

School plan 2018-2020

Bossley Park High School 8582



School background 2018–2020

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 wellbeing 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 coeducational comprehensive high school proudly serving the South Western Sydney community since 1988. There are 1460 students in the school with 82% of the population coming from a Non English Speaking Background. The major cultural groups are from an Arabic, Assyrian, Spanish, Italian, Eastern European and South East Asian backgrounds. There are 130 highly committed staff which includes an executive leadership team of a Principal, four Deputy Principals and 16 Head Teachers. There are approximately 23 non-teaching staff, comprising of administrative, student support and technology personnel. The school prides itself on outstanding academic success, high quality teaching and learning, including an emphasis on the use technology and 21st Century learning. Bossley Park High is a Positive Behaviours for Learning school and promotes the Safe, Respectful Learner code. It is well respected in the community for its strong student wellbeing and leadership initiatives that nurture student aspirations. The school is recognised for its broad curriculum including gifted and talented programs in academic, visual arts, technology, performing arts and a talented football program. A strong commitment to maintaining an attractive environment is evident and has strong community support with parents playing an active role. The school promotes alternate educational opportunities which are offered by TAFE, SBAT, TVET and community agencies in order to provide a variety of educational pathways which cater for individual needs.

School planning process

The School Plan has been developed in consultation with all community stakeholders. The senior executive led three school evaluation teams, on the areas of curriculum, student welfare, assessment and reporting. Staff, students and parents completed surveys as part of this process using an online survey tool, Survey Monkey 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 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 2018–2020

STRATEGIC DIRECTION 1

Student success as future focused, curious and aspirational learners.

Purpose:

Our students will be literate, numerate and curious. They will acquire foundational and technical skills and learn to use these in increasingly enterprising and creative ways to apply them in diverse environments. They will be challenged to acquire bodies of knowledge and skills to be powerful learners by expanding and making articulate their repertoire of learning strategies.

STRATEGIC DIRECTION 2

Excellence in teaching, leading and learning.

Purpose:

Staff will engage in the accreditation process and seek professional development opportunities to remain aware of the changing conditions which support and uphold the importance of the future focused learner. The achievement and learning of students requires a focus on collaborative practices amongst teachers and strategies that are evidence based that have a track record in accelerating student success and lifelong learning.

STRATEGIC DIRECTION 3

Engaged school community to support a positive learning culture and resilient citizens.

Purpose:

To increase real world experiences and opportunities between students, teachers and the wider community, contributing to a culture which promotes a positive learning environment. Through our wellbeing programs and teaching practices we will know our students as learners and as people so they will be caring, resilient and principled citizens.

Strategic Direction 1: Student success as future focused, curious and aspirational learners.

Purpose

Our students will be literate, numerate and curious. They will acquire foundational and technical skills and learn to use these in increasingly enterprising and creative ways to apply them in diverse environments. They will be challenged to acquire bodies of knowledge and skills to be powerful learners by expanding and making articulate their repertoire of learning strategies.

Improvement Measures

Increase the percentage of students demonstrating expected growth or greater in literacy.

Increase the percentage of students demonstrating expected growth or greater in numeracy.

Increase the percentage of students that consistently perform at high levels on external and internal school performance measures and reduce equity gaps.

People

Students

Students are aware of expectations of growth on internal and external school achievement data.

Staff

Staff explicitly teach literacy and numeracy to all students at all levels of achievement in all subjects. The teaching of writing is valued with an expectation of improvement.

Staff

Staff measure success of their teaching strategies by improved student progress and achievement data.

Parents/Carers

Parents have a shared understanding of the expected achievement in literacy and numeracy.

Leaders

Leaders explicitly articulate and support a whole school, coordinated approach to teaching literacy and numeracy. There is an expectation of improvement in literacy standards across the school.

Processes

Develop and implement a high quality whole school literacy and numeracy approach.

Implement innovative teaching strategies and improve the consistency of teaching effective evidence based and future focused practices.

Including:

- High Expectations
- Explicit Teaching
- Effective Feedback
- Use of data to inform practice
- Classroom Management
- Wellbeing
- Collaboration

Evaluation Plan

Annual reviews using both internal and external data to assess learning progressions.

Including:

- Learning walks
- Class observations
- Review of teaching programs
- Surveys with students, staff and parents
- Communication to the community

Practices and Products

Practices

Students participate in the Lit-Up Literacy Program Years 7–9.

School literacy and numeracy teams established and lead professional learning on the literacy and numeracy learning progressions.

Students are empowered and engaged in their own learning progression

Faculties conduct a review of teaching and learning programs in order to include extended responses and writing exemplars in all assessment tasks where appropriate, across all key learning areas.

Leaders utilise external and internal data analysis to monitor progress whilst staff use formative assessment and data to inform/differentiate teaching practices and track student progress.

Products

An increase in students meeting minimum literacy and numeracy standards in NAPLAN.

All staff consistently using learning intentions and success criteria, setting high expectations and using exemplars for modelling writing.

Consistent application of effective evidence based teaching practices in every classroom.

Strategic Direction 2: Excellence in teaching, leading and learning.

Purpose

Staff will engage in the accreditation process and seek professional development opportunities to remain aware of the changing conditions which support and uphold the importance of the future focused learner. The achievement and learning of students requires a focus on collaborative practices amongst teachers and strategies that are evidence based that have a track record in accelerating student success and lifelong learning.

Improvement Measures

All staff engaged in professional learning targeted to achieve the school's strategic directions and professional learning goals.

Increase in proportion of teachers consistently utilising evidence based teaching and learning practices to improve student performance.

People

Leaders

Leaders value and communicate understanding of the importance of innovation and future focused skills for ongoing student engagement and success.

Staff

Staff build an understanding of and adopt a growth mindset to promote lifelong learning. Staff work collaboratively to share teaching and learning strategies.

Staff

Staff understand personal responsibility for maintaining or achieving accreditation based on the professional teaching standards.

Students

Students develop a growth mindset and value staff feedback gaining a clear understanding of how to improve their learning.

Parents/Carers

Parents/carers have an understanding of the high expectations set and provide support to allow student learning to thrive.

Processes

Engage staff in professional learning to trial and implement innovative teaching and learning practices.

Provide staff opportunities to achieve and maintain accreditation levels and become leaders through mentoring, coaching and structured programs.

Provide opportunities for collaboration to occur among colleagues via learning walks, team teaching and teams meetings.

Evaluation Plan

Ongoing evaluation of professional learning will take place using :

- Feedback from Professional development sessions including Twilight sessions
- Exit surveys after each School Development days
- Learning walks
- Class observations
- Surveys with students, staff and parents
- PDP evaluations and discussions with supervisors.

Practices and Products

Practices

Professional development opportunities provided to staff supporting the use of evidence based strategies and innovative thinking in designing teaching programs that deliver ongoing improvements in students outcomes.

All staff are supported through the Accreditation Team Plan and Early Career Teacher program.

Staff work collaboratively to share expertise, mentor and coach each other for consistency, to build leadership and lifelong learning.

Products

Implementation of evidence based strategies in teaching programs and classroom practice to drive student improvement.

Staff demonstrate personal responsibility for maintaining and developing their professional standards by undertaking accreditation or maintenance.

Staff working across faculties, whole school and in teams to design and deliver quality, engaging programs that enhance student achievements.

Strategic Direction 3: Engaged school community to support a positive learning culture and resilient citizens.

Purpose

To increase real world experiences and opportunities between students, teachers and the wider community, contributing to a culture which promotes a positive learning environment. Through our wellbeing programs and teaching practices we will know our students as learners and as people so they will be caring, resilient and principled citizens.

Improvement Measures

Increase of the proportion of students demonstrating active engagement and connectedness with the school and its community.

Established a consistent school wide system to embed positive behaviours for learning.

Improve student and staff wellbeing results.

People

Students

Students understand their voice is important by providing regular feedback for ongoing school improvement. Students acquire skills and value opportunities to work with others in the community.

Leaders

Leaders actively seek and address feedback about engagement from students, staff and parents.

Community Partners

Community Partners provide services to support the educational and wellbeing initiatives within the school.

Staff

Staff value engagement with parents in a range of school related activities to build a positive school community that underpin the school's educational philosophy.

Shared understanding of the values of positive behaviours for learning.

Processes

Develop and strengthen current student engagement programs and opportunities for students to work with community partners.

Revise and relaunch student and staff wellbeing programs that support a caring, positive, learning culture and increases student engagement.

Evaluation Plan

Ongoing and regular evaluation will take place via Sentral data analysis and participation in the wellbeing and engagement programs.

As well as,

- Tell them from me surveys
- Focus group interviews
- Staff and student surveys

Practices and Products

Practices

Implement a range of effective engagement and wellbeing programs for students and staff that promote challenge, leadership and embody the wellbeing principles of connect, thrive and succeed.

Positive Behaviours for Learning (PBL) values and practices are embedded by staff and students in daily classroom routines.

Review the effectiveness of current wellbeing programs for students and staff.

Products

Engagement programs implemented and students are empowered to connect, thrive and succeed to their school and its community.

All teachers implement positive behaviours for learning (PBL) practices and values routinely in classes.

Effective wellbeing programs are implemented and utilised to optimise student and staff connections to the school.