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.

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.

<table>
<thead>
<tr>
<th>Purpose</th>
<th>People</th>
<th>Processes</th>
<th>Product &amp; Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>• Curriculum committee.</td>
<td>• Curriculum</td>
<td>• Product: An increase in the number of subjects offered at subject selection.</td>
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<td></td>
<td>• All Faculties.</td>
<td>• Intensive subject selection processes (ATAR, non-ATAR).</td>
<td>• Practice: Faculties offer a wide range of courses to students, including Z elective in Stage 5.</td>
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<td>• Continue differentiation and engagement of all students.</td>
<td>• Assessment and teaching programs which are differentiated to meet the various learning needs of students.</td>
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<td>• Evaluation of Z elective.</td>
<td>• Practice: content that is relevant, topical and develops students 21st century skills, needs and interests, linking to syllabus outcomes.</td>
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<td>• All staff led by Assessment and Reporting committee.</td>
<td>• Product: Teaching programs which embed ACCCP areas.</td>
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<td><strong>Programs</strong></td>
<td>• Product: Self-auditing tool.</td>
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<td>• HT facilitates a collaborative approach to redesigning teaching programs to include ACCCP areas</td>
<td>• Practice: Content that is relevant, topical, meets students' skill and interest needs and links to syllabus outcomes.</td>
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<td>• Reflection and evaluation of teaching programs.</td>
<td>• Product: Assessment and Reporting policy.</td>
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<td><strong>Assessment</strong></td>
<td>• Product: School template for assessment including rubrics and work samples from each performance descriptor.</td>
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<td>• Creation of an assessment and reporting committee.</td>
<td>• Practice: Scaffolded assessment tasks, with performance descriptor rubrics. Work samples used as a benchmark.</td>
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<td>Review and revise assessment tasks and assessment practices across all KLAs.</td>
<td>• Product: assessment tasks reflecting Project Based Learning skills.</td>
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## Strategic Direction 2: TEACHER LEARNING / LEADER LEARNING

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

### Purpose

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.

### People

#### 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

### Processes

#### 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 & Practices

- **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.

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| To provide a supportive learning environment fostering positive student engagement in the school and wider community. | - 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. |

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).