

School plan 2015-2017

Barrenjoey High School 8454



School background 2015–2017

School vision statement

Our vision, in concert with parents and the wider community, is to consistently deliver quality education within a safe and nurturing environment where we foster opportunities for students to contribute to the ethos of the school.

Our aim is to develop respectful future citizens and leaders with a self-awareness exuding pride and confidence, students who are active, lifelong learners who embrace responsibility.

Barrenjoey aims to provide an individually tailored school experience that is created from consistent processes, innovative strategies and enriched with relevant teaching practices.

Barrenjoey aims to support the wellbeing of all students while consistently rewarding student effort, setting high expectations and promoting academic rigour.

The community can expect Barrenjoey to be a comprehensive centre for academic and creative excellence.

School context

Barrenjoey is a proud community, comprehensive high school with an exceptional geographic position, which influences the character of the school.

Barrenjoey is an integral part of a cosmopolitan, artistic and creative community. As a progressive high school we have developed a unique balance between creative excellence, academic achievement and social awareness.

Barrenjoey is a school that recognises and celebrates excellence on a regular basis. Success is experienced in many pursuits and we are proud of the variety of opportunities provided for all students. Programs are developed that genuinely strengthen the partnerships between students, parents, staff and the Barrenjoey learning community.

The Parents and Citizens of Barrenjoey are highly involved with the school, forming an important link between all members of the Barrenjoey community, underpinning the value 'relationships' hold in an area with such a strong sense of identity.

School planning process

The 2015–2017 School Planning process commenced midway through 2014. Initially the School Executive and the Parents & Citizens Association were survey using the PMI model, Positives, Negatives and Interesting. This simple survey then identified many aspects that we did well, poorly and other things that could be interesting to explore further.

The second phase of planning involved the formation of Planning Committee. The school community decided on seven representatives covering all areas of the community. The committee then set about collecting data through staff, student and parent surveys, staff, student and parent forums and presentations as well as a detailed SWOT analysis of all policies and programs that existed at Barrenjoey in the previous plan.

To the mix, current research into education, learning, management, leadership and wellbeing was conducted and considered.

The data was then ranked and prioritised to reveal our three Strategic Directions – Community, Learning & Empowerment.

School strategic directions 2015–2017



STRATEGIC DIRECTION 1 COMMUNITY

Purpose:

To cultivate a school and local community that operates in a coordinated and respectful manner. To develop citizens who are aware of their legacy and responsibilities towards the establishment and maintenance of a shared ethos.

To ensure that our shared vision supports and contributes towards the growth of the wider Barrenjoey community.



STRATEGIC DIRECTION 2 LEARNING

Purpose:

To provide an enriching environment that promotes a love of learning where expectations are high for both students and staff. To provide extensive opportunities in order to be inspired, driven and engaged.

To develop self-directed and resourceful critical thinkers who are high performing, collaborative and dynamic while modelling continuous learning.



STRATEGIC DIRECTION 3 EMPOWERMENT

Purpose:

To create a safe and encouraging learning environment that fosters opportunities to cater for the specific needs of all students. To embed a multiplicity of practices with the wellbeing of the individual at the core of inclusive decision-making.

To promote the active involvement of all students in their physical, intellectual, social and emotional development.

Strategic Direction 1: COMMUNITY

Purpose

To cultivate a school and local community that operates in a coordinated and respectful manner. To develop citizens who are aware of their legacy and responsibilities towards the establishment and maintenance of a shared ethos.

To ensure that our shared vision supports and contributes towards the growth of the wider Barrenjoey community.

Improvement Measures

Communication:

All staff engaging in information delivery.

Minimum of 50% response rate from Parents and Community.

Minimum of 70% attendance at Parent/Student/Teacher Evenings.

100% student attendance at report analysis and distribution.

Provision for all.

Promotion:

Currency of website at all times.

Increase % enrollment from feeder schools by 5% per year.

People

Staff

Information Delivery via Parent and Student Portal, Website and School App.

Communicating Student Progress– Parent/Teacher/Student Interviews and report analysis.

Community Voice is being survey with the new 'Tell Them From Me' survey.

Students

Information Delivery– Website and Student Portal.

Communicating Student Progress– Parent/Teacher/Student Interviews and report analysis.

Community Voice is being survey with the new 'Tell Them From Me' survey.

Parents/Carers

Information Delivery– Website and Parent Portal and School App.

Communicating Student Progress– Parent/Teacher/Student Interviews and report analysis.

Community Voice is being survey with the new 'Tell Them From Me' survey.

Processes

Communication: To promote independent, consistent and accurate school-based information. To foster an environment that encourages community input into decision making and processes enabling responsibility in learning.

Information Delivery via Parent and Student Portal, Website and School App.

Communicating Student Progress– Parent/Teacher/Student Interviews and report analysis.

Promotion: To strengthen the understanding community members have of the contemporary Barrenjoey story.

School Website.

Primary School Partnerships– Primary school visits– Open nights– Experience days.

Evaluation Plan

New Parent/Teacher night model (6 per year) has been successful in increasing attendance.

Year 12 report distribution adjusted – mark was withheld to encourage reflection.

New screen in foyer is being used regularly to communicate important information and to promote the school.

Student report data now presented by the HT of the year group with more people involved in the whole process to share the responsibility.

Community Voice is being survey with the

Practices and Products

Practices

Communication:

Informing all staff, students and parents of the new modes of information delivery and actively engaging with them.

Target groups accessing feedback mechanisms such as surveys to express their opinion to assist with future directions.

Parents attending Parent/Teacher evenings and students, in concert with Executive staff, analysing results, identifying barriers and setting goals.

Promotion:

Constantly reviewing the school website and updating relevant details for the entire community.

Refining events relating to the smooth transfer into secondary schooling with an invitation extended to all potential students.

Products

Communication:

A number of integrated digital modes of communication to staff, students and parents detailing up-to-date information on important assessment and other relevant school calendar entries.

A survey that is regularly conducted across a range of cohorts.

A comprehensive reporting process involving the entire BHS learning community enabling student ownership.

Strategic Direction 1: COMMUNITY

Processes

new 'Tell Them From Me' survey.

Community Voice at the Executive Conference to be reconsidered.

SASS staff have maintained currency of the information released on the school website.

Electronic school signed used daily to communicate important information and promote the school.

The English Continuum has been successfully completed with an ongoing commitment to developing the program into stage 3.

Principal attended information nights and open nights for both local primary schools to promote BARRENJOEY.

Year 4 and 5 experience days completed.

Three of the four components of the Focus on Reading professional learning has been successfully completed.

The Mathematics Continuum has successfully been initiative and relationships with the primary schools fostered

Practices and Products

Promotion:

A newly created website containing current and interesting information that inspires confidence in BHS.

A commitment to fostering a special relationship with local primary schools through a range of transitional activities.

Strategic Direction 2: LEARNING

Purpose

To provide an enriching environment that promotes a love of learning where expectations are high for both students and staff. To provide extensive opportunities in order to be inspired, driven and engaged.

To develop self-directed and resourceful critical thinkers who are high performing, collaborative and dynamic while modelling continuous learning.

Improvement Measures

Professional Development:

All teaching staff apply their Individual Professional Learning Plan to improve practice.

All staff attend at least 7 hours of observation per year.

A 50% increase in participation in PCS offered professional development.

Assessment:

Completed review of assessment procedures and changes embedded in practice.

People

Staff

All staff have individualised professional development plans that align with Annual Reviews.

An annual program of lesson observations to share best practice and expose staff to a range of teaching styles.

A commitment to ongoing collegial development across the PCS.

A critical review of assessment policies and procedures to review assessment tasks with an ongoing commitment to providing authentic, constructive and timely feedback to students.

Processes

Professional Development:

To align both individual and faculty learning plans within a team environment; Learning Teams, Self-directed Development and PCS Shared Opportunities.

Assessment:

To develop and promote the role assessment has in learning.

Policy, Procedures and Evaluation.

Assessment for Learning.

Feedback to Students.

Evaluation Plan

New PDP structure implemented to compliment the observation proforma.

PDPs reviewed midyear as part of the second EARS meeting.

Four staff have successfully completed the PCS LIEP program.

EARS meetings on faculty plans completed.

Mini exec meetings completed throughout the year to review faculty plans and professional development prep.

Review of Year 11 flexi day program – results shared at executive meeting to inform decision for 2017.

Andrew Fuller presented to all staff as part of the focus on resilience.

Practices and Products

Practices

Professional Development:

Staff completing and monitoring their own individualized professional development plan.

Teachers participating in scheduled faculty observations as part of the learning teams.

Staff being exposed to professional development opportunities through the PCS connection.

Assessment:

Forming a review committee to audit the BHS assessment policy and procedures.

Students will receive genuine and timely feedback.

Products

Professional Development:

All staff have individualised professional development plans that align with Annual Reviews.

An annual program of lesson observations to share best practice and expose staff to a range of teaching styles

A commitment to ongoing collegial development across the PCS.

Assessment:

A critical review of assessment policies and procedures to review assessment tasks with an ongoing commitment to providing authentic, constructive and timely feedback

Strategic Direction 2: LEARNING

Processes

Faculty plans have embedded the professional learning presented at the executive conference into their 2017 plans.

Practices and Products

to students.

Strategic Direction 3: EMPOWERMENT

Purpose

To create a safe and encouraging learning environment that fosters opportunities to cater for the specific needs of all students. To embed a multiplicity of practices with the wellbeing of the individual at the core of inclusive decision-making.

To promote the active involvement of all students in their physical, intellectual, social and emotional development.

Improvement Measures

Wellbeing:

100% of staff & students aware of anti-bullying policy.

50% reduction in reports of peer conflict.

100% of staff have received professional learning in strategies to reduce anxiety & build resilience.

Recognition of Achievement:

80% of students receive recognition of success in a school year.

100% of staff recognize and reward student achievement.

People

Staff

Positive Relationships: Peer mediation.

Resilience: Anxiety management.

Students

Positive Relationships: Transition points, Anti-bullying and Peer mediation.

Resilience: Self-esteem and Anxiety management.

Parents/Carers

Positive Relationships: Transition points

Resilience: Self-esteem and Anxiety management.

Processes

Wellbeing: To develop a welcoming environment while practicing emotional support.

Positive Relationships: Transition points, Anti-bullying, Peer mediation and Responsibility.

Resilience: Self esteem and Anxiety management.

Recognition of Achievement: To review, integrate and promote an effective school-wide recognition scheme.

Merit Systems: Individual and House System.

Celebrating Success: Extrinsically and intrinsically.

Evaluation Plan

Successful uptake of optional behaviour management course.

Anti-bullying campaign completed by the PDHPE department.

Peer mentoring program initiated and being successfully used by staff and students.

Wellbeing Coordinator filled.

Extra SLSO employed for a six month period.

Communication with year 6 students about extension class opportunities has been redesigned and improved.

Year 4 and 5 transition days have successfully occurred throughout the year.

Practices and Products

Practices

Wellbeing:

Revising and refining school wellbeing policies and practices and ensuring all stakeholders are informed of outcomes.

The welfare team researching and implementing innovative resilience and mental health programs and initiatives.

Recognition of Achievement:

Redesigning and promoting the school reward and recognition systems with input from the school community.

All staff providing opportunities to celebrate student success in a multitude of settings.

Products

Wellbeing:

A comprehensive school policy to foster positive relationships while advocating for anti-bullying.

A whole school emotional intelligence program led by the Welfare Team to build resilience and support mental health wellbeing.

Recognition of Achievement:

A revised system to recognise, reward and celebrate student success.

A school culture where individual skills and achievements are embraced by the Barrenjoey community.

Strategic Direction 3: EMPOWERMENT

Processes

New Wellbeing Coordinator is successfully managing the new Rec and Award system.

New medias and platforms have been used to regularly celebrate and promote student success.

Congratulatory cards and letters sent to local primary school students to acknowledge their success.

Forums and focus groups from all stages to assess the effectiveness of feedback models.

End of year 10 procedures reviewed and updated to be enacted in term 4.

The BARRENJOEY Peninsula Press has been successfully linked to the two primary school weekly newsletters.

MADD TAS night been successfully promoted in the wider school community.

Restructuring of the reports to include extra-curricular activities in negotiation.