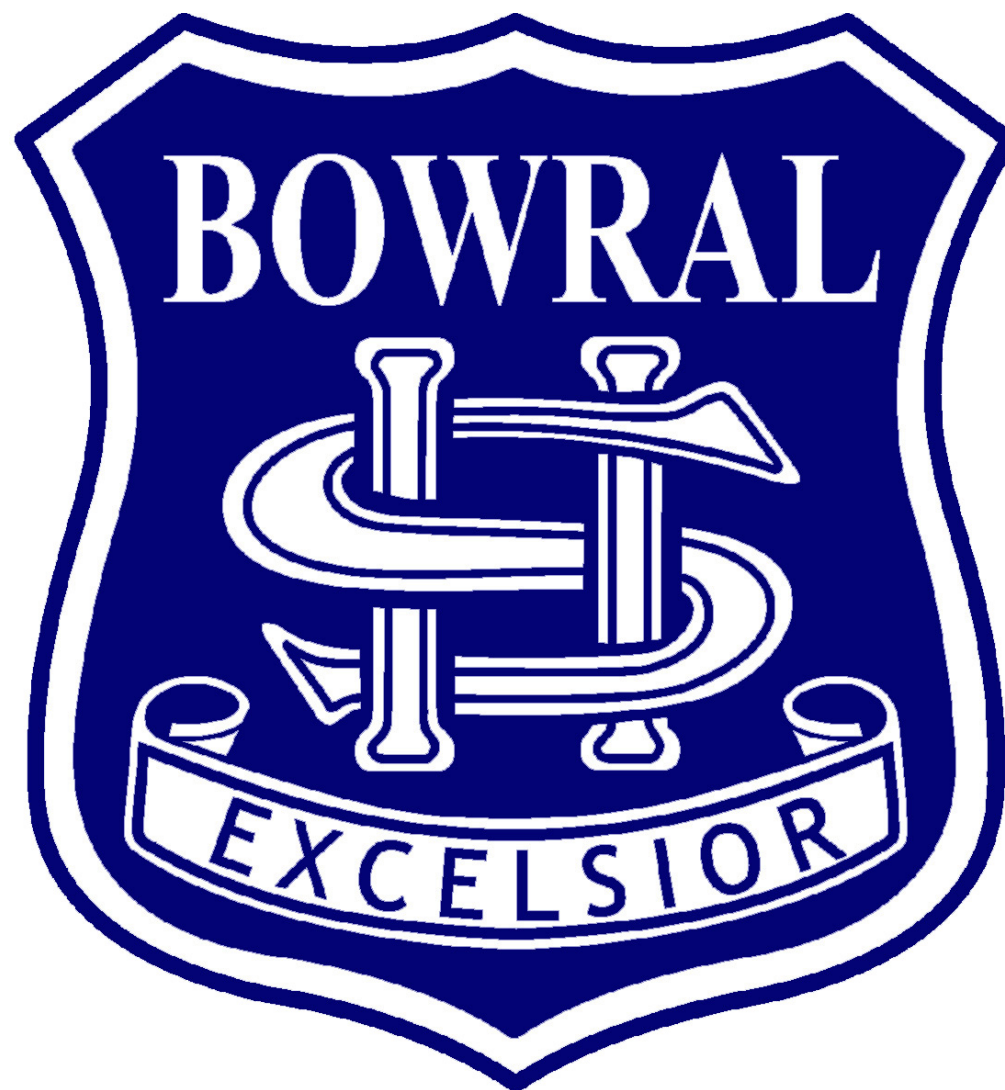


School Excellence Plan 2023-2026

Bowral High School 8104



School vision and context

School vision statement

Bowral High School provides exceptional learning opportunities for all.

We promote a culture of excellence where high achievement is expected and challenge is celebrated.

Our students are respectful, responsible and fair.

School context

Bowral is the largest town in the Southern Highlands, about 90 minutes southwest of Sydney. Bowral High School acknowledges its location on Gundungurra Land and was established at this site in 1929. It is a comprehensive high school with a virtual selective stream (Aurora) and a support unit of seven classes. The student enrolment of 616 includes 75 Aboriginal students and an increasing number of culturally and linguistically diverse students. The school has a Family Occupation and Educational Index of 107 and serves families from Bowral, Mittagong and the northern villages of the Southern Highlands.

We are a High Potential Gifted Education partner school and are invested to inspire, motivate and challenge all students by delivering quality instruction that enables all students to access opportunities to meet their potential and extend their talent in one or more of the following domains: intellectual, physical, creative and social-emotional.

Through effective partnerships, Bowral High School has collaborated with primary school partners to strengthen high school transition and with the broader community to build successful pathways beyond school, including work experience, vocational education and training, school-based traineeships and apprenticeships, university access and TAFE.

All students are known, valued, and cared for and student wellbeing is underpinned by Positive Behaviour for Learning (PBL) and Restorative Practice.

Strategic Direction 1: Student growth and attainment

Purpose

Our initiatives will strengthen and build upon literacy and numeracy programs, data analysis, and embedding explicit teaching strategies to empower all students to pursue excellence, equity and realise their full potential.

Improvement measures

Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2027

To achieve an uplift of 8 points in Year 9 NAPLAN numeracy mean scaled score by 2027.

Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2027

To achieve an uplift of 15 points in Year 9 NAPLAN reading mean scaled score by 2027.

Pathways

There is a focus on positive transitions into meaningful post school pathways.

Achieve by year: 2027

- An 10% increase in the proportion of students enrolled in a SBAT while completing Year 12, from 2022 to 2027.

Initiatives

Literacy/Numeracy Strategy

Bowral High School will promote improvements in numeracy and reading by:

- Provide ongoing professional learning for staff to integrate reading and numeracy practices.
- Establish a whole-school approach to track and adjust reading and numeracy growth.
- Strengthen intervention strategies for students with additional learning needs across the school.
- Develop targeted interventions for First Nations students and those with additional needs.

Educational Pathways Program

Bowral High School will support educational pathways by:

- Enhanced career support initiatives.
- Engaging with the broader community to foster inclusivity and expand opportunities for Aboriginal and Torres Strait Islander students.
- Implement a targeted Stage 5 program to support students in exploring career pathways, engage in work experience and School Based Apprenticeships and Traineeships.

Success criteria for this strategic direction

School data shows that student growth and achievement is greater than students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures. Progress and achievement of equity groups within a school is equivalent to the progress and achievement of all students in the school.

All teachers have a sound understanding of student assessment and data concepts (e.g. causality, bias). They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.

All teachers are proficient in both comprehending and instructing literacy and numeracy to students across varying levels of achievement, across all subject areas. This proficiency is evidenced by the measurable improvement in student progress and achievement data.

Evaluation plan for this strategic direction

Question: To what extent have we demonstrated impact in achieving our purpose of improvement in student growth and attainment?

Data: In evaluating this initiative, we will use the following data: student achievement data; *First Nations student retention data*; *Student PLPs*; *Faculty reflection data*; *Teaching, Learning programs*, *Progressive Achievement Testing*, *NAPLAN*, *Check-In Assessment*, *HSC Minimum Standards Tests* and *HSC Results*.

Analysis: Data will be analysed to determine the extent to which the purpose has been achieved. Staff will be provided with regular updates on student progress.

Implications: Future actions will be determined from the analysis findings. Progress measures will be periodically evaluated by the school, incorporating both quantitative data and qualitative feedback from students and the community.

Strategic Direction 2: Culture of high performance

Purpose

Our initiatives will build a culture of high expectations focused on explicit, consistent, research informed practice that supports growth. Our teachers will reflect on their practice through professional learning, collaboration and use of data to inform teaching.

Improvement measures

Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

The attendance rate for the school is increased from 83.33% in 2023, to 84.33% by 2027.

High Potential Gifted Education

Achieve by year: 2026

The school will have established a range of initiatives that support students to develop their intellectual, creative, social-emotional and physical needs.

Initiatives

A Culture of High Engagement

At the core of fostering student engagement in learning is prioritising their wellbeing, a crucial element in bolstering their success. Bowral High School is dedicated to elevating and enhancing student wellbeing by strengthening the sense of belonging and community.

- Planned wellbeing initiatives aligned with school values and responsive to student needs
- Coordinated approach to learning through staff-student partnerships for student engagement and achievement.

A Culture of High Expectations

Bowral High School is committed to a culture of excellence that is underpinned by a number of support strategies. This will be achieved by:

- Celebrating and supporting student achievement.
- Promoting student leadership and voice.
- Increasing engagement with the First Nations community for cultural identity and academic support.
- Implementation of a High Performance and Gifted Education (HPGE) program.

Success criteria for this strategic direction

The school community upholds high expectations regarding students' learning progress and achievements, dedicated to striving for excellence. Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential.

The school has implemented evidence-based change to whole school practices.

The school upholds a collective responsibility for student learning and achievement, involving both parents and students. Planning for learning is informed by comprehensive data on each student's well-being and educational requirements, with input from parents and caregivers.

Evaluation plan for this strategic direction

Question: To what extent have we demonstrated impact in achieving our purpose of establishing a culture of high performance?

Data: In evaluating this initiative, we will use the following data: student achievement data; staff and student surveys; Lesson Observations of teaching practice; PBL data; surveys; Faculty reflection data; and Teaching and Learning programs.

Analysis: Data will be monitored and analysed to determine the extent to which the purpose has been achieved.

Implications: Future actions will be determined from the analysis findings.