School plan 2015 – 2017

Bass High School 8223
### School background 2015 – 2017

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<th><strong>School vision statement</strong></th>
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<th><strong>School planning process</strong></th>
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<td>At Bass High School we support all students to learn to their potential. To achieve this we will provide multiple opportunities for students to learn in a context of high expectations at all levels of achievement. We are committed to delivering quality learning experiences for all students in a safe, supportive, orderly and respectful school environment. The school community places high value on having major positive effects on all students and we are committed to build the sustainable expertise, skills and knowledge that we require to achieve this. As teachers we are passionate about and promote the language of learning. We are committed to the sharing of quality professional practice through collaboration. We seek and give feedback from students and from colleagues to continually improve our practice. Student learning will be the lens through which we look when examining our practices, policies, products and procedures.</td>
<td>Bass High School is a co-educational 7-12 school of 772 students. A Support Unit provides programs for 54 students with mild and moderate intellectual disabilities. The school serves a diverse student population with 78% from a non-English speaking background and 22 Aboriginal students. Equity funding targets school improvement and innovation supporting teachers to collaborate and share quality practice. Our teaching staff has a strong commitment to improving student learning and engagement through quality teaching, collaboration, professional learning, and a focus on literacy and numeracy. Our students value a range of learning experiences from the academic to the arts and sport. Many students excel at high levels in these areas. The school’s learning and homework centres provide extension, learning support and senior student study programs. A broad curriculum offers traditional subjects as well as a range of vocational courses including hospitality, construction, primary industries and sport subjects. The learning and support team provide important learning opportunities for students across the curriculum with a current focus on students as 21st century learners through Self Organised Learning Environments (SOLE). The welfare team support students through a range of programs and practices that enhance student wellbeing. Parents and community members play a valued role in the life of the school through the Parents and Citizens’ Association and Community Liaison Officer role.</td>
<td>In 2014 and 2015 Bass High School conducted a comprehensive school community consultation to determine key school priorities and strategic directions. This process involved teaching staff, students, parents, executive, support staff, subject faculties, learning support and welfare teams. These consultations took place at staff meetings, executive meetings, conferences (executive, welfare and support), P&amp;C meetings, faculty meetings and senior executive meetings. Individuals and groups were invited to review strengths, opportunities and areas for development as well as respond to reflection questions which focused on the skills and qualities our students and teachers will need to ensure quality learning into the future. The evidence base for this plan included a range of qualitative and quantitative data collected from Focus on Learning surveys for students (7-12) and teaching staff as well as in-school and external data sources. As a result three key strategic directions were identified as the basis for this plan and as a shared commitment across the Bass High School community. The three strategic directions are: 1. Quality teaching 2. Collaboration 3. Student learning and engagement This plan articulates how these strategic directions will be made visible in what we do as teachers, students, parents and as a school community.</td>
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Purpose: Quality teaching and learning is visible in all classrooms through high engagement, high content, high support and high challenge lessons for every student.

Purpose: Collaboration that directly supports and maximises student learning is evident across the school at all levels – teachers, students, parents, support staff and community.

Purpose: Teachers have high expectations of all students. They use multiple learning, differentiated and personalised learning strategies to maximise engagement and support students to achieve their potential.
## Strategic Direction 1: Quality teaching

### Purpose

Quality teaching and learning is visible in all classrooms through high engagement, high content, high support and high challenge lessons for every student.

### Improvement Measures

- All teachers develop and implement 3-5 professional learning goals (one of which relates directly to strategic direction 1).
- Improved teaching practice as a result of lesson observation feedback and self-reflection as evidenced in qualitative survey data.
- All KLAs implement SOLE lessons in at least one class area in 2015.
- Internal reporting against milestones, improvement measures, feedback from classroom observation groups, instructional rounds teams, staff/student/parent surveys (TTFM* surveys).

*Tell them from me surveys

### People

#### Students
Students experience quality teaching and learning across the curriculum. Learning is supported at all levels through targeted intensive individual, group and universal learning interventions. These interventions are responsive to, and shaped by, student learning needs.

#### Teachers
- Lesson observations, SOLE lessons and instructional rounds strategies support the development of quality teaching in all classrooms.
- Professional capabilities of all teachers are developed through personalised professional development, professional learning goals, feedback, self-evaluation and the sharing of professional practice.

#### Parents
Develop communication strategy to inform parents of quality teaching practices including lesson observations, SOLE lessons and instructional rounds.

#### Leaders
Develop capacity of school leaders to reflect on student learning data and how this data directs and focuses classroom teaching practice.

### Processes

- Teachers participate in professional development programs that help them to know how to provide effective formative assessment and feedback to their students.
- All teachers collaborate in school-wide program of classroom observations (5 hours every term) and instructional rounds processes with focus on delivery of varied, engaging and differentiated lessons, feedback, self-evaluation and sharing of professional teaching practice.
- Student engagement and teacher capacity developed through professional learning and classroom lessons based on Self Organised Learning Environment (SOLE).
- The Performance and Development Framework supports teacher knowledge and skill development in quality teaching practice supported by self-evaluation, ongoing assessment of practice and lesson observations.

**Evaluation plan**

Internal reporting against milestones, improvement measures, feedback from observation groups, instructional rounds teams, staff/student/parent surveys (TTFM* surveys).

### Products and Practices

#### Product: All teachers have at least one professional learning goal implemented and evaluated for their individual Performance and Development Framework that relates to quality classroom teaching practice.

#### Practice: Evidence of active student engagement is visible in classrooms across the school.

#### Practice: Quality teaching and learning practices demonstrated and supported across KLAs through lesson observation group feedback, self-reflection and sharing of quality teaching practice (staff meetings, SDDs).

#### Product: Staff reflect on their individual learning and leadership goals through the Performance and Development Framework, lesson observation and instructional rounds processes.

#### Practice: Teachers use multiple assessment methods to provide rapid formative interpretations to students and to make adjustments to their teaching to maximise student learning opportunities and outcomes.

#### Product: Teachers participate in quality professional learning (including online learning) that aligns clearly with school strategic directions and each teacher’s professional learning goals.
## Strategic Direction 2: Collaboration

### Purpose
Collaboration that directly supports and maximises student learning is evident across the school at all levels – teachers, students, parents, support staff and community.

### People

**Students**
- Evidence of increased collaborative student learning, peer-to-peer learning and student-centred lessons across all KLAs.
- Learning for students requiring additional support is enhanced through personalised learning and support plans in full collaboration with the student, parents, carers and other agencies.

**Teachers**
- Professional dialogue focusing on the language of learning, including the Quality Teaching Framework and Australian Professional Standards predominates at staff, faculty and executive meetings.
- Professional development supports teachers to talk with each other about the impact of their teaching, based on evidence of student progress, and about how to maximise their impact with all students.

**Parents**
There are more opportunities for parents to receive feedback about student learning progress and ‘where to next?’ learning discussions with teachers.

**Leaders**
- Increase opportunities for collaborative, consultative decision making and the building of leadership capacity at all levels.

### Processes

- The dominant focus of all meetings is teaching and learning and the sharing of quality teaching practice. Every second executive meeting is devoted to professional learning that builds professional capacity and reflects school plan priorities.
- Provision of more opportunities for student, teacher and parent dialogue on learning progress and ‘where to next?’ learning discussions.
- Effective collaboration is evident at all levels with evidence of innovation through faculty meetings, executive meetings, conferences.
- More opportunities for school community to contribute to school planning and decision-making. Collaborative processes at faculty and staff meetings, executive meetings and conferences, P&C meetings facilitate this process. Each faculty develops plans that reflect school priorities.
- School-wide, collaborative discussion on middle schooling strategies supporting year 7 students in 2016.

### Products and Practices

**Practice**
- Teachers collaborate to analyse and use student assessment data to understand the learning needs of their students and use this to inform their classroom teaching practice.
- Lesson observation program facilitates collaboration across KLAs and the sharing of quality practice.
- Increasing opportunities for parents to participate in learning discussions with teachers about their child’s progress.
- Build leadership capacity at all levels including teachers seeking accreditation at higher levels. Support all teachers for new accreditation processes from 2016. Continuing development and evaluation of school EOI and second-in-charge policies.

**Process**
The school has embedded and explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and outcomes.

### Improvement Measures
- All teachers analyse and use student assessment data to inform their classroom teaching practice.
- Increased opportunities for learning progress discussions between teachers and parents.
- Internal reporting against milestones, improvement measures, feedback from classroom observation groups, instructional rounds teams, staff/student/parent surveys (TTFM surveys).

**Evaluation plan**
Internal reporting against milestones, improvement measures, feedback from observation groups, instructional rounds teams, staff/student/parent surveys (TTFM surveys).
## Strategic Direction 3: Learning and engagement

**Purpose**
Teachers have high expectations of all students. They use multiple learning, differentiated and personalised learning strategies to maximise engagement and support students to achieve their potential.

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<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
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| **Students** | • A professional learning focus for each term guides the structure and conduct of executive meetings, including effective collaboration for teachers, feedback, differentiation, academic improvement.  
  • The school’s *Learning and Support Framework* guides the provision of support for student’s academic and behaviour needs.  
  • Investigate middle school learning model for school-wide implementation in 2016. Process to include executive conference discussions, readings, discussion paper, proposals, consideration of models and whole school and community input.  
  • Implement enrichment programs and strategies supporting students demonstrating talents across the curriculum. School community discussion of options for enrichment class year 7 2016.  
  • Professional learning supports whole-school positive behaviour model focusing on quality and consistent behaviour management in all school settings. | **Product**: Increase the number of top three attainment bands achieved by students in all external exams (HSC, ESSA, NAPLAN).  
**Practice**: Student consistently demonstrate appropriate behaviours in all settings.  
**Product**: Improving attendance rates for all students.  
**Product**: Middle schooling model in place for year 7 students in 2016.  
**Product**: Year 7 enrichment class in place in 2016.  
**Product**: School-based positions coordinate Aboriginal education, student behaviour management, attendance, late arrivals and uniform.  
**Product**: All teachers and students in class more often with a focus on learning. School policies and practice support this.  
**Practice**: Increasing numbers of teachers integrating ICT into classroom teaching practice.  
**Product**: Learning environments – classrooms, grounds and surrounds are engaging, clean and tidy and reflect student work and achievement. |

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<td>❖ Increase by 5% the number of top three attainment bands achieved by students in all external exams.</td>
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<td>❖ Increase overall attendance rates for all students to at or above 85%.</td>
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<td>❖ Increasing numbers of teachers integrating ICT into effective classroom practice as evidenced by classroom observation data, student/staff surveys, laptop bookings, TSO support.</td>
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