

School plan 2018-2020

Barrenjoey High School 8454



School background 2018–2020

School vision statement

Our vision is to consistently deliver quality education within a safe and nurturing environment where we foster opportunities for students to excel in their individual areas of interest.

Through community collaboration and partnership, Barrenjoey aims to develop respectful future citizens and leaders with self-awareness, pride, confidence and resilience who are active, lifelong learners. Barrenjoey aims to provide an individually tailored school experience that is created from consistent processes, innovative strategies and enriched with dynamic teaching practices. Barrenjoey aims to support the wellbeing of all students while consistently rewarding student effort, setting high expectations and promoting academic rigour. Barrenjoey is 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 cohesive, 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. 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, local schools and the wider 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 2018 – 2020 School Planning process commenced midway through term two, 2017. Initially the staff, the School Executive, the students and the Parents & Citizens Association were surveyed. Additionally, stakeholders participated in focus groups to reflect on current practice and inform future directions. Our three strategic directions and twelve purposes were consequently developed. The second phase of planning involved the formation of a Planning Committee with representatives from all areas of the school community. The committee then set about processing initial survey data. Additionally, the plan is informed by current research and policy in education, learning, management, leadership and wellbeing. This process reflects the shared vision of the Barrenjoey community.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1 COMMUNITY

Purpose:

To grow and sustain an inclusive and active relationship with the local community that fosters collegiality and shared success. To further develop a communal ownership of the physical environment that nurtures pride in the school and wider Barrenjoey culture.

To provide dynamic and creative opportunities that support student achievement and their quest for personal best. To create an inspiring and stimulating learning environment that embraces positivity and responsibility.



STRATEGIC DIRECTION 2 LEARNING

Purpose:

To provide a personal approach that promotes a love of learning and teaching where expectations are high for both students and staff. To deliver academically rigorous and meaningful learning programs to drive creative, engaging and productive learning.

To maximise the opportunities for our students by providing them with the necessary skills, attitudes, dispositions and behaviours to ready them for work, life and future learning.



STRATEGIC DIRECTION 3 EMPOWERMENT

Purpose:

To create a cooperative and collaborative learning environment that empowers students with a range of opportunities. To foster a culture in which students willingly embrace challenges and celebrate success.

To empower the school community to actively nurture excellence, inspire others and lead change.

Strategic Direction 1: COMMUNITY

Purpose

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Improvement Measures

SCHOOL PRIDE:

100% of school community to embrace and understand the merit system.

100% of faculties meaningfully participating in the awarding of positive entries.

100% of students could receive an academic award.

All students recognized with awards throughout the year to be featured in the Peninsula Press.

100% of students in Years 7 to 10 and 50% of Years 11 and 12 to participate.

Increase percentage of students completing service hours by 5% across all year groups.

100% of the faculties to be represented in an edition of the Peninsula Press each term.

People

Students

Develop a scrap/green waste and glass/plastic recycling procedure.

Communicate and promote system regularly and effectively to staff, students and parents to ensure the ongoing acknowledgment of positive behaviours.

Students whose GPA improves to be recognized on their reports with a Platinum Award and also in the Peninsula Press.

Participation in service hours program to be acknowledged publically and managed by HTW.

SRC leaders to present to parents at the Year 6 Information Night and to future students at the Year 6 Orientation Day.

Staff

Booking system for BCPS created, monitored and promoted.

Communicate and promote system regularly and effectively to staff, students and parents to ensure the ongoing acknowledgment of positive behaviours.

Staff and faculties to tally positive and negative entries and issue meaningful and fair awards.

House representatives to promote whole school events, carnivals and encourage participation.

Increased profile at assemblies and year meetings to bolster student participation.

Processes

PHYSICAL ENVIRONMENT: To enrich the learning environment by providing real-world and stimulating learning spaces and opportunities that cater specifically for BHS's unique setting.

SCHOOL PRIDE: To develop and maintain a school wide merit and leadership system that encourages and promotes students in their quest for personal best.

Evaluation Plan

PHYSICAL ENVIRONMENT:

End of 2018 or mid 2019 – BCPS will be operational.

Track usage of space on Sentral calendar.

Assess profitability of space through community bookings.

Track positive entries on Sentral, completed Service Hours and participation rates within the House point system.

TTFM survey results.

Data tracking of Resource Bookings on Sentral.

PDP observations and school-based walkthroughs identifying effective usage.

Faculty Plans and the PDP goal setting will summarise uptake and effectiveness.

Faculty Plans indicating increased learning opportunities in the local environment, regarding BHS's sustainability practices and for benefits to environmental factors and considerations.

Practices and Products

Practices

PHYSICAL ENVIRONMENT:

Utilise the space to deliver professional, practical, creative and performance based educational opportunities.

Promote the space as a community asset able to be accessed and booked by interest groups.

Deliver consistent messages while optimising the roll-call time to support school-based initiatives such as the House System and Awards Program.

Access physical resources such as a new shade area, Darkroom, Flexible Learning Space, refurbished Library/Senior Study, Community Gardens, new B Block classroom, VET spaces and newly created visible learning spaces to deliver a variety of stimulating learning experiences.

Incorporate and appreciate the uniqueness of BHS's setting into learning opportunities.

Develop a functioning sustainability platform that includes installation of a solar panel incentive scheme and school recycling initiative.

SCHOOL PRIDE:

Students to be rewarded for their respectful behavior and effort in a way that is visual and immediate.

System to be investigated where positive entries are made visible to both students and parents on the school portal.

Strategic Direction 1: COMMUNITY

| Improvement Measures |
|---|
| 10% of students from each year group to be part of the SRC. |
| PHYSICAL ENVIRONMENT: |
| BCPS Stage 1 completed. |
| Internally – creative and performing subjects will be using the space to teach and perform. |
| Externally – community groups will be customers. |
| Completed learning spaces. |
| 100% of faculties accessing the flexible spaces to deliver innovative lessons and variety in learning opportunities. |
| Improved student engagement for all students. |
| 100% of faculties incorporating the physical surroundings into learning opportunities. |
| All students and staff utilizing the established recycling processes. |
| Students in relevant learning areas learning specifically of the benefits of both the recycling processes and solar generation. |

| People |
|---|
| All faculties to promote successful projects in Peninsula Press . |
| Leaders |
| Create an executive strategy to develop an improved process. |
| Create a House Coordinator role to drive the new process. |
| Executive to work with contractors and faculties to design new learning spaces as part of Faculty and Executive planning. |
| Prioritise budgeting to effectively resource all new spaces. |
| Upgrade the Sentral Resource booking system and Calendar to include the new spaces. |
| Install solar panels to generate approximately 97KW of energy to model sustainable practice and redirect some electricity costs towards learning needs. |
| Community Partners |
| BCPS Committee to continue to raise funds to deliver project. |
| BCPS Committee to work with AMU and contractors to plan, design and build both stages of the project. |
| Parents/Carers |
| Communicate and promote system regularly and effectively to staff, students and parents to ensure the ongoing acknowledgment of positive behaviours. |

| Processes |
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| SCHOOL PRIDE: |
| Awards distributed to be recorded and assessed at the end of each year. |
| TTFM surveys –student and staff. |
| Review of Sentral data. |
| Gain feedback from students at report interview and track students receiving a Platinum Award. |
| Monitor growth of students engagement and aspirations. |
| Track attendance at carnivals. |
| Student survey conducted to assess success of new initiatives. |
| Conduct audit of Peninsula Press entries and survey of readership. |
| Track SRC numbers each year. |
| Quality program delivery. |

| Practices and Products |
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| Staff to embed reward system into their classroom practice. |
| Faculties to investigate ways to support the daily issuing of positive entries. |
| Staff to tally GPA of each student. BHS will promote the recipients of the Platinum Awards at the annual Achievement Night. |
| House staff member to organize two house representatives from years 10, 11 and 12. |
| House representatives to investigate means to elevate the profile of the house system to improve school spirit. |
| Service hours to be celebrated and published. |
| SASS Staff to obtain email contact details for students to be sent an abridged version. |
| SRC membership celebrated and made more attractive and inclusive. |
| SRC roles to be made more meaningful through identification of specific whole school projects. |
| Products |
| PHYSICAL ENVIRONMENT: |
| A completed Community Performance Space (BCPS) delivered to a professional standard within both time and budget commitments. |
| A reliable, consistent, efficient and accepted use of roll call time. |
| A refreshing view of delivering learning |

Strategic Direction 1: COMMUNITY

Practices and Products

spaces that caters for the flexible learning needs of the modern student.

A genuine incorporation of environmental considerations into the planning of future infrastructure and sustainability footprint to promote educational possibilities.

SCHOOL PRIDE:

A system that is easily understood and communicated to all members of the school community.

A new Platinum award from Years 7 to 12 recognising academic improvement within a calendar year.

A house system that encourages opportunities for varied peer relationships

An increased readership of Peninsula Press by emailing students

An SRC that embraces all students and encourages maximum participation from students in all year groups

Strategic Direction 2: LEARNING

Purpose

To provide a personal approach that promotes a love of learning and teaching where expectations are high for both students and staff. To deliver academically rigorous and meaningful learning programs to drive creative, engaging and productive learning.

To maximise the opportunities for our students by providing them with the necessary skills, attitudes, dispositions and behaviours to ready them for work, life and future learning.

Improvement Measures

HABITS OF MIND:

100% student ownership of learning results as seen in student created learning goals.

Incremental growth over time of all student's GPA.

Identified 'at risk' students who have not achieved incremental growth.

Updated student evaluation sheets to complete when reports are distributed.

100% parent / carer / student attendance at report interviews.

Decrease in % of N-awards and Stage 5 warning letters.

100% of all faculties using a grade only system to report on student learning.

New system to archive student work year 7 ICT.

All students are utilising flexi day time for

People

Students

In cooperation with the new Platinum Award, reward grit and determination.

Staff

Release teachers from class to conduct student report interviews.

Position the interviewing teacher as a 'mentor' of sorts informally tracking the student.

Faculties to assess the effectiveness of Flexi Day programs.

Set up digital learning portfolio in Year 7 that can be accessed and updated by student for sharing with year adviser at least once a year.

Faculties to review NESA grade descriptors to ensure consistency.

Staff are grouped in learning teams and paired off within faculty groups in order to facilitate lesson observations. Milestones are set, indicating when observation and feedback needs to be completed.

Staff will work in both faculty and learning teams to discuss goals that can be used for the purpose of their professional learning plans. Plans are discussed and evaluated two times throughout the year.

Provide staff with professional learning/wellbeing options that relate to school/faculty goals, during SDDs.

Leaders

Processes

HABITS OF MIND:

To establish and maintain positive relationships between teachers and learners.

TEACHER SUPPORT:

To recognize and support staff throughout all stages of their career, as well as grow school succession planning and support for new and established school leaders.

Evaluation Plan

HABITS OF MIND:

Goals set at report interviews are achieved.

New goals developed at each reporting period.

Tracked GPA growth for each student over time.

The number of 'at risk' students / carers attending report interviews.

Audit of Sentral reporting.

Survey of student response.

Mapping of GPA results.

Accessible student products for Open Days and assemblies.

Digital learning portfolio for each student.

Attendance records for flexi days. Indicated on student report.

TEACHER SUPPORT:

Practices and Products

Practices

HABITS OF MIND:

Make student post report interview goals more visible in Sentral,

Share goals with parent/care givers and teachers.

Update the students report evaluation/ feedback sheets.

Maintain the same staff member with students for report interviews over time.

Include Year 12 adviser in semester 1 report interviews with Principal.

Deputy Principal(s) to conduct report interview with year 11 students and year adviser where feasible.

Implement Stage 4 and 5 student reports with grades only (no marks).

Utilise Google suite to improve accessibility to class work and assessment tasks.

Students will construct and maintain a student learning portfolio with evidence of success and failures.

Review flexi-day success.

TEACHER SUPPORT:

Teacher participation in goal setting and lesson observations in cross-curricular learning teams and faculty areas.

Staff to complete and evaluate their own professional development plan.

Strategic Direction 2: LEARNING

Improvement Measures

study/school work.

Students attend at least one flexi day activity/term

TEACHER SUPPORT:

100% of staff observe others (twice) and are observed by members of their learning group and faculty area (twice).

100% of staff provide meaningful feedback on lesson observations.

100% of staff complete and evaluate personal development plan.

100% of HT's are to nominate 2IC.

Encourage staff to seek roles that include whole school responsibility.

HT Tand L to provide support and infrastructure to facilitate management of professional learning hours for accreditation.

Budget equally amongst all areas of the school for teacher professional learning.

100% of exam supervision for trial HSC examination period to be outsourced.

People

Investigate the inclusion of student goals in the JJ excel spread of student data.

Central reporting for Years 7 to 9 to be adjusted.

During various meeting throughout the year or in the case of certain roles within the school, a 2IC role is to be developed.

Teacher Professional learning funds are to be shared equitably in order to best support teacher development. Alternate methods of TPL to be explored such as the use of community experts.

Employ exam invigilators during trial HSC exam period.

Parents/Carers

Target all parents for report interviews – at risk students' parents to be personally invited by 'mentor' teacher.

Processes

Survey staff on effectiveness of lesson observations and consequent feedback meeting.

Managers assess staff PDP's and sign off on individual, faculty and whole school goals.

Monitor whole school roles on a yearly basis.

Assess TPL spending throughout the financial year to assess spread of TPL requests and spending.

Survey staff on appropriateness and effectiveness of professional learning after staff development days.

Survey staff on morale, happiness and collegiality.

Survey HT's and Yr 12 teaching staff after trial exam period on effectiveness of use of exam invigilators.

Practices and Products

Executive regularly participate in IPI walks throughout the year.

HT's provide opportunities for 2IC participate in leadership experiences.

Share opportunities to work with and/or represent staff with specialised areas of responsibility across BHS.

Attend professional development opportunities that supports teacher enrichment and growth.

Nominate areas of preferred learning activities to be delivered during selected staff development days.

Relieve staff of exam supervision duties. Include additional teacher relief during faculty planning days.

Recognise staff for their roles within the school and acknowledge appreciation.

Products

HABITS OF MIND:

A dependable report interview approach across individuals and across time with a set of attainable personal goals for each student at each reporting period.

A commitment to achieve learning goals with a focus on growth over time.

A student body awarded greater voice, choice, autonomy and self determination

TEACHER SUPPORT:

Strategic Direction 2: LEARNING

Practices and Products

A continued culture of collaboration and lesson observations throughout BHS.

A model of succession planning and continued support of aspirational BHS staff.

A variety of choice around professional development and learning methods throughout Staff Development Days.

A number of initiatives to provide staff with increased time to spend working on individual and/or faculty specific goals.

A school wide approach to develop staff appreciation.

Strategic Direction 3: EMPOWERMENT

Purpose

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Improvement Measures

EMOTIONAL HEALTH AND WELLBEING:

100% of students have received training on the website.

100% parents are knowledgeable about the website.

100% of students in years 7–12 completing the workshops and evaluating.

100% agree that BHS is supportive of student emotional health.

100% of students agree that they have a person in school they could go to for help.

100% of students in years 7, 8 & 9 students to complete bullying workshop.

Increase number of peer mediation to 10 per year by 2020.

Year 10 students engaged in the big brother/sister program.

CLASSROOM EXPECTATIONS:

100% of rolls being marked accurately

People

Students

Students will be trained in using the website to seek appropriate help from the school, their parents and external agencies.

Students will gain deeper understanding of emotional health through a range proactive emotional health workshops.

Students will have greater access to Year Advisors, Head Teacher of Wellbeing and other school welfare staff, allowing them additional support when needed.

Students will attend seminars on bullying and cyber bullying.

SRC or strong student leaders to lead anti bullying campaign in school.

Students are supported and mentored by older peers.

Students develop the skills to be independent thinkers and 'resist the herd' mentality.

All Yr 7 students are to read, sign and have cosigned by parent/carer a technology contract.

Parents/Carers

Parents and community members will be able to access current and local information and facilities to support the mental health of young people.

Staff

Ensure all new and existing staff are

Processes

EMOTIONAL HEALTH & WELLBEING:

To nurture and support all students to achieve emotional wellbeing, positive mental health and to embed a culture of inclusivity, where all students feel safe in the community.

CLASSROOM EXPECTATIONS:

To embed students and staff with a shared responsibility to conduct themselves in a manner consistent with BHS values and principles in order to maintain a safe and productive learning environment.

Evaluation Plan

EMOTIONAL HEALTH AND WELLBEING:

PDHPE Faculty plan.

'Tell Them From Me' survey data.

YA and student evaluation of programs through exit survey.

Attendance figures from workshops.

Service hours data for program.

Evaluation data from the program.

CLASSROOM EXPECTATIONS:

Monitor roll marking through Sentral on a daily basis.

Survey staff on technology needs.

IPI to observe lessons to assess use of seating plans. Engage in conversation with

Practices and Products

Practices

EMOTIONAL HEALTH & WELLBEING:

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CLASSROOM EXPECTATIONS:

Teachers to accurately and promptly mark roles electronically. Seating plans are to be set, followed and adjusted as necessary. Expected behavior is to be modelled using REC signage in classrooms..

Strategic Direction 3: EMPOWERMENT

Improvement Measures

through Sentral PxP.

Induction program for new staff includes training on the use of Sentral.

100% of staff to have access to a device for electronic role marking.

100% of classes have a seating plan, with 100% of students knowing their place in the class seating plan. 100% of classrooms and teaching spaces display REC signage.

Complete the revised technology policy and publish for parents, students and staff to acknowledge.

A decrease in Sentral negative issues around the inappropriate use of technology.

People

confident in the use of Sentral and PxP marking.

Ensure all staff have a device in order to use Sentral PxP.

Student data is available to BHS staff during T1 SDD. Staff to use this data when creating class rolls, seating plans, lesson and program preparation.

Leaders

HT's to reinforce that every class in the school is to have a seating plan. Seating plans should be visible or easily obtained when needed.

REC Committee to look at existing REC signage and edit if necessary.

Ensure technology policy is updated to include BYOD, mobile phone use and other devices.

Provide lesson cover for BHS staff to observe local primary school Year 6 classrooms to compare classroom expectations.

Community Partners

Professional presentations to students and parents around the safe and proper use of technology.

Processes

students about their class seating plans.

Check classrooms and learning spaces for signage display. Engage in conversation with/survey students about their understanding of the REC signage.

Monitor staff entries within Sentral.

Monitor positive and negative staff entries within Sentral relating to classroom behaviour and expectations.

Monitor student achievement through reporting periods, student engagement during lessons and professional conversations with parents and students.

Practices and Products

Review the technology policy and acceptable use of technology contract for BHS that includes BYOD devices, mobile phones and other electronic devices.

Provide the opportunity for BHS staff to observe classroom practice of year 6 lessons from two local primary schools.

Provide and train staff with the opportunities to use data (academic, medical and wellbeing) collected on students to know their classes and assist staff to improve learning outcomes.

Products

EMOTIONAL HEALTH & WELLBEING:

A website that gives the community access to information regarding emotional health and local providers of support and assistance.

A modified updated matrix schedule/ calendar of learning opportunities that is relevant to the needs of the school community.

A school community where students will build relationships with each other in a supportive environment where bullying is not tolerated.

A culture of inclusivity and anti-bullying.

A big brother /sister mentor program running across the school.

A program that aims to 'break the social media addiction' in young people.

Strategic Direction 3: EMPOWERMENT

Practices and Products

CLASSROOM EXPECTATIONS:

A clear set of routines that can be used school wide, across all KLA's to promote a consistent approach to BHS expectations.

A policy outlining the acceptable use of technology within all teaching spaces.

A connection with local primary schools to audit stage 3 classroom expectations.

A method for staff to make informed decisions regarding the teaching and learning for all students.