## School background 2015 - 2017

### School vision statement

We are a learning community that strives to make a profound difference in our students’ lives by inspiring them to achieve their personal best; become lifelong learners and healthy, creative members of society.

### School context

Banora Point High School is a comprehensive high school with approximately 500 students. 9% of the students are Aboriginal or Torres Strait Islander background. There are three support unit classes, one Multicat., two IO/IS. Socioeconomic background is diverse and a significant number of students come from low SES backgrounds.  

School attendance data and enrolments have shown a moderate improvement over the last two years. Our effect size for literacy and numeracy is below Hattie’s hinge point (according to effect size measures). The evidence in the Visible Learning matrix shows areas of development including taking responsibility for monitoring relational trust between the staff and the school, establishing teachers as activators and adaptive learning experts, using goals and targets based on student achievement data and student feedback. Time is needed to plan and collaborate. The evidence in the survey shows 71% of students believe that the teacher supports them in their learning. Evidence from the focus groups shows that learning was more effective in classrooms where there was discipline, interest levels were high, more interaction and effective feedback occurred. Our situational analysis indicated that areas we need to focus on included communicating with parents more about their children’s learning, assisting students to set learning goals, continuing to provide effective feedback to students and providing them more with appropriate learning skills. The trends, taken as a line of best fit of means, for 15 out of 23 HSC subjects have been positive from 2009 – 2014. Girls have been generally improving in Mathematics, boys have been variable. Girls have generally improved in standard English, while boys have slowly declined. Boys in Advanced English have been improving over the last 3 years, while girls have been relatively stable.

### School planning process

The school has utilised internal and external data, focus groups, analysis of effect sizes and surveys to complete a situational analysis. A vision team consisting of representatives from staff, parents and students drafted school vision and core values statements which were shared with the key bodies (Executive, staff meeting, SRC and P&C) modified and agreed upon. Several other teams were set up:

- A planning team who received training about the planning process and worked through the situational analysis to develop the three strategic directions. These were developed collaboratively, drafts shared with executive and staff and final statements developed.  
  A movable whiteboard containing each of the Strategic Directions was used so that staff and P&C members had the opportunity to post ideas related to the strategic directions.

Planning teams were set up in the school for each strategic direction. They contained members from every KLA and every teaching member of staff was on a planning team. Each strategic direction has two team leaders. The teams met regularly to work on the draft documents, using technology such as Microsoft 365 to collaborate in the process, posting comments for other members to consider. The draft documents were also shared with all executive and discussed at P&C. A meeting was advertised for 29th April to have final community input into the planning.
School strategic directions 2015 - 2017

**Purpose:**
To inspire and support students to achieve their personal best and become lifelong learners.

**STRATEGIC DIRECTION 1**
Maximising learning outcomes through effective teaching and learning strategies

**Purpose:**
To Build teacher capacity to improve quality teaching, quality learning, quality systems and wellbeing structures.

**STRATEGIC DIRECTION 2**
Building capacity through strategic professional learning

**Purpose:**
To proactively promote and enhance the health and wellbeing of all students and staff by initiating and maintaining positive partnerships.

**STRATEGIC DIRECTION 3**
Enhancing Staff and Student Health and Wellbeing
Strategic Direction 1: Maximising learning outcomes through effective teaching and learning strategies

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<th>Products and Practices</th>
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</table>
| To inspire and support students to achieve their personal best and become lifelong learners. | Students:  
- Develop their learning capacity through the use of metacognitive skills, tracking their progress.  
- Inducted into stages by focusing on learning strategies  
Teachers:  
- Provide effective feedback  
- Work in teams to trial, implement and embed high impact strategies that make learning engaging, authentic and valued.  
- Analyse their impact by regularly collecting and analysing information around their students’ learning  
- Engage in professional learning that is shaped by research evidence and feedback to build their capabilities  
- Engage students mentoring program  
Leaders:  
- Head teachers run induction programs for their staff in the use of evidence based strategies  
- DP and Head Teachers support beginning teachers in the use of effective strategies  
- Head Teachers and curriculum team ensure that all requirements are met regarding new syllabi and HSC monitoring.  
- Head teachers identify and implement extra-curricular learning opportunities  
Parents:  
- Provided with regular feedback around their child’s progress.  
- Provided with tips and strategies to support their children  
Community Partners:  
- Local schools and tertiary providers are involved in ‘Design Hubs’  
- Increase teacher capacity through T5 initiatives  
ALC focus on literacy/numeracy strategies and continuums | Develop and implement proficiency scales  
Implementation of effective strategies to support Aboriginal students  
Introduce ‘Peers as learning partners’ using lesson study and peer feedback  
Increase feedback to students and parents with ‘mid-term’ profiles being prepared for  
Implementation of BBC strategy  
Identify and support of gifted and talented students  
Differentiate curriculum with adjustments for a range of student needs and life skills  
Implement cross KLA Literacy and numeracy foundational support programs  
Implementation and ongoing review of all programs based on new BOSTES syllabi  
Implement HSC support program, including program of improvement structure  
Develop implement priorities around effective teaching and learning strategies  
Continue to refine the subject selection process.  
Develop an induction process for each year/stage  
Build a creative, innovative culture  
Teach learning strategies in context, using a modelled, guided, independent approach  
Teachers set transparent criteria for student assessment and moderation practices.  
Curriculum and HSC support evening and newsletters. Develop stage 4/5 assessment policy/schedules | Students are actively engaged in high quality, meaningful learning through the use of evidence-based strategies such as academic games and mild competition, questioning techniques, movement, making connections, formative assessment, explicit criteria  
Improvement measure b  
Student achievement is enhanced through the implementation of effective teaching and learning strategies leading to ‘assessment capable’ students  
Improvement measure c  
Development of routines around:  
- Rules and procedures  
- Learning intentions(goals)  
- Feedback  
- Learning routines  
Improvement measure b  
Students interact effectively with new knowledge by previewing content eg. Advanced organisers and active processing – eg Non-linguistic representations. Note making and summarising. Co-operative learning, Reflection, Problem solving, Chunking new information  
Improvement measure b and c  
Students practice and deepen their understanding of new knowledge by: Practicing skills and strategies through a modelled, guided, independent approach Active revision eg SQ3R Regular purposeful HW strategies, engaging in tasks that examine similarities and differences  
Improvement measure a  
Teachers involved in purposeful, collaborative professional learning that embed and share effective teaching. Improvement measure b |

Improvement Measures

- “Tell them from me”
  - 5% above AVERAGE (LSG?) indicate a positive learning environment  
  - 5% above average (LSG) indicate positive homework engagement  
  - 10% above average (LSG) record effective learning time  
- Focus groups and video diaries that reflect on their use of effective learning strategies.
  - 70% of staff using evidence-based strategies to address design questions, including routines and engagement strategies
- Quantitative data collected through whole school and KLA analysis of HSC results, related to results trends and value-added.
  - All literacy and numeracy growth is above LSG average.
  - Upward shift in band 5/6: student ratio for HSC results, and students moving from lower bands into band 4.
  - Increase in the % of students at/above national minimum standards in YR 9 NAPLAN literacy and numeracy
Strategic Direction 2: Building capacity through strategic professional learning

### Purpose
To Build teacher capacity to improve quality teaching, quality learning, quality systems and wellbeing structures.

### Improvement Measures

| A. | “Dare To Lead” snapshot and recommendations |
| B. | Teachers provide feedback through the “Focus on Learning” survey |
| C. | Quantitative Data analysis of NAPLAN growth data and HSC value-added measures<br>  - Increased number of students at or above national minimum standard in Year 9 NAPLAN Reading and Numeracy<br>  - Increased number of students with 2 or more Band 5 or 6 results at HSC |
| D. | 15% of teaching staff accredited Highly Accomplished teachers |

### People

**Teachers:**
- develop individual professional learning plans/goals
- work with a buddy or in teams to achieve common professional learning goals
- provide peers with appraisal and feedback
- celebrate the success and achievement of their peers
- collaborate to improve teaching and learning strategies both within and outside the school
- lead professional learning and sharing activities within the school
- mentor beginning teachers
- maintain teacher accreditation requirements

**Leaders:**
- lead professional learning through modelling effective practices
- coach teachers to support achievement of personal learning goals
- collaborates with learning partnerships to improve learning outcomes for students
- promotes succession planning and distribution of leadership

**Community:**
- staff collaborate with external learning partners including ALC, T5, professional associations
- school teams collaborate with external learning partners including ALC, T5, professional associations
- shared professional learning activities with learning partners including supporting teacher accreditation
- external learning partners provide a source of peer appraisal and feedback

### Processes

- Increase leadership capacity of Aboriginal Education team - Leading Aboriginal Education in Your School
- Implement “Dare to Lead” snapshot and implement recommendations
- Induct school leaders in local Indigenous culture – “Connect to Country”
- Coordinated professional shadowing
- Develop meeting structure which provides opportunity for regular teacher/team sharing
- Training for School Finance team and implementation of LMBR
- Further develop the schools Professional Learning Policy to incorporate
  - All staff will have a personal learning plan
  - Individuals and teams sharing professional learning plan goals
  - Staff with similar professional learning goals working together to achieve their goals
- TPL will be school located wherever possible
- TPL funds will be used to release teachers to undertake professional learning within the school
- Roles and responsibilities defined for Beginning Teacher mentors
- Accredited Coaches in the school train coordinators to be Coaches
- Coaching and mentoring of staff to achieve identified personal learning plan goals
- Extend current REGROW program to incorporate Learning Frontiers
- Host Teach Meet events
- Develop teacher peer observation and feedback process
- Implement a lesson study program in all KLA’s
- Develop a teacher peer celebration program, where teachers identify and promote the successes of their peers.
- Utilise professional learning within the school to support teacher accreditation requirements

### Products and Practices

- Product: Increased student learning through improved teaching and learning<br>  - Improved achievement results for Aboriginal students
- Improved teaching strategies supporting improved Literacy and Numeracy
- School teams lead PL activities developed from research and evidence-based learning

**Improvement measure A, B & C**
- Practices: school-wide improvement in teaching practice and student learning through embedded and explicit systems for: collaboration and classroom observation, modelling of effective practice and peer/mentor feedback, teacher engagement in Teach Meet sessions, teachers celebrate achievements of individuals and teams

**Improvement measure B**
- Practices: established active partnerships and collaboration ensuring continuity and improved outcomes for students<br>  - extension of the school’s REGROW<br>  - expansion of coaching and mentoring for all coordinators<br>  - KLA lesson studies<br>  - regular teacher share meetings

**Improvement measure B & D**
- Practices: collaborative feedback and reflection promotes and generates learning and innovation

**Improvement measure B & D**
## Strategic Direction 3: Enhancing Staff and Student Health and Wellbeing

### Purpose

**Proactively promoting and enhancing the health and wellbeing of all students and staff by initiating and maintaining positive partnerships**

- Data analysis indicating positive growth
- Surveys and audits
  - Mind matters audit
  - ‘Tell them from me’ survey
- Performance and Development Framework documentation (PDP’s) and interviews and program reviews

### People

<table>
<thead>
<tr>
<th>Students:</th>
<th>Processes:</th>
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<tbody>
<tr>
<td>- Build capacity to develop positive relationships, resilience, acceptance of diversity and a sense of being a world-wide citizen</td>
<td>- LaST leads establishment of effective PLPs; KLAP; BMP; RA; ILP; HCPs and GAT initiatives</td>
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<td>- Provide the opportunities to develop leadership capabilities</td>
<td>- Use induction process, staff meetings, enrolment process and social media to build staff, student and community awareness of, and access to, processes and policies</td>
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<td>- Participate in school decision making processes and policy/ procedure development</td>
<td>- Regular processes established for; welfare meetings, Rock and water program, Boys and Girls Groups, Peer Support Program, Duck and Sponge lessons</td>
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<td>- ATSI students provided with leadership and learning opportunities</td>
<td>- White Ribbon awareness program, psychology of happiness &amp; holistic development program, SRC, peer support used to monitor and develop student wellbeing and leadership</td>
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<td>- GATS opportunities enhanced</td>
<td>- Cyber Safety and Physical safety presentations by external agencies</td>
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<td>- Learning support needs addressed</td>
<td>- All staff complete Mind Matters Modules</td>
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</tbody>
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**Leaders:**

- DP runs induction programs that address policy and procedures around mental health, and wellbeing

**Teachrs:**

- Engage in professional learning activities that build their capacity to develop positive relationships, provide pastoral care and curriculum that equips students with knowledge, skills, attitudes and strategies to understand and manage themselves and relationships
- Acknowledge individual differences and provide opportunities for all to learn and succeed
- Empowered to provide immediate support and links to external agencies

**Parents/Carers:**

- Executive align policy and curriculum

**Community Partners:**

- Empowered to engage in school based and external programs that support their children

### Processes

- Clear routines developed around:
  - Addressing student learning and behaviour needs-all support plans completed and stored in common T drive
  - Transition program documentation and communication
  - Induction process documentation and resourcing
  - Enrolment process certification and resourcing
- PDP documentation and interviews and program reviews

### Products and Practices

- A learning/working environment that is open, respectful, caring and safe
- Surveys and audits
  - Mind matters audit
  - ‘Tell them from me’ survey
  - Data analysis
- All staff operate with consistent school wide rules and consequences
- Surveys and audits
  - Mind matters audit
  - ‘Tell them from me’ survey
- Clear routines developed around:
  - Addressing student learning and behaviour needs-all support plans completed and stored in common T drive
  - Transition program documentation and communication
  - Induction process documentation and resourcing
  - Enrolment process documentation and resourcing
- PDP documentation and interviews and program reviews
- All scope and sequences address positive relationships and self-awareness
- PDP documentation and interviews and program reviews
- Active T5 SRC and Youth Council representatives
- Increased levels of student engagement (Data analysis)
- Staff, students and families empowered to make decisions that optimise wellbeing
- Data analysis indicating positive growth
- Surveys and audits
  - Mind matters audit
  - ‘Tell them from me’ survey
  - PDP documentation and interviews and program reviews

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Banora Point High 8282

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