School plan 2015 – 2017
### School background 2015 - 2017

#### SCHOOL VISION STATEMENT

To provide a stimulating, safe and caring environment where all students can achieve their full potential, whilst instilling in them a love of learning, enabling them to adapt to future changes, so they can become active, responsible citizens.

#### SCHOOL CONTEXT

Blakehurst High School (enrolment 1108, 80% students from a non-English speaking background), is a successful co-educational comprehensive school recognised for exemplary welfare and learning support programs.

The school has an excellent reputation within Sydney Region and the local community for academic, sporting and multicultural achievements.

Students enjoy a broad curriculum, including a wide vocational education and training program.

Priorities include quality professional learning for all staff which supports Quality Teaching/learning and the development of student responsibility for learning.

The school enjoys strong support from parents and the community.

#### SCHOOL PLANNING PROCESS

The whole Blakehurst School Community has been involved in this planning process. This included whole staff meetings; meetings with a wide cross section of students, and parent groups.

These meetings discussed the strengths and weaknesses of Blakehurst High School, as well as exploring the opportunities and threats we could face in coming years.
It is essential that Blakehurst High School provides a safe, caring, inclusive and supportive environment for all of its students.

Also that the students are able to develop as respectful, responsible, law abiding citizens.

To this end, the school community needs to constantly monitor, evaluate and adapt the school’s welfare policies to help achieve this aim. Students need to have clear boundaries explained to them, with consistent consequences applied if they do not comply with these expectations.

Blakehurst High School needs to provide a learning environment that has high expectations and adds value to all students’ literacy and numeracy outcomes, which ultimately leads to improved HSC results. Students will be encouraged to be productive and ethical users of appropriate technology, giving them skills to continue learning in an ever changing world.

Blakehurst High School will ensure that teachers are given the opportunity to enhance their skills, through meaningful, targeted Professional Learning.

Staff will be encouraged to seek out opportunities to take on leadership roles, enhancing their chances for promotion and work satisfaction, whilst at the same time developing leadership density within the school, thus putting into place succession plans to adapt to staff changes, retirements etc.
Strategic direction 1: Enhancing Student Wellbeing

**PURPOSE**

Blakehurst High School will provide a safe, caring, inclusive and supportive environment for all of its students.

Also that the students are able to develop as respectful, responsible law abiding citizens.

To this end the school community needs to constantly monitor, evaluate and adapt the school’s wellbeing policies (Welfare, Behaviour Management and Learning Support) to help achieve this aim. Students need to have clear boundaries explained to them, with consistent consequences applied if they do not comply with these expectations.

**PEOPLE**

Establish a staff team to review the existing behaviour management policy, with the aim of developing a new/updated policy by researching and investigating other successful types/versions of behaviour management programs used by schools in NSW.

Involve student leaders in reviewing the school’s discipline/behaviour management policy.

Involve Parents in the evaluation process of both the existing and updated policy.

The leadership team will lead the discussion of policy review. Whilst aspiring leaders can join the investigation and writing teams.

Investigate the establishment of a transition adviser position to assist students at risk with post-school options.

**PROCESSES**

Establish a cross KLA team, led by DP

Review existing student wellbeing policy by the staff team.

Investigate behavioural management programs used in other identified lighthouse schools.

Collaboration with student leaders and parents in the preparation of the new policy.

Updating of the existing policy.

Negotiation with staff, as well as Professional Learning for staff throughout 2015, with the aim of introducing the updated system in 2016.

Welfare team to develop a tiered welfare program.

Welfare team to review the school’s anti-bullying program.

Explore strategies to support the mental health of students.

Create a School to Work team.

Develop a role statement for a transition adviser.

The Welfare team to evaluate existing wellbeing programs regularly ie attendance, lateness, truancy, uniform etc.

The development of stronger links with external and community service providers eg Headspace and TAFE.

**PRODUCTS AND PRACTICES**

**Product**

Updated behavioural management policy which will have BHS Respect and Responsibility charter embedded into it.

An updated behavioural management policy which clearly sets out expectations of student behaviour and the possible consequences of that behaviour (both positive and negative).

A school wide social skills program which is age appropriate.

School to work plan developed for identified students.

Post school options presented to students in a positive and proactive manner, which is valued by parents, staff and students.

Improved management of student mental health issues.

Improved programs/procedures to deal with conflict resolution, anger management, anxiety and suicide.

**Practices**

All teachers implement the behaviour management process consistently regardless of their KLA or experience.

Students will clearly understand what is expected of them and the consequences of their behaviour (both good and bad).

Students implement various strategies to deter bullying in the school.

Strengthen links with the community.

Parents and students report they are positively supported with post-school options.
**Strategic direction 2: Enhancing the quality of Student Learning.**

### PURPOSE

Blakehurst High School will provide a learning environment that has high expectations focusing on engagement and connectedness which adds value to all students’ literacy and numeracy outcomes, and ultimately leads to improved HSC results.

Students will be encouraged to be productive and ethical users of appropriate technology, giving them skills required to continue learning in an ever changing world.

### PEOPLE

Staff are able to access Professional Learning in Literacy, Numeracy, ALARM, G&T and Technology.

Staff join working teams to collaboratively design Rich Tasks for G&T students.

Parents are consulted and informed on a regular basis.

Staff form teams for Literacy, Numeracy and G&T. Develop strategies for inclusion in teaching programs, as well as exercises for students.

Students are exposed to Literacy exercises in all KLAS.

Students are taught to use ALARM to assist them in answering exam style questions more effectively.

Aspiring leaders are given the opportunity to shadow the leaders of various groups with the aim of leading teams in the future.

### PROCESSES

Rigorous and targeted Professional Learning for staff in areas such as Literacy, Numeracy, ALARM, Gifted & Talented as well as the latest available technology.

Development of Rich Tasks by cross KLA groups for extension of Gifted and Talented students.

Literacy committee to develop Literacy exercises.

The importance of DEAR is regularly reinforced with both staff and students.

Year 7-12 cohorts are educated in and exposed to ALARM (a learning and response matrix) to assist in improving student responses under exam conditions.

The BYOD policy extended to allow students access to the latest technology.

### PRODUCTS AND PRACTICES

**Products**

All Teaching and Learning programs have Literacy, Numeracy and GaT strategies embedded in them.

A variety of Rich Tasks are developed for Gifted and Talented students.

Technology that is up to date, relevant and useful in both Teaching and Learning.

All students are able to confidently use ALARM to enhance exam results.

**Practices**

Staff regularly use ALARM and Literacy strategies in their teaching.

Cross KLA groups develop Rich Tasks for students.

Technology embedded in teaching programs to assist with learning.

### IMPROVEMENT MEASURE/S

**Increase % of Year 9 students at proficiency in reading by 2% by 2017 in:**
- Reading (18% in 2014)
- Writing (10% in 2014)
- Spelling (22% in 2014) and,
- Grammar and Punctuation (14% in 2014)

**Decrease the % of Year 9 students at or below NMS by 2% in:**
- Reading (35% in 2014)
- Writing (49%)
- Grammar & Punctuation (33%)

**Maintain increase in Bands 5 & 6 in HSC.**
- 85 Band 6’s in 2014 (up by 41% on 2013).
- 268 Band 5’s in 2014 (up by 10% on 2013).
### Strategic direction 3: Fostering Quality Teaching and Leadership (Teacher Learning)

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<thead>
<tr>
<th><strong>PURPOSE</strong></th>
<th><strong>PEOPLE</strong></th>
<th><strong>PROCESSES</strong></th>
<th><strong>PRODUCTS AND PRACTICES</strong></th>
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<tbody>
<tr>
<td>Blakehurst High School will ensure that teachers are given the opportunity to enhance their skills, through meaningful, targeted Professional Learning.</td>
<td>Professional Learning is designed to target identified areas of need, which allows staff to build their capacity and to deliver excellent educational outcomes for their students.</td>
<td>Individual Professional Development Plans (PDP) are developed for each teacher, aligned to the Australian Professional Standards for Teachers.</td>
<td>Product</td>
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<td>Staff will be encouraged to seek out opportunities to take on leadership roles, enhancing their chances for promotion and work satisfaction, whilst at the same time developing leadership density within the school, thus putting into place succession plans to adapt to staff changes, retirements etc.</td>
<td>Professional Learning that highlights individual teachers’ strengths and allows them to share this expertise with other teachers through regular organised Professional Learning activities.</td>
<td>Enhanced performance and development processes developed from the DEC’s Performance and Development Framework for Principals, Executives and Teachers in NSW Schools.</td>
<td>All staff have Individual Professional Development Plans (PDPs) which are aligned to Australian Professional Standards for Teachers.</td>
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<td>Through targeted Professional Learning programs, current and aspiring leaders will refine their skills in leadership.</td>
<td>‘Shadow a Leader’ program available for aspiring leaders.</td>
<td>A succession program which builds leadership density within the school.</td>
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<td>Aspiring leaders will be able to shadow other leaders in order to build their capacity for leadership.</td>
<td>Head Teacher Teaching and Learning leads the Professional Learning Committee to identify Professional learning requirements of staff and organise regular fortnightly Tuesday afternoon PL sessions as part of the whole school Professional Development Plan.</td>
<td>All new scheme teachers and teachers undertaking accreditation at higher levels are successful in gaining and maintaining their accreditation.</td>
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<td>100% of teachers have Individual Professional Development Plans (PDPs) in order to build capacity.</td>
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<td>All staff demonstrate responsibility for their own Professional Learning/Development.</td>
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<td>100% of teachers undertaking accreditation successfully complete and maintain the process.</td>
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<td>100% of all teachers attend regular fortnightly Professional Learning organised in team groupings, designed through surveying staff needs.</td>
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<td>High success rate of teachers who undertake to gain promotion through the Merit system.</td>
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