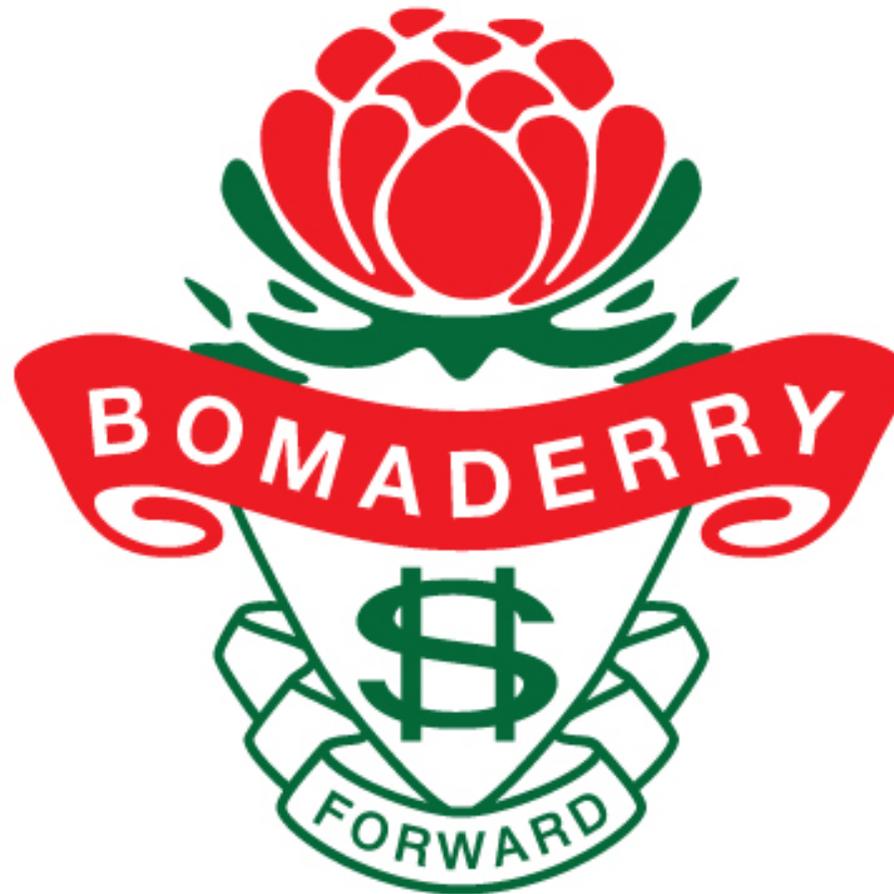


School plan 2018-2020

Bomaderry High School 8448



School background 2018–2020

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 value cultural diversity and are 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 2018, 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 750 students, 60.8 teaching staff and 15.082 SASS staff. Aboriginal students constitute 13% 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 had 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 2018–2020



Purpose:

To develop strategic professional learning frameworks based on the Australian Professional Standards for Teaching that build the capabilities of all staff in quality teaching and learning with a strong focus on assessment, literacy and numeracy, and with the clear intent of improving student outcomes.

Purpose:

To produce learning environments and utilise teaching strategies that create global citizens that are adept at using current technologies, capable of adapting to innovations in their learning environments thus enabling students to be active and informed in their world.

Purpose:

To foster and strengthen partnerships within our community of schools, local businesses and cultural groups both on a local, and global scale, promoting educational outcomes and cultural understanding across all stages of student learning and transition.

Strategic Direction 1: Quality Teaching and Learning

Purpose

To develop strategic professional learning frameworks based on the Australian Professional Standards for Teaching that build the capabilities of all staff in quality teaching and learning with a strong focus on assessment, literacy and numeracy, and with the clear intent of improving student outcomes.

Improvement Measures

- Professional learning policy and procedures developed and implemented.
- Increase the number of students in the top two NAPLAN bands by 8%.
- School wide assessment procedures developed and implemented.

People

Students

Students build skills in articulating their learning goals using the literacy and numeracy continuum and build skills to self-assess using rubrics and self-reflections.

Staff

Staff utilise data to inform and modify teaching and learning to improve outcomes.

Parents/Carers

Parents/carers are active participants in the school's educational vision.

Community Partners

Develop opportunities for professional learning across the COS.

Leaders

The school executive are strong instructional leaders and model the expectations of the School Excellence Framework and Professional Teaching Standard

Processes

To continue building the capabilities of teachers through strategic and structured professional learning focused on improving student outcomes through the processes of PDPs, NESA Teacher Accreditation, staff induction procedures and staff mentoring.

To develop whole school processes in the effective teaching of literacy and numeracy, informed by the use of data, with a focus on high expectations, explicit teaching and differentiation.

To develop consistent school wide practices for assessment processes with a shared focus on continuous improvement in teaching and learning.

Evaluation Plan

In addition to the specific evaluative processes defined in the milestones section, our work in the Quality Teaching and Learning area will be evaluated using *CESE* and *Scout* reports.

Practices and Products

Practices

- Staff evaluate professional learning activities to identify and systematically promote and implement expert contemporary content knowledge and deploy innovative teaching strategies.
- The school adopts a coordinated approach to literacy and numeracy where there is an expectation of improvement of literacy and numeracy standards across the school.
- Shared and consistent assessment practices that meet NESA and DoE requirements with faculty evaluations occurring regularly as a means of continuous improvement.

Products

- Teacher professional learning is mapped and aligned with staff PDPs.
- Literacy and Numeracy teaching strategies embedded in all teaching programs.
- Assessment evaluation completed and implemented.

Strategic Direction 2: Quality Citizens

Purpose

To produce learning environments and utilise teaching strategies that create global citizens that are adept at using current technologies, capable of adapting to innovations in their learning environments thus enabling students to be active and informed in their world.

Improvement Measures

- 100% of students (7–12) utilising i–Pad technology for learning in all Curriculum Areas.
- Increased number of students (10%) achieving Band 5/6 results in their HSC compared to 2017.
- Increase attendance rates to match NSW Secondary Schools.

People

Students

Students become creative and responsible users of technology and socially responsible citizens.

Staff

Wellbeing Team will be developing and implementing the eSmart program across the school.

All staff are to establish supportive, caring and rigorous learning environments.

Parents/Carers

The school and Parents/Carers establish successful partnerships to support their children.

Community Partners

Community partners have significant and vital roles in supporting our students.

Leaders

Leaders ensure that developing and shaping the character of the individual is central to our daily work.

Processes

BYODD

To lead innovative teaching practices through continued implementation and development of the BYODD program to optimise learning engagement and outcomes.

Active Informed Citizens

Provide engaging learning spaces and educational opportunities that nurture active and informed citizens.

Wellbeing

To create a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students to that they can connect, succeed, thrive and learn to be confident and creative individuals.

Evaluation Plan

In addition to the specific evaluative processes defined in the milestones section, our work in the Quality Citizens area will be evaluated using *CESE* and *Scout* reports.

Practices and Products

Practices

- Teaching staff utilise digital technologies to engage learners and create challenging problem solving teaching and learning environments.
- Formal structures in every program across the school that incorporates student voice into the improvement cycle.
- There is a strategic and planned approach to whole school wellbeing processes that support the wellbeing of all students so that they can connect, succeed, thrive and learn to be confident and creative individuals.

Products

- Students are provided with a variety of opportunities to practice active and informed citizenship in, across and beyond the curriculum.
- Learning spaces facilitate collaborative learning, creativity, critical thinking and problem solving.
- Bomaderry High School is a registered eSmart school.

Strategic Direction 3: Quality Educational Partnerships

Purpose

To foster and strengthen partnerships within our community of schools, local businesses and cultural groups both on a local, and global scale, promoting educational outcomes and cultural understanding across all stages of student learning and transition.

Improvement Measures

- 10% increase in Year 7 enrolments,
- 100% of school leavers to go into further studies, apprenticeship and/or employment.

People

Students

Students are actively involved in their learning.

Staff

Teachers collaborate with colleagues from our COS and Shoalhaven High School Network as well as engaging in cultural and community partnerships.

Parents/Carers

Parents/Carers are valued and supported as partners in the learning and wellbeing of their children.

Community Partners

The school values the guidance and expertise of community partners through collaboration.

Leaders

Create dynamic and vibrant partnerships for the mutual benefit of all stakeholders meeting a range of educational and community outcomes.

Processes

Community of Schools

To provide consistent pedagogy within our community of schools to support successful middle years transition.

Careers and Business Partnerships

To lead the development of strong community partnerships in order to enhance and complement our established project based learning and create successful exit outcomes for students.

Cultural Connections

To further deepen cultural relationships across the school, community and globally by engaging with the curriculum and developing cultural skills and knowledge, with the aim of building student capabilities in cultural awareness, understanding and appreciation.

Evaluation Plan

In addition to the specific evaluative processes defined in the milestones section, our work in the Quality Educational Partnerships area will be evaluated using *CESE* and *Scout* reports.

Practices and Products

Practices

- Effective partnerships with our partner primary schools to promote and engage learning across all levels of development.
- Flexible and sustainable transition to work processes and pathways to employment opportunities.
- Cultural partnerships are authentic and support positive outcomes for all students.

Products

- Increase the proportion of students demonstrating a successful transition into high school.
- Provide successful exit outcomes for students into career pathways and tertiary education.