

Strategic Improvement Plan 2021-2024

Burwood Girls High School 8152



School vision and context

School vision statement

The school prepares young women to be resilient, take responsibility for their learning, and believe that they can achieve anything.

We develop independent women who value education and lifelong learning to make sound judgements, good decisions, believe in values such as collaboration, excellence, fairness, integrity, participation, respect, and responsibility. Our students have the courage advocate for others and take a stand on social justice issues.

We 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 (enrolment 1100, 65% from a language background other than English) including International students.

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.

A large executive team leads the school to ensure a wide range of opportunities is available to all students.

To inform this Strategic Improvement Plan, authentic community consultation with parents (P&C, School Council), staff, students has occurred.

The school completed a Situational Analysis that had identified three areas of focus for this Strategic Improvement Plan. The school's high level areas for improvement are:

- Student Growth and attainment
- Quality Teaching and Learning
- Student Communication and Empowerment.

The school's motto *"Not For Ourselves Alone"* has a powerful message for every student.

Strategic Direction 1: Student growth and attainment

Purpose

Embed whole school processes that improve literacy and numeracy outcomes for all learners underpinned by evidence-based practice.

Improvement measures

Target year: 2022

Uplift of 3.7% of students achieving top 2 bands in NAPLAN Numeracy from baseline

Target year: 2022

Uplift of 4.4% of students achieving top 2 bands in NAPLAN Reading from baseline

Target year: 2022

Uplift of 2.9% of students achieving in the top 2 bands in the HSC course results from baseline

Target year: 2022

Uplift of 5.3% of students attending greater than 90% of the time from baseline.

Target year: 2023

Uplift of 3.4% of students achieving expected growth in NAPLAN Reading from baseline

Target year: 2023

Uplift of 3.6% of students achieving expected growth in NAPLAN Numeracy from baseline

Initiatives

Reading

Embed evidence-based reading processes to improve student reading outcomes.

Numeracy

Embed evidence-based numeracy processes to improve student numeracy outcomes.

HSC

Improve the percentage of students achieving in the top two bands in the HSC.

Success criteria for this strategic direction

School data demonstrates that student progress and achievement is greater than students at statistically similar schools on external measures. This is consistent with strong student progress and achievement on internal measures. (SEF - Student Performance Measures: Internal and external measures against syllabus measures)

Progress and achievement of equity groups within the school is equivalent to or greater than the progress and achievement of all students in the school.

The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data (SEF - Student Performance Measures: Student growth)

Most students achieve in the top two bands for NAPLAN reading, writing and numeracy (SEF - Student Performance Measure: NAPLAN)

The school achieves excellent value-added results, significantly above the value added by the average school. (SEF - Student Performance Measure: Value-add)

Teachers, parents and the community work together to support consistent and systematic processes that ensure absences do not impact on learning outcomes.

Evaluation plan for this strategic direction

Question

To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in reading and numeracy?

To what extent has the school achieved excellent value-added results, significantly above the value added by the average school?

Data

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

These data sources will be collected and analysed by relevant teachers, leaders and teams: external student performance measures (NAPLAN, HSC, Best Start, Minimum Standards, Value-add, VALID); internal student performance measures (York Reading for Comprehension, Wordflyers, PAT, Maths Pathway, Reading Renaissance); teaching programs; Attendance data (Scout), TTFM

Analysis

Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Implication

Rigorous analysis of the the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement.

Strategic Direction 2: Quality Teaching and Learning

Purpose

Maximise teacher capacity to meet the needs of individual students to enhance engagement and improve educational outcomes.

Improvement measures

Target year: 2024

All staff will show evidence of quality teaching and learning programs that promote learning excellence and responsiveness in meeting the needs of all students. (2020 self-assessment against SEF of Curriculum as Sustaining and Growing to be validated at Excelling by 2024 External Validation process).

Target year: 2024

All staff will regularly use student assessment data to identify student progress and achievements in order to reflect on teaching effectiveness and inform future school directions. (2020 self-assessment against SEF of Data Skills and Use as Sustaining and Growing to be validated at Excelling by 2024 External Validation process).

Initiatives

Differentiating for Individual Student Needs

Staff embed quality teaching and learning programs that promote learning excellence and responsiveness in meeting the needs of all students.

Using Data to Inform Practice

Maximise teacher capabilities to regularly use student assessment data to identify student progress and achievements in order to reflect on teaching effectiveness and inform future school directions.

Success criteria for this strategic direction

Teaching and learning programs are dynamic, showing evidence of revisions, based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement. (SEF - Curriculum: Teaching and learning programs)

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring all students are challenged and all adjustments lead to improved teaching.

Teachers involve students and parents in planning to support learning, and share expected outcomes. (SEF - Curriculum: Differentiation)

Teachers clearly understand, develop and apply a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teacher effectiveness. (SEF - Data use and skills: Data use in teaching)

School staff collaborate with the school community to use student progress and achievement data to identify strategic priorities and develop and implement plans for continuous improvement.

Strategies implemented reflect research on best practice and include ongoing monitoring of success. (SEF - Data use and skills: Data use in planning)

Evaluation plan for this strategic direction

Question:

To what extent have we embedded quality teaching and learning programs that promote learning excellence and responsiveness in meeting the needs of all students?

Have teachers improved their capabilities to use student assessment data to ensure continuous improvement in teaching and learning?

Strategic Direction 2: Quality Teaching and Learning

Evaluation plan for this strategic direction

Data:

Student PLPs show evidence that student learning goals are updated regularly

Tell Them From Me data trends

Teaching and learning programs show evidence of data informing classroom practice with ongoing adjustments.

Teaching and learning programs show evidence that they are adjusted to address individual student needs

Student work samples demonstrate personalised success criteria and build on prior learning.

Student focus groups

Student feedback and surveys

Maths Pathway

Progressive Achievement Test

Teacher Performance Development Plans

Analysis

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Implication

Following the analysis, the extent to which the improvement measures have been achieved will be determined and used to guide future directions.

Strategic Direction 3: Student Communication and Empowerment

Purpose

Embed a culture of shared responsibility where students and teachers are partners in learning.

Improvement measures

Target year: 2024

All staff will show evidence of agreed practices that enable students to create, receive and present feedback in order to achieve their learning goals.. (2020 self-assessment against SEF of Assessment as Sustaining and Growing to be validated at Excelling by 2024 External Validation process).

Target year: 2024

Effective reporting strategies and processes are embedded across the curriculum that ensure clear, timely and accurate information is provided to support further progress and achievement for all student learning.. (2020 self-assessment against SEF of Reporting as Sustaining and Growing to be validated at Excelling by 2024 External Validation process).

Initiatives

Quality Feedback

Embed a culture of shared practices that enable students to create, receive, and present feedback in order to achieve their learning goals.

Reporting Learning

Embed effective reporting strategies and processes that ensure clear, timely and accurate information being provided to support further progress and achievement for all student learning across the curriculum.

Success criteria for this strategic direction

Teachers use formative assessment flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers. (SEF - Assessment: Formative assessment)

Teachers explicitly use feedback from student formative and summative assessments to inform teaching practice (SEF - Assessment: Student engagement)

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. (SEF - Assessment: Whole school monitoring of student learning)

Student reports are personalised and comprehensive, providing detailed, clear and specific information about student learning, growth, next steps and improvement measures, as well as relevant contextual and/or comparative data. (SEF - Reporting: Student reports)

Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. Reporting to parents has been enhanced in response to feedback received. (SEF - Reporting: Parent engagement)

Evaluation plan for this strategic direction

Question

Are teachers expertly using formative assessment flexibly and responsively as an integral part of daily classroom instruction?

Are teachers explicitly using feedback from student teacher surveys, student formative and summative assessments to inform teaching practice?

Have detailed, personalised and comprehensive student reports supported further progress and achievement for all student learning across the curriculum?

Strategic Direction 3: Student Communication and Empowerment

Evaluation plan for this strategic direction

Data

Student work samples

TTFM data trends

Student voice evidenced in examples of goal setting, peer assessment and self assessment, as well as feedback on teacher performance.

Family/community focus group feedback on the effectiveness of the reporting strategies.

Teaching and learning programs show evidence that teachers expertly use formative assessment flexibly and responsively as an integral part of daily classroom instruction.

Student focus groups

Teacher Observation

Student feedback on learning

Surveys

Analysis

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Implication

Following the analysis, the extent to which the improvement measures have been achieved will be determined and used to guide future directions.