

School plan 2018-2020

Denison College of Secondary Education, Bathurst High Campus 8103



School background 2018–2020

School vision statement

A united and collaborative community providing skills and opportunities for the future.

School context

Bathurst High Campus, Denison College of Secondary Education, is a comprehensive high school, Years 7 to 12. It has an enrolment of 1180 and is inclusive of 9% Aboriginal students, 6% NESB and a large support unit. Along with its college partner school Kelso High Campus, an innovative structure offers cross campus senior curriculum and enhanced learning opportunities for students in all years. The outstanding success of the college is attributed to a strong, collaborative culture of shared leadership, vision and understanding. Bathurst High is steeped in a rich and proud history and is highly engaged in and committed to the strong partnerships forged with the school and wider communities. Bathurst High Campus is focused on a culture of learning that caters for individual student excellence and wellbeing so that all students become good citizens and leaders. The school has a relentless focus on building teacher capacity through extensive, planned professional learning and increasing achievement for all students. Further school information can be located at our school website – <http://www.bathurst-h.schools.nsw.edu.au/home>

School planning process

Students, staff, parents and community members were consulted throughout 2017 to evaluate current practices, determine key priorities and project aspirational ideas about the school's growth and progress over a three year period. This consultation allowed the College Management Group to develop three key Strategic Directions for the 2018–2020 school plan across both campuses of Denison College.

School stakeholders were then guided through the school planning process and structured collaboration took place to elicit ideas that informed the purpose, practices, products and processes of the 2018–2020 School Plan. These ideas were collated and formed into statements that correlated with the School Excellence Framework, What Works Best Reflection Guide and the Six Effective Practices in High Growth Schools to ensure key initiatives and goals were evidenced based and directed to improving student learning outcomes.

Internal and external baseline data was analysed by a School Planning Team to determine key improvement measures that will be worked towards over the three year period. This team also developed a strong evidence base which these measures will be evaluated against.

Throughout 2018–2020 all school stakeholders will be provided with the opportunity to participate in the implementation and evaluation of this plan.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Learning and Assessment

Purpose:

To provide students with quality, engaging learning experiences that meet individual student needs, identifying expected student progressions.

School wide practices are consistent for assessment and are used to monitor, plan and report on student learning across the curriculum.

There are ongoing improvements which lead towards high levels of student performance on external and internal school performance measures.

STRATEGIC DIRECTION 2 Wellbeing and Engagement

Purpose:

Strategic and planned wellbeing structures within the school will allow students to connect, succeed and thrive.

Through innovative pedagogy students can access a vast range of learning experiences to effectively engage in lifelong learning.

Classrooms and other learning environments are well-managed and consistent to promote optimal learning and progress for all students across a range of abilities.

STRATEGIC DIRECTION 3 Partnerships and Collaboration

Purpose:

Collaboration within the campus, across the college and all stakeholders will improve student learning opportunities and outcomes.

Teachers actively reflect against the Professional Standards for Teachers and the School Excellence Framework to improve engagement and performance.

Teachers directly and regularly engage with parents and community to improve understanding of student learning and strengthen student outcomes.

Strategic Direction 1: Learning and Assessment

Purpose

To provide students with quality, engaging learning experiences that meet individual student needs, identifying expected student progressions.

School wide practices are consistent for assessment and are used to monitor, plan and report on student learning across the curriculum.

There are ongoing improvements which lead towards high levels of student performance on external and internal school performance measures.

Improvement Measures

Increased use of student assessment data by all staff to inform the teaching and learning process.

Increase in the proportion of students achieving proficiency in Literacy and Numeracy.

Increase in the number of students achieving a Band 4 or higher in external HSC examinations and improve course trends towards and above the state average.

People

Students

Apply themselves fully to the teaching and learning cycle, implement feedback to improve achievement and provide information to staff about their learning.

Staff

Personalise learning for all students to address skill gaps and areas for development, extend students, cater for their personal interests and passions and work towards student learning goals.

Leaders

Collaborate with all stakeholders to establish and support processes that promote evidenced based and data driven teaching and learning.

Parents/Carers

Collaboratively develop a strong understanding of the teaching and learning cycle and the relationship between this and assessment, monitoring and reporting processes.

Community Partners

Collaborate with school staff and leaders to support improvements in student achievement.

Processes

Data Collection and Use

Implement whole school systems where by data generation and analysis drives teaching and learning to identify individual and entire cohort strengths and areas of development.

Assessment and Reporting

Develop a consistent assessment, monitoring and feedback cycle that elicits feedback to students that is directly focused on improving tasks, processes and student self-regulation, linked to specific learning outcomes and performance descriptors.

Quality Learning Programs

Develop and implement consistent whole school systems of learning based around explicit teaching that recognises learning as a systematic process that requires strong foundations to be built in the areas of literacy and numeracy.

Evaluation Plan

- What Works Best Reflection Guide (surveys)
- NAPLAN Data (SMART, SCOUT)
- Tell Them From Me student and staff survey data
- Internal surveys
- Classroom observations
- Past and current HSC Data (RAP, SCOUT)

Practices and Products

Practices

Students and staff are actively reviewing quality data to develop targeted learning sequences for engagement and achievement of learning outcomes specific to the aspirations of students and the high expectations of the school.

Staff and students engage with performance descriptors for assessment and feedback to students is directed to these descriptors to drive a cycle of continuous improvement.

Students and staff collaborate on school wide systems of learning that develop core skillsets that can be applied across all learning environments to drive individual and whole school improvement.

Products

Consistent learning systems are embedded where individualised monitoring of student progress exists and staff are skilled in addressing learning gaps to ensure students are making key learning progressions. .

A strong assessment, monitoring and reporting cycle exists to ensure that all students are making meaningful progress. This cycle informs the direction of learning and allows students to apply the feedback they are given about their achievement. .

A learning environment exists within the school in which every student has a developed skillset for learning that can be applied to the achievement of learning outcomes across the school.

Strategic Direction 2: Wellbeing and Engagement

<p>Purpose</p> <p>Strategic and planned wellbeing structures within the school will allow students to connect, succeed and thrive.</p> <p>Through innovative pedagogy students can access a vast range of learning experiences to effectively engage in lifelong learning.</p> <p>Classrooms and other learning environments are well-managed and consistent to promote optimal learning and progress for all students across a range of abilities.</p>	<p>People</p> <p>Students</p> <p>Develop a strong understanding of the relationship between wellbeing and achievement and are active in utilising the wellbeing resources within the school.</p> <p>Staff</p> <p>Regularly engage with research and evidence to create learning opportunities and environments that promote positive wellbeing, engagement and student achievement.</p> <p>Leaders</p> <p>Investigate, implement, support and monitor initiatives that support positive wellbeing, engagement and effective classroom practice.</p> <p>Parents/Carers</p> <p>Engage with school events and initiatives to support the wellbeing and engagement of their students.</p> <p>Community Partners</p> <p>Liaise with the school to support student wellbeing, learning and achievement.</p>	<p>Processes</p> <p>Wellbeing Structures</p> <p>Implement and deliver an integrated whole school approach to wellbeing that is driven by data and focuses on improvements in academic achievement, better mental health in students and skill development that allows students to make responsible lifestyle choices.</p> <p>Innovative Pedagogy</p> <p>Draw on educational research and best practice in innovation to deliver teaching and learning experiences that are relevant, engaging, motivating and challenging.</p> <p>Classroom Practice</p> <p>Refine whole school systems for classroom management and implement consistent strategies for reinforcing expected student behaviour.</p> <p>Evaluation Plan</p> <ul style="list-style-type: none"> • What Works Best Reflection Guide (survey) • Tell Them From Me student survey data • School attendance data • Internal school wellbeing data (including behaviour data) • School recognition data (PBL, VIVO) • Classroom observations • Student and staff surveys and reflections • Engagement Survey (Innovation Unit) 	<p>Practices and Products</p> <p>Practices</p> <p>Identified school staff consistently engage with wellbeing data to plan for and drive evidence based improvement in whole school wellbeing practices.</p> <p>Teachers regularly employ evidenced based pedagogy to optimise learning progress and engagement of all students.</p> <p>Teachers collaborate to develop specific classroom management strategies for individual students which promote improvements in wellbeing, engagement and academic progress.</p> <p>Products</p> <p>School staff understand their role in catering for the wellbeing of all students. This is evidenced by learning environments and teaching and learning sequences that have been formulated through respectful and positive relationships between staff, students, parents and the wider community.</p> <p>The school supports, implements and evaluates innovation in teaching and learning to ensure improvements in student engagement and learning outcomes. These opportunities are directly linked to the skills and attributes needed of students as they continue through school and progress to further study or employment.</p> <p>Strong whole school systems exist and are consistently utilised by staff to ensure learning environments are positive and primarily focused on productive teaching and learning.</p>
<p>Improvement Measures</p> <p>Increase in student engagement and feelings of belong towards school.</p> <p>Improved systems for recognising, reinforcing and celebrating expected student behaviours.</p> <p>Increase of targeted wellbeing programs that are strategically planned through analysis of quality data.</p>			

Strategic Direction 3: Partnerships and Collaboration

Purpose

Collaboration within the campus, across the college and all stakeholders will improve student learning opportunities and outcomes.

Teachers actively reflect against the Professional Standards for Teachers and the School Excellence Framework to improve engagement and performance.

Teachers directly and regularly engage with parents and community to improve understanding of student learning and strengthen student outcomes.

Improvement Measures

Increased opportunities for campus, college and community collaborations.

Increased use of the Professional Standards for Teachers, School Excellence Framework, School Plan and Professional Development Plans by all staff for self and peer reflection.

Improved parent and community feedback and increased parent and community involvement in teaching and learning.

People

Students

Participate in learning opportunities and experiences beyond the classroom and engage as active members of the Bathurst community.

Staff

Implement collaborative practices to support their own development and improve learning outcomes for their students.

Leaders

Provide meaningful opportunities and support the development and sustainability of collaboration both within and outside of the school and college.

Parents/Carers

Actively participate in school initiatives and events and understand the importance of these in improving outcomes for students.

Community Partners

Collaborate with the school to develop mutual goals that benefit and improve student learning and the community more broadly.

Processes

Collaborative Practice

Draw on research and investigate effective collaborative practices to ensure processes are in place to optimise collaboration within the school, across the college and with all stakeholders.

Capacity Building

Strengthen evaluative and self-reflective practice through professional learning that is structured against the School Excellence Framework, Professional Standards for Teachers and quality evidence collection.

Effective Communication

Establish new methods of communication with parents and community that actively involve them in the teaching and learning cycle.

Evaluation Plan

- What Works Best Reflection Guide (surveys)
- Tell Them From me staff and parent survey data
- Individual and peer reflection data
- Classroom observation data
- Parent survey data
- Community survey data
- Performance Development Framework data
- School Excellence Framework reflections

Practices and Products

Practices

Staff and community collaborations are sustained through mutual goals that serve to improve school operations, classroom practice and opportunities for all students.

School leaders use the Performance and Development Framework to direct whole school professional learning to drive improvements for staff and learning outcomes for students.

Staff actively involve parents in the teaching and learning cycle and communicate clear information that can be used to support student progress beyond the classroom.

Products

Productive relationships exist with all stakeholders producing quality learning experiences and opportunities, excellence in teaching practice and responsive and directed leadership.

A strong correlation exists between the School Plan, Professional Standards for Teachers, the School Excellence Framework and the Performance and Development Framework to ensure targeted goals set by staff improve personal practice and learning outcomes for students.

The school is a positive environment in which parents/carers readily share feedback about teaching and learning. The school consistently communicates the individual success of students and the school to ensure that parents and the broader community are well informed.