School plan 2015 – 2017

Bossley Park High School 8582

Focussing on Excellence and Success

STRATEGIC DIRECTION 2

Commitment to and engagement in lifelong learning.

STRATEGIC DIRECTION 1

Student success as 21st Century learners and responsible citizens.

STRATEGIC DIRECTION 3

Inclusive community systems providing high educational and social outcomes.

School vision statement

Bossley Park High School's vision is to create a school that is well respected in the community for the provision of the best education for all students with a **focus on excellence and success** in all aspects of learning.

Our core business is to develop students who can **confidently meet the challenges of the future and take their place as responsible citizens.**

Our welfare programs will develop **resilience and leadership** in our students. All our students will be supported in navigating any challenges and meeting their aspirations.

School context

Bossley Park High School is a large comprehensive school (approximately 1500 students) with a **Non English Speaking Background population of 82% and a physical disabilities unit.**

The major cultural groups are from Arabic and Assyrian background. Other cultural groups are Spanish, Italian and there is a strong Asian component.

Teaching staff vary from being **experienced to New Scheme Teachers.** We have approximately 130 staff which includes an Executive Leadership team of a principal, three deputy principals and 16 Head Teachers. There are approximately 23 non-teaching staff which includes support and technology personnel.

Bossley Park High is a **Positive Behaviours for Learning** school and promotes the **Safe, Respectful Learner** code. It is well known in the community for its strong welfare initiatives and its emphasis on the wearing of the school uniform.

The school is recognised for its broad curriculum including **gifted and talented programs in academic, creative and performing arts and sports programs**.

A strong commitment to maintaining an **attractive built environment** is evident.

The school is in its 27th year of operation and has maintained **strong community** support with parents playing an active role in its governance.

The school promotes **alternate educational opportunities** which are offered by TAFE, SBAT, TVET & community agencies in order to provide a variety of educational pathways **which cater for individual needs**.

School planning process

1. This has been developed in consultation with all community stakeholders. The senior executive led three school **evaluation teams** during 2014 on the areas of **curriculum, student welfare, assessment and reporting.**

2. **Staff, students and parents** completed surveys as part of this process using an online survey tool, SurveyMonkey which provided valuable feedback. This information has guided the school executive in developing the Strategic Directions.

The Executive Team led the process of developing the Strategic Directions, products, practices and processes and the identification of milestones.

The staff was consulted about their views on the Strategic Directions and provided valuable feedback which was used to inform and drive the development of the School Plan.

The community was included in the consultation process and the valuable feedback it provided clearly endorsed the direction the school is undertaking.

The School Plan will be **evaluated** on an annual basis and recommended changes will be endorsed by the school community.

School strategic directions 2015 - 2017

STRATEGIC DIRECTION 1
Student success as 21st Century learners and responsible citizens.

STRATEGIC DIRECTION 2
Commitment to and engagement in lifelong learning.

STRATEGIC DIRECTION 3
Inclusive community systems providing high educational and social outcomes.

Purpose:

To develop independent and critical thinkers who are well prepared to engage in the 21st century world as global citizens.

To develop the ability in students to use technology for problem solving in a creative manner.

Purpose:

To develop a consistent and collaborative environment where staff are lifelong learners and strive for continual improvement.

Purpose:

To develop networks with the community to strengthen parent partnerships with a focus on school culture and consistent high quality education.

Strategic Direction 1: Student success as 21ˢᵗ Century learners and responsible citizens.

Purpose

To develop independent and critical thinkers who are well prepared to engage in the 21ˢᵗ century world as global citizens.

To develop the ability in students to use technology for problem solving in a creative manner.

Improvement Measures

- Critical and creative thinking embedded in our teaching and learning programs and explicitly taught. A 20% increase in student confidence in utilising critical and creative thinking skills.

- Students that make a positive contribution to local and global society. A 20% increase of students involved in making a positive contribution to local and global society.

People

Students:
Develop the mindsets and capabilities of our students to utilise and implement 21st century technologies to become 21st century problem solvers.

Staff:
Develop the knowledge, skills and resourcefulness needed to prepare students as 21ˢᵗ century global citizens.

Parents/Carers:
To empower the parent/carers body to support their children to improve their engagement in their learning.

Community Partners:
To seek the involvement of community organisations for the purposes of providing opportunities for our students to engage in global citizenship initiatives.

Processes

Global Citizenship
Develop and implement a suite of programs that will raise awareness of the need for a whole school culture that fosters and promotes students' ability to initiate programs that will enhance their lives and the lives of others, both locally and in a global setting.

Quality Technology Integration
Introduce staff and students to a range of whole school initiatives and programs that will further develop the understanding of and the application of technology, to enhance student learning to develop 21 century learners.

Academic Curriculum
To establish strategies to further promote student engagement and success in their learning through a range of rigorous and challenging curriculum options across the whole school.

Evaluation Plan:
Qualitative and quantitative data to measure engagement of students in 21st century learning styles and participation in global citizenship initiatives.

Products and Practices

Products:

- A 20% increase of students who make a positive contribution to local and global society.
- Critical and creative thinking embedded in our teaching and learning programs across all curriculum areas.
- Students reflect and articulate aspects of their learning and achievement in working towards their personal goals.

Practices:

- On-Line Learning and technology integration in all curriculum areas.
- BYOD. Students to effectively use technology to develop life long learning strategies.
- Students to use an E-Diary & E textbooks for management of their personal learning.
- Provide opportunities to improve performance by all students in their learning so that they can achieve their personal goals.

Strategic Direction 2: Commitment to and engagement in lifelong learning.

Purpose

To develop a consistent and collaborative environment where staff are lifelong learners and strive for continual improvement.

Improvement Measures

- 100% of teachers will have authentically engaged with the Australian Teaching Standards and Teacher Performance and Development Framework.

- 10% (or greater) of teaching staff have completed or are actively engaged in seeking higher levels of accreditation.

People

Students & Staff:
All staff understand that student engagement and learning are related, with the school communicating priorities for strengthening both

Students & Staff:
Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning.

Parents, Carers & Community:
There is school-wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement.

Leaders:
All staff in consultation with their supervisor to develop a Performance & Development Plan (PDP) to build staff capacity.

Processes

A suite of professional learning opportunities will allow staff to evaluate the effectiveness of their practices.

High quality teaching and learning will be reflected in the assessment and reporting of students.

Staff will take responsibility for student improvement and contribute to a transparent learning culture.

Staff will develop policies, programs and processes that identify, address and monitor student learning needs.

Evaluation Plan:
Qualitative and quantitative data on teacher accreditation at all levels.

Products and Practices

Products:
- 100% of teachers will have authentically engaged with the Australian Teaching Standards and Teacher Performance and Development Framework.
- 10% (or greater) of teaching staff have completed or are actively engaged in seeking higher levels of accreditation.
- NAPLAN and HSC data will reflect improvement trends over time.
- Our Management system to reflect equal numbers of positive and negative incidents entered by staff.

Practices:
- Staff will demonstrate an engagement in lifelong learning.
- Staff will demonstrate an understanding of students and how they learn.
- There will be school-wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement.
- The school will have a culture of evaluation and reflection to drive improvement and change.

Strategic Direction 3: Inclusive community systems providing high educational and social outcomes.

Purpose

- To develop networks with the community to strengthen parent partnerships with a focus on school culture and consistent high quality education.

Improvement Measures

- Enhanced links between communities of schools to support the school's programs with a 30% increase in data obtained.

- Streamlined, flexible processes exist to deliver services and information that strengthen parental engagement with at least a 30% increase.

- Enhanced partnerships and relationships to access resources for the purpose of enriching the school's standing within the local community and improving student outcomes with a 20% increase in the number of partnerships formed.

People

Students:
Engage student involvement in building social awareness.

Staff:
Foster an ethos amongst staff to participate in community projects. Embrace and engage with the new communication systems.

Parents/Carers:
Build awareness and understanding amongst parents of the initiatives linked to the improved communication mediums that are connected to improving student outcomes.

Community Partners:
Build awareness and understanding amongst community partners of the initiatives linked to developing stronger relations between the school and community.

Leaders:
Build and foster an ethos in students, staff and the broader school community to understand the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes.

Processes

Develop a community engagement team to establish/enhance positive relationships with parents of all backgrounds.

Expand online communication systems to allow parents to monitor and give feedback on student progress.

Establish time where the communities of schools come together to focus on pedagogy, student engagement, as well as Literacy and Numeracy Continuum.

Build and expand community links and work experience opportunities to provide programs with real world opportunities.

Evaluation Plan:
Regular reporting against milestones by the Community Engagement Team; feedback from projects, staff and community.

Products and Practices

Products:
- Links exist with communities of schools, other educational providers and other organisations to support the school's programs.
- Streamlined, flexible processes exist to deliver services and information and strengthen parental engagement.

Practices:
- The school leadership team makes deliberate and strategic use of its partnerships and relationships to access resources for the purpose of enriching the school's standing within the local community and improving student outcomes.
- Parents are updated on the progress of their children.