



BRIDGETOWN HIGH SCHOOL

SCHOOL PLAN

2019 - 2021

THREE YEAR PLANNING CYCLE

Priorities are set for a three-year planning cycle but are revised at the end of each school year. New priorities can be added mid-cycle when required.

THE SCHOOL PRIORITIES ARE SET TO ENSURE THAT DEPARTMENTAL PRIORITIES ARE MET

DEPARTMENT OF EDUCATION PRIORITIES

Success for all students
High-quality teaching
Effective leadership
High performance, high care

BRIDGETOWN HIGH SCHOOL PRIORITIES

Student engagement
Attendance
Technology





BRIDGETOWN HIGH SCHOOL

PREAMBLE

Clearly, success for all students, and high-quality teaching, are dependent on student engagement, attendance, teacher training, and the effective use of technology.

Student engagement is the key to student achievement. Two aspects of a child's attitude to school are well understood – for a student to engage in learning, he/she first has to feel safe. This is why our student services budget is so extensive. It is well understood that poor mental health is a major problem among young people. Further, students must enjoy their lessons. This is why, in this plan, our continual focus on improving pedagogy is under the direct supervision of the principal. Finally, students cannot engage in learning if they are not functionally literate. Thus, we continue our focus on literacy.

To this end, we have put in place a student services committee which involves two student services coordinators, the school nurse, the chaplain, the school psychologist, the student mental health coordinator, the engagement coordinator, and the principal.

We also believe that continual up-skilling in pedagogy will increase student engagement. Thus, we have made a commitment to continually improve our classroom strategies and management while assisting staff to focus on self-reflection and improvement - regardless of the number of years of experience they have. It is the responsibility of the principal to observe and work with staff to assist them to seek continual improvement.

Our performance management processes reflect our commitment to the professionalism of teachers by focussing on self-reflection rather than assessment by others.

The provision of effective leadership in the school is achieved by a distributed leadership profile with over half the staff taking on leadership responsibilities.

The following leadership positions exist in this school:

- 1) Year 7-8 Student Services Coordinator
 - i) Direct responsibility for providing the best possible pastoral care and behaviour management for our year 7 and 8 students.
- 2) Year 9-10 Student Services Coordinator
 - i) Direct responsibility for providing the best possible pastoral care and behaviour management for our year 9 and 10 students.
- 3) Learning Support Coordinator
- 4) Accountability and Compliance Coordinator
 - i) Naplan
 - ii) Olna
 - iii) Analysis of the school's compliance with DoE policy.
- 5) Physical Education Coordinator
 - i) Swimming Carnival
 - ii) Athletics Carnival
 - iii) Country Week
- 6) Student Engagement Coordinator
 - i) Attendance
 - ii) Work experience
 - iii) Community links
- 7) *Mental Health in Schools* Coordinator
- 8) Emergency Services Cadets Coordinator
- 9) Emergency Management Coordinator
- 10) Technology Coordinator
 - a) Staff training
 - b) Network management
 - c) Reporting to parents



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PRIORITY ONE: INCREASING STUDENT ENGAGEMENT

Context: we recognise that increasing student engagement is the key priority of all schools.

We will put in place a program of continuous up-skilling of teachers to better be able to provide an informative, interesting, and engaging education for our students. Our teachers are being up-skilled in classroom management, instructional strategies, cooperative learning, and classroom observation and feedback.

There are many and varied reasons why students do not engage with their schooling. These range from feeling unsafe to poor literacy. Thus, this school has invested heavily in improving student outcomes by improving teaching, by focussing on mental health, and by building strong student-teacher relationships. In addition, our teachers understand that we must work closely with parents to ensure better outcomes for their children.

Literacy is vital to ensure engagement in learning. We know that one of the key reasons for lack of engagement is poor literacy. To further progress this priority, our Learning Support Coordinator (LSC) will work across the school with students who have literacy problems. The LSC will also provide information to all staff on ways to work with students who have literacy issues. We will continue to provide Individual Education Plans and Group Education Plans as required.

It is clear that a major issue in engagement is the mental health of students. To meet this need, we have engaged a Mental Health in Schools Coordinator who will: work with staff on implementing mental health programs across the curriculum; coordinate the mental health incursions we currently run; continue the mental health focus delivered through Health; and sit on the Student Services Committee.

The effectiveness of this priority will be evaluated by annual surveys of students, parents, and staff – and evaluation of NAPLAN data.

Target 1: Increasing student satisfaction in the quality of teaching in this school and the engagement they feel towards the subjects they study;

Target 2: Increasing demonstration of effective learning strategies by teachers;

Target 3: Increasing the satisfaction of parents with regard to the communication they have with the school

Target 4: Increasing satisfaction of parents with regard to the educational experience of their children; and

Target 5: Demonstrated improvement for students from the year 7 NAPLAN results to the year 9 NAPLAN results.



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PRIORITY TWO: ATTENDANCE

Context: we recognise that attendance at school is the number one indicator of likely success at school, and is a key indicator of student engagement. Although attendance at Bridgetown High School has remained above state average levels for many years, we seek to continually improve it.

It is known that increasing student engagement is recognised as being helpful in improving student attendance. Thus, priority two links with priority one.

To this end, we have appointed an Engagement Coordinator who is responsible for working with students who are showing low engagement in school, low attendance, and a lack of faith in their future.

The Engagement Coordinator is also a badged attendance officer and thus monitors closely attendance of our students and works with parents and outside organisations to improve it.

The collection of data in Lesson Attendance (SIS) over the next three years will indicate whether this action has been successful.

Target 4: *An average of 92% attendance percentage for each year group.*

PRIORITY THREE: TECHNOLOGY

Context: In 2016 we have introduced a Bring Your Own Device policy for all students in Years 9 and 10, and we provide other computers on a 1 to 2 basis to students in years 7 and 8. It is intended that the BYOD policy will be extended to all students by 2020. However, the key rate-limiting step is the ability of the Department of Education to provide the necessary internet speeds for this to occur.

Future Directions and Staff Development

We have implemented the use of *Connect* as our number one digital interface with students and parents concerning the planning and assessment of the various subjects. Over the next three years, we plan that the use of *Connect* becomes second nature for students and parents and, further, staff will gradually engage in the use of teaching techniques which utilise the power of modern technology.

Success will be measured by student, staff, and parental surveys.

Target 5: *To ensure that by 2021 all teachers, parents, and students are using *Connect* as the main learning support communication platform in the school; and*

Target 6: *To maintain and improve the access to ICT across the school network so that the BYOD program can be extended to year 7 and 8 students depending on the DoE providing the necessary internet access.*



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SUMMARY OF SCHOOL PRIORITIES

The table below sets out how our priorities link with the Department of Education Priorities, the strategies we will use, and the cost to the school.

	Departmental priorities				Programs / Strategies	Resources - financial & physical funded by school
	1 – Success for all students	2 – High-quality teaching	3 – Effective leadership	4 – Performance high care		
Student Engagement					Professional learning	30 hours at school
						\$10000 for training outside of school
					Students with special needs	Staff PD costs \$3000
						Extra Funding above DoE funding \$70000
					Learning Support Coordinator	0.15 FTE \$16824
					Student Services Coordinators	1.6 FTE \$179000
Attendance					Engagement Coordinator	0.75 FTE \$84000
					Parent conferences	Teacher Relief \$1000
					Information to parents	Newsletters & Letters \$1000
Technology					Ongoing in-service of teachers Connect	Staff meeting time
						Teacher relief \$2000
						0.1 FTE \$11000
					High-quality network support	0.2 FTE \$22000
					Total funding for plan	\$399824



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