

# School plan 2018-2020

## Blacktown Boys High School 8244



# School background 2018–2020

## School vision statement

Blacktown Boys High School continues to be recognised as the school of choice for boys in Western Sydney. A positive learning environment with a culture of continual improvement and collegiality drives the best possible learning outcomes for all students. Teachers are seen as lifelong learners who provide high quality teaching and learning, leading to high student growth levels in a safe, challenging environment. As well as embedding essential skills, innovative approaches to the delivery of curriculum are at the forefront of planning, leading to the development of problem solving skills which prepare students for the challenges of the future. Students are engaged, independent and reflective learners who take pride in themselves and their community as they journey from boys to men.

## School context

556 students enrolled across the six years of schooling at Blacktown Boys in 2018. The school is situated, close to both road and rail transport hubs, BBHS, draws on students from the local area, and also permits enrolments from further afield, for those seeking a boys only environment. Blacktown Boys High School has been a Partially Selective high school since 2010, providing for the learning needs of a Gifted and Talented stream, as well as mainstream students and a learning support class. The school caters for a culturally diverse student population, with high expectations for all. This is demonstrated through inclusive teaching and learning practices for every student. BBHS emphasises a holistic approach through the development of the whole student, with academic, sporting and cultural opportunities as well as quality extracurricular activities. BBHS enjoys positive working relationships with all major Sydney based universities, and key local and CBD businesses, which combine to provide academic, social and vocational mentoring. Identification of best practice and sharing of skills is fostered through membership of the Nirimba Learning Community.

## School planning process

In the development of this plan, knowledge of our school community and their individual and group needs have driven the consultation process to develop our school vision, strategic directions and improvement measures. The School Plan is synthesised through whole school collaboration to determine strategic directions, based on a context based analysis of all elements of the SEF and Wellbeing framework; teacher, student and parent interaction and surveys, Learning Support Planning meetings with parents; PLP meetings and NORTA NORTA meetings with the Aboriginal community, Faculty Curriculum Evaluations; parent and student surveys, parent teacher meetings, celebration meetings, whole school planning surveys and collaboration, quality of life surveys, student exit surveys, post- school destination surveys and evaluation of programs.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1

Resilient, engaged learners

### Purpose:

To build a community where students are inspired to be lifelong learners. Students are loyal and invested members of the school and global community. Whole school processes support the wellbeing of all students so that they can connect, thrive and learn.

## STRATEGIC DIRECTION 2

Expert, collaborative teachers

### Purpose:

To enable teachers to develop their pedagogical practice ensuring the delivery of meaningful quality learning experiences. To engage teachers in strategically planned and evidence-based professional learning, to support effective teacher collaboration within the school and with the wider community.

## STRATEGIC DIRECTION 3

Streamlined, effective  
leadership

### Purpose:

To develop agile, streamlined and sustainable processes which support teacher practice, and improve the effective use of time. To ensure that all members of the school community feel valued, and that whole school priorities are well articulated, and focused on student learning.

# Strategic Direction 1: Resilient, engaged learners

## Purpose

To build a community where students are inspired to be lifelong learners. Students are loyal and invested members of the school and global community. Whole school processes support the wellbeing of all students so that they can connect, thrive and learn.

## Improvement Measures

Improved rates of students continuing from Stage 5 into Stage 6, and improved attendance rates in Stage 6.

More students achieve their expected growth in NAPLAN literacy and numeracy testing.

Results from the TTFM survey indicate improved levels of student engagement.

## People

### Students

Students will be confident and empowered learners who are responsible for their learning and have a voice in the classroom and school.

### Staff

Staff provide engaging lessons and activities which foster student wellbeing and address learning needs.

### Leaders

School leaders will ensure that systems are in place for every student and every teacher to improve every year.

### Parents/Carers

Parents and Carers will support their child and engage with the school.

### Community Partners

Community Partners will provide additional support to the school, learning opportunities for students, and professional learning for staff.

## Processes

Effective communication of strategies to support student learning needs.

Dynamic teaching and learning programs support student learning needs.

Devise and facilitate effective methods of communication with the broader community.

Targeted whole school events, build a positive school culture.

## Evaluation Plan

Analysis of student growth from SMART and RAP data.

Utilise personalised and targeted TTFM survey questions, and analyse results.

## Practices and Products

### Practices

Welfare and learning support teams effectively case manage at-risk students.

A coordinated approach to ensure that literacy and numeracy needs of all students are met.

Parents/carers can regularly access timely information about school events and their son's learning.

Students are actively involved in learning and whole school events.

### Products

School profile is raised in the community through annual celebrations and by engaging the use of various media.

Teaching and learning programs are dynamic showing evidence that they are adjusted to address student needs as loyal global citizens.

## Strategic Direction 2: Expert, collaborative teachers

### Purpose

To enable teachers to develop their pedagogical practice ensuring the delivery of meaningful quality learning experiences. To engage teachers in strategically planned and evidence-based professional learning, to support effective teacher collaboration within the school and with the wider community.

### Improvement Measures

Increased use of data-informed approaches to effective teaching and learning, including assessment practice.

All professional learning is targeted and responsive to identified school and teacher need.

Results from the TTFM survey indicate increased levels of teacher collaboration.

### People

#### Staff

Staff will use data and professional learning in a purposeful manner to create effective and productive learning environments.

#### Community Partners

External organisations will be sourced to provide expert knowledge which enhances student learning experiences, while at school and when examining post-school options.

#### Leaders

The school executive team will support staff to continually develop their skills and pedagogical practices by providing mentoring, support and the opportunity to engage in Quality Teaching Rounds.

### Processes

Deliver professional learning that is planned on a number of levels.

Staff analyse a range of data, such as SMART, RAP and assessment tasks, in order to maximise learning outcomes for all students through improvements to teaching, learning and assessment practices.

Formalised peer observation processes with time allocated for implementation, and with widened scope.

Design and implement mentoring/leadership programs that meet the needs of staff at different points in their professional lives.

### Evaluation Plan

Apply logic modelling when forming the strategic direction, midway through the cycle and upon completion. The school executive team monitor the progress of achieving milestones through executive meetings and staff/team meetings. Analysis of teacher responses to the TTFM survey.

### Practices and Products

#### Practices

Teachers use data-informed strategies to enhance learning.

Peer observations and mentoring are used to build a reflective and open school culture, where effective teaching practice is identified, promoted and modelled.

#### Products

Annual whole school overview of professional learning is created and maintained.

Systematic analysis of SMART, RAP and assessment task data is undertaken and reported to staff, together with data available through CESE, BI.

Collaborative professional development is embedded in school practice.

## Strategic Direction 3: Streamlined, effective leadership

### Purpose

To develop agile, streamlined and sustainable processes which support teacher practice, and improve the effective use of time. To ensure that all members of the school community feel valued, and that whole school priorities are well articulated, and focused on student learning.

### Improvement Measures

TTFM data shows an improvement in teacher and student satisfaction.

Survey indicates that teacher time is valued due to more efficient processes.

### People

#### Staff

Staff actively support and help the leadership teams to make progress towards achieving the school plan's strategic directions, providing honest feedback on improvement measures.

#### Leaders

The leadership teams actively supports changes that lead to improvement, creating opportunities where feedback about the impact of change can be shared and monitored.

#### Leaders

The leadership team embeds clear processes, with accompanying timelines and milestones, to direct school activity towards effective implementation of the school plan.

#### Parents/Carers

Feedback from parents is actively gathered and utilised to review school management and administrative practices and processes.

### Processes

Plan, streamline and implement school management and administrative processes using technology.

Utilise PDP data to drive the annual professional learning needs of the school and individual staff.

Ensure that effective positive change is driven by evidence based data.

### Evaluation Plan

Utilise a customised TTFM survey, as well as other data, to assess progress towards improvement measures. The Logic Model is applied to school practices, and decisions are driven by evidence.

### Practices and Products

#### Practices

Staff engage in professional conversations based on trust and respect, focused on improvement.

Review and evaluation of school management and administrative systems, processes, and practices undertaken as needed.

Professional learning is planned, managed and monitored to build the capacity of staff for improved succession planning.

#### Products

Management practices and processes are responsive to school community feedback and are designed to make the best use of time.