# School plan 2018-2020

## Bankstown Girls High School 8254

# School background 2018–2020

## School vision statement

At Bankstown Girls High School we are focused on developing empowered, creative, thoughtful young women who are proud, responsible, active local and global citizens. We will achieve this through the provision of innovative practices delivered by dynamic and committed staff in an inclusive, safe and supportive learning community.

### STUDENT EXIT OUTCOMES

*Social Outcomes A young adult who is:*

- An effective, ethical and responsible communicator: will appropriately convey information clearly and successfully.
- Cooperative and Resilient: will willingly and persistently work in harmony with others towards a common goal.
- Civic Minded: will have a sense of belonging to the wider Australian and global community and participate as a constructive, conscientious member.
- Respectful: will display positive regard based on awareness and/or knowledge of someone or something.
- Generous of spirit: will embody empathy, acceptance and understanding.
- Courteous: will be polite, well mannered, attentive and considerate of others.
- Responsible: will accept moral accountability for her actions to people and the environment
- Motivated: will be determined, inspired and energetic, with drive and desire.
- Honest: will be fair to others, truthful and trustworthy.

*Academic Outcomes A young adult who is:*

- Literate: will be able to write, read, listen, and speak appropriately in a range of contexts using critical analysis in order to meaningfully function in society.

## School context

***Bankstown Girls High School*** is a comprehensive girls' high school established in 1960 situated in south–western Sydney.  The school population comprises of approximately 536 girls from diverse cultural, religious and socio–economic backgrounds, with 98% of the girls from a language background other than English, predominantly Middle Eastern, South–East Asian, Pacific Islander and African. The school NSW FOEI (family occupation and employment index) for 2018 is 155 which is higher than the average of 100 indicating significant socioeconomic and educational disadvantage of our school community.

The school's overwhelming strength is reflected in our value added data and our HSC: relative performance from year 9 data that shows that the difference our school makes to the achievement of all students is significant over time.  We have achieved almost 10% growth of students in the top two bands of NAPLAN in 2017, with significant growth in Numeracy and Reading in Year 9.

In 2011, the school was selected to be a *Centre for Excellence for Teacher Quality* as part of the *Smarter Schools National Partnership on Improving Teacher Quality*. This initiative acknowledges the consistent approach our teaching and leadership staff has to teaching, learning, and teacher professional learning leading to improved student achievement and now underpins the innovative programs and practices evident in our school.

The school has received numerous awards for excellence in teaching and learning. The school's wellbeing focus for all students is being a *safe, respectful, learner* through developing each girls' learning habits of *Resourcefulness, Reciprocity, Reflectiveness and Resilience (4Rs).*

## School planning process

The school has used a wide range of tools and data to evaluate the 2015–2017 school plan and to inform the school's future strategic directions. These include a parent, business and community partners, and student survey asking for feedback on the school vision, student exit outcomes, as well as *2 Stars and a Wish.* All staff were also asked for their 2 Stars and a Wish feedback that was then analysed in conjunction with the parents and student responses.  This data was triangulated with our program evaluations against the School Excellence Framework, internal and external student achievement, attendance, wellbeing and TTFM (Tell Them From Me) data to inform our decisions for the next 3 years.

Our evaluations have led to a commitment to continuing focus on improving the academic achievement of our middle to upper middle performing students across all years.  to continuing and building on our whole school literacy and numeracy programs embedding across all KLA'S literacy strategies based on targeting authentic texts and delivering real world numeracy experiences. In particular, we will focus on the early years; Stage 4 programs through our Foundations for Learning, strongly supported by our Inquiry Learning pedagogical approach ensuring students are well equipped for Stage 5 and 6 curriculum, learning and assessment demands.

The school community, staff, students and parents, will continue to provide feedback through the TTFM surveys, meetings, milestone monitoring and Focus Groups sessions throughout the next 3 years. Continuous feedback will enable us to stay on track and adjust our strategies for teaching and learning that maximises our student's outcomes and experiences at school to ensure they leave Bankstown Girls High School with the 21st century mindsets, capabilities, learning habits and skills necessary for life and work as well adjusted, global citizens in an ever changing world.

### School vision statement

- Numerate: will be able to think mathematically and apply mathematical tools confidently for different purposes and contexts.

- A critical thinker: will be able to analyse and evaluate options, make judgments and employ sound reasoning.

- Technological: will be an ethical, proficient and creative digital citizen.

- A problem solver: will be able to identify relevant facts, plan appropriate strategies and operations, solve the problem and review the process and solution.

- An inquisitive learner: will actively seek knowledge by being an interested and curious learner.

- An independent learner: will take responsibility for their learning and show initiative.

- Demonstrating achievement of KLA outcomes: will have an understanding of subject content, skills, and values.

### School context

### School planning process

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1
Students are successful learners, leaders and active global citizens

## STRATEGIC DIRECTION 2
Staff are innovative, collaborative and dynamic

## STRATEGIC DIRECTION 3
A school community that is inclusive, informed and engaged

**Purpose:**

To provide a learning environment with high expectations that develops critical and creative thinking capabilities that enable students to contextualise learning beyond the classroom. To nurture student voice and leadership through empathy, resilience and lifelong learning

**Purpose:**

To foster an engaged, collaborative staff who embody a growth mindset providing high quality educational outcomes. To provide innovative curriculum, quality teaching, support structures and leadership capability that inspires learning and drives high quality student achievement

**Purpose:**

To build upon our collaborative school community who promote shared values of inclusivity, high expectations and a culture of success. To develop a school that is reflective of its practices and responsive to educational innovation and learning priorities.

# Strategic Direction 1: Students are successful learners, leaders and active global citizens

## Purpose

To provide a learning environment with high expectations that develops critical and creative thinking capabilities that enable students to contextualise learning beyond the classroom. To nurture student voice and leadership through empathy, resilience and lifelong learning

### Improvement Measures

- Internal literacy and numeracy results demonstrate a growth rate of at least 10% above the cohort average between pre and post data, year on year.
- HSC cohorts demonstrate an increased percentage of students moving from lower to middle bands.
- Increase in the percentage of students displaying a more sophisticated level of inquiry learning skills.
- The Tell the From Me survey indicates an increase of students who demonstrate a strong sense of belonging, demonstrate positive behaviours and relationships, and who elect to undertake leadership opportunities both inside and outside school

## People

### Students

will be explicitly taught literacy and numeracy skills through a contextualised approach, building student capacity in creative and critical thinking and inquiry based learning strategies. Students will engage in explicit activities on the Wellbeing Framework through embedded curriculum and targeted intervention.

### Community Partners

Collaborative partnerships with the external community support networks will be strengthened and broadened to provide authentic learning opportunities and experiences for students through mutually beneficial programs and initiatives.

### Leaders

will engage in professional learning opportunities that will enable them to develop and engage teams to drive student improvement through the application of innovative curriculum.

### Staff

will engage in professional learning that develops their capacity to implement literacy and numeracy strategies in a contextual manner, and enhance their capabilities in future focused learning practices. Staff will embed elements from the Wellbeing Framework into faculty programs.

### Parents/Carers

through the provision of collaborative and inclusive partnership opportunities, parents

## Processes

### Literacy Strategy

Focus on embedding literacy in context Years 7–10 whole school

### Numeracy Strategy

Focus on embedding numeracy in context Years 7–10 whole school

### Future Focused Learning

Focus on

- Inquiry Learning
- STEAM
- Stage 4 Foundations for Learning

### Student Wellbeing

Focus on embedding across the curriculum:

- Wellbeing framework scope and sequence into all KLAs
- anti–bullying strategies
- student voice

### Evaluation Plan

The following strategies will be used to collect ongoing data for progressive and summative evaluation

- Quality Learning Rounds
- Tell Them from Me student, staff and parent surveys
- NAPLAN, VALID, HSC SMART, SCOUT and   data
- Internal student assessment performance and wellbeing data

## Practices and Products

### Practices

- Students will demonstrate an ability to make cross KLA connections in their literacy and numeracy skills and be able to apply them in context appropriate to their stage of development.
- Students will confidently apply future focused learning skills and understandings in a purposeful and effective manner that allows them to foster capabilities of creative and critical thinking and a lifelong love of learning.
- Students will confidently demonstrate an ability to 'connect', 'succeed' and 'thrive.' In an environment that develops an explicit understanding of themselves as learners

### Products

- Student literacy and numeracy growth data is equal to, or above, state averages in NAPLAN.
- Internal literacy and numeracy results demonstrate a growth rate of at least 10% above the cohort average between pre and post data, year on year.
- Literacy and numeracy strategies are explicitly embedded in all KLA programs in Stage 4 & 5.
- Increase in the number of students who undertake STEAM related activities/courses.
- Students demonstrate growth in the application of inquiry learning skills through the inquiry process and the quality of completed products across all KLA's.

# Strategic Direction 1: Students are successful learners, leaders and active global citizens

## People

will develop the confidence to support their daughters in becoming successful learners, leaders and active global citizens.

## Processes

- Minutes of relevant meetings

## Practices and Products

- A comprehensive wellbeing scope and sequence that provides clearly articulated support for students to 'connect', 'succeed' and 'thrive' and is mapped to all KLA programs.

- embedded in all KLA programs in Stage 4 & 5.

# Strategic Direction 2: Staff are innovative, collaborative and dynamic

## Purpose

To foster an engaged, collaborative staff who embody a growth mindset providing high quality educational outcomes. To provide innovative curriculum, quality teaching, support structures and leadership capability that inspires learning and drives high quality student achievement

### Improvement Measures

- All staff demonstrating responsibility for their professional learning through the application of their Performance Development Plan to improve practice.
- High level consistency and quality of student assessment tasks across all KLAs 7 – 12

## People

### Students

To provide a framework that will support students incontributing to progressive feedback on teaching practices within individualclasses and whole school processes.

### Staff

Through professional learning thatexplores their strengths and allows them to develop targeted areas staff willbuild capability to deliver innovative, quality teaching and administrativepractices, as well as achieving and maintain accreditation.

### Parents/Carers

Will beempowered to have a greater understanding of how their daughters are being assessedthrough quality assessment and reporting practices and to offer feedback aroundfuture focused learning practices.

## Processes

### Future Focused Teacher Practice

Targeted pedagogical professional learning through *Professional Learning Communities*:

- Literacy
- Numeracy
- Inquiry learning
- STEAM
- Managing students with emotional and behavioural disabilities
- Differentiating the curriculum
- Early Career Teachers
- SASS performance and Development practices

### Future Focussed Assessment and reporting

Focus on authentic, consistent, collaborative assessment of knowledge, skills and learning mindsets of all students across the curriculum

### Professional Development of Non–Teaching Staff

Building the capacity of non–teaching staff: to navigate through change driven by LMBR and LSLD through targeted professional learning job sharing and the establishment of a Professional Learning Community (PLC) and engaging with the Performance and Development Framework processes.

### Evaluation Plan

The following strategies will be used to

## Practices and Products

### Practices

- A culture of collaborative professionallearning that is valued and builds the capability of all staff.
- High level consistency and quality of student assessment tasksacross all KLAs 7 – 12
- All KLAs apply a deeper understanding of quality assessment andreporting that is a consistent whole school approach and aligns with NESA requirements.
- All non–teaching staff will engage in professional learning communities to build their professional capacity.

### Products

- All staff are successful in attaining theirlevel of accreditation or maintenance through the support of the Mentor Teacher
- Vibrant Professional Learning Communities share research androbust professional dialogue.
- All staff engage with the school's established assessment andreporting procedures to comply with NESA requirements.

**Processes**

collect ongoing data for progressive and summative evaluation

- Quality Learning Rounds
- Teacher Reciprocal observations
- PLC findings and reports
- Program evaluations
- TTFM

## Purpose

To build upon our collaborative school community who promote shared values of inclusivity, high expectations and a culture of success. To develop a school that is reflective of its practices and responsive to educational innovation and learning priorities.

### Improvement Measures

- Strong reciprocal relationships with business and university partners as evidenced by qualitative feedback andthe celebration of achievements though school based and no school based media

- Effectively implemented procedures that are supportedby a well–developed online resource that is accessed by staff to support themin their various roles within and outside of the school

## People

### Staff

Will engage in a broader and deeper rangeof relationships with business and university partners that will enable then toprovide individualised programs that address clearly identified need. They will undertake PL that highlight how they can use a variety of media to celebrate school and student achievement. Staff will engage with a set of processes that supportthem in effectively managing their roles and complying with the requirements of the school, the Department and NESA.

### Students

Will undertakeall opportunities offered to them through reciprocal partnerships to enjoy success and embody a strong sense of school spirit, show pride in their schooland the experiences offered and demonstrate a connectedness to the school where inclusivity is valued.

### Parents/Carers

Will be better able to engage within the school community and celebrate the school and their daughter's achievements by having a stronger understanding of the school's communication strategy and be able to contribute in an informed way.

### Community Partners

Will be well informed about the specific needs of our girls and will be able to provide partnership experiences that address those specific needs.

## Processes

### School Community Engagement, Partnerships and Networks

- Build on an ethos that celebrates school spirit, pride and inclusivity.

- Strengthen reciprocal relationships with school communitypartners across the school.

### Communication Strategy

The school community is active in the promotion of communicating success through

- Website upgrade and promotion
- School Facebook
- Skoolbag app
- School Intranet
- School feedback systems
- SPaRo

### Self–regulation and compliance Systems

Focus on

- School organisation review
- Roles and responsibilities
- Data and evidence systems
- A–Z Tool
- Evaluation and planning  cycle
-  Policy implementation

### Evaluation Plan

The following strategies will be used to collect ongoing data for progressive and

## Practices and Products

### Practices

-  All KLA's will actively build on and establish positivereciprocal relationships with business and university partners to enhance theopportunities offered to students

- The whole school engages in the communication strategy using avariety social media and communication technologies to celebrate school andstudent achievement

- Staff will be well equipped to respond to school and Departmentprocesses and ensure compliance requirements are met.

### Products

- An increase in the effectiveness of business and university partnerships that directly address current student needs and showcase student achievement

- An increase in the number and effectiveness of communicationsthat showcase the programs and student achievement that is developed across the school

- A well informed staff engaging with a comprehensive system ofprocesses that ensure the effective organisation and running of the school supported by an online repository of school processes and resources

| Processes |
| --- |
| summative evaluation |
| • Meeting minutes |
| • TTFM |
| • Program evaluations |
| • Participation data |