

School plan 2018-2020

Bowral High School 8104



School background 2018–2020

School vision statement

Bowral High School is committed to supporting the learning of every student by ensuring that we nurture, inspire and challenge students in and out of the classroom. Students engage in rich learning experiences that develop skills for now and the future. The highest levels of professionalism are expected of all teaching and support staff with a demonstrated commitment to the provision of engaging, differentiated and evidence-based teaching strategies and ongoing professional development. Leadership at all levels is a priority at Bowral High School: all members of the community share leadership roles and responsibility for fostering a culture of high expectations, mutually enriching community partnerships and success.

School context

Bowral High School is a comprehensive co-educational secondary school servicing a community that also supports several independent secondary schools. The school serves a slightly below average socio-economic community with a Family Occupation and Education Index (FOEI) of 102, the FOEI mean being 100. The special interests and needs of students are met through successful performing and creative arts programs, a wide range of sporting opportunities and a differentiated academic curriculum. The school uses the Positive Behaviour for Success (PBS) program to promote positive behaviour and responsible learning. A Special Education faculty supports four special needs classes that meet the needs of students with diverse learning disabilities. Students are extended through highly successful enrichment programs in all key learning areas as well as dedicated academic classes in Stage 4 and project based learning opportunities. Bowral High School has strong links to its community and its partner primary schools. A rich and challenging academic program exists side by side with opportunities in vocational education that offer students individual pathways to work, university and TAFE or private colleges.

School planning process

Our strategic directions have been developed as a result of the successful participation in a rigorous self assessment and external validation processes in 2016 and 2017. The school was validated across all 14 elements of the School Excellence Framework by an expert panel of principals in 2016. A range of quantitative and qualitative data was used in this process supported by the use of evidence based evaluative tools. In 2017, the staff has used these tools to evaluate all key school processes to deliver explicit Where to Next statements, aligned with the School Excellence Framework. These statements have been used to identify strategic directions, purpose statements and six school processes. Community consultation occurred at P&C meetings in July and August 2017. The school also used the Tell Them From Me surveys with parents, students and staff to gather information about community satisfaction with existing procedures, processes and systems. The school self assessment team reviewed this data to help formulate the new strategic directions.

School strategic directions 2018–2020



**STRATEGIC
DIRECTION 1**
Learning for our Future

Purpose:

Rich learning experiences engage our students developing skills for now and the future



**STRATEGIC
DIRECTION 2**
Leading with Purpose

Purpose:

Purposeful leadership roles are fulfilled by staff based on professional expertise



**STRATEGIC
DIRECTION 3**
Teaching for Success

Purpose:

Quality teaching enables every student to achieve, learn and engage for success.

Strategic Direction 1: Learning for our Future

Purpose	People	Processes	Practices and Products
Rich learning experiences engage our students developing skills for now and the future	Staff PBS team develops a matrix of processes to support the development of responsible learners. Teachers explicitly implement PBS strategies to build the capacity of students as responsible learners. Teachers develop their capacity to deliver project based learning(PBL) All teachers understand and explicitly teach literacy and numeracy across key learning areas (KLAs). Teachers understand and promote the benefits of VET to post–school opportunities.	Enhance conditions for learning The school has in place a comprehensive and inclusive framework to support the cognitive, social, emotional, physical and spiritual well–being of every student that measurably improves student learning outcomes. Use evidence–based practices to improve learning. Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of every student, using evidence–based teaching practices and innovative delivery mechanisms where appropriate.	Practices Positive Behaviour for Success (PBS) The school community extends PBS to develop responsible learners. Project–Based Learning (PBL) Evidence–based, innovative and future–focused PBL is implemented. Literacy and Numeracy All teachers explicitly teach literacy and numeracy to every student.
Improvement Measures	Leaders Support school–wide implementation of PBS strategies and systems. Promote a cohesive, coordinated approach to implementing PBL. Professional development opportunities are provided to support literacy & numeracy teaching. Resources are allocated to allow the delivery of VET.	Evaluation Plan Student and teacher surveys used to evaluate PBS processes and practices. Collection of PLAN2 and Best Start year 7 information for each student. Annual collection of student literacy and numeracy baseline evidence in all KLA's. Literacy and Numeracy data collection from both school–based sources (including LEXIA) and the HSC and NAPLAN results. PBL scope and sequence and teaching programs are submitted. Student evaluation of PBL processes and products is used to measure its success. Collect student qualification data resulting from VET.	VET The Bowral High community promotes the importance of VET courses within the senior curriculum.
All stage 6 students have collaborated with their teachers to develop learning goals.			Products Practices aligned with PBS values lead to students achieving improved learning outcomes. Students are critical thinkers, creative learners who communicate and collaborate effectively.
All students are given the opportunity to use teacher feedback to improve their learning outcomes.			Students are achieving expected growth along the literacy and numeracy progressions.
Improved student achievement of literacy and numeracy is shown using PLAN2.			Students are engaged in a wide range of relevant VET courses.
More students achieve literacy and numeracy HSC minimum standard before starting year 12 courses.			
All stage 4 PBL classes produce a quality product.			
Programs, assessment and reporting reflect innovative and evidence–based practices.			
Increased proportion of students attain the full qualification offered by their VET course.			
Continued growth in VET student numbers and VET courses offered to students.	Students Students engage in reflective practices to improve their learning outcomes. Students develop creativity, critical thinking, collaboration and communication		

Strategic Direction 1: Learning for our Future

People

skills.

Students apply KLA specific literacy and numeracy strategies.

Students select VET courses that support post-school pathways.

Parents/Carers

Parents are involved in the reflective processes regarding their child's learning.

Parents celebrate student success in PBL.

Participate in parent information sessions related to VET.

Community Partners

Support VET through the provision of workplace opportunities.

Processes

Collect information about student patterns of study.

Strategic Direction 2: Leading with Purpose

Purpose

Purposeful leadership roles are fulfilled by staff based on professional expertise

Improvement Measures

Staff are actively involved in the leadership building program and an increasing number take on leadership roles across the school.

All staff develop a PDP in consultation with their supervisor.

Professional learning opportunities are tailored to staff PDPs and the majority of staff participate in at least four twilight sessions throughout the year

A survey of staff, students, parents and community to gather information about the school, perceptions and satisfaction is completed.

Survey results are used to develop a fully implemented Community & Engagement plan for school improvement.

People

Staff

Adopt a leadership mindset to develop their capabilities in assuming enhanced leadership roles.

Leaders

School executive implements a collaborative approach focused on continuous improvement of teaching and learning (T&L).

Parents/Carers

Engage in feedback tools demonstrating active support in embedding the schools approach to T&L.

Students

Instructional leadership sustains effective teaching so that students make measurable improvements.

Community Partners

Local community is consulted where appropriate on decisions about, and access to, school assets and resources.

Processes

Ensure that there is a continued focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.

Solicit and address feedback on school performance from students, staff, parents and the broader school community.

Evaluation Plan

Reflective statements in staff PDPs demonstrate engagement in the leadership processes.

Professional Learning Communities record activities and participation.

Records demonstrate that school events and meetings are well attended by members of the community and the school effectively caters for equity issues in the school.

Practices and Products

Practices

Leadership building program

Members of the school community are encouraged to adopt leadership roles that address our strategic directions.

Performance management and development

The school supports collaborative performance development and efforts to continuously monitor improvement.

Community Engagement

Best practice is informed by community feedback and effectively caters for the range of equity issues in the school.

Products

Enhanced and distributed leadership is reflected in greater staff participation in leadership opportunities.

All teaching and non-teaching staff proactively seek to improve performance.

Sustained and measurable whole-school improvement is supported by a culture of high expectations and community engagement.

Strategic Direction 3: Teaching for Success

Purpose	People	Processes	Practices and Products
Quality teaching enables every student to achieve, learn and engage for success.	Staff Use professional learning in data skills and use to ensure every student experiences high quality teaching.	Use collaboration, observation and professional learning to underpin quality teaching. Use evidence-based practices to inform teaching, assessment and feedback.	Practices QT Rounds Every teacher is supported by an instructional leader to engage in QT rounds and negotiated lesson observations.
Improvement Measures	Leaders Continually monitor the impact of programs and approaches used by all teachers to improve practice.	Evaluation Plan Data skills in staff are improved and evidence of staff using data to inform teaching is identified.	Feedback and learning Intentions Every teacher engages in targeted professional learning that supports the whole school approach in the use of feedback and learning intentions.
An increasing number of teachers participate in QT Rounds	Parents/Carers Collaborate with staff using student data to identify priorities and plan for continuous improvement.	Every teacher is an informed user of quality feedback and examples are shared regularly at collegial, faculty and executive levels.	Data Skills and Use Every teacher provides explicit, specific and timely feedback to define success criteria.
An increasing proportion of students achieve in the top two HSC bands in all courses.	Students Students are provided with explicit feedback so they have a clear understanding of how to improve.	Every teacher is recognised and supported as an instructional leader and this is recorded in professional development opportunities.	Products The school uses embedded, explicit systems to facilitate professional dialogue, classroom observation, effective teaching practices and formative feedback.
An increasing number of students report that they are receiving timely and effective feedback from their teachers to improve their learning.	Community Partners Staff collaborates with the community to use student data to develop plans for ongoing improvement.		Assessment is used flexibly to support learning and create opportunities for students to receive timely feedback on their learning.
An increasing proportion of teachers use data effectively in order to provide targeted teaching to students.			Teachers analyse, interpret and extrapolate student performance data to inform planning and effective teaching.
An increasing proportion of students receive both summative and formative feedback on their assessments and learning from their teachers.			