



BALLINA HIGH SCHOOL

School Plan

2009-2011



<p>School context</p> <p>Ballina High School (BHS) is a comprehensive school catering for the diverse needs of students. Our inclusivity is demonstrated by our strong academic program, significant Aboriginal population and substantial special education and learning support programs. Senior students choose an academic pathway, a VET-Trade School pathway, a Life Skills pathway, or a combination. The school's broad curriculum includes subjects in the humanities, arts, sciences and mathematics, social sciences, languages, technology and vocational education. Innovative programs include catering for gifted and talented students, Aeronautics and Marine Studies.</p> <p>Our holistic philosophy is concerned with the academic, social, physical, emotional and cultural growth of each student. The school has a strong welfare focus, fosters student leadership, encourages sound values through the chaplaincy program and offers extensive extra curricular activities including: sporting opportunities, community involvement, driver education, radio and video production, band and choir, and an exchange program with a Japanese school.</p> <p>Four of BHS's most vital resources are: its experienced and dedicated staff; its attractive physical environment; its strong links with the wider community, including with the Bundjalung people, and local businesses; and its expanding application of technology in teaching and learning.</p>
<p>Priority Areas (3 Year horizon)</p> <ul style="list-style-type: none"> • Literacy and Numeracy • High retention rates • Quality teaching and integration of technology into the classroom

The plan has been endorsed and approved by:							
Principal:	Phil Steer	Date:		School Education Director:	Greg Cloak	Date:	

Principal's initials: _____

School Education Director's Initials _____

Priority Area 1: LITERACY

Intended Outcomes:

- Increased school leadership capacity to lead evidence based and strategic literacy planning.
- Enhanced quality teaching practices to improve levels of literacy achievement for all students.
- Expanded use by all teachers of ICT learning tools, interactive technologies and ICT based curriculum resources in teaching literacy
- Diminished gap in literacy achievement between Aboriginal students and all students.

Targets:2009 - Double the number of students in higher bands and halve the number of students in lower bands

2010 - *Increase the % of students who achieved in the top three bands in NAPLAN Writing from 36% as Year 7 in 2008 to 40% as Year 9 in 2010 (additional 4 students) (NAch 30%)*

Increase the % of Year 10 students who achieve in the top two bands in the SC Eng-lit test from 30% to 35%(NAch 24%)

2011 - *Increase the % of students who achieved in the top three bands in NAPLAN Writing from 32% as Year 7 in 2009 to 38% as Year 9 in 2011(additional 5 students)*

100% of Year 9 students to maintain their score or achieve positive growth 2009 - 2011

Indicators	Strategies	Timeframe			Responsibility	Resource Allocation & Funding source
		09	10	11		
Students are supported in class across the curriculum	Y7 literacy support aide – in class support	✓	✓	✓	S Page	DET / 2011 - PSP \$26 000
Evidence of use of text scaffolds across the curriculum	Strengthen whole school literacy focus on extended writing and the use of text type scaffolds		*	*	HT CAPA + literacy team	Global
Increased capacity of teachers to explicitly teach / target literacy deficits	STLA to provide PD / advice to individuals and faculties NAPLAN data analysis to inform a literacy action plan			*	STLA, HT CAPA	Global
Students are confident readers	VIEW Club START	✓	✓	✓	H Poulos / 2011 TBA	Volunteers
Students are engaged with their Year 7 tutee	Peer Tutoring	✓	✓	✓	STLA	STLA budget

Ballina High School Plan

Priority Area 2: NUMERACY

Intended Outcomes:

- Increased school leadership capacity to lead evidenced based, strategic and systematic whole school numeracy planning.
- Enhanced quality teaching practices to improve levels of numeracy achievement for all students.
- Expanded use by all teachers of ICT learning tools, interactive technologies and ICT based curriculum resources in teaching numeracy.
- Diminished gap in numeracy achievement between Aboriginal students and all students.

Targets:2009 -

Double the number of students in higher bands and halve the number of students in lower bands

2010 - *Increase the % who achieved in the top three bands in NAPLAN Numeracy from 46% as Year 7 in 2008 to 50% as Year 9 in 2010 (NAch 36%)*

Increase the % of Year 10 students who achieve in the top three bands in the SC from 35% to 40% (Ach 39%)

2011 - *Increase the % who achieved in the top three bands in NAPLAN Numeracy from 33% as Year 7 in 2009 to 39% as Year 9 in 2011(additional 5 students)*

100% of Year 9 students to maintain their score or achieve positive growth 2009 - 2011

Indicators	Strategies	Timeframe			Responsibility	Resource Allocation & Funding source
		09	10	11		
Teachers from the school are working with primary school teachers and students.	Whole School Numeracy Plan	✓	✓	✓	J Parker/All Teachers J Parker	2008 allocation
All students below the state benchmark are tutored in Quicksmart.	NIMS	✓				
	Quicksmart	✓	*		A Smith	Youth Excel/PSP / 2011 - \$15 500 PSP + \$14 500 – Youth Excel
<i>Numeracy applications across the curriculum, for example, using laptops for graphing and data in Science and HSIE</i>	<i>Use of NAPLAN resources focusing on measurement, data, space and geometry across the curriculum</i>		*	*	<i>Numeracy team (driver?)</i>	

Ballina High School Plan

Priority Area 3: RETENTION and Engagement

Intended Outcomes:

- Increased proportion of students completing Year 12 or recognised vocational training
- Broader curriculum options and flexible learning opportunities across

Targets:	2009 -	Improve retention rates by 10%
	2010 -	<i>Increase the % of students staying on from Year 10 to complete Year 12 (HSC or VET equivalent) from 55% (av for last 5 years) to 62%</i>
	2011 -	<i>Increase the % of students staying on from Year 10 to complete Year 12 (HSC or VET equivalent) from 62% to 65%</i> <i>Student population maintained</i>

Indicators	Strategies	Timeframe			Responsibility	Resource Allocation & Funding source
		09	10	11		
Joint programs are in operation	Plateau to Sea Learning Community	✓			Principal	DET Retention funding held at BHS
Year 8 Aboriginal students are engaged in the program	Makin' Tracks	✓			AEO	Youth Excel
Students at risk of leaving school early are involved in program.	TAFE Tasters	✓			AEO/E Ussher	Youth Excel
Students are producing quality DVDs	Cinliteracy workshops				<i>A Playford</i>	<i>Youth Excel</i>
Negotiated collaborative curriculum in place for relevant senior courses for 2011	Broaden the implementation of collaborative curriculum delivery between BHS, Southern X, AHS and TAFE		*	*	Principal/HT Eng/HT Maths	DET / 2011 - SNP
Improved engagement in S4 + S5	Project learning class in Year 8 G&T withdrawal program in Years 7 – 9/ Y10 portfolios			*	HT English / Principal HT English	2011 – PSP \$6 255 2011 – PSP \$2 500 Above establishment staffing
Improved student capacity to access the curriculum	Whole school explicit study / learning / social skills program implemented using diaries provided			*	HT PD/H/PE, Librarian, Y11 YA	2011 – discretionary \$7 20
Positive school culture	Review of school's welfare / discipline policies, practices and structures, explore proactive program (PBL)		*	*	DP (J Douglas), Welfare team	Global
Improved responsible behaviour	Restorative justice initiative			*	Year 8 YA	2011 – discretionary \$5 200
Strong school – community link	CLO / improved & current website / appealing Newsletter – student focus		*	*	CLO and SAS staff	2011 – PSP \$17 700
Improved performance by students in selected extension / niche subjects	Develop across school links – student outcomes and Teacher capacity			*	Principal / HT English	SNP + global

Ballina High School Plan

Priority Area 4: ABORIGINAL EDUCATION

Intended Outcomes:

- Aboriginal students' outcomes on track to match or better outcomes of the broader student population by end of 2011.
- Increased Aboriginal parental engagement in supporting their child's learning.
- *Mutually respectful and positive relationships developed between school and* Aboriginal students and communities.

Targets:2009 - Improve retention rates by 10%
2010 - *Increase the % of Aboriginal students staying on from Year 10 to complete Year 12 (HSC or VET equivalent) by 10%*
2011 - *Retention rate of Aboriginal students equivalent to that of non-Aboriginal students*

Indicators	Strategies	Timeframe			Responsibility	Resource Allocation & Funding source
		09	10	11		
Community and parent involvement in the school is regular.	Aboriginal Community Liaison Officer	✓			Principal	PSP 1 day/fortnight
Students complete the program in the 30 weeks	Quicksmart	✓	*		Principal	Youth Excel from 2008 / PSP
Aboriginal students improve skills and confidence in an adult learning environment.	TAFE Tasters	✓			Principal/AEO	Youth Excel from 2008
Elders and Aboriginal DET personnel involved in School Development Day training and planning	Teacher professional learning	✓	✓	✓	Deputy Principal E Ussher	TPL funds
<i>Coordinated strategies</i>	<i>Establish Ab Ed team.</i>		*	*	<i>DP</i>	
<i>Increased numbers of Aboriginal students completing Y12</i>	<i>Tutoring for senior Aboriginal students</i>		*	*	<i>David Grant</i>	<i>Norta Norta</i>
<i>Increased appreciation of purpose of education by Aboriginal students</i>	<i>PLPs for all students: Year 7 & 8: Aboriginal Education team; Y9 – 12 incorp in CA's process</i>		*	*	<i>HT CAPA</i>	<i>2011 - \$5 100 tied Community grant</i>

Ballina High School Plan

Priority Area 5: **TEACHING** and **LEADERSHIP** QUALITY

Intended Outcomes:

- Strengthened teacher capacity to improve student learning outcomes.
- Enhanced school leadership capacity for school improvement.
- Increased number of teachers accredited with the Institute of Teachers.

Targets: **2009 -** All New Scheme teachers accredited
 2010 - All New Scheme teachers accredited *and all ECTs maintain professional learning requirement (Ach)*
 All staff participate in QT professional development to support student learning (Ach)
 Increase the number of staff adopting leadership roles across the school (Ach)
 2011 - All New Scheme teachers accredited
 All staff participate in professional growth based on their TARS reflection and / or the School Plan

Indicators	Strategies	Timeframe			Responsibility	Resource Allocation & Funding source
		09	10	11		
QT strategies evident in teaching	Quality Teaching TPL	✓	✓	✓	(driver??)	TPL funds
Delivery of curriculum differentiated to meet student needs (high achievers - learning difficulties)	TPL Committee charged with coordinating TPL: teacher TPL attendance and teacher feedback in relevant forums following attendance, and TPL on SDDs.			*	TPL team	TPL funds
All early career teachers are preparing NSWIT documents for accreditation	New Scheme Teachers accreditation process	✓	✓	✓	Deputy Principal E Ussher	TPL funds
All survey results are collated and driving programs in the school	Professional development through Quality Teaching survey	✓			S Page	PSP
Talented students are identified and enrich their learning through challenging programs	Smart Kids in Mixed Settings	✓	*		S Page/J Gordon	PSP
A number of whole school roles to adopt an 'apprentice' / job share	Foster an 'apprenticeship' / job sharing structure		*	*	Principal	
Developing bank of confident leaders	Appropriate staff participate in leadership development opportunities (eg Future Leaders)		*	*	DP & TPL C'tee	
Participation by all staff in TARS process focussing on professional growth	Formalised TARS process introduced			*	P, all staff	

Ballina High School Plan

Priority Area 6: CONNECTED LEARNING

Intended Outcomes:

- Accessible NSW Institute of Teachers and DET accredited professional learning for all staff in the use of interactive technologies and digital educational resources
- Expanded use by all teachers of ICT learning tools, interactive technologies and ICT based curriculum resources in quality teaching and learning activities

Targets:

2009 - Install three more Interactive Whiteboards

2010 - Install three more Interactive Whiteboards (Ach.)
Two staff members confident with technology to enable them to teach across schools

2011 - Install three more Interactive Whiteboards
Additional staff members confident with technology

Indicators	Strategies	Timeframe			Responsibility	Resource Allocation & Funding source
		09	10	11		
Connected classroom being used by teachers from the mentor schools and students are working with peers from the other two schools	Install three more Interactive Whiteboards Plateau to Sea Learning Community	✓ ✓	✓ ✓	✓ ✓	Principal Principal	School DET
Teachers confident users in the classroom	Teacher Professional Learning	✓	✓	✓	<i>Richie Miles</i>	TPL Funds
Whiteboards set up and being used by all teachers	Purchase interactive whiteboards for each KLA	✓	✓	✓	Richie Miles	Global (2010 – global + Trade School)
<i>Increased usage of VC</i>	<i>Purchase mobile VC unit</i>			*	Principal	Trade School
<i>Increased staff usage of techno For T/L and admin</i>	<i>All teaching staff provided with small laptops</i>			*	Principal & Richie Miles	Global Technology budget