

# School plan 2018-2020

**Burwood Girls High School 8152**



# School background 2018–2020

## School vision statement

Burwood Girls High School aims to prepare young women to be resilient, take responsibility for their learning, and believe that they can achieve anything. We aim to develop independent women who make sound decisions, show good judgements, believe in our core values (care, cooperation, courtesy, democracy, excellence, fairness, integrity, participation, respect, and responsibility), and have the courage to take a stand on social justice issues. We want to prepare strong women to be future leaders.

## School context

The local community is diverse in terms of ethnicity, culture, and socio-economic mix. Burwood Girls High School is a large inner west comprehensive school for girls with a highly culturally diverse population. The enrolment is 1200 with 75% from a language background other than English. The school community has high expectations for students and staff and the school consistently achieves outstanding academic results. Burwood Girls High School offers six languages and opportunities to be involved in band, dance, debating, drama, and public speaking. The school also achieves excellent results in sport and has a long tradition of excellence and innovation. The school's motto "*Not For Ourselves Alone*" is a powerful message for every member of the school community.

## School planning process

The school has a cohesive culture of collaboration and consultation and this has been used to facilitate successful dialogue with parents, students and staff. In 2017/18, Burwood GHS stimulated discussion on ideas and future directions for our school. The school community was engaged in shared decision-making:

- Members of staff were asked to respond to what they believed were the three most important directions for the school. Staff meetings focussed on what makes a good school and what were the most important strategic directions for Burwood Girls High School. Staff responses from Professional Learning Teams, forums and written submissions were collated to identify the most significant changes needed for school improvement. Staff completed the 2017 Tell Them From Me (TTFM) online survey about student learning, classroom and school practices. The executive focussed on the Great Teaching Inspired Learning document to inform thinking about future directions in innovation and learning.
- Students discussed possible school improvements in focus groups, led by Student Council Representatives (SRC). Information from students was collated by the SRC and presented to the School Planning Committee. Students were also involved in the TTFM online surveys in 2016 and 2017.
- Parents were consulted and surveyed at parent evenings regarding areas for school improvement. Our P&C and School Council have had an active voice in determining directions for Burwood Girls High School.

The planning committee collated and analysed all data to identify a shared vision and three strategic directions for school improvement in 2015–2017.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1

Excellence in Educational  
Opportunity (Learning)

### Purpose:

- To ensure delivery and differentiation of the curriculum to challenge students to take risks in their learning.
- To establish clear wellbeing structures to support student learning (connect, succeed, thrive).

## STRATEGIC DIRECTION 2

Innovation in Teaching Practice  
(Teaching)

### Purpose:

- To develop a culture of innovation, initiative and collaboration to ensure all stakeholders are fully engaged in an enriched environment that promotes opportunities for empowered learning.
- To develop high performing teaching staff as measured against Australian Professional Standards who analyse and use data to inform teaching practice.

## STRATEGIC DIRECTION 3

School Wide Improvement for  
All (Leading)

### Purpose:

- To implement measures to ensure targeted learning improvement for students and staff that involves distributed instructional leadership, improvement of school facilities and management of resources involving collaboration for all stakeholders.
- To recognise and celebrate innovation, achievement, and support leadership teams achieving goals for all aspects of school improvements.

# Strategic Direction 1: Excellence in Educational Opportunity (Learning)

Purpose	People	Processes	Practices and Products
<ul style="list-style-type: none"> <li>To ensure delivery and differentiation of the curriculum to challenge students to take risks in their learning.</li> <li>To establish clear wellbeing structures to support student learning (connect, succeed, thrive).</li> </ul>	<b>Students</b>  Students are identified, monitored and supported to improve learning outcomes.	Writing strategy 7–12  Wellbeing Framework  Assessment strategy	<b>Practices</b>  Professional learning is planned and provided to meet school improvement strategies.  Evidence of literacy strategies embedded in teaching and learning programs across all KLAs.  Assessment tasks in years 7–12 are meaningful, challenging and support improved student learning outcomes  Students, staff and parents receive quality feedback.  Wellbeing framework is clearly defined and accessed.  Student progress and achievement data are used to identify strategic priorities as well as plans for continuous improvement.  LWLT responsible for wellbeing initiatives 7–12, professional learning, leadership and implementation of student wellbeing initiatives.  NCCD, EALD, International students procedures implemented and managed effectively by all.  Implement a whole school integrated approach to student wellbeing in which students can connect, succeed and thrive.
Improvement Measures	<b>Staff</b>  Teachers take responsibility for data collection and analysis.  Develop a shared vision for staff to accurately monitor student data, attendance and wellbeing as well as use appropriate platforms.  Teachers share high expectations and provide challenging learning experiences for students.  Literacy strategies integrated in all learning areas.	<b>Evaluation Plan</b>  Evaluation of writing strategy 7–12 (writing journals, samples of student writing, NAPLAN writing Year 9)  Review school policies in relation to Wellbeing Framework.  Percentage of students accessing EALD support.  Review NCCD procedures and effective use of school resources.  Evaluation of new school report format.	
Increase in number of students achieving in the top two bands in NAPLAN writing  Increase in quality feedback provided to students, staff and parents  Assessment 'for', 'of' and 'as', is embedded by teachers to increase quality feedback to students  All students feel known, cared for and valued  All students report opportunities to fulfill their potential are provided.	<b>Parents/Carers</b>  Teachers regularly engage with parents to improve understanding of student learning.		
	<b>Leaders</b>  Wellbeing procedures developed by Learning, Wellbeing and Leadership Team (LWLT).  New format for student reports developed and implemented by ELEVATE team.  The school executive adopts a coordinated approach to literacy where the teaching of writing is valued with an expectation for improvement in literacy standards.  Literacy team develops targeted literacy plan.		
			<b>Products</b>

## Strategic Direction 2: Innovation in Teaching Practice (Teaching)

Purpose	People	Processes	Practices and Products
<ul style="list-style-type: none"> <li>To develop a culture of innovation, initiative and collaboration to ensure all stakeholders are fully engaged in an enriched environment that promotes opportunities for empowered learning.</li> <li>To develop high performing teaching staff as measured against Australian Professional Standards who analyse and use data to inform teaching practice.</li> </ul>	<p><b>Students</b></p> <p>Students take responsibility to embrace new challenges and be more creative and innovative in their learning.</p> <p><b>Staff</b></p> <p>Teachers collaborate, reflect and provide opportunities for innovation and challenge in learning.</p> <p><b>Parents/Carers</b></p> <p>Community is utilised for partnerships, skills and expertise for innovation in learning.</p> <p><b>Leaders</b></p> <p>Staff demonstrate and share expertise within the school and beyond.</p>	<p>Professional Learning (PDP, Accreditation, Instructional Leadership)</p> <p>Community Partnerships</p> <p>Future focussed learning</p> <p><b>Evaluation Plan</b></p> <p>Evaluate equity of professional learning opportunities.</p> <p>Review the effectiveness of PDPs for all staff.</p> <p>Collate connections with community, universities and organisations to improve learning opportunities for students.</p> <p>Evaluate success of Future Focussed Learning.</p>	<p><b>Practices</b></p> <p>All curriculum areas collaborate to provide a range of innovative and challenging educational opportunities for students at different learning progressions.</p> <p>Quality teaching and assessment practice in all curriculum areas.</p> <p>School supports evidence-based innovation through appropriate resourcing.</p> <p>School has productive relationships with external agencies such as local schools, universities, business, industry and community organisations.</p> <p>Future focussed learning is a priority for curriculum planning and delivery.</p> <p>All faculties actively seek opportunities to think globally, and act locally.</p> <p>High expectations and protocols are consistently practised by all members of staff and measured against the Australian Professional Standards</p>
Improvement Measures			
Increased student participation and engagement in learning opportunities beyond the classroom involving community partnerships			
21st Century skills embedded in school programs and reporting procedures			
Increase in the number of high performing teaching staff as measured against the Australian Professional Standards			

# Strategic Direction 3: School Wide Improvement for All (Leading)

Purpose	People	Processes	Practices and Products
<ul style="list-style-type: none"> <li>To implement measures to ensure targeted learning improvement for students and staff that involves distributed instructional leadership, improvement of school facilities and management of resources involving collaboration for all stakeholders.</li> <li>To recognise and celebrate innovation, achievement, and support leadership teams achieving goals for all aspects of school improvements.</li> </ul>	<p><b>Students</b></p> <p>Students are actively involved in opportunities for leadership and collaboration.</p> <p><b>Staff</b></p> <p>Staff understanding and accountability for LMBR, NCCD, EALD, Low SES, SENTRAL.</p> <p>Teachers promote initiative and innovation to challenge students.</p> <p><b>Parents/Carers</b></p> <p>Parents recognise the school's vision for embedding excellence in everything the school does.</p> <p><b>Leaders</b></p> <p>Senior executive manage school improvement projects.</p> <p>Technology committee recognises and uses research, evidence-based strategies and innovative thinking in implementing a school technology plan.</p>	<p><b>Infrastructure</b> (new systems, new buildings)</p> <p>Student Leadership</p> <p>Staff development (new technologies)</p> <p><b>Evaluation Plan</b></p> <p>Review the successful implementation of new website.</p> <p>Evaluate success of new infrastructure and building projects.</p> <p>Map student leadership initiatives and evaluate success.</p> <p>Assess technology needs and evaluate success of new implementation strategies.</p>	<p><b>Practices</b></p> <p>Funding is distributed equitably and tracked to meet the needs of professional learning, NCCD, EALD, faculty expenditure and other educational delivery costs.</p> <p>The school uses evidence-based strategies and innovative thinking to deliver improvement in student progress and achievement.</p> <p>Existing and aspiring leaders meeting their professional goals and priorities</p> <p>Provision of excellent customer service at all levels that is responsive to school and community feedback.</p> <p>All school communication (verbal and written) is high quality.</p> <p>New infrastructures implemented successfully (performing arts spaces, SSRP, LMBR finance)</p> <p>Innovation in selection of prefects to meet leadership needs for senior students.</p> <p>Management and building of new school facilities</p> <p>Development and management of new and improved website</p>
Improvement Measures			
Improved school facilities			
Implementation of LMBR by all			
Increased capacity of staff to use available technology and systems			
Increased participation in school promotion and community service activities			