacy & numeracy program Gap Data.

HSC data including item analysis for question by question break down.

Practices and Products

Practices

Improved student engagement through use of QTF.

Improved literacy & numeracy growth.

Increasing retention.

Providing appropriate subject selection mentoring for students moving to Stage 6.

Improved HSC results.

Increasing effective learning time.

Development of a student Wellbeing Hub.

Products

Targeted teaching of spelling through Spellit and in class spelling focus.

Targeted teaching of writing strategies such as TEEEC and ALARM (embedded in Teaching Programs).

Subject selection mentoring meetings.

Continued implementation and review of Wellbeing Programs such as PBL, Berry Street and PERMA.