

# Belconnen High School

## Annual Action Plan Report 2018

### Context

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The 2017 report described the key strategy to modernize the school facilities that commenced its construction phase midway through 2017 and will continue through 2018 and into the 2019 school year. This strategy dominated the school's operation in 2017 and 2018. The timeline for the project is as follows:

- Stage 1 main building completed wk 10 of Term 2, 2018
- Stage 2 main building (also includes the Hall) completed wk 10 Term 3
- Stage 3 main building completed for start of 2019
- Demolition of Back building during Christmas standdown
- Landscaping and playground Term 1, 2019

The project that involves a shared site between the school and the construction company, Cockram, has presented many challenges for both partners. Predominately for the school it has been the disruption of the day-to-day delivery of education and administrative operations of the school. In 2017, the school also experienced a spike in student behaviour and staff well-being issues. While these were a number of reasons that attributed for this spike, the disruption due to the building works was primary amongst them. This disruption continued this year and again dominates the day-to-day operations of the school. As such, this strategy was again prioritised over others. Actions such as a change over week at the end of each stage and before the next stage commences to allow staff and students time to move into the completed stage and out of the next stage ready to hand over to Cockram were negotiated in 2017 and implemented this year. This was done in response to "lessons learnt" in 2017 and therefore to reduce predicted disruption.

As for 2017 Key strategy 1 PLC continued this with no new specific actions.

As the targets for Key strategy 3, strengthen community partnerships were realised in 2016 and continue to grow, it was replaced by a new strategy in 2018; "Introduction of Futures Learning".

## Methodology

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Outline the process the school used to prepare the report. Provide a summary of the data and information used, and include the consultation and input into the report from across the school community. Reference to relevant Domains of the National School Improvement Tool may assist in this process.

A process of continual evaluation was predominately used for the strategies listed. This process included regular monitoring of progress with the relevant stakeholders. The primary stakeholders for key improvement strategy 1 were the school's teaching staff, other stakeholders included students and parents. The meeting times and purpose for staff were changed to encompass continual evaluation of the progress of our goal to be a PLC school. In the beginning this was the reaching of a shared understanding of the PLC model and the staff undertaking a shared responsibility to achieve this change. Some key actions were easily assessed such as the provision of professional learning or the production of curriculum documents. Others such the judgement of staff understanding was more difficult. All evaluation by staff was gathered by the executive team and regularly analysed to determine progress. The timelines for completion or introduction of action were subsequently adjusted according to this analysis.

The methodology for key improvement strategy 2 was primarily driven through completion of works set by the Infrastructure and Capital works section of ED.

Evaluation of key improvement strategy 3 focused on two areas of data. Firstly, information gathered from the primary schools and secondly 2018 enrolment data.

# Evaluation of Performance

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## Priority

### Improve student learning outcomes

Within this priority there are three Key Strategies:

- 1. Implementation of the PLC Model**
  - Develop a culture of learning across the school.
  - Build staff collaboration and skills to focus on student learning.
- 2. Modernise the School Facilities**
  - Modern school facilities that enhance student learning
- 3. Strengthen community partnerships**
  - Continued enrolment growth for 2018 with enrolment capped for 2019
  - This priority was replaced by a new priority, **Introduction of Futures Learning** in the 2018 AOP

## Targets

- PAT testing data in Maths and English for Years 7 and 8 used to inform improvements for students.
- Tier 2 intervention program developed
- PL plan developed for the year and delivered in the Teaching and Learning meetings
- PLTs meeting regularly with documented minutes
- Stage 2 planning for Modernisation
- Successful delivery of BRTSC courses

## Progress

Key strategy 2, Modernisation of the school buildings, again dominated the operating plan of the school in 2018. The construction of stage 1 was due for completed at the end of term 2 so that staff could move into stage 1 and out of stage 2 for demolition. This was a difficult time as the builders were not finished on time and staff needed to move in for the start of term 3. Due to this and the ongoing management of a shared educational and building site, Strategy 2 was again prioritised over the other strategies to maintain continuity of the educational delivery.

The targets listed above from the 2015-2018 Strategic Plan have been achieved as highlighted in the previous reports. Consequentially, additional actions specific to each of the key strategies were included in the 2018 Annual Operating Plan. The progress of those additional actions is described below.

### Implementation of the PLC Model

Specific additional actions undertaken in 2018:

- Continue with collaborative planning and professional discussions within teaching teams
- Continue with catch-up club
- Continue with Teacher observations

As a result of the necessary prioritisation of the modernisation program the executive team identified this strategy as an area to be put on hold to enable staff to focus on stable educational delivery.

This strategy will be re-focussed in the next school plan.

### **Modernise the School Facilities**

Specific additional actions undertaken in 2018:

- Creation of 2nd DP for 2018, subsequent re-arrangement of executive duties
- Increase the Student services space to increase efficiency of the area
- Parent forum in term 1 for plans
- Set up a regular meeting time with P&C president and Board chair
- Provide supplementary support for BM and BSO in lead up to change overs between stages
- Work with ICW on landscaping and playground plans
- Continue regular communication for staff, students and community
- PL delivered at the start of the year for staff on “teaching within a 21st century learning environment”

The demolition phase for stage 1 was primarily completed before the start of 2018 school year. While the construction phase was less disruptive for students and staff, the challenges for the continual educational delivery continued for semester 1. Handover for stage 1 was scheduled for week 10 of term 2 with a planned alternate timetable to allow staff to either move out of the stage 2 area or into the new stage 1 area or both in many cases. This was a problematic move as the builders were not completed on time for this move. The school did complete this move at this time.

The planned construction focusses on the principles of 21<sup>st</sup> Century or “Futures” Learning, that enhances the ability of teachers to encompass collaborative learning. As such a professional learning program for staff was delivered in the January PL that focuses on the pedagogical changes necessary for futures learning. This program commenced at the start of 2018.

With the completion of Stage 1 and the commencement of Stage 2 works at the end of Term 2, the following actions were undertaken:

- Relocation of administration area from temporary building in front Quad to Stage 1
- removal of temporary students toilets
- Relocation of some staff and students from Back Building to Stage 1
- Relocation of some staff and students from stage 2 area to back building or stage 1 area
- Revised wayfinding, access routes and emergency procedures for each stage
- Revised curriculum offerings, timetable and room allocations for each stage
- Relocation of the whole school to Hawker College for Weeks 9 and 10 of Term 4 to allow the builders further time and access to complete Stage 2 on time

Acknowledgement of the commitment and resilience of both the school staff and students is paramount to the current success of this priority. It is important to acknowledge the support given by the staff of Hawker College for the relocation at the end of Term 4.

Stage 2 completion due completion for the start of the 2019 school year. It is anticipated that this Key Strategy will continue for the 2019 AOP.

### **Introduction of Futures Learning (FL)**

Specific additional actions undertaken in 2018:

- Whole staff PL on Futures Learning
- Further research and trialling different approaches to ascertain their suitability for the BHS context
- Provide opportunities for staff to try different approaches
- Ordering of furniture that enhances FL for classrooms in stage 2
- Staff to use the stage 1 classrooms to trial FL approaches

A staff team was formed to lead the research and development of FL for the school. The team was led by the SLC, Professional Practice and consisted of teachers from each of the faculties. The staff in the team trialled different pedagogical strategies and reported these to the wider staff at the regular Teaching and Learning meetings throughout the year. Other PL was sources for strategies including “Solutions Fluency”. This culminated in the joint strategy of the “Thinking Carnival” in Week 9 of term 4. The carnival was held at Hawker College due the relocation from the BHS site and gave an authentic educational purpose to the relocation for staff and students.