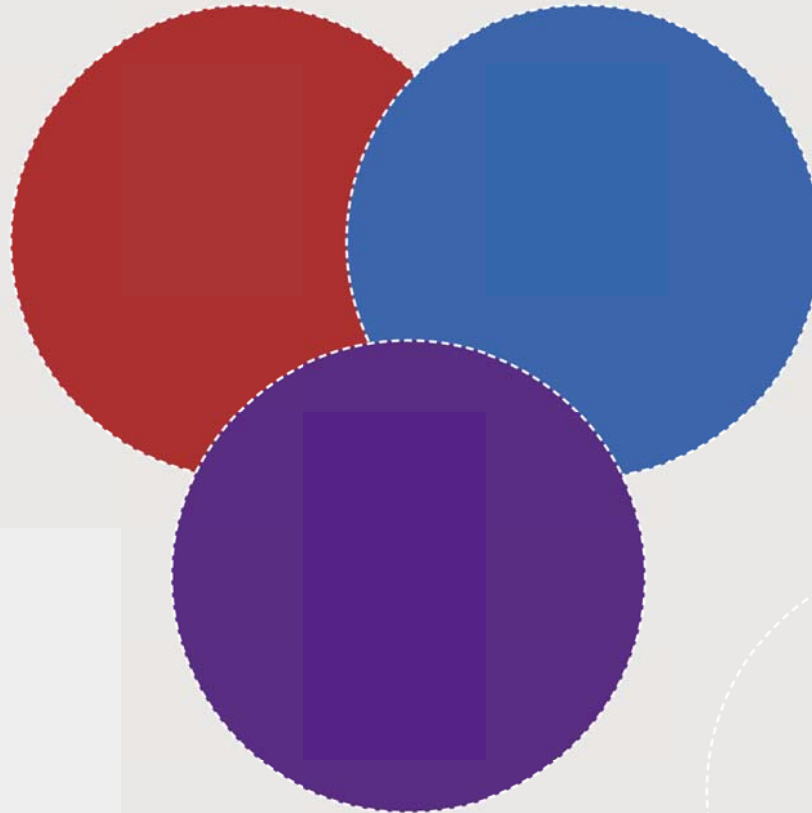


School Plan 2015 – 2017



Bomaderry High School

School background 2015 - 2017

SCHOOL VISION STATEMENT

Our school aspires to develop students who are socially responsible and active citizens in society. We provide students with the skills to achieve their best possible outcomes, through promoting a positive learning environment. We aim to raise standards in literacy and numeracy, whilst instilling work ethic and developing in each student an appreciation of learning. We engage students in technology and encourage them to develop 21st Century employment skills.

Our students are culturally tolerant and understanding of differences. Our school is inclusive with opportunities for all students to achieve their potential. The curriculum offers a wide range of subjects, including opportunities for Gifted and Talented students, and support for students with additional needs.

The school is proactive in engaging the community and working together with parents to support students, whilst developing pride in our school. We endeavour to maintain strong communication links with parents using technology and face to face meetings. Our parents are actively involved in the school, in supporting students and promoting school programs.

We promote respect and positive behaviour, and support safe learning environments. Our students are taught civic responsibility, with an emphasis on developing strong character, resilience and thinking skills.

Our teachers know the students and how they learn. They are actively involved in professional development and engage professionally with colleagues, parents and carers, and the wider community. They provide individual student feedback and are aware of the progress of each individual student.

SCHOOL CONTEXT

Bomaderry High School is situated approximately one hour south of Wollongong, in a rural area on the South Coast. In 2015, the school boasts excellent facilities including an industrial kitchen, woodwork and metal work rooms, several computer labs and two halls, including a sports gym.

There are 804 students, 62.1 teaching staff and 15.5 SASS staff. Aboriginal students constitute 10% of the student population.

Known as a consistent top ranking HSC school in the region, students have achieved success academically in a number of fields. This includes selection into National and International Science competitions. The school has also traditionally excelled in the Tournament of the Minds 'Maths and Engineering' section.

Performing arts, cultural and sporting fields are also promoted at the school, with students offered a wide range of activities. Many students have excelled in their chosen sport with some going on to represent NSW and/or Australia. The school is known throughout the region for success in the performing arts, with students able to join dance groups, bands, vocal ensembles and drama groups.

Cultural activities are offered for our Indigenous students, including Koori Dance and NAIDOC week celebrations. Currently, the school also runs an Asian Studies program and boasts a partnership with the University of Wollongong's International Students' unit, to promote Global Education at the school.

SCHOOL PLANNING PROCESS

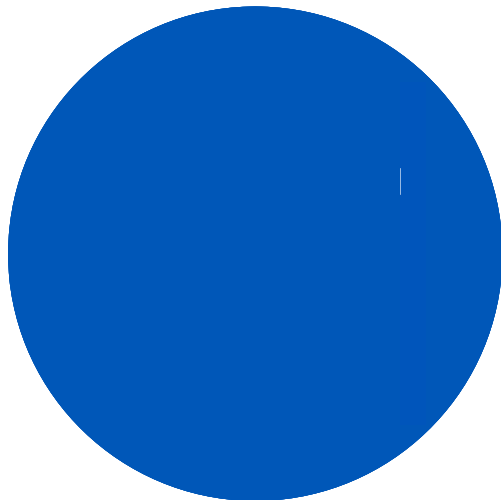
Bomaderry High School has developed this plan in collaboration with interested parents and the school's P&C. The first stage of the process involved sessions on creating the school's vision. Parents were invited to attend a session to discuss the current culture of the school and to determine a future direction.

The development of the plan continued through staff meetings with input from the P&C.

The plan has been completed but in its first phase of implementation, teams will be formed to drive each of the school's projects. To ensure successful collaboration, the school's Executive are currently training in regards to the formation, development and management of teams.

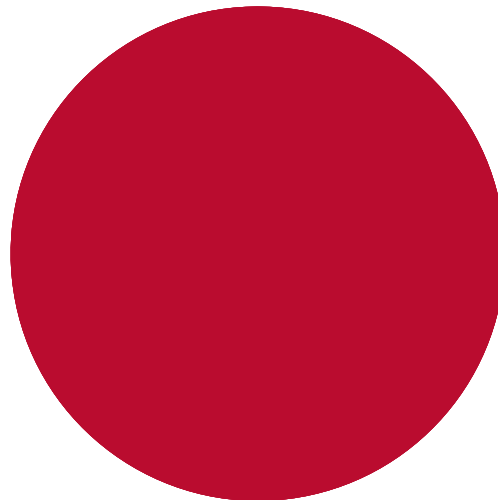
The next phase will involve the formation of teams, which will include interested parents, and the development of project specific goals. Each team will be responsible for productive research, project direction, data collection and evaluation.

School strategic directions 2015 - 2017



Purpose:

- To produce highly engaged students, focussed on improving their learning outcomes.
- To enhance the capabilities of staff in promoting a vibrant learning culture which aims to inspire and motivate students in reaching educational goals.
- To improve the school's 'learning culture' so that in all classrooms, the focus is on teaching and learning, thereby improving the learning outcomes of all students.



Purpose:

- To support and encourage students in developing 21st Century employment skills, so they can contribute to their communities.
- To develop student understanding of cultures and peoples they will encounter in the Global work environment.
- To ensure students develop digital literacy skills and understand digital citizenship, enhancing work capabilities necessary for the 21st Century.



Vibrant
learning
cultures
are
needed
to
inspire
students.

Strategic direction 1: Develop a high performing school with the Focus on Teaching and Learning

PURPOSE

- To produce highly engaged students, focussed on improving their learning outcomes.
- To enhance the capabilities of staff in promoting a vibrant learning culture which aims to inspire and motivate students in reaching educational goals.
- To improve the school's 'learning culture' so that in all classrooms, the focus is on teaching and learning.

IMPROVEMENT MEASURE/S

Project 1:

- All beginning teachers completing Accreditation. Increase in experienced staff seeking higher levels of Accreditation.

Project 2:

- Increase in NAPLAN and HSC results of 10% in top bands. (This target to be reviewed by project team after data collection.)
- 20% Decrease in classroom discipline issues
- Decrease of students in lowest NAPLAN/HCS band by 20%.

PEOPLE

- Staff will enhance their skills and knowledge in teaching and assessment practises through professional development and/or coaching
- Staff will seek higher levels of accreditation
- Students will be engaged in learning.
- Students will strengthen their literacy and numeracy skills. They will become confident, creative and cooperative individuals focussing on their learning outcomes.

PROCESSES

Project 1: *'Develop and Maintain Exceptional Teaching Practice* through:

- Actively encourage teachers to seek higher levels of accreditation.
- Develop TARS processes that encourage staff to self-evaluate and pursue coaching or collegial networks.
- Provide relevant professional opportunities and encourage feedback to staff.

Project 2: *'Enhance the knowledge and skills of all students and promote high level outcomes in literacy and numeracy, with students focussed on learning.'*

- Establish a homework and study centre where students are provided with strategies for studying and revising in preparation for examination and assessment tasks.
- Continue the Aboriginal Homework Centre to support students in completion of tasks
- Develop study and learning skills programs across the school – such as ALARM.
- Incorporate a range of teaching strategies into classrooms including project based learning, negotiated learning and differentiation.
- Establish cross-curricula programs in numeracy and literacy.

PRODUCT AND PRACTICES

Project 1:

- Increased numbers of staff seeking/completing dynamic professional learning, including the pursuit of higher levels of Accreditation.
- Increased staff involvement in leadership roles in the school and/or region.
- Successful completion of initial accreditation by beginning teachers.

Evaluation:

- Data collection prior to and on completion of project regarding staff seeking/completing accreditation, and staff in leadership roles.

Project 2:

- Homework centres established to assist students with study techniques and assessment tasks.
- Project based learning and differentiated instruction imbedded in all KLAs
- Increased number Gifted and Talented programs on offer
- Fewer classroom discipline issues.
- Improved Literacy and Numeracy results.

IMPROVEMENT MEASURE/S

Project 3:

- Increase in assessment completion – 50% less N Awards given in Years 10-12
- Improved value added results for students.
- 100% of major assessments placed online

PEOPLE

PROCESSES

- Provide additional support to Year 7 and 8 students below minimal standards.
- Extend Gifted and Talented programs.
- Continue Norta Norta tutoring for Aboriginal students if funding continues

Project 3: *Develop a school-wide assessment policy where 'assessment for learning' is an ongoing process for individual students so that every student is given the motivation to learn and achieve.*

- Evaluate current school assessment
- Develop a school – wide policy on 'Assessment for Learning'
- Develop the MOODLE program or similar program to be more user friendly.
- Promote the use of MOODLE (or similar program) as an online learning/assessment tool.
- Incorporate student self-evaluation into teaching and learning programs;
- Include assessment links to relevant websites on school's webpage
- Include study and research tips in the school newsletter for parents;
- Promote 'value added' achievement in the classroom.

PRODUCTS AND PRACTICES

Evaluation:

- Data collection of pre and post HSC/NAPLAN results.
- Data collection of pre and post discipline data.
- Improved literacy results
Fewer students in bottom band, with an increase of 10% in the top two bands of NAPLAN and HSC.
- Survey of Gifted and Talented programs

Project 3:

- A school wide 'Assessment for Learning' policy is developed
- Staff have evidence of value added learning in their classroom
- Assessments are placed online and are available to students and their parents;
- MOODLE or a similar program are used for assessments regularly
- Students are assessed for the purpose of developing future learning.

Evaluation:

- Pre and post data on use of MOODLE access.
- Pre and post survey results on student assessment
- Pre and post data of value added student achievement in classes.

Strategic direction 2: To develop students as socially responsible citizens equipped with 21st Century Global employment skills

PURPOSE

- To support and encourage students in developing 21st century employment skills, so they can contribute to their communities.
- To develop student understanding of cultures and peoples they will encounter in the Global work environment.
- To ensure students develop digital literacy skills and understand digital citizenship, enhancing work capabilities necessary for the 21st Century.

IMPROVEMENT MEASURE/S

Project 1:

- All faculties have developed digital units and effectively use them in teaching. Increase of students on top bands by 10%
- 20% Decrease in discipline issues
- 50% increase in attendance

Project 2:

- Global Education embedded in all faculties
- Sister School relationship developed with a school in North East Asia.

PEOPLE

- Students will strengthen their digital literacy skills and demonstrate an understanding of digital citizenship. They will embrace 21st century learning technologies.
- Students will develop critical thinking, creative thinking, collaboration and communication skills through interactive technologies.
- Staff will become proficient in the development and delivery of digital units which will include student collaboration via interactive technologies.
- Leaders will investigate and implement BYOD in the school, ensuring staff have access to professional development and are supported in the process.
- Students will display tolerance and understanding of other people's cultures
- Students will demonstrate 21st Century employment skills

PROCESSES

Project 1: Increase student engagement through the use of interactive technology.

- Investigate and implement a BYOD policy. Staff will be trained on developing and teaching digital units. Student contracts for use of devices will be developed and students will be taught digital citizenship.
- Professionally develop staff in designing and teaching digital units.
- Implement demonstration sessions for parents on the BYOD program
- Implement programs that teach digital literacy skills;
- Develop Google APPS usage in the school

Project 2: Developing 21st Century Employment Skills

- Develop student understanding of Global cultures through continuation of the school's Asia Program and/or Global Education Programs.
- Develop units of work related to Global Education in related curriculum areas.
- Investigate possibilities for a sister school relationship. This will include facilitating visits to the school from overseas students.
- Expose students to cultural aspects such as performances.
- Imbed 21st Century employment skills into related learning areas

PRODUCT AND PRACTICES

Project 1:

- Students will be engaged in classes, resulting in less truancy and behaviour issues.
- Increase in number of digital units taught at the school
- Increase in use of Blogs, Wikis, and/or class forums.
- Use of Google APPS, particularly GOOGLE classroom in all faculties

Evaluation:

- Pre and post data collection of truancy and behaviour offences.
- Data collection of results pre and post implementation of digital units

Project 2:

- Students will demonstrate knowledge, understanding and tolerance of other cultures.
- Global Education will be imbedded in all faculty areas.

Evaluation:

- Pre and post data collected regarding the teaching of Global Education, particularly Asia.

IMPROVEMENT MEASURE/S

Project 2 Continued:

Increase in students demonstrating:

- Critical thinking
- Collaboration
- Communicating
- Technology Literacy
- Initiative
- Leadership

Project 3:

- Increase in leadership roles for students via establishment of additional leadership groups
- Decrease in discipline entries and suspensions by 20%

PEOPLE

PROCESSES

Project 3: *Developing socially responsible citizens.*

- Investigate and possibly develop peer support programs to foster student relationships and develop social links at school
- Establish leadership groups (in addition to the SRC) to take on roles which teach productivity, flexibility, accountability and responsibility. This may include a Leadership in sport program.
- Develop school programs that foster socially responsible behaviour. This may include BroSpeak and Sista Speak for Aboriginal students.

PRODUCT AND PRACTICES

Project 3:

- Increased numbers of students taking on leadership roles
- Leadership programs established
- Peer Support program or similar established
- BroSpeak and SistaSpeak programs

Evaluation:

- Examine discipline data
- Surveys of staff regarding responsible behaviour of students
- Data regarding Leadership roles taken on by students

Strategic direction 3: Strengthen community partnerships to support student learning

PURPOSE

- To promote student success and encourage others to succeed.
- To encourage community partnerships that enhances student learning and citizenship.
- To enhance relationships between school and community to collaboratively promote best outcomes for students. This will include better digital communications.

IMPROVEMENT MEASURE/S

Project 1:

- Truancies decline by a target to be determined by the project team.
- 80% of parents happy with school communication.
- Increase in completion of assessments (target to be determined by project team.)
- Fewer N Determinations – target to be determined by project team.

Project 2:

- Increase in community involvement in the school

Increase in community partnerships.

PEOPLE

- Parents and students will be aware of school information, assessment deadlines and guidelines, and attendance thereby improving student completion of homework and attendance rates.
- Students will benefit from community partnerships in experiencing school to work programs, possible mentoring and enhanced learning opportunities created through developed partnerships.
- Staff will further develop communication strategies and work to create/strengthen community partnerships that enhance learning.

PROCESSES

Project 1: *'Strengthening communication to support students.'*

- Research and implement if viable, a centralised computer system which encompasses rolls, timetables, discipline, welfare, attendance and reports.
- Further develop the school's web page and investigate electronic messaging to parents.
- On-line access to parents regarding assessments, deadlines, and attendance.
- Investigation and Development of on-line communication tool, such as an APP

Project 2: *Community partnerships in learning.*

- Investigate and develop community partnerships that enhance student learning. This may include Bundanon programs, Links to learning, a volunteer reading program, business/ex-student mentors, project based learning via Shoalhaven Council etc...
- Establish an alumni group that supports current students by sharing experiences, offering guidance such as work placements.
- Investigate on-line communication tool for the Alumni group
- Collate a database of local businesses/industries and opportunities offered to students

PRODUCT AND PRACTICES

Project 1:

- Intra-school communications will be electronic.
- Rolls will be marked electronically.
- Web page will be up-to-date and accessible.
- Fewer truancies.
- Excellent feedback from parents regarding school communication.

Evaluation:

- Pre and post communication surveys to parents.
- Truancy data.
- Data on homework/assessment completion.

Project 2:

- Community involvement in the school.
- Alumni group established with ex-student involvement in relevant programs.
- Database of businesses established
- Students demonstrate engagement in learning – less discipline and truancy issues

Evaluation:

- Community feedback.
- Involvement of Alumni in school activities
- Data related to business involvement in school activities