

School plan 2018-2020

Baulkham Hills High School 8464



School background 2018–2020

School vision statement

Baulkham Hills High School is a diverse and dedicated learning community, where students are encouraged to be creative and innovative learners who are challenged to achieve their academic potential.

Our school motto is **Persevere**. We value, integrity, respect, tolerance, 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.

“Everyday's a great day at Baulko”.

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 Department of Education.

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

- School Executive – 11 October 2017
- Extended School Executive – 18 October 2017
- P & C Meeting – 28 November 2017
- School Executive – 14 December 2017
- School Development Day – 29 January 2018
- Staff Meeting (NSW DE Strategic Directions 2018–2020) – 6 February 2018
- School Executive – 14 February 2018
- P & C Meeting – 27 February 2018
- School Executive – 28 February 2018
- Staff Meeting – 6 March 2018
- School Executive – 14 March 2018
- P & C Meeting – 27 March 2018
- School Executive – 4 April 2018
- Student reps (SRC) – 5 April 2018
- School Development Day – 30 April 2018

School strategic directions 2018–2020



**STRATEGIC
DIRECTION 1**
Excellence in Learning

Purpose:

To ensure students are provided with a broad, challenging and differentiated curriculum. That students are provided with diverse opportunities to connect, succeed and thrive in a supportive environment where they can develop respectful relationships and become resilient lifelong learners and active informed citizens.



**STRATEGIC
DIRECTION 2**
Excellence in Teaching

Purpose:

To improve student learning through the use of best teaching practice, high levels of professionalism and commitment leading to engaging learning opportunities as a result of evidence-based teaching strategies.



**STRATEGIC
DIRECTION 3**
Excellence in Leading

Purpose:

To sustain a school community that promotes a culture of high expectations, personal best and diverse community engagement opportunities, which will lead to measurable whole school improvement and enhanced citizenship.

Strategic Direction 1: Excellence in Learning

Purpose

To ensure students are provided with a broad, challenging and differentiated curriculum. That students are provided with diverse opportunities to connect, succeed and thrive in a supportive environment where they can develop respectful relationships and become resilient lifelong learners and active informed citizens.

Improvement Measures

Maintain excellence in external student performance data (RAP and Scout);

- all-rounders 30% to 40%;
- HSC Band 6 – 60% to 65%; and
- 20% to 25% of HSC students achieving 95% in all subjects.

All Support students

- have IEPs; and
- are working towards individual goals.

Additional reports to measure improvement;

- Scout data reports (e.g. Attendance);
- Tell Them From Me Surveys; and
- Sentral Wellbeing reports

People

Students

Engage in authentic and differentiated learning to allow them to develop as resilient learners, connect, succeed and thrive with a capacity to solve problems and work collaboratively.

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

Continue to research and implement strategies to meet student learning needs, focusing on goals established through the

Processes

Continued refinement of the Wellbeing Framework through enhanced analysis of data to inform and implement practices around the case management model.

Every KLA has high quality programs that demonstrate differentiation of the curriculum and teaching and assessment practices that embed the NESA requirements. A focus on Gifted and Talented Education through KLA programs.

Provide a broad range of curricular, co-curricular and leadership opportunities and challenges for students including those that require additional support to enable the development of life-long learning skills.

Evaluation Plan

- Ongoing milestone monitoring.
- Regular analysis and use of data to drive change processes (e.g. Survey data – Tell Them From Me,) academic results (e.g. HSC, NAPLAN, RAP, SMART, SCOUT, Sentral reports), and attendance and suspension data.

Practices and Products

Practices

A case management approach that demonstrates

- increased support of mental health related issues;
- improvement in academic outcomes;
- increase in active participation in classroom and social environments;
- that counsellor and learning support referrals are being effective in supporting students' needs.

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 collaborative teamwork.

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.

Products

All faculty programs demonstrate NESA requirements. Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

Strategic Direction 1: Excellence in Learning

People
Performance Development Framework,
and monitor and review curriculum to
empower student choice.

Practices and Products
All Support students have IEPs and
participate in further education.
Active participation of students in a broader
curriculum.

Strategic Direction 2: Excellence in Teaching

Purpose

To improve student learning through the use of best teaching practice, high levels of professionalism and commitment leading to engaging learning opportunities as a result of evidence-based teaching strategies.

Improvement Measures

Increase professional learning of all staff with particular targeting/focus on

- Gifted and Talented Education;
- Students with learning disabilities;
- Support for beginning teachers.

All staff access online recording software for accreditation (i.e. ETAMS) and record and evaluate their professional learning experiences to further develop excellent teaching practice.

Increased use of data analysis tools to improve student learning outcomes across all KLAs including literacy and numeracy goals.

People

Students

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

Staff

- Develop a stronger understanding of the needs of GAT students. They develop their knowledge of and skills in delivering a range of appropriate evidence-based strategies to support their learning.
- Value the analysis of data and are competent in accessing, using and interpreting data to improve student learning outcomes.

Parents/Carers

Parents / carers develop an understanding of and value the theories and models of learning that the school is using to support GATS education, accreditation processes, and analysis of data to improve student outcomes.

Community Partners

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

Leaders

Leaders adopt a coordinated approach in supporting staff to fulfil accreditation requirements at all levels, where professional learning and peer observations are valued.

Processes

Staff professional learning targets current best practice research into supporting Gifted and Talented Education.

Staff professional learning targets current best practice research into supporting students with learning disabilities

Professional learning is provided and support groups are created to assist teachers maintaining and working towards various levels of accreditation.

Training of all teaching staff in the use and application of data analysis tools to inform teaching practice.

Evaluation Plan

- Ongoing milestone monitoring.
- Regular analysis and use of data to drive change processes (e.g. Survey data – Tell Them From Me,) academic results (e.g. NAPLAN, RAP, SMART, SCOUT, Sentral reports), and attendance and suspension data.
- Faculty minutes reporting key areas of learning in GATS, Accreditation and Data Use.
- Teaching programs and practices incorporate GATS strategies and make use of data analysis.
- The support of professional accreditation process by incorporating professional learning will occur.

Practices and Products

Practices

GATS teaching strategies are clearly incorporated in all courses.

Teaching strategies are clearly incorporated in all courses.

School Executive Team effectively and appropriately use data analysis tools.

Products

Staff have integrated GATS strategies into their teaching and learning practices to intellectually challenge and stimulate students.

Staff differentiate curriculum to support individual student learning for GATS students

Staff have integrated strategies into their teaching and learning practices to support learning of students with learning disabilities.

Staff differentiate curriculum to support individual student learning for students with learning disabilities.

Increase participation of staff in working towards the achievement of HAT and LEAD teacher accreditation.

Increase participation of staff in supportive teams to build confidence and understanding in the processes required to maintain accreditation.

Teaching programs are modified based on data analysis leading to improved student learning outcomes.

Strategic Direction 2: Excellence in Teaching

Practices and Products

Improved ability of staff in the use and interpretation of data to improve students learning outcomes.

Strategic Direction 3: Excellence in Leading

Purpose

To sustain a school community that promotes a culture of high expectations, personal best and diverse community engagement opportunities, which will lead to measurable whole school improvement and enhanced citizenship.

Improvement Measures

Tell Them From Me surveys indicate improved student wellbeing and engagement.

Increased involvement of wider school community in BHHS as indicated by participation rates in school functions and surveys.

Increased opportunities for staff leadership of co-curricular and whole school programs.

People

Students

Engage in wellbeing programs.

Staff

Receive training in order to

- 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. Take opportunities to be involved in the school community.

Community Partners

Partnerships targeted to foster and strengthen opportunities for students to broaden their education as life-long learners and members of the wider community.

Leaders

- Staff are encouraged and supported to initiate meaningful engagement with the community.
- Executive ensure appropriate facilities available for student learning.
- Students are trained and given opportunities to build relationships both in and outside the school environment.

Processes

Continue to refine and further develop a whole school approach to wellbeing using Growth Mindset, Mindfulness, and Positive Psychology as a foundation.

Current merit systems evaluated.

Consolidate links between the school and community through improved communication via a range of media (e.g. website, newsletter, app, Moodle, Facebook, etc).

Evaluate and consolidate administrative processes to streamline functions using Sentral.

Make available leadership opportunities in line with PDPs. Continue to encourage open classrooms and collaboration through PDP observations.

Update learning spaces and resources in response to syllabus directions.

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

Evaluation Plan

- Ongoing milestone monitoring.
- Regular analysis and use of data to drive change processes (e.g. Survey – Tell Them From Me,) academic results (e.g. NAPLAN, RAP, SMART, SCOUT, Sentral reports), and attendance and suspension data.

Practices and Products

Practices

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.

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

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

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.

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

Products

New student merit system introduced

The school is recognised as excellent and proactive 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.

Administrative practices provide explicit

Strategic Direction 3: Excellence in Leading

Practices and Products

information about the school's functioning to promote ongoing improvement.

Learning spaces meet needs of learners.