School plan 2015 – 2017

Ballina High School 8195

Dynamic Teaching and Learning
Communication and Community Partnerships
Staff and Student Wellbeing
**School background 2015 - 2017**

<table>
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<th>School vision statement</th>
<th>School context</th>
<th>School planning process</th>
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<tbody>
<tr>
<td>Ballina High School will provide a high quality education to prepare students to be productive citizens and active community members. Students will be equipped to seize the opportunities that arise and take advantage of life’s opportunities.</td>
<td>Ballina High School is a co-educational, comprehensive School located in the heart of the Ballina Island community on the North Coast of NSW. The school has just over 400 students and this is comprised of 18% Aboriginal Students and a small number of international students. The school attracts funding based on the Resource Allocation Model (RAM) in the areas of Aboriginal Education, Socio-Economic disadvantaged, Isolation and Equity (learning and support). The school needs to develop and grow the student learning outcomes to assist students on their learning journey. Part of this process is ensuring the dynamic teaching and learning occurs in the school for all students to allow equity in learning and quality teaching practices. The school has a strong focus on teaching and learning, student support, marine technology and sporting opportunities. Students are also supported through The Trade School and Vocational Education opportunities. To strengthen this, the school has a focus on the development of community partnerships and working with the whole school community to provide the best opportunities for our students. The school aims to improve communication measures and structures for the benefit of parents, the community, students and staff. The school is a Stronger Smarter and Positive Behaviour for Learning school supporting the Aboriginal education initiative. The school also follows the Positive Behaviour for Learning values. Providing for the welfare of students and staff is a major focus of the school. The senior curriculum is shared with the Southern Cross School to provide both schools with a broader Senior curriculum base. This is an area we wish to expand.</td>
<td>The process used for the collaboration and consultation in the development of this plan has been extensive consultation with staff, the school P and C and the local AECG. The school plan will be published as a working document that can be adjusted to fit the needs of the community and the school as the school community continues to grow and evolve. The school has developed the plan by looking at what we wanted the overall picture to look like as an end product and practice. The staff have then reverse engineered the plan to look at the processes required, people needed and the overall purpose of the strategic direction. The AECG and the P and C were consulted and were happy with the overall direction and planning involved.</td>
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These strategic directions will pave the way for students and provide the support, outcomes and learning opportunities to ensure that students are able to engage in the school environment and work to their potential. Staff, students and community members are all responsible for ensuring that the teaching and learning process is effective for all students. This will be done through the following 3 areas:

- **Engaging Teaching and Learning**, 
- **Communication and Community Partnerships**, 
- **Student and Staff Wellbeing**.

**Purpose:**

We will deliver our purpose through the implementation of high quality, creative digitally driven curriculum, teaching and learning and assessment practices that allow students to experience success and achieve their potential.

**Purpose:**

Building productive partnerships with the school community is the key to ensuring student engagement. Ballina High School will continue to strengthen our collaborative partnerships with parents, families, local businesses and community organisations to improve opportunities and outcomes for students.

**Purpose:**

Our school places a high priority on student and staff wellbeing. Our school appreciates and values students’ varying cultural backgrounds and we work to build the cultural competence of school staff. Providing processes to support both academic and non-academic individual needs will promote and maintain a learning environment that is safe, respectful, inclusive and promotes intellectual rigour of all members of our learning community.
# Strategic Direction: Engaging Teaching and Learning

## Purpose

We will deliver our purpose through the implementation of high quality, creative digitally driven curriculum, teaching and learning and assessment practices that allow students to experience success and achieve their potential.

## People

**Students:** Students will be supported to take responsibility for understanding and tracking their own learning from Years 7 – 12 through using Australian Curriculum Assessment and Reporting Authority (ACARA) and Board of Studies, Teaching and Educational Standards (BOSTES) benchmarks, the literacy and numeracy continuum, peer and self-assessment strategies.

**Staff:** Teaching staff will be involved in professional capacity building with a focus on the delivery of high quality programming and assessment design which embed the literacy/numeracy continuum, critical and creative thinking capabilities and ICT. All teachers will be able to demonstrate skills in programming and assessment, the application of the literacy/numeracy continuum and benchmark standards set by ACARA and BOSTES.

**Executive Staff:** Head Teachers will be responsible for the underpinning of professional learning and development, implementation, monitoring, evaluation and reporting.

## Processes

**Programming:** 7 – 12 high quality programs which embed creative and critical thinking capabilities, literacy/numeracy continuum, utilise ACARA and BOSTES benchmarks and assessment for learning strategies including quality feedback.

Undertake school focussed TPL activities that deepen staff understanding of quality programming practices, quality practices for assessment and feedback and build on deepening understanding of the literacy/numeracy continuum and the integration of ICT into classroom practice.

Students will be involved in plotting their progress in relation to the literacy continuum.

Parents will be aware of the standards and the needs of their children and will work with the school to improve the educational

## Products and Practices

**Practice:** Using a range of student learning benchmarks the school will undertake ongoing action research to identify and create innovative programs and strategies with a focus on assessment for learning strategies to increase the learning outcomes of students.

**Product:** Every subject in the school has high quality BOSTES aligned programs and assessment documents.

**Practice:** Teachers embed creative and critical thinking capabilities and the literacy and numeracy continuum into teaching programs to ensure the skill development of all students.

**Product:** All students to have recorded growth in skill development against the literacy and numeracy continuum.

**Practice:** Every subject will be involved in plotting student performance on the literacy and numeracy continuum.

**Product:** All staff including aides will be able to articulate the demands of the literacy and numeracy continuum.
of the implementation of school wide policies and practices in curriculum, assessment and student performance.

**Senior Executive**: The DP and Principal will be responsible for monitoring Head Teacher implementation of school wide policies and practices in curriculum, assessment and student performance.

**Parents/Carers**: Parents will be asked to engage with the school in understanding their own child's learning skills and progress against the ACARA, BOSTES and literacy/numeracy continuum benchmarks.

**Community Partners**: Community partners will be asked to be involved with the Year 10 Portfolio project to assist the development of our students in understanding post school expectations.

**Standards for their children.**

Community partners will actively support the school through the Year 10 portfolio process.

Partnerships with Southern Cross K - 12, Ballina Primary School, TAFE, Universities and Distance Education to provide a wider curriculum base and cater to the needs of all students.

Provide additional learning and support through provision of a learning centre for those students identified through the Learning Support Team (LST) with significant learning needs.

Provide specialist support to students with disabilities via the Special Education Unit.

The operation of a homework centre providing access to technology and teaching staff for those students requiring additional support across all Key Learning Areas (KLA).

Parents will be aware of additional support services provided by the school.

and implement strategies relevant to individual student needs to best support student learning.
Strategic Direction: Communication and Community Partnerships

**Purpose**

Building productive partnerships with the school community is the key to ensuring student engagement. Ballina High School will continue to strengthen our collaborative partnerships with parents, families, local businesses and community organisations to improve opportunities and outcomes for students.

**Improvement Measures**

- Community actively engaging within the school environment and having an input and impact on the learning and needs of the students.
- Community partnerships transparent and active partnership input into various aspects of the school and student development.

**People**

**People**

**Students**: be supported to create and design opportunities for school and family connections

Enhance student and community engagement at targeted events. IE: ANZAC day, NAIDOC celebrations and Assemblies.

**Staff**: Will continue to seek and develop strategic family and community partnerships providing educational expertise and leadership

Encourage and support staff in increasing involvement and participation in existing and innovative school and community partnerships.

**Parents/Careers**: Will work together with the school community to establish meaningful and proactive partnerships to engage our students in “real world” activities and strategies.

**Community Partners**: The wider

**Processes**

**Processes**

Review current practices and establish priority areas through the use of the School Assessment Tool assessing current school and community engagement practices.

Encourage and continue development and showcasing of student leadership groups, through continued engagement and encouragement of leadership roles and engaging with the school community.

Collect information on the views, experiences and wishes of staff, parents, school leaders, students and community groups.

Development of an outreach community service program where the school provides a platform for adult learning, and community engagement. (forums, guest speakers, workshops, professional development days, musical and drama performances and voluntary work with community and cultural

**Products and Practices**

**Products and Practices**

**Product**: Strong authentic partnerships that improve student learning and engagement outcomes that enhance and add value to the school’s purpose.

**Practice**: Ballina High School actively pursues and maintains partnerships with families, schools, business, tertiary institutions, government and non-government organisations and the community to access resources to enrich our programs and services.

Students, staff and families will identify where they are placed on a community engagement continuum.

The School acts as a focal point for communities to come together and engage in capacity building.

**Product**: Disseminate and exchange information through the use of local media and ICT’s (such as an updated school website, Facebook page, Moodle webpage, whole school app, Newsletter, newspaper articles/pages
educational community, TAFE, university, business and community organisations will be encouraged to develop sustaining school, family and community relationships which provide feedback to enhance partnerships.

Provide opportunities for community partners to bring their knowledge and expertise into the educational setting to build workforce capacity by engaging in and delivering professional learning experiences and practical opportunities.

All staff will be trained and utilise the Positive Behaviour for learning (PBL strategies) including up-skilling of students in these areas to embed positive changes in student and staff relationships and behaviours within the school.

Encouragement of Outreach courses for families and community members are conducted in school facilities at various times.

List and collate student, staff and community numbers involved in existing school and community events to use as an assessment of engagement.

Continue to support and reward students, staff and community members for involvement in events.

Ensure early notification of partnership events via email, newsletter and local media.

Involve school and community in a design process for specific events i.e. Talking Circle.

Advertise/publicise via email, newsletter and local media, school and community engagement in specific events.

Positive Behaviour for learning strategies are used within all classrooms, playground areas and practices within the school.

and radio programs).

Practice: Encourage student, family and community contributions toward use of Social Media platforms. Active contribution to local newspapers and participation with local radio.

Publicise family, school and community partnership activities in the media to raise school profile and improve community perception of the school.

Encourage and support staff and students along with community to be involved in a “Personal Interest Showcase” during Term 4 to coincide with Yr. 7 transition/induction (feeder school can showcase). Inclusion of a Year 10 project display as per English submission.

Practice: School staff and a parent/carer body create a family-friendly space within the school where staff and parent volunteers connect.

Community use of school facilities, e.g. community rooms, ALC, library, hall and sports fields.

Establish partnerships with local Indigenous community organisations to develop the cultural responsiveness of the school community and promote understanding of, and participation in,
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<th>Conduct case planning meetings for individual students in collaboration with parents and other community agencies to plan and implement personal learning and or behaviour plans.</th>
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<td>Practice: Invite family and community members to become involved as guest teachers, guest speakers, excursion ‘chaperones’, tutors/mentors, sport coaches, etc. Timetable community member addresses to students in their area of expertise (fishing, historical, cultural, business, seabird rescue). Utilize the expansive school grounds to support community engagement. Publicise NAIDOC Day All Stars vs. students touch competition.</td>
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<tr>
<td>Product: Operational Marine Discovery Centre.</td>
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<tr>
<td>Practice: Sustaining inter-school, community and holiday marine education and interpretation programs. Promote marine teaching across NSW and provide quality practical learning experiences for local schools through water safety programs and marine discovery experiences (Black Spot Water Safety and BoatSmart programs).</td>
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<td>Product: Provision of leadership to the wider local educational community as an endorsed provider of VET programs and BOSTES registered courses.</td>
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<tr>
<td>Practice: Collaboration with Southern</td>
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Cross School, local TAFE and university campuses in the provision of existing VET courses and establishment of new VET programs i.e. Marine and Maritime training and Indigenous Tourism training.

Create a historical cultural art exhibition on family heritage.

**Product:** Creation of a family and community hub within the school. Design and construct a Talking Circle in school grounds as an oral presentation venue (large stones/wood).
**Strategic Direction: Student and Staff Wellbeing**

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<th>People</th>
<th>Processes</th>
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| Our school places a high priority on student and staff wellbeing. Our school appreciates and values students’ varying cultural backgrounds and we work to build the cultural competence of school staff. Providing processes to support both academic and non-academic individual needs will promote and maintain a learning environment that is safe, respectful, inclusive and promotes intellectual rigour of all members of our learning community. | People
How do we develop the capabilities of our people to enrich wellbeing?

**Students**
Use our PBL values to guide their classroom and playground actions. Build capacity to enhance own wellbeing by participating in programs designed to improve student life.
Have a voice through the SRC and staff, and are provided feedback.
Engage in the process of Restorative Practice.

**Staff:** Staff will be involved in:
- building capacity to enhance student wellbeing by engaging in mandated and non-mandated PL activities and school initiatives.
- promoting and modelling PBL values and restorative practices.
- building capacity to enhance own wellbeing by engaging in PL that enriches.
<table>
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<th>Improvement Measures</th>
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<td>- Students are happy at school, feel safe and regularly attend school.</td>
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<tr>
<td>- Students improving in their studies due to the school’s inclusiveness and a sense of belonging.</td>
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<td>- Staff are engaged and feel a sense of pride and ownership of all things related to school life and student achievement.</td>
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<td>How do we do it and how will we know?</td>
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<tr>
<td>- PBL values advocated and modelled daily by staff and by student leaders.</td>
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<td>- Monitor efficacy of staff/student Positive Behaviour for Learning (PBL) advocacy and engagement. Students will be involved in improving PBL visibility.</td>
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<td>- Correlate and make visible the links between PBL values and Restorative Practices</td>
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<td>- Millennium is used to map, monitor and address student progress</td>
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<td>- Parents will be regularly reminded of PBL values</td>
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<td>- Regular acknowledgement of student success</td>
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**SRC will liaise with supervisor to communicate ideas concerns to staff through executive**

**Weekly SAYs meeting informs fortnightly whole staff welfare meetings**

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<td>What is achieved and how do we measure?</td>
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<td><strong>Practice:</strong> Using a range of student wellbeing benchmarks (attendance, engagement, task completion, behaviour) and staff wellbeing (leave, concerns), the school will undertake reflective processes to establish initiatives that focus on wellbeing to enhance school life for students and staff</td>
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<td>Regular Millennium data set identification and analysis.</td>
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<td><strong>Product:</strong> A culture of support for students and staff guided by PBL values and Restorative Practices.</td>
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<td>School promotes, models and rewards respectful, safe and honest learning in classroom and playground environs.</td>
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<td><strong>Practice:</strong> Teachers embed PBL and Restorative Practice values in all school activities to ensure promotion of our values for students and staff alike.</td>
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<td>Improved signage promoting common language of school expectations and values.</td>
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professional life.

**Welfare Team:** collaborate and communicate with whole staff.

**Executive Staff:** Head Teachers will be responsible for:

- The support and monitoring of faculty participation in PBL activities and Restorative practices.
- Support and monitoring of staff professional learning.
- Respond appropriately to staff concerns.
- Build staff leadership proficiency.
- Support staff seeking accreditation and promotion.
- Co-lead the implementation of school well-being policies and practices for faculty staff and students.

**Senior Executive:** The DP and Principal will be responsible for:

- Leading PBL and Restorative practices.
- Monitoring Head Teacher implementation of school wide well-being policies and practices.
- Engaging, monitoring and recording of interagency collaborations.
- Monitoring of teacher.

- **PBL awards**
  - Fortnightly Staff Welfare meetings
  - Comprising a senior Executive, HT Support, SAYs, SAG, SAB, Counsellor, Chaplain. Monitoring, recording, referral and acting on student welfare concerns.

  - Faculty meetings
  - Surveys
  - Meeting weekly to discuss welfare issues of students within the school. Minutes uploaded onto school Intranet.

  - Students, staff and community are committed to a safe school based on restorative justice and PBL practices.

  - Every Preliminary student is supported by 10% on top.

  - School environs reflect our values.

  - Practices: Playground and classrooms are tidy.

  - Product: SAYs role is explicitly defined and supported by welfare team and executive.

  - Product: WHS Team meets regularly.

  - Practice: A voice for WHS including staff/student wellbeing reflecting a commitment to legislative compliance and our purpose.

  - Restorative Practices: Staff is trained in restorative practices. Community is informed about restorative practices.

  - Product: Leadership – students and staff. Student Leaders.

  - Opportunities for students and staff to create and accept leadership roles within school.

  - Building staff capacity and willingness to lead.
Accreditation
- Building staff leadership
- Timely communication of decisions, actions and outcomes.

Parents/Carers: Parents will be asked to engage with the school in understanding their own child’s wellbeing needs and responsibilities within the school context and assist in the development of Personalised Learning Plans

Interagency: School will collaborate with government and non-government interagency groups in the co-ordination and provision of services to students.

Other Educational Partners
School will collaborate with partners such as University, TAFE, Novaskill in the co-ordination and provision of educational services to students seeking additional or alternative pathways.

Contacts, roles, responsibilities.
Liaise with HTs School/community meetings. AET, Senior exec/ SASS: Record interagency collaborations in database. Establish term data set and evaluate for trends

Establish a database of other educational partners including roles, responsibilities. Record partnerships and establish a data set.

Weekly learning and support team meetings including the LAST teachers.

Personal learning and behaviour plans for students with additional needs.

Timetabling considerations for students

Product: School promotes a vision of support and equity.

Product: School promotes a vision of lifelong learning