

Strategic Improvement Plan 2021-2024

Blakehurst High School 8236



School vision and context

School vision statement

At Blakehurst High School, we inspire students to excel as critical learners, thinkers and champions of diversity, who have a positive impact on their world.

Our purpose is to ensure students grow in their learning through shared data and explicit, consistent and research-informed practice.

We aim to continuously deliver a high standard of educational practice and curriculum design that engages all students and empowers them to excel through innovative pedagogy, quality teaching and wellbeing programs that foster positivity and resilience and self, and collective efficacy.

Our common purpose is to ensure, staff and students thrive in a flourishing school culture as individuals and as a collective community.

School context

Blakehurst High School is a highly successful co-educational comprehensive school. The student population is approximately 1064 students, 84% coming from a non-English speaking background. We have 890 EAL/D students, 16 Aboriginal Students and 30 International students.

Blakehurst high school is a dynamic, high energised school where there is a strong student voice and many varied leadership and extra curricula opportunities, including interactive clubs.

The school has a history of strong academic excellence with the delivery of outstanding future focused, contemporary teaching and learning programs. The innovative contemporary learning environment supports students to thrive and enjoy their learning.

The school has a focus on high potential and gifted education and has an aspirational culture of teaching and learning.

The school's staffing entitlement is that of 72.5 teaching staff and 12.572 SASS staff. There has been change, with the appointment of 4 new Head Teachers appointed in the last 4 years, and stability in that the 8 of the Head Teachers have been leaders at school an average of 20 years. There is a ratio of Higher duties to substantives of 12.33%, and a 9.68% turnover in staff. 4.35% of staff are beginning teachers.

The school enjoys the support of its diverse community, including successful partnership with the University of Technology and the Engineering WANAGO program and sporting Partnerships with E.L.I.T.E Table Tennis Club, Kogarah Cougars, St George Basketball and Connells Point Rovers. The school is the largest representative in the ST George Sporting Zone and many students compete at regional and state level.

The school is strong in the Creative Arts, participating in regional dance ensembles, State Choir ensembles, and School Spectacular. The school holds an annual Music Open Night and is holding its first Musical in 2021.

The majority of the school's equity funding will be used to support initiatives developed in the 2021-2024 Strategic Improvement Plan.

In analysing our collated internal and external data, we believe that a focus on the use of Data in a deep way will lead to further clarity in student learning, and the implementation of highly effective strategies, targeted at both individual and at group levels; Identifying areas of development and areas of strength in students to integrate most applicable strategies will lead to improved growth and attainment.

As part of Direction 1, Growth and Attainment an initiative based on Collaboration will support the process of staff analysing data and implementing teaching practice, that support improved learning outcomes as indicated by Improvement in internal data and external data such as NAPLAN and HSC results. Further to this, a structure of collaboration will enhance the use of data, and evidence-based teaching practice and foster

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staff collective efficacy.

Our Second Direction: Highly skilled, effective teachers, positive, productive, proactive and Independent learners, will be underpinned by focus on research-based *effective teaching practices*. Explicit Teaching will form the basis of the first initiative. This will include an emphasis on Literacy and Numeracy, Direct Instruction, and Feedback. Consistent use of common scaffolds, explicit language, and the embedding of key EAL/D teaching strategies across KLAs will realise this process.

Engagement in learning is the second initiative for Direction 2. This was high on the agenda for both students and staff alike. Increased engagement in learning, will lead to students further valuing their education, becoming interested and vested in their learning; becoming further aspirational and effective, self-regulated learners. Contemporary Learning pedagogy, such as Blended Learning and Project-Based Learning, will form the underpinning methods that the High Potential and Gifted Education Policy will be weaved through. These two initiatives, explicit teaching, and engagement in learning, will support each other and be driven by the initiatives of Direction 1, Growth and Attainment by embedding the use of Data and by developing collaborative structures that enable staff to focus on these practices..

Our Third Direction: A thriving, flourishing school, where there is a culture of continuous improvement, will drive both Directions 1 and 2 and will drive a thriving school culture of continuous improvement. The two initiatives that will form Direction 3, are Consistent High Expectations of both students and staff, and the development of Leadership in driving the SIP Directions. This third Direction will bring into fruition Directions 1 and 2 and will drive the next 4 years of continuous improvement. Establishing the necessary foundations and expertise, to enhance Blakehurst High School's successes well beyond 2024 into the next phase of school planning.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure students grow in their learning through shared data and explicit, consistent and research-informed practice

Improvement measures

Target year: 2024

Improvement measures

The school uses a centralised system for analysing and reporting data on school performance, including academic growth, non-academic and cross curriculum data. The school uses data to inform collective decisions about student learning, aligned with school improvement measures in the school plan.

Clarity of students' progress is systematically tracked within faculties and informs teacher practice, improving student outcomes.

Teaching and Learning Programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable students assessment, and continuous tracking of student progress

Common Growth Coaching pillars and language is common practice within the Collaboration Framework

100% of teachers are grouped and work cross collaboratively

Units of work and across KLA assessments allow for deep cross KLA learning, improving student outcomes

Assessment is informed through staff and student collaboration

Target year: 2024

HSC attainment

Improvement in the percentage of HSC course results in top two bands to 55%.

Initiatives

Shared, systemic data informed practice

- Continued SCOUT familiarisation
- Current NAPLAN Data onto Sentral
- Team extrapolate external and internal achievement data of stage 4 students in timely stages and share this with staff to provide clarity of where students are at. (Provide strategies/concepts that tie in with literacy/numeracy programs)
- Best Start (Yr 7 2021, Yr 7 2020) & AAS data (Yr 7 2021) shared with Explicit Teaching, Collaboration teams and made accessible to all staff.
- Sentral Archive data (e.g. Wellbeing data) shared with High Expectations team
- Staff HR data shared with Leadership team
- NAPLAN Reading & Numeracy targets & at or above expected growth synthesised and shared with Explicit Teaching, Collaboration teams and made accessible to all staff
- TTFFM data shared with to Student Engagement team and made accessible to all staff.
- Embed PL that enables staff to use and interpret data more effectively; how to use this to improve their teaching practice

Deep cross KLA collaboration focused on student outcomes

- Establish purposeful structures that enable collaboration & communication between staff
- Targeted and direct cross-faculty collaboration addressing, literacy, numeracy, direct instruction, feedback, EAL/D practices, student engagement, high expectations and deep learning

Success criteria for this strategic direction

- *A strong centralised system for analysing and reporting data on school performance, including academic growth, non-academic and cross curriculum data, is in place and directs school wide collective responsibility for student learning and success. This is shared by parents and students.*
- *Collaborative dynamic teaching practices, foster deep learning and improved student learning outcomes, as demonstrated by the continuous tracking of student progress and Blakehurst High School, achieving excellent value - added results, that are significantly above the results of similar statistic schools.*
- *Assessments are developed across KLA and used to promote consistent and comparable judgement of student learning, monitoring student progress and identifying skill gaps for improvement and extension.*
- *School staff, collaborate with the school community to use student progress and achievement data to identify strategic priorities, develop and to plan accordingly, as indicated by continuous improvement in student results and school culture.*
- *The leadership team embeds processes that sustain a professional learning community which is high performing, and focused on a continuous improvement of teaching and learning as demonstrated by the high capacity of both students and staff alike.*

Evaluation plan for this strategic direction

Questions: What has been the impact of empowering staff with a breadth of internal and external data?

What has been the impact of implementing a schedule of across KLA collaboration between staff with a focus on deep learning through common units and assessments?

What has been the impact of professional dialogue based on the principles of Growth Coaching?

Data: The following data sources will be collected and

Strategic Direction 1: Student growth and attainment

Improvement measures

Improvement in the percentage of HSC course results in top three bands to 88%

Target year: 2024

NAPLAN Top 2 or 3 Bands

Improvement in the percentage of students achieving in the top two bands, to be in reading of 36.00% and in numeracy of 53.00%

NAPLAN Expected Growth

Improvement in the percentage of students achieving expected growth to be at the target point of 80.00% in reading and 80.00% in numeracy.

Evaluation plan for this strategic direction

analysed by relevant teachers leaders and teams: SCOUT data collection, teacher observations, collaboration schedule and feedback, units of work, assessments, pre and post assessments, cross comparison assessment benchmarks and results, student samples of work, community feedback in the form of surveys and focus groups,

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

Implications: Rigorous timely analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning, and staff continue to develop their capacity and our school community and culture continue to thrive.

Strategic Direction 2: Highly skilled, effective teachers, positive, productive, proactive and Independent learners

Purpose

To continuously deliver a high standard of educational practice and curriculum design that engages all students and empowers them to excel through innovative pedagogy, quality teaching and wellbeing programs that foster belonging.

Improvement measures

Target year: 2024

HPGE - Student Engagement Contemporary Learning

100% of staff authentically embed Blakehurst HS HPGE policy in their teaching practice

Project Based Learning and Blended Learning are embedded in key faculties. 50% of programs include one or both of these future focused pedagogies.

Improvement in attendance $\geq 90\%$ above 95%

Target year: 2024

Literacy and Numeracy

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data

100% of staff cross KLAs are confident with the embedding of Literacy and Numeracy Sprints

100% of programs demonstrate explicit whole school literacy and numeracy strategies are embedded in teaching practice.

Target year: 2024

Direct Instruction

100% of staff employ explicit teaching methods in all lessons.

Initiatives

Engaging classroom practice and positive wellbeing

- Development of BHS High Potential and Gifted Education Policy
- Embed " deep " Project Based Learning and Blended Learning units of across stage 4/5 as part of a school HPGE policy
- Targeted sequential holistic wellbeing programs, build upon successful existing programs
- Blakehurst Welfare Handbook is developed and guides all BHS wellbeing practice

Targeted explicit and consistent classroom practice

- Explicit Literacy and Numeracy strategies are embedded in all stage 4 and 5 programs
- Explicit LBOTE teaching strategies are embedded in all KLA and stage programs
- Explicit Direct Instruction and Feedback pedagogy is embedded in teaching practice and programming across all stages and KLAs

Success criteria for this strategic direction

- *A whole school approach in the embedding of the most effective evidence -based teaching methods optimises learning progress for all students, across the full range of abilities. Teachers employ evidence - based, effective teaching strategies, students' learning improvement is monitored, and there is demonstrating growth by all students.*
- *Teaching staff demonstrate and share their expertise, in contemporary learning and deploy effective, innovative teaching strategies that are evaluated, refined and lead to high student engagement, and self regulated learners.*
- *Teachers demonstrate high quality skills in Literacy, Numeracy, Direct Instruction, Feedback and EAL/D practice as demonstrated by improved student progress, and achievement data.*
- *The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable continuous improvement.*
- *School data shows that student progress and achievement is greater than students at statistically similar schools on external measures, and is aligned consistently with strong student progress and achievement on internal measures.*

Evaluation plan for this strategic direction

Questions: What has been the impact of embedding the *High Potential Gifted Education Policy* through the implementation of contemporary learning teaching practices, such as blended learning and project based learning?

What has been the impact of embedding effective evidence based teaching practices consistently at a school wide level?

Data: The following data sources will be collected and analysed by relevant teachers leaders and teams: SCOUT data, teacher observations, student samples of

Strategic Direction 2: Highly skilled, effective teachers, positive, productive, proactive and Independent learners

Improvement measures

The HOW of Learning has led to self regulated learners.
95 % of class, set work is completed

100% of students demonstrate value added growth

Target year: 2024

Feedback

100% of staff employ explicit feedback methods in all lessons and provide feedback on 100% of assessment.

100% of students complete all assessments and demonstrate growth in all KLA areas.

Target year: 2024

EAL/D LBOTE Practice

100% of staff employ LBOTE teaching strategies in their daily practice

100 % of stage 4, 5 and 6 teaching programs and classroom observations demonstrate embedded LBOTE strategies.

EAL/D school evaluation framework indicates improvement from baseline of Delivering to Sustaining and Growing in Learning ' Curriculum, assessment & reporting ' and Teaching ' Data Informed effective classroom practice '.

Target year: 2024

Positive proactive productive learners

Targeted wellbeing programs have led to a definite shift in student engagement as indicated in the analysis of Sentral data - positive/negative entries.

100% Welfare Staff have clearly defined roles and work as a team

Blakehurst Welfare Policy and handbook is embedded in

Evaluation plan for this strategic direction

work, community feedback in the form of surveys and focus groups, external service feedback, internal assessment data, data on staff delivering PL workshops, Sentral data, Tell Them From Me data, teaching programs, student responses/reflections samples, cross comparison assessment benchmarks and results, pre and post surveys, exit slips - individual lessons, diagnostic testing - year 7 & year 8, Year 9 check-in assessment, Best Start, and staff and student attendance data

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

Implications: Rigorous timely analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning, and staff continue to develop their capacity and our school community and culture continue to thrive.

Strategic Direction 2: Highly skilled, effective teachers, positive, productive, proactive and Independent learners

Improvement measures

whole school practice.

Student TTFM data indicates improvement from 55% (2019) to over 85% in the area of Advocacy at school

Student TTFM data indicates improvement from 76% (2019) to over 90% in the area of Expectations of Success

Improvement in attendance data above 90%

Target year: 2024

High Quality Teaching Practice

A whole school approach ensures the most effective evidence -based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence - based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth

100% of teachers are involved in coaching/mentoring relationships. All staff participate in high quality collaborative practice

Strategic Direction 3: Thriving, flourishing school, where there is a culture of continuous improvement

Purpose

Staff and students thrive in a flourishing school culture as a collective community and as individuals.

Improvement measures

Target year: 2024

High Expectations

All classrooms and learning environments are well managed within a consistent, school wide approach. All teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning.

100% of students demonstrate High expectations of themselves

100% of staff action BHS High Expectations policy.

Target year: 2024

Self Regulated High performing Learners

Restorative language and practice is a common thread within the Blakehurst HS school community.

100% of staff employ restorative and choice theory practice.

100% of students demonstrate pride in their learning and do their best as indicated by growth for every individual student.

Target year: 2024

Leadership driving SIP

100% staff participate in professional dialogue as a result of collaborative, planned professional dialogue

100% of Collaborative workshops explicit aim is to improve teacher practice, learning outcomes

Initiatives

Consistent High Expectations across the school community

- Development of a school wide High Expectations Policy and Procedure
- Reinforcement of school values and the development of a staff code which mirrors these
- Refine Student Management Procedures
- Implementation of DoE Behaviour Strategy
- Training and implementation of restorative practices (and improved PBL procedures) to foster respectful & meaningful relationships

Leadership driving our SIP

- Development of a common language of mentoring and coaching practices
- SIP Team Leaders and team members are supported in the delivery of SIP initiatives and the attainment of strategic measures and targets

Success criteria for this strategic direction

- *The whole school community demonstrates aspirational expectations of learning progress and achievement, for all students and is committed to the pursuit of excellence as demonstrated by highly engaged and responsive learners.*
- *The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific timely feedback between teachers. This drives ongoing, school-wide improvements in teaching practice, and student results as demonstrated by data that indicates Blakehurst High School is achieving well beyond similar statistic schools.*
- *The leadership maintains a focus on distributed instructional leadership to sustain a culture of effective evidence based teaching and ongoing improvement, as demonstrated by every student making measurable learning progress and gaps in student achievement decreasing.*
- *Positive respectful relationships are evident and widespread among students and staff and promote staff and student well-being. Leading to optimum school wide productive learning environments.*
- *The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations and effectively caters for the range of equity issues in the school as demonstrated by every student achieving value added growth.*

Evaluation plan for this strategic direction

Questions: What has been the impact of developing a school wide High Expectations Policy?

What has been the impact of embedding restorative practices school wide, across all environments?

Data: The following data sources will be collected and analysed by relevant teachers leaders and teams: Tell

Strategic Direction 3: Thriving, flourishing school, where there is a culture of continuous improvement

Improvement measures

100% of system targets are met

100% of Improvement measures of SIP are met

Minimum 80% increase in leadership capacity and density of staff.

Evaluation plan for this strategic direction

Them From Me data, Sentral data, Post school exit survey, SCOUT data, teacher observations, collaboration framework data, Leadership team data, student samples of work, RAP data, community surveys in the form of surveys and focus groups

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

Implications: Rigorous timely analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning, and staff continue to develop their capacity and our school community and culture continue to thrive.