

School plan 2018-2020

Blacktown Girls High School 8224



School background 2018–2020

School vision statement

We will deliver an inclusive education for both academically selective and local comprehensive students by focusing on quality teaching in preparing students for life and employment in the 21st Century.

Opportunities for individualised learning and achievement embodying current research are provided.

We embrace our cultural diversity and provide proactive programs promoting a culture of care, respect and tolerance.

School context

School context

Blacktown Girls High School is an inclusive school with an enrolment of both academically selective students and local comprehensive students totalling 760. The school presents a vibrant culture of achievement, opportunity and success with the staff also delivering outstanding enrichment programs including Future Problem Solving, Robotics, Creative Arts and Sport.

All pathways to university, TAFE and work are studied and promoted. The HSC program includes vocational education and, work placements and traineeships leading to industry accreditation and certification.

The School has 2% Aboriginal or Torres Strait Islander students and 86% of students from a language background other than English, a significant number of whom are refugees. We embrace and celebrate cultural diversity and provide proactive programs promoting respect, tolerance and anti-bullying which together with a caring staff, allows students to feel safe, happy and committed to achieving their best. Equity programs to support Refugee students and students from a language background other than English and Indigenous students are also delivered by staff and outside agencies.

In NAPLAN results, the school is now performing slightly better than “schools serving students from a statistically similar background”. In the HSC the school is seen as adding a large level of value to students performing in the middle and high band groupings.

School planning process

The school's Vision Statement, Context and Strategic Directions were developed collaboratively by the school staff and the school executive with parental and student input. These were then confirmed by the school's Parents and Citizens Association and the student prefect body. The key improvement measures and 5P planning process for each strategic direction have been collaboratively developed by the whole school staff and executive. These have also been presented to the school's Parents and Citizens Association.

The document has been continually presented to staff and parents throughout its development at Staff Meetings, Faculty Meetings and Staff Development Days. It has been presented for comment at three P&C Meetings and at Parent Information Evenings.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 The Whole Child

Purpose:

BGHS aims to provide a welcoming, inclusive and progressive school community which fosters a culture of high expectations, pride and respect amongst all stakeholders.

We aim to produce students who are independent thinkers, innovative risk takers, creative thinkers, resilient, empathetic, problem solvers and life-long learners. Their educational experience should be holistic, real world, diverse and future-focused.

To provide students with a challenging, relevant and engaging curriculum that is inclusive of all learners, designed and delivered by a quality teaching staff who are equipped to enhance the educational experiences of their students and themselves in a learning environment with strong, mutually respectful relationships.

STRATEGIC DIRECTION 2 Excellence in Teaching and Learning

Purpose:

BGHS believes all students have the right to an authentic educational experience supported by current research and best practice.

STRATEGIC DIRECTION 3 Staff Learning and Leadership

Purpose:

BGHS believes that purposeful, strategic and self-directed staff development within a professional and collegial environment will help ensure teacher quality and high standards for all members of the BGHS community.

This in turn will lead to strengthened personal aspirations and enhanced learning for both students and staff.

Strategic Direction 1: The Whole Child

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Improvement Measures

1. Ongoing evaluations of faculties and whole school programs: faculty and Assessment and Reporting. Ongoing evaluation of implementation of performance and development framework.
2. Well-developed and current policies, programs and processes identify, address, monitor and communicate student learning and welfare needs in a timely manner.
3. Analysis of value added data for NAPLAN and HSC. Feedback from student, teacher and parent surveys (TTFM, focus groups, teacher professional learning meetings).
4. Teacher engagement in professional

People

Students

Students will develop their skills and understanding of collaboration, real world problem solving, critical thinking, community service, creativity and ICT; learning in environments which promote risk taking, innovation, engage in critical and creative thinking, collaborative and independent learning and understand that learning in its widest sense involve staking risks and sustained effort in order to achieve personal bests.

Staff

Teachers will use knowledge of their students and evidence-based teaching practices to deliver innovative learning programs to cater for individual student learning needs. They will actively engage in professional learning through effective use of the Performance and Development Framework with the aim of engaging students in current and future focussed learning practises.

Parents/Carers

Participate in and support their child's engagement with the learning environment.

Community Partners

Be aware and informed of the school's needs and priorities and then work together to best address the needs and priorities, sharing expertise and resources.

Processes

Wellbeing

Staff engage in targeted professional learning around growth mind sets; designing and evaluating programs that target specific and general student wellbeing; training students in growth mind-sets and strategies for resilience.

Personalised Learning

Every KLA has and continues to develop high quality programs that embed the elements of Quality Teaching, the Australian Curriculum general capabilities, Every Student, Every School adjustments, Gifted and Talented Education and have explicit criteria, assessment standards and provisions for targeted and timely feedback.

The school has developed explicit processes to collect, analyse and report internal and external student performance data. (TTFM, RAP, SMART, SCOUT, NAPLAN, annual evaluations)

Research Informed Pedagogy

The school utilises the most current research and strategies in girls'; scheduled lesson observations, prof learning meetings, t'tabled opportunities for teacher reflection & sharing of successful pedagogy to facilitate teacher collaboration, classroom observation & the modelling of effective practice.

Fosters engagement in learning through a culture of thinking by focusing on assessment *for* and assessment *as* learning, metacognitive strategies & visible thinking routines in teaching & learning

Practices and Products

Practices

The school consistently implements a whole school approach to wellbeing.

Teaching practices and programs effectively develop the knowledge, understanding and skills of all students, using evidence-based strategies and authentic assessment practices.

Classrooms are characterised by students actively engaged in a range of learning activities.

The ongoing improvement of teaching and learning is underpinned by planned, relevant and challenging professional development where teachers share responsibility for student learning.

Products

All teaching staff have participated in professional learning that broadens their understanding of best practice and effective strategies to promote the social and emotional wellbeing of students.

Effective system for managing and monitoring teacher improvement (based on performance development framework and self-identified goals and professional learning involvement).

Annually evaluated and refined, detailed teaching and learning programs that include adjustments for student learning needs, incorporating R2L sequences, 8-Ways, PBL / Rich Tasks.

All students are provided with opportunities for high learning growth, including making

Strategic Direction 1: The Whole Child

Improvement Measures

learning and collaborative sharing of learning – teacher professional learning realised in annual evaluations.

Processes

programs & classroom practice.

Evaluation Plan

- Ongoing Strategic Direction presentations to whole staff at Professional Learning meetings as set out in milestones.
 - 'Byte Sessions' (Discussion of Strategic Direction and Milestones) for each Strategic Direction group at Staff Professional Learning that take place 4 times per term.
 - Milestones used in discussion between Senior Executive and Executive in designation time slot at each Executive Meeting fortnightly.
 - Milestones reviewed monthly by Senior Executive.
1. Minutes of Professional Learning meetings re Growth Mindsets and Girls Ed strategies
 2. Ongoing KLA Review Process will continue to monitor faculty programs, scope and sequence documents and sample assessment tasks
 3. SD1 team to report to Executive regularly on implementation

Practices and Products

targeted use of feedback.

Faculties develop programs with embedded opportunities for authentic, real-world learning.

Strategic Direction 2: Excellence in Teaching and Learning

Purpose

BGHS believes all students have the right to an authentic educational experience supported by current research and best practice.

Improvement Measures

1. Classroom observations.
2. Targeted professional development and mentoring in R2L, Critical Thinking skills (GAT), Feedback.
3. Increase use of internal student performance data.
4. Regular and structured opportunities for feedback, feed up, feed forward.
5. Increase use of external student performance data (RAP, NAPLAN, SMART/SCOUT) to increase HSC Band 6 by 5% (with focus on cusp students) and increase the % of students achieving Band 8 and above in NAPLAN.
6. Staff embedding R2L and GAT strategies in all KLAs Stage 4 – 6.

People

Students

Will achieve improved literacy and numeracy skills across Stages 4 to 6.

Staff

Differentiate teaching to meet student-learning needs and improve HSC results for all students with particular emphasis on improving student value

Parents/Carers

Be informed and supported to understand school literacy and numeracy goals, practices and processes.

Community Partners

Work in collaboration with staff to support understanding of the practical application of literacy and numeracy in the workforce.

Leaders

Improve and refine teaching practices that build capacity within the school community to utilise data and evidenced based research.

Processes

Evidence based research:

All teaching staff to undertake a Gifted and Talented (GAT) education course.

All teaching staff to be involved in one or more teaching rounds with focus on R2L, GAT, student/teacher feedback.

Collaborative Practice:

Develop guidelines for teachers to use when giving feedback for tasks with a focus on literacy, numeracy and Hattie's research.

Develop guidelines for teachers to use when identifying, supporting and evaluating RAP, NAPLAN & SMART/SCOUT data to improve value added results.

Classroom practice:

Data analysis – Minimum Standards targets using SMART/SCOUT and RAP.

Teaching and learning programs across all KLAs are dynamic and incorporate GAT, R2L strategies and reflective evaluation.

The drafting process is embedded as an integral part of assessment tasks providing opportunities for student reflection and feedback.

Evaluation Plan

- Ongoing Strategic Direction presentations to whole staff at Professional Learning meetings as set out in milestones.
- 'Byte Sessions' (Discussion of Strategic Direction and Milestones) for each

Practices and Products

Practices

Teachers use data and strategies proven as effective to differentiate the learning in their classrooms with particular focus on improving student value added data.

Students regularly reflect on their own learning and performance in class and assessment tasks.

Students are regularly given opportunities to develop creative and critical thinking skills across all KLAs.

Products

Evidence based school-wide practices that support student mastery of key skills and underpin teaching practice.

Students demonstrate greater self-awareness of their learning capabilities and greater direction in their learning.

Teaching and Learning programs and assessment tasks include creative and critical thinking skills.

Reflection on student performance, NCCD data and student engagement has been applied and programs modified.

BGHS GAT policy developed.

Strategic Direction 2: Excellence in Teaching and Learning

Processes

Strategic Direction group at Staff Professional Learning that take place 4 times per term.

- Milestones used in discussion between Senior Executive and Executive in designation time slot at each Executive Meeting fortnightly.
- Milestones reviewed monthly by Senior Executive.

1. Minutes of Professional Learning meetings re GAT, R2L, Assessment and Reflective Evaluation strategies
2. Ongoing KLA Review Process will continue to monitor faculty programs, scope and sequence documents and sample assessment tasks
3. SD2 team to report to Executive regularly on implementation

Strategic Direction 3: Staff Learning and Leadership

Purpose

BGHS believes that purposeful, strategic and self-directed staff development within a professional and collegial environment will help ensure teacher quality and high standards for all members of the BGHS community.

This in turn will lead to strengthened personal aspirations and enhanced learning for both students and staff.

Improvement Measures

1. All teachers maintaining current accreditation standards.
2. Increased proportion of teachers working towards achieving higher levels of accreditation
3. Increased proportion of Executive engaging with the Leadership and Management credential
4. Sentral and Edval working by end of 2018
5. All staff trained in the five modules of mandatory training evidenced, with certificates, and monitored

People

Staff

Quality teaching is enhanced through the delivery of professional development. This will be self-directed through PDPs.

Teachers and executive are supported through professional dialogue with colleagues, in conducting observations and receiving constructive feedback.

Staff are supported in the development of their personal career pathways including development of leadership capability, the attainment of teaching standards and the development and use of the performance and development framework.

Leaders

Leaders developed in managing and supporting PDP processes.

Leaders further developed in DoE policies, practices and the Leadership and Management Credential.

Business Manager will assist with administrative processes to support school Executive to secure a relentless focus on teaching and learning.

Processes

Performance Development Framework and Accreditation

Enhanced PDP processes will provide opportunities for staff to identify and pursue self-targeted professional development. Beginning teachers will be supported in their first year of the accreditation cycle at Proficient.

Staff will be supported through the PDP process to explore and engage with higher levels of accreditation, further tertiary education and professional development opportunities such as HSC marking.

Leadership

Executive and suitable staff will explore the Leadership and Management credential and the Australian Professional Standard for Principals

Teachers will be encouraged to partake in leadership opportunities throughout the school.

Quality Learning Environment

Physical premises will continue to be improved to help enhance quality teaching and learning

The introduction of SENTRAL will help to streamline processes and practices to assist teachers on focussing on their core business; quality teaching and learning

Hiring a business manager will help manage and coordinate school infrastructure and organisational improvements to help equip staff, therefore enabling student learning excellence.

Practices and Products

Practices

Delivered at PD team and executive team meetings

Monitored at the executive, senior executive level

Monitored at finance, technology and timetable team meetings

Monitored at WHS meetings

Products

PDP process including observations completed by half year and reviewed at the end of the year.

PDP's inform staff directed Professional Development opportunities

Ongoing accreditation professional development for staff.

MyPL courses made to assist with staff accreditation.

Leadership credential sessions within the Executive meeting structure

Improvements to learning spaces

Rollout of SENTRAL

Strategic Direction 3: Staff Learning and Leadership

Processes

Evaluation Plan

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- Milestones used in discussion between Senior Executive and Executive in designation time slot at each Executive Meeting fortnightly.
- Milestones reviewed monthly by Senior Executive.

1. Maintained by individual staff, monitored by Business Manager via SCOUT and supported by SD3 team
2. SD3 team to report to Executive regularly on implementation
3. Monitored by Business Manager and reported to Senior Executive