## School background 2015 - 2017

<table>
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<tr>
<th>School vision statement</th>
<th>School context</th>
<th>School planning process</th>
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<td>Barham High School endeavours to work with the wider school community to enable our students to reach their highest possible potential. We provide a safe, caring learning environment that is inclusive of diversity, disadvantage and disability. We foster the potential for students to become effective contributors and valued citizens who respect themselves and their community. We strive to impart the necessary skills for our students to adapt to the challenges and thrive in a dynamic and complex world.</td>
<td>Barham High School is a comprehensive, co-educational secondary school located in the South-West of the Riverina on the Murray River. The school is host to approximately 170 students who come from a number of feeder schools both in New South Wales and Victoria and have a diverse range of interests and abilities. The school has a dedicated staff that ranges from beginning to highly experienced teachers. There are six administrative and support staff and the executive staff is comprised of four Head Teachers and two Senior Executive. The local community plays a significant role in supporting the delivery of a diverse and comprehensive curriculum and the Rural and Remote strategy is integral to supporting our students in overcoming the impact of rural isolation. Many of the school’s extracurricular activities require our students to travel significant distances and our local community plays a major role in supporting these activities.</td>
<td>Initial planning and consultation for the development of the school plan began in 2013 with an externally conducted school review. This comprehensive review process was performed by a School Development Officer and involved all members of the school community. This included online and paper based questionnaires, and phone and face-to-face interviews in a number of settings. Extensive analysis of the results was then carried out. Throughout 2014, the recommendations of the school review were validated and augmented to provide the basis of the development of the school’s strategic directions and improvement measures.</td>
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Purpose:
To provide an environment that enables our students to develop into motivated, creative, independent, reflective learners who exhibit responsibility, resilience and adaptability in their learning

Purpose:
To promote the intellectual, physical, social, emotional, moral, spiritual, and aesthetic development of all members of the Barham High School learning community

Purpose:
To sustain a quality learning environment that fosters practices which ensure that staff engage professionally and collaboratively to build expertise and capacity
## Strategic Direction 1: Quality Teaching and Learning

### Purpose
To provide an environment that enables our students to develop into motivated, creative, independent, reflective learners who exhibit responsibility, resilience and adaptability in their learning.

### People

**How do we develop the capabilities of our people to bring about transformation?**

**Students:** Are aware of the need to form positive partnerships by collaborating with their teachers in order to improve and take ownership of their learning.

**Staff:** Take responsibility for changes in practice required to achieve improved school performance and are using data on a regular basis to monitor their own efforts. Teachers participate in Professional Learning targeted to school priorities and their professional needs.

**Parents/Carers:** Are informed and engaged in the development of the vision, values and purpose of their child’s learning.

### Processes

**How do we do it and how will we know?**

- Implement formalised and systematic processes for academic learning with the Great Teaching, Inspired Learning and the School Excellence Framework as the focus.
- Provide consistent, meaningful feedback and reporting to students, teachers and parents on student performance.
- Students take responsibility for their own learning by setting personalised learning goals and monitoring their progress and achievement.

### Products and Practices

**Product:**
Barham High School has a collective responsibility for student learning and success, with high levels of engagement from students, staff and community.

**Practice:**
Students will have a clear understanding how to improve their learning as measured against internal and external data.

**Evaluation Plan**
- Teaching programs, continuum mapping, HSC and other external assessment results, common KLA assessment tasks, student and staff evaluations, NAPLAN results.

### Improvement Measures
- Increased growth in external assessment, i.e. NAPLAN and HSC
- Students involved with the development of Individual Education Plans (IEP’s)
- Demonstrable improvement in mapping student achievement against the continuums
- Increased attendance rate
- Student post school destinations reflecting individual first preference
- Increased positive feedback to parents
- Consistent school processes with student assessment, with collaborative units across faculties

**Leaders:** Promote and provide opportunities for development of transformative teaching practices that lead to improved student learning outcomes.

**Evaluation Plan**
- Teaching programs, continuum mapping, HSC and other external assessment results, common KLA assessment tasks, student and staff evaluations, NAPLAN results.

**Practice:**
Staff will utilise data from assessment for, as and of learning to determine teaching directions and to develop strategies for catering for individual differences in ability and learning styles.
# Strategic Direction 2: Wellbeing for Success

## Purpose
To promote the intellectual, physical, social, emotional, moral, spiritual, and aesthetic development of all members of the Barham High School learning community.

## People
**How do we develop the capabilities of our people to bring about transformation?**

**Students:** Develop and sustain capabilities that allow them to participate as active, confident, resilient and productive members of the community.

**Staff:** Engage with professional learning and support programs that enhance student welfare in the school. Staff will build collegial networks to enhance professional and personal wellbeing within the workplace.

**Parents/Carers:** Will develop an understanding and support wellbeing programs designed at creating a safe, caring and nurturing learning environment.

**Community Partners:**

**Leaders:** Ensure the continued development and support of wellbeing programs across all areas of the school.

## Processes
**How do we do it and how will we know?**

- **Students, staff and the community meaningfully contribute to the success of school wellbeing programs within and beyond the school.**
- **The school will implement the consistent and effective use of processes and procedures to monitor and report against student and staff welfare, safety, attendance and wellbeing.**
- **Development and implementation of school wide wellbeing programs that are responsive and tailored to suit specific and identified needs.**

## Improvement Measures
- Increase in attendance rate
- Purposeful student referrals to Learning Support Team and school counsellor
- Increase in students displaying positive behaviours for effective learning
- Increase positive feedback to parents
- Increase in percentage of student achievement in school reward system

## Products and Practices

### Product:
Students are self-aware, build positive relationships and actively contribute to the school, the community and society in which they live.

### Product:
Students, staff and the wider school community understand, appreciate and implement consistent behaviours, attitudes and expectations that enhance wellbeing and lead to improvement in students’ learning outcomes.

### Practice:
Positive and respectful relationships across the school community underpin a productive learning environment and support students’ development of strong identities as learners.

### Practice:
Development of an inclusive framework to support the cognitive, emotional, social, physical and spiritual wellbeing of the learning community, which measurably improves individual and collective wellbeing.
# Strategic Direction 3: Leadership and Change Management

## Purpose
To sustain a quality learning environment that fosters practices where teachers engage professionally and collaboratively to build expertise and capacity.

## People
How do we develop the capabilities of our people to bring about transformation?

**Students:** Thrive in a quality learning environment. They take responsibility for their own learning through assessment for learning.

**Staff:** Use data to inform their teaching and identify areas that require augmentation. Professional Learning Plans are developed in conjunction with the Performance Development Framework.

**Parents/Carers:** Utilise feedback and further communication methods to build a relationship with the school.

**Community Partners:** Including local organisations and businesses, VET and SBAT links are utilised to promote, engage and support students in diverse learning opportunities. Local expertise is utilised to increase links between the school and the greater community.

**Leaders:** Facilitate the process and work with all members of the school community to drive change.

## Processes
How do we do it and how will we know?

- The school recognises, nurtures and augments the significant number of relationships between the school and local service groups, businesses, community groups and individuals currently utilised to support student learning.
- Staff will engage in professional learning utilising the Performance Development Framework to establish goals within their Professional Learning Plan to build capacity.
- Management support and drive teaching strategies to enhance learning opportunities for identified students through the learning support team.

**Evaluation Plan**
- Improvement in external assessment, successful transition to post school destinations, positive feedback from community, externally gathered data.

## Products and Practices

### Product:
The Barham High School Leadership team builds the collective capacity of the staff and school community to use data to inform strategic school improvement programs and processes.

### Practice:
The school makes deliberate and strategic use of its partnerships and relationships with members of the local community such as parents, families, local media and business organisations to enrich the school’s standing within the local community and improve student learning outcomes.

### Practice:
School processes reflect best practice in accordance with Department and systemic requirements.

### Practice:
Administrative practices utilise assessment and other school data to provide explicit information about the school’s functioning in order to promote ongoing improvement.

## Improvement Measures
- More frequent concrete analysis of student assessment data.
- Increased collegiality within and between faculties with consistent processes across the school.
- Professional Learning Plans developed by all teachers show that identified goals are being achieved.
- Integration of department requirements into school practices.
- Increased parental participation in information evenings, parent teacher nights and meetings.