School plan 2015 – 2017

Batemans Bay High School 8581

Engaged, committed and successful students

High quality teachers and teaching practices

Enriched, supportive school environments
School vision statement
The school motto is “Bridge to the Future” and our school mission is to provide a quality education to the secondary students in the Batemans Bay community.
The school aims to provide for the total development of our students, ensuring they can successfully transition to the next stage of life, usually through attainment of the Higher School Certificate (HSC).
The school seeks to promote excellence in teaching and learning through a partnership between staff, students, parents/carers and the wider community.
The vision of Batemans Bay High School is to be a place of quality teaching and learning in a safe, inclusive and caring environment where responsibility, participation and achievement are shared by all.

School context
Batemans Bay High School is a comprehensive, rural high school established in 1988. It has enrolment of 620 students and a teaching staff of 57. The school has developed a reputation for inclusive educational and welfare practices. The school has a significant Aboriginal enrolment and celebrates its links with the Aboriginal community. Cultural awareness and relevance is promoted. There is a strong commitment to closing the gap between the performance of Aboriginal and non-Aboriginal students.
The staff body consists of a mix of experienced and early career teachers with a low turnover from year to year. Strong teacher quality and expertise allows the delivery of diverse academic programs. Excellence is nurtured in many areas including student leadership, the creative and performing arts, languages, sport and HSC performance. A high priority is placed on the quality of information technology and computer systems and all students benefit from a variety of extracurricular activities.
Student welfare and behaviour are focus areas for the school. The school community believes that all students are entitled to a safe and harmonious environment where they are treated with respect and where they in turn respect the rights of others.
The school is built on three core values – “Be Responsible, Be Safe, Be Respectful”. The school motto “Bridge to the Future” provides a focus for students to achieve their best.

School planning process
This school plan has been developed in consultation with the whole school community. All staff, students, parents and the wider community were given the opportunity to help shape our strategic directions and actions.
Staff input into the school plan occurred at staff meetings, faculty meetings, school development day workshops, by personal discussion, email or letter, through staff surveys and evaluations and with input from school committees and staff interest groups.
Student input was coordinated through the Student Representative Council (SRC) through surveys, class discussions, individual conversations and submissions, student participation in staff workshops, reports from student interest groups and representations to year advisors.
Parent input was coordinated through the P&C Association through parent surveys, P&C meeting discussions, individual parent conversations and submissions, by personal discussion, email or letters and through feedback via our School Stream app.
Aboriginal parent input was coordinated by the Batemans Bay AECG through surveys and meeting discussions, meetings, personal discussion, email or letter.
Community input from other Aboriginal groups, business groups, service clubs and community organisations was encouraged by personal discussion, email or letter direct to the executive or senior executive, by community meetings organised by the school and held at the school or in the community, by community meetings organised by other groups where the school executive has been invited to attend, or by any other appropriate means.

Monitoring and Evaluation
The school plan will be reviewed every five weeks to validate progress in each strategic direction. With the input of the groups involved in the planning process, the school executive will monitor the effectiveness of the plan and modify it accordingly in order to reach the identified targets. A major review will be held on an annual basis.
The principal is accountable to the school community and the Director, Public Schools NSW.
Purpose:
Our purpose is to increase the level of achievement of all students across the school. We will achieve this by raising our expectations, teaching positive behaviour and recognising student success. We will develop student leadership and mentoring opportunities and we will partner with community and service providers to improve student engagement in the school. Our aim is that all students maximise their potential through effective self-regulation and by maintaining high aspirations.

Purpose:
Our purpose is to develop all students and staff into high achieving, hardworking and successful learners. We will achieve this by resourcing and implementing high quality teaching practices across all faculties in literacy and numeracy, the Australian curriculum, skills for the 21st Century learner and the HSC. We will improve the skills, expertise and credentials of our teachers. Our aim is that all teachers set an example to students as both accomplished educators and lifelong learners.

Purpose:
Our purpose is to develop and maintain enriched and supportive school environments. We will achieve this by improving the physical and learning environments of the school. We will improve access to learning opportunities in all areas of school life. We will enhance the image of the school in our local community to attract and retain students and staff. Our aim is to better meet the academic, creative, sporting and wellbeing needs of all students.
Strategic Direction 1: Engaged, committed and successful students

### Purpose
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### People
- **Students**: Aspire to high levels of achievement
- **Staff**: Are highly skilled educators who hold high expectations for their performance and that of their students.
- **Parents/carers**: Partner with the school to promote the establishment of high expectations for student performance
- **Community partners**: Collaborate with the school in areas of common benefit to promote staff and student achievement
- **School leaders**: Promote, model and deliver high levels of support for the school community to achieve high expectations

### Processes
- Improve student behaviour by:
  - rejuvenating and resourcing the Positive Behaviour for Learning (PBL) initiative across the school
  - training teachers in classroom management strategies and student behaviour modification techniques
  - appointing a second DP to coordinate and improve our behaviour and support initiatives
  - providing additional learning support and student wellbeing resources to enable a focus on learning
- Improve student attainment by:
  - developing and expanding student mentoring, leadership and school service opportunities
  - using the Tell Them From Me survey results to inform future initiatives
  - developing strong, supportive partnerships with parents, service providers, community groups and other organisations to meet student needs
  - dedicating additional teacher days to support Aboriginal students with literacy, numeracy and HSC courses
  - offering tutoring and homework support after school in the library
  - introducing a hands-on learning program for students at risk of disengaging with school
  - holding regular camps for every year to build connectedness and resilience
  - training staff through the Mind Matters program to improve student wellbeing
  - introducing more physical activities and team sport options at lunchtimes
  - evaluating and improving our learning support structures

### Products and Practices
- The following products will indicate that we have achieved this strategic direction:
  - our suspension rates will fall
  - student engagement and satisfaction as measured through qualitative surveys such as the Tell Them from Me survey will improve
  - our attendance rate will improve and our truancy rates will fall
  - learning outcomes will improve for all students as measured by HSC and NAPLAN results
  - high quality systems promote and manage student wellbeing

### Improvement Measures
- A decrease in the rate of negative incidents as measured by student wellbeing (discipline) referrals
- A decrease in suspension recidivism
- An improvement in student engagement measured through qualitative surveys such as the Tell Them from Me survey
- An increase in retention rates for Aboriginal students
- An increase in the overall school attendance rate
- An decrease in partial truancy rates
- Student Wellbeing Team effectively manages welfare referrals
### Strategic Direction 2: High quality teachers and teaching practices

#### Purpose
Our purpose is to develop all students and staff into high achieving, hardworking and successful learners.

We will achieve this by resourcing and implementing high quality teaching practices across all faculties in literacy and numeracy, the Australian curriculum, skills for the 21st Century learner and the HSC. We will improve the skills, expertise and credentials of our teachers.

Our aim is that all teachers set an example to students as both accomplished educators and lifelong learners.

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#### Processes
- Improve literacy and numeracy teaching by:
  - undertaking teacher professional learning (TPL) in high value literacy and numeracy strategies
  - auditing and improving our existing assessment practices
- Improve HSC results by:
  - training staff in ALARM and using these strategies in key senior subjects
  - sharing successful HSC strategies among staff across faculties
  - improving staff analysis of and response to past HSC performance
  - collaborating with teachers across schools through KLA networks
- Improve our skills and use of technology by:
  - improving the availability, quality and reliability of technology across faculties by employing a TSO
  - increasing student access to and use of technology in classes across faculties
  - developing Bring Your Own Device (BYOD) policies and practices
- Improving teacher capacity by:
  - implementing the Performance and Development Framework and utilising peer coaching techniques
  - undertaking TPL to improve skills in teaching and developing 21st Century skills
  - investigating project based learning and ways to implement it in our curriculum
- Successfully implement the Australian curriculum by:
  - undertaking TPL in quality teaching strategies connected with the Australian curriculum
  - ensuring staff have adequate planning time for the new curriculum

#### Products and Practices
The following products will indicate that we have achieved this strategic direction:
- our NAPLAN results will improve to where our average growth and value added data is within 1 mark of the state average
- our technology will improve to where all classrooms and students have up to date, working, networked equipment, where all staff use technology in the majority of their lessons and where we have successfully implemented BYOD across the school
- our teaching will improve to where all staff incorporate and teach the 21st Century skills of literacy, numeracy, ICT capability, critical and creative thinking, personal and social capability, intercultural understanding and ethical behaviour
- our teaching programs and lesson content will improve to where all faculties use current, up to date resources to effectively deliver the Australian curriculum

#### Improvement Measures
- Improved performance in external literacy and numeracy tests
- An increased in the percentage of Band 5 and 6 HSC results
- A decrease in the percentages of Band 1 and 2 HSC results
- Improved quality, reliability and use of technology
- Improved teacher understanding of and skills in teaching 21st Century learning skills
- All teachers complete 20 hours of professional learning linked to school strategic directions
- All teachers participate in regular professional, structured, collegial observation and reflection
### Strategic Direction 3: Enriched and supportive school environments

**Purpose**

Our purpose is to develop and maintain enriched and supportive school environments. We will achieve this by improving the physical and learning environments of the school. We will improve access to learning opportunities in all areas of school life. We will enhance the image of the school in our local community to attract and retain students and staff. Our aim is to better meet the academic, creative, sporting and wellbeing needs of all students.

**People**

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**Processes**

Improving the image of the school in our local community by:
- improving communication with parents, utilising technology, mass media and our community presence
- improving our academic results and effectively publicising them
- organising and publicising art exhibitions, school productions and performances
- revising and modernising our school uniform and increasing the number of students in uniform

Improving our enrolment and student participation rates by:
- increasing our links with our partner primary schools allowing primary school students to engage with high school
- developing alternative extracurricular and curriculum options, including investigation of alternative stage five structures and culturally relevant courses
- ensuring our online and street image is professional at all times

Improving our learning environment by:
- enhancing the appearance, maintenance, quality and use of our classrooms, outdoor areas and school hall
- ensuring we have adequate and current teaching and learning resources, including physical resources and personnel, for all curriculum areas

**Products and Practices**

The following products will indicate that we have achieved this strategic direction:
- our gardens, classrooms and school facilities will create a welcoming, positive and supportive environment
- our enrolments will increase
- student participation rates in classrooms and in extracurricular activities will improve
- there will be more positive stories about the school in the media

The following learning, teaching and leadership practices will indicate that we have achieved this strategic direction:
- all teachers will feel pride in the school and will be public advocates for the school
- all students will feel an improved sense of belonging and have a strong commitment to the school
- the community will support school initiatives to improve our learning environment
- the staff will develop and implement extracurricular and alternate curriculum options to meet all student needs

### Improvement Measures

- An increase in student satisfaction survey ratings in relation to the school and the learning environment
- An increase in student retention from feeder primary schools
- An increase in student enrolments
- An increase in the percentage of parents accessing school communication technology eg SchoolStream
- An increase in positive news stories about the school in the local media
- An increase in the number of students participating in excursions, sporting carnivals, extracurricular activities and other learning opportunities
- An increase in parent and community involvement in school activities, meetings and decision making