Strategic Plan for BONNYRIGG HIGH SCHOOL 2015 - 2017

School Vision

To provide quality teaching and learning through an inclusive and challenging curriculum, where students develop as effective and responsible global citizens who value life-long learning.

Strategic Direction 1

STUDENT LEARNING

Curriculum that is challenging, innovative and inclusive enabling students to be effective 21st Century global citizens.

Strategic Direction 2

TEACHER LEARNING
LEADER LEARNING

Ongoing teacher professional learning to ensure consistent, high standards of quality teaching and educational practice.

Strategic Direction 3

SCHOOL LEARNING
COMMUNITY

Connecting learning for all students in a dynamic, integrated and holistic way in school and community life.

Purpose of Strategic Direction 1

To provide a range of learning experiences which results in students who are socially, culturally and environmentally aware, and who develop as ethical, critical and creative thinkers.

Purpose of Strategic Direction 2

To implement for all staff a planned program of Professional Learning that reinforces school targets, enhances skills in classroom pedagogy, provides a range of learning experiences and fully reflects the Quality Teaching Framework.

Purpose of Strategic Direction 3

To provide a learning environment which is purposeful, challenging, engaging and caters for the individual interests and needs of each student.

Strategic Direction 1 : STUDENT LEARNING

Curriculum that is challenging, innovative and inclusive that enables students to be effective 21st Century global citizens.

Purpose	People	Processes	Product & Practices
To provide a range of learning experiences which results in students who are socially, culturally and environmentally aware, and who develop as ethical, critical and creative thinkers. **Performance Measure/s** • Engagement and retention of students (school attendance data). • Upward mobility of students in performance bands (ESSA, SMART). • An increase of subjects offered in Stages 5/6, both ATAR and non-ATAR pathways reflected in retention rate of students in stage 6. • Increase in university and other further education placement; increase in post-school employment (post school survey).	• Curriculum committee. • All Faculties. • All staff led by Assessment and Reporting committee.	**Curriculum** • Intensive subject selection processes (ATAR, non-ATAR). • Continue differentiation and engagement of all students. • Evaluation of Z elective. **Programs** • HT facilitates a collaborative approach to redesigning teaching programs to include ACCCP areas • Reflection and evaluation of teaching programs. **Assessment** • Creation of an assessment and reporting committee. Review and revise assessment tasks and assessment practices across all KLAs.	• Product: An increase in the number of subjects offered at subject selection. • Practice: Faculties offer a wide range of courses to students, including Z elective in Stage 5. • Assessment and teaching programs which are differentiated to meet the various learning needs of students. • Practice: content that is relevant, topical and develops students 21st century skills, needs and interests, linking to syllabus outcomes. • Product: Teaching programs which embed ACCCP areas. • Product: Self---auditing tool. • Practice: Content that is relevant, topical, meets students' skill and interest needs and links to syllabus outcomes. • Product: Assessment and Reporting policy. • Product: School template for assessment including rubrics and work samples from each performance descriptor. • Practice: Scaffolded assessment tasks, with performance descriptor rubrics. Work samples used as a benchmark. • Product: assessment tasks reflecting Project Based Learning skills.

Strategic Direction 2 : TEACHER LEARNING / LEADER LEARNING

Ongoing teacher professional learning to ensure consistent, high standards of Quality Teaching and educational practice.

Purpose	People	Processes	Product & Practices
To implement for all staff a planned program of Professional Learning that reinforces school targets, enhances skills in classroom pedagogy, provides a range of learning experiences reflecting the Quality Teaching Framework and the Australian Professional Teaching Standards. **Performance Measure/s** • Increase the number of students in the top two performance bands in all external exams by at least 2% per annum. • Decrease the number of students in the bottom two performance bands in all external exams by at least 2% per annum. • All staff have completed mandatory professional learning • Review program outcomes and achievement, mapping them against HSC results/ comparing them against results from region and state. • Ongoing monitoring and evaluation of 5 year trends in performance and achievement trends in nationwide test data. • All faculties and all individual staff members have Professional Performance and Development Plans (PDPs). The school system allows for participation in communities of interschool professional development and learning.	**Students:** • Engaged in high quality lessons that enhance personal intellect through the Quality Teaching Framework. **Staff:** • Provide a program of personalised professional development for the teaching staff through a range of strategies that focus on feedback, self-evaluation and sharing of professional practice. • Design for the development of leadership capacities for staff participating in aspiring leadership training through professional learning support and appropriate structures. • Develop capacities for teaching staff, including planning for skills development to design and implement appropriate programs and lesson design. **Parents:** • Informed of staff undergoing professional learning to enhance student achievement	**Professional Knowledge** • Student evaluation through a designed and targeted surveying of subject learning goals. **Professional Practice** • Analysis of external and internal data to guide professional practice. **Professional Engagement** • Professional learning team review and evaluate professional learning programs at school level. • Performance and Development Framework (PDF) implemented. • Feedback from the evaluation plan to develop a strategy for future professional learning.	• Product: Teaching and learning programs which provide evidence of scope and sequence, information literacy, Quality Teaching, and inclusive programming across all faculties. • Practice: Professional learning programs established across stages, curriculum areas, DEC priority areas, leading to improved and embedded practice in relation to curriculum continuity and quality teaching. • Product: All teachers trained in differentiating the curriculum for a variety of student learning needs and abilities (Learning Support, GAT, EAL/D, etc) in all faculties, executive and whole school level. • Product: A number of teachers will be trained in the QT Rounds techniques of peer observation. • Practice: Compliance with Australian Institute Standards with a focus on all staff having opportunities to maintain and progress through the professional levels of accomplishment. • Product: Develop Professional Learning policy and plan reflecting DEC requirements, school, and teacher needs. • Practice: Professional learning to improve and embed practice in relation to literacy and numeracy strategies and quality teaching. • Practice: Inter-school networks, programs and professional learning are accessed to enhance teaching practices.

Strategic Direction 3 : SCHOOL LEARNING COMMUNITY

Connecting learning for all students in a dynamic, integrated and holistic way in all aspects of school and community life.

Purpose	People	Processes	Product & Practices
To provide a supportive learning environment fostering positive student engagement in the school and wider community. **Performance Measure/s** • Improved attendance and retention rates. • Minimisation of anti-social behavior (e-welfare and suspension data). • Increased participation and achievement of individuals and groups in student recognition schemes, challenges and competitions. • Increased participation in extra-curricular activities and programs that facilitate social literacy. • Increased parent/community involvement-Parent/teacher night; parent forums. • Developing of Expectancy and Value in the Middle Years of Schooling (Survey of Bonnyrigg Community of Schools).	• **HT Admin, Welfare Team and all staff:** • **Values Team:** Promoting the values policy and developing suitable resources for the implementation of values throughout the school with the Student Leadership Team. • **All students and staff:** To adopt, promote and practise school values. • **Parents and broader community:** Involved in school-based activities i.e. outside agencies including High Resolves, Newspaper Team, ABCN etc. • **Community Partnerships Officer:** facilitating links with primary schools and broader community. • **Multicultural Committee:** reinforcing links between the school and broader community. • **Aboriginal Committee:** reinforcing links between the school and the broader Aboriginal community. • Students from Bonnyrigg High School, Bonnyrigg, Edensor Park, Harrington Street, Mount Pritchard and St Johns Park Primary Schools.	**Engagement/Attendance** • Online attendance reporting – LMBR/SENTRAL. **Values** • Developing procedures for staff to follow when talking to students, that promote school values. • Embedding school values in classroom activities and curriculum content. • Promotion and use of revamped Merit Award system. • Preserving and publishing students' extra-curricular activities on database. **Community** • Focus on bringing back past students to share pathway information. • Continuation of school-based community activities including: High Resolves Community Action Project; Newspaper team; ABCN and days of commemoration etc. • Four year longitudinal Educational Psychological Study of student attitude into learning and their results on standardized testing (e.g. NAPLAN and ESSA).	• Practice: Maintain the current trend of improved student attendance. • Product: Students are engaged, self-directed and self-regulated. • Product: School values have been embedded into all facets of the school community. • Practice: The School Community effectively utilizes and values the Merit System. • Product: Increased extra-curricular opportunities for student leadership and/or citizenship. • Practice: All extra-curricular initiatives are documented and published. • Product: Increased parent and community involvement. • Practice: A coordinated whole school approach to inclusive community engagement. • Product: Celebration of days of cultural and historical significance. • Practice: Evaluative survey of Longitudinal Study. • Product: Improved Primary to Secondary transition process derived from survey data.