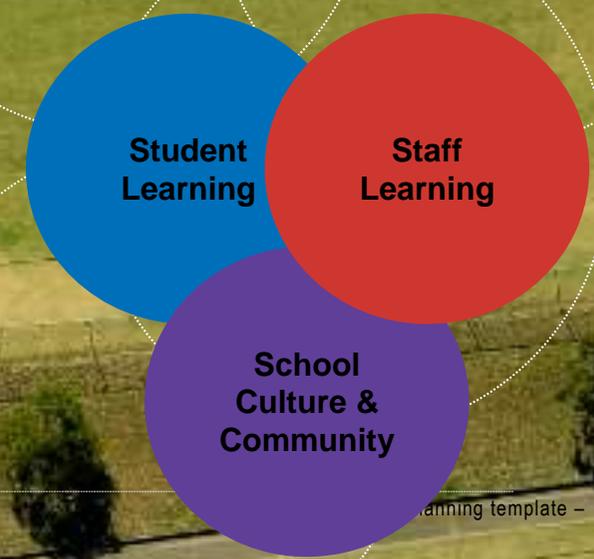


**Baulkham Hills High School**  
**8464**  
**School Plan 2015 to 2017**





## School vision statement

We are a diverse and dedicated learning community, where students are encouraged to be creative and innovative learners who are challenged to achieve their academic potential.

As a community, we value perseverance, integrity, respect, responsibility, cooperation and fairness.

We are committed to the wellbeing of our community.

Students and teachers are inspired to be successful, life-long learners who achieve their personal best.

## School context

Baulkham Hills High School is an academically selective, co-educational high school situated in the north-western suburbs of Sydney. It has approximately 1200 students enrolled, including a support unit for students with autism/mild/moderate intellectual disabilities. 94% of students are from non-English speaking backgrounds.

Entry into Year 7 is via an entrance examination which is conducted by the Selective High Schools and Opportunity Class Placement Unit of DEC.

Entry into available places in Years 8 to 12 is determined by the school and is based on evidence of consistent academic excellence at the applicant's former school.

Staff are experienced and committed. A strong emphasis is placed on academic excellence within a broad curriculum. Other focus areas include an extensive co-curricula program and the development of social responsibility.

## School planning process

- |  |   |
|--|---|
| 3 <sup>rd</sup> June 2014                    | Full Staff meeting  |
| 14 <sup>th</sup> July 2014                   | School Development Day  |
| 23 <sup>rd</sup> July 2014                   | Executive meeting with Kim Chapman (Rouse Hill HS Principal) facilitating |
| 13 <sup>th</sup> August 2014                 | Executive meeting   |
| 26 <sup>th</sup> August 2014                 | P&C meeting   |
| 2 <sup>nd</sup> Sept 2014                    | Extended Staff meeting  |
| 6 <sup>th</sup> Oct 2014                     | Newsletter article asking for parental input                              |
| 5 <sup>th</sup> Nov 2014                     | Executive meeting   |
| 21 <sup>st</sup> & 22 <sup>nd</sup> Nov 2014 | Executive Conference  |
| 25 <sup>th</sup> Feb 2015                    | Executive meeting   |
| 2 <sup>nd</sup> March 2015                   | Newsletter update   |
| 4 <sup>th</sup> March 2015                   | Executive meeting   |
| 6 <sup>th</sup> March 2015                   | SRC and Prefects meeting  |
| 24 <sup>th</sup> March 2015                  | P&C meeting   |



## Student Learning

Students learning needs are catered for individually. They are provided with a broad, challenging curriculum - for both gifted and talented students, and those with special needs. Students are supported in learning life-long skills.

### Purpose

To produce dynamic, proactive, life-long learners.

To enable students to become successful learners, who are confident and creative individuals, and who are active, informed citizens.

To provide inclusive opportunities for students to actively participate and challenge themselves in the broad range of opportunities offered by the school.

## Staff Learning

All staff are supported, trained and empowered to provide a flexible, quality learning environment for students. All staff receive current, best practice professional learning and development to support and empower them to implement both challenging curriculum and whole school changes.

### Purpose

To develop and improve teacher pedagogy and enhance staff potential and ability through Professional Learning, with continued focus on the Quality Teaching Framework.

To encourage and ensure staff celebrate and acknowledge all areas of student achievement.

To develop leadership capacity and density through involvement in whole school programs and responsibilities.

## School Culture & Community

A school community working in a system of values, building school pride and a culture of success, with a clear focus on student and staff wellbeing and resilience.

### Purpose

To develop students' social conscience and global citizenship.

To have a participative and consultative community who will contribute to decision making.

To encourage partnerships between the school and the 'broader' community to bring mutual benefits and maximise student engagement and achievement.

# Strategic Direction 1: Student Learning

## Purpose

**Why do we need this particular strategic direction and why is it important?**

To produce dynamic, proactive, life-long learners.

To enable students to become successful learners, who are confident and creative individuals, and who are active, informed citizens.

To provide inclusive opportunities for students to actively participate and challenge themselves in the broad range of opportunities offered by the school.

## Improvement Measures

Increase use of internal student performance data

-Targeted support of lower academic 5% via mentoring program. Academic improvement on subject aggregate mark by targeted lower 5% academic students.

Increase use of external student performance data (RAP, NAPLAN, SMART, BI)

-Increase HSC Band 6 by 5% (with focus on cusp students).

BI data reports (e.g. Value-added, Attendance, Attainment of Equity Groups, HSC Curriculum Report)

Tell Them From Me surveys

Faculty evaluations

Student uptake of BYOD increased by 20% annually.

## People

**How do we develop the capabilities of our people to bring about transformation?**

### Students:

Utilise technology to independently and collaboratively deepen their understanding of ideas, ways of thinking and problem solving.

Explore a variety of methodologies to pose questions, plan processes and develop creative solutions to investigations.

### Staff:

Engage in professional learning that supports the stated purposes of student learning, and expands and challenges them as educators.

Design and implement teaching and learning experiences that incorporate risk taking, creativity, deep knowledge and understanding.

### Parents/Carers:

Develop an understanding of students' needs and academic requirements, via information evenings, parent/teacher interviews, and other avenues of communication.

### Community Partners:

Liaise with senior executive and school staff in development of specific areas requiring focus to support student wellbeing.

Further build P & C profile at BHHS - developing student centred programs both for fundraising and wellbeing building of students.

### Leaders:

Provide learning opportunities for all stakeholders to empower them with the knowledge and skills needed to implement individualised learning plans.

## Processes

**How do we do it and how will we know?**

Increased, expanded and improved leadership education for students, particularly those in positions of leadership.

Provide a broad range of opportunities and challenges for students to cater for individual learning styles, gifted and talented students, students require additional support and enable the development of life-long learning skills. For example;

- Evaluate, develop and implement needed wellbeing initiatives, such as mentoring;
- Targeted support of lower academic 5% via mentoring program.
- Provide Increased access to outside agencies to cater for range of social needs;
- Improved staff monitoring of behavioural issues
- Introduction of subjects such as Critical Thinking as a Stage 5 elective;
- Participation in a wide variety of competitions which involve Critical Thinking including Future Problem Solving;
- Focus on learning activities to promote improved teaching practice applied to deep knowledge and understanding, higher-order thinking and metalanguage.
- Develop and enhance student leadership skills

### Evaluation Plan

Ongoing milestones monitoring.

Regular analysis and use of data to drive change processes (e.g. Survey data - Tell Them From Me, , Tripod) academic results (e.g. NAPLAN, RAP, SMART, BI), and attendance and suspension data.

## Products and Practices

**What is achieved and how do we measure?**

Engaged individuals actively involved in the learning process, demonstrated by a range of measures/data, academic results, attendance, faculty evaluations, surveys, anecdotal evidence, and individualised learning plans for all students in support.

Improved engagement for 'at risk' students in the educational environment (social and academic), demonstrated by

- a reduction in mental health related issues;
- improvement in academic outcomes;
- increase in active participation in classroom and social environments, and
- reduction in counsellor and learning support referrals.

Students with learning disabilities will achieve increased independence and confidence, demonstrated by a range of measures including

- independent travel;
- participation in school life and leadership;
- successful transition into further education, employment, and
- community involvement.

**Product:** Increased student participation in a broader curriculum.

### Product:

Aboriginal students have ILPs and participate in further education.

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

**Practice:** Increased focus on creativity and critical thinking skills, demonstrated by creative problem solving skills, deep knowledge, development of project based learning units of work, and understanding and collaborative teamwork.

## Strategic Direction 2: Staff Learning

### Purpose

#### Why do we need this particular strategic direction and why is it important?

To develop and improve teacher pedagogy and enhance staff potential and ability through Professional Learning, with continued focus on the Quality Teaching Framework.

To encourage and ensure staff celebrate and acknowledge all areas of student achievement.

To develop leadership capacity and density through involvement in whole school programs and responsibilities.

To develop a supportive, collegial learning culture aligned to the Performance and Development Framework.

### Improvement Measures

Professional learning evaluation data.

An increase of 10% in staff accessing and participating in professional development.

MyPL records

Classroom observations

Teacher Accreditation (e.g. % with lead accreditation)

Induction programs and mentoring for beginning teachers Increase participation in professional learning

Teacher professional development plans and reviews

### People

#### How do we develop the capabilities of our people to bring about transformation?

##### Students:

Engage and actively participate in all learning opportunities, through both curricular and extracurricular programs to achieve their educational potential.

Develop personal values and attributes such as resilience, tolerance, empathy, respect and responsibility.

##### Staff:

Are actively engaged in professional learning activities in order to monitor and improve student learning outcomes.

##### Parents/Carers:

Develop and participate in forums and P & C meetings to support their understanding of student learning and be active in their support of their child's welfare education.

##### Community Partners:

Provide appropriate access for providers that compliments both curriculum, welfare and leadership development within the school.

##### Leaders:

Manage the provision of physical (and human) resources and learning environments including technology.

Regularly evaluate programs and assessment tasks through faculty collaboration.

Offer increased opportunities for meaningful communications with parents/carers/families which bring further benefits to student achievement.

Provide opportunity for cross curriculum project-based learning experiences to promote life-long learning skills.

### Processes

#### How do we do it and how will we know?

Staff develop innovative and engaging programs and learning experiences that embed the Quality Teaching Framework and the Australian Curriculum general capabilities. They access teaching and learning resources, and adjust programs to suit individual learning needs.

Staff provide challenging and appropriate assessment tasks, and provide meaningful feedback. Regulated collation, examination and use of data to evidence and drive the change process.

They develop deeper understanding of use of technology to support and enhance student learning.

Develop a consistent, supportive, collegial learning culture aligned to the Performance and Development Framework. PDPs developed for all SASS staff

Strengthened staff development - at school level staff meetings, involving mandatory, curriculum and wellbeing sessions. All stakeholders provided opportunities to share resources, and learn from each other.

Continued implementation of PBL program.

Opportunities to celebrate student work and success in all areas are maximised.

#### Evaluation Plan

Development and consistent use of professional learning plans across all faculty and staff areas.

Teaching programs and practices incorporate new Australian Curriculum outcomes. Ongoing milestones monitoring, with specific milestones in the areas of

- *Project based learning continued implementation;*
- *Initiatives for Aboriginal students;*
- *Broadening and formalisation of International Links.*

### Products and Practices

#### What is achieved and how do we measure?

Professional learning plans incorporating new Australian Curriculum developed for all staff, with a commitment to incorporate best practice and provide evidence of enhanced professional knowledge, practice and engagement (National Standards).

Effective self and peer reflection and evaluation methods are implemented to effectively support professional learning.

Ongoing training and support implemented for staff in order to support students in establishing and maintaining individual learning goals.

#### What are our newly embedded practices and how are they integrated and in sync with our purpose?

##### Practice:

The school has aligned staff processes and school systems for collecting, analysing and reporting local and external data on student and school performance. (Learning A&P)

Assessment data to monitor achievements and gaps in student learning are used extensively to inform planning for particular student groups and individual students. (Learning A&P)

Teaching and learning experiences designed and implemented using strategies that are relevant, innovative, creative and challenging, that also reflect new Australian Curriculum.

##### Practice:

Staff take initiative, supported by whole school community, in developing diverse teaching opportunities and to undertake responsibilities across the school and within faculty.

## Strategic Direction 3: School Culture & Community

### Purpose

**Why do we need this particular strategic direction and why is it important?**

To develop students' social conscience and global citizenship.

To have a participative and consultative community who will contribute to decision making.

To encourage partnerships between the school and the 'broader' community to bring mutual benefits and maximise student engagement and achievement.

### Improvement Measures

Internal student surveys

Tell Them From Me surveys

Nationally Consistent Collection of Data on School Students with a Disability (NCCD)

Student merit system

Extra-curricular activities (numbered offered and participation rates)

Parent teacher evenings and other information Sessions (attendance & frequency)

Increased involvement of wider school community in BHHS.

Increased numbers of community trained for Merit Selection Panels.

### People

**How do we develop the capabilities of our people to bring about transformation?**

#### Students:

Engage in all wellbeing programs, including PBL, leadership development, and wellbeing and resilience building activities.

#### Staff:

Receive training, and hence

- *develop and implement appropriate learning goals, transition programs and wellbeing initiatives;*
- *promote resilience, high performance, inclusivity and personal best.*

#### Parents/Carers:

Support all areas of their children's broad education.

#### Community Partners:

Partnerships targeted at student needs are further developed to foster and strengthen opportunities for students to broaden their education as life-long learners and members of the wider community.

#### Leaders:

Trained and given opportunities to build relationships both in and outside the school environment.

### Processes

**How do we do it and how will we know?**

Refocus of Positive Behaviour for Learning program with a emphasis on the support unit

Implement a whole school approach to wellbeing using Growth Mindset and Mindfulness as a foundation.

Review current systems of awarding students merits and the levels of awards

Links between the school and community are strengthened and deepened through increased and improved communication via a range of media (e.g. website, newsletter, app, Moodle).

Increased breadth and depth of whole school community involvement in teams

Increase vocational education and work experience opportunities for students studying Life Skills.

Evaluate and consolidate administrative processes to streamline functions.

#### Evaluation Plan

### Products and Practices

**What is achieved and how do we measure?**

All stakeholders clearly understand Positive Behaviour for Learning initiative. Data reflects a decrease in negative reports, and increase in positive contacts between staff and students.

**Practice:** Wellbeing and resilience is purposefully promoted throughout the school community, using the language and practices of positive psychology. *Mindset* professional learning is used to empower staff to build a positive school environment.

All stakeholders support students in becoming resilient, high-performing students achieving their personal best. This will be tracked by academic data, incorporating all facets of student education at BHHS.

Increased opportunities for students in being involved in the wider community (e.g. international links, community productions, volunteer organisations, SRC and Prefect initiatives).

**Practice:** The school is recognised as excellent and responsive by its community as a result of its effective engagement with members of the local community such as parents, families, local media and business organisations. (Learning LC)

#### Product:

Liaise with community providers to develop and implement appropriate programs that enhance the learning experience for both staff and students.

#### Practice:

BHHS promotes inclusive ideologies amongst all members of its learning community (E.g. AAA, Baulko Outreach, Disability Standards, Tell Them From Me, Social and Multicultural Awareness).

Administrative practices provide explicit information about the school's functioning to promote ongoing improvement. (Leading MP&P)

BAULKHAM HILLS