

School plan 2018-2020

Billabong High School 8503



School background 2018–2020

School vision statement

At Billabong High School student growth is at the centre of all our decision-making. Our professional staff value their impact, and high expectations drive continuous improvement and excellence in learning and teaching. Our school community works in partnership to support students in becoming the best that they can be, equipping them for the challenges of a complex global society.

School context

Billabong High School is a comprehensive high school located in the Greater Hume Shire between Albury and Wagga Wagga. The school works in partnership with students and the community to seek high quality educational outcomes for all students. Priorities include pursuing excellence in line with the School Excellence Framework, driving literacy and numeracy growth, differentiation, and leadership development. The school has two Multicategorical Support Classes and a strong Learning Support culture. An ongoing focus is catering for the challenges faced by rural students and schools, and to this end, an innovative Aurora College learning facility was established in 2016 to provide selective school access for local gifted and talented students. An increased 'teaching and learning' focus, a growth mindset outlook, and increased reflective practice saw an improvement in student growth (7–9 NAPLAN) during 2016–2017. Further growth is expected in 2018 and beyond with the employment of a full-time Instructional Leader to support the instructional capacity of every teacher. The school balances the academic curriculum with a range of extracurricular programs to maximise educational opportunity for all students. Billabong High School exists on the traditional lands of the Wiradjuri people, and its Aboriginal Education Team works with the school community to improve student outcomes and cultural competencies for all. The school also values the support of a well-informed and proactive Parents & Citizens Association. Billabong's development in the areas of Learning Support, Aurora College and Instructional Leadership is fast earning the school a reputation as a Riverina leader in progressive and innovative practice.

School planning process

An extensive planning process commenced in June of 2017 and included the following:

- Senior Executive discussion and planning around the timeframes for implementation
- School Planning & Evaluation Team planning
- School Development Day activities
- 'Creating a shared vision' sessions with P&C, Aboriginal community and students
- Establishment of draft teams
- Surveyance of key groups – parents, staff and students
- Parent forum with P&C representatives
- Report to P&C
- School Planning & Evaluation Team: developing improvement measures
- Multiple whole staff meetings for planning and writing
- Gathering of baseline data
- Professional learning
- Principal Network meetings

School strategic directions 2018–2020



STRATEGIC DIRECTION 1

Student Learning and Engagement

Purpose:

To promote growth in learning and achievement for all students through a school community commitment to high expectations and the pursuit of excellence.

To achieve effective learning through an integrated approach to curriculum, teaching programs and practices.

To develop the essential literacy and numeracy skills needed for learning and for life, with assessment and reporting providing equity and opportunity for students to demonstrate learning excellence.



STRATEGIC DIRECTION 2

Teacher Quality and Reflective Practice

Purpose:

To build a high performing teaching staff where professional standards and evidence-based practice drive expert implementation of the curriculum.

To create a learning culture where teachers expertly integrate technology to enhance student outcomes.

To create a culture of collaboration and feedback, where reflective teachers work together to assess their impact, driving continuous improvement in classroom learning and teaching.



STRATEGIC DIRECTION 3

Leadership

Purpose:

To build leadership capacity at all levels in order to drive a self-sustaining and self-improving community of learning.

To proactively engage in partnership with parents and the broader community to foster a school-wide culture of high expectations and a shared sense of responsibility for student learning.

To create a culturally competent school that aligns with the Aboriginal Education Policy; developing knowledge, skills and attitudes that ensure Aboriginal students match or better the outcomes of the broader student population.

Strategic Direction 1: Student Learning and Engagement

Purpose

To promote growth in learning and achievement for all students through a school community commitment to high expectations and the pursuit of excellence.

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Improvement Measures

Whole school Year 7–9 Value–Add data indicates above state average growth.

Effective assessment, feedback and reporting tools are in place, with a clear focus on articulation of growth.

People

Students

Use explicit quality criteria and critical reflection to shape responses in writing and to analyse their literacy skills.

Develop skills in creating and articulating personal learning goals.

Staff

Engage in professional learning to enable them to explicitly teach Literacy and Numeracy strategies.

Continue to develop programs and assessment tasks that align with student learning outcomes, utilising feedback to provide and tailor learning and teaching activities that are appropriate for all students.

Parents/Carers

Seek opportunities to assist them in understanding the learning processes in place to support growth.

Community Partners

Consult widely to support the development of the literacy and numeracy skills underpinning workplace participation, productivity and the expectations of the broader community

Leaders

Facilitate appropriate resource allocation and support to promote professional growth and the effective implementation of whole–school programs.

Processes

Literacy and Numeracy

Facilitate the implementation of the Literacy and Numeracy Strategy 2017–2020.

Develop a common language for teaching and learning around literacy and numeracy.

Instructional Leader (IL) to work with staff in developing the explicit teaching of literacy in stage 4.

Curriculum Development

Instructional Leader to lead all staff in ongoing professional learning in effective practice in curriculum planning, assessment and feedback.

Evaluation Plan

A range of data analysis will be used to measure student learning and teacher impact, including: NAPLAN, SMART, explicit teaching strategies, teaching observations, lesson plans, programs, assessment tasks and feedback at all levels.

Instructional Leader will support teams in monitoring student growth and the quality and effectiveness of assessment, feedback and reporting tools over the three year period.

Practices and Products

Practices

Curriculum implementation meets the needs of the school, community and NESA requirements.

Mentoring and professional learning for program construction and assessment task development.

Evidence–based teaching strategies embedded across all KLA's.

Explicit plotting and monitoring of student growth.

Teachers understanding and using data to evaluate impact and growth in literacy and numeracy.

Products

Assessment tasks across all stages that demonstrate effective practice in design, and feedback that meets NESA requirements.

Common language, scaffolding and writing processes across all KLA's.

An evidence based approach to Literacy and Numeracy across the school resulting in differentiated curriculum delivery to meet the needs of all students.

Modelled responses for students to support their writing.

Strategic Direction 2: Teacher Quality and Reflective Practice

Purpose

To build a high performing teaching staff where professional standards and evidence-based practice drive expert implementation of the curriculum.

To create a learning culture where teachers expertly integrate technology to enhance student outcomes.

To create a culture of collaboration and feedback, where reflective teachers work together to assess their impact, driving continuous improvement in classroom learning and teaching.

Improvement Measures

All teaching staff can readily plot their teaching capabilities against the APST, with an increase in the number of staff working towards higher accreditation.

An effective BYOD policy is implemented across the school where staff use technology to enhance learning and service delivery.

The number and quality of classroom observations improves each year beyond PDP minimum requirements.

People

Students

Are actively engaged in the learning process and value their learning by seeking the opportunity to improve their academic outcomes.

Are exposed to a variety of technology platforms to enhance learning and student engagement.

Staff

Are engaged in the use of technology to support differentiated learning.

Develop knowledge of the language and the purpose of the APST and demonstrate a high level of expertise through reflective practice and collaboration.

Parents/Carers

Understand the benefits of technology and support its use in the learning and teaching in school.

Leaders

Coordinate and deliver professional learning opportunities to facilitate the advancement of classroom teachers to Highly Accomplished and Lead accreditation.

Facilitate delivery of quality professional learning resulting in improving learning outcomes.

Processes

Teaching Standards

The school has a high performing teaching staff as measured against the Australian Professional Standards for Teachers. Capacity is continually developed to ensure every student experiences high-quality learning and teaching.

Technology

Technology that supports learning is available and expertly integrated into lessons by teachers.

Classroom Observations

The Instructional Leader and Classroom Observations Team will embed an explicit system for collaborative classroom observations, effective practice and feedback to drive and sustain ongoing improvement in teaching practice and student outcomes.

Evaluation Plan

Head Teachers and Instructional Leader will assess staff ability to use the APST, with indicative data being collected along the way.

The technology team will use the APST and SEF to assess the school's use of technology now and over the next three years.

The Instructional Leader and Classroom Observations Team will monitor the quality and number of classroom observations occurring over the three year period.

Practices and Products

Practices

Teachers use the Australian Professional Standards for Teachers to inform professional development and teaching practice.

Every teacher is engaged in classroom observation, as managed by the Instructional Leader, to reflect on impact and practice.

Teachers work towards expertise in using technology in the classroom to enhance student learning.

Products

A standards-based culture exists where the Australian Professional Standards for Teachers is the key document for driving continuous improvement in teacher practice.

Teachers adopt a coordinated approach to classroom observation where reflective practice enhances teaching capacity and lifts students' outcomes.

Technology that supports learning is widely and equitably available.

Strategic Direction 3: Leadership

Purpose

To build leadership capacity at all levels in order to drive a self-sustaining and self-improving community of learning.

To proactively engage in partnership with parents and the broader community to foster a school-wide culture of high expectations and a shared sense of responsibility for student learning.

To create a culturally competent school that aligns with the Aboriginal Education Policy; developing knowledge, skills and attitudes that ensure Aboriginal students match or better the outcomes of the broader student population.

Improvement Measures

All executive staff and aspiring leaders can accurately assess and plot their progress against leadership descriptors on the Australian Professional Standards for Teachers or Principals.

Community satisfaction and confidence in the school is comparably higher than previous years, as indicated by positive parental feedback in surveys.

90% of staff show sustained positive growth in knowledge of the Aboriginal Education Policy and confidence in a range of cultural competencies.

People

Students

Have the opportunity to celebrate Aboriginal culture and positively respond to high expectations.

Be actively engaged, informed and prepared to improve their learning outcomes.

Staff

Understand and actively participate in professional learning about the Aboriginal Education Policy.

Proactively engage with the community, and with developing leadership capacity in themselves and others.

Parents/Carers

Engage as valued and collaborative partners, assisting with feedback and community consultation.

Community Partners

Foster strong links between school, community, organisations and employers.

Leaders

Continue to develop their knowledge of coaching and teaching/leadership standards to enable them to explicitly develop leadership in others.

Processes

Aboriginal Education

Implement a sustained whole school professional learning program guided by the Aboriginal Education Policy, fostering enhanced levels of cultural competence in staff and students.

Leadership Development

Student leadership opportunity will be promoted across the school, and staff capacity-building and opportunity will be supported through a strong leadership focus. This includes the use of Leadership and High Performance resources and involvement of staff in the Lead Initiative program.

Engaging with our Community

The SEF will guide the enhancement of communication and engagement initiatives and the introduction of new strategies.

Evaluation Plan

Leaders and aspiring leaders will learn how to assess themselves and others against a set of leadership standards. They will be assessed on their ability to do this effectively.

Tell Them From Me parent surveys, and other surveys will be used to measure community satisfaction and confidence in the school, using the SEF descriptors as a guide.

Pre and post data of staff knowledge of the Aboriginal Education Policy and cultural knowledge will be assessed.

Practices and Products

Practices

School wide responsibility for implementation of Aboriginal Education Policy is evident in curriculum, pedagogy and the celebration of cultures of our First Peoples.

Students and staff are empowered by the ongoing culture of leadership development and capacity building.

The leadership team measures school community satisfaction and shares its analysis and actions in response to the findings.

Products

BHS engages fully with the Aboriginal Education Policy; staff have high levels of cultural competence, and Aboriginal students experience growth in learning outcomes.

A dynamic, positive and knowledgeable leadership group exists; they inspire and support the development of staff and students in the school community.

High quality communication and engagement tools exist to support a responsive school/community partnership.