Strategic Improvement Plan 2021-2025

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 students who have English as an additional language or dialect (EAL/D), 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 71.2 teaching staff and 11.572 school administrative and support 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 Blakehurst High School an average of 20 years. There is a ratio of Higher duties to substantives of 6.49%, and a 4.10% turnover in staff. There is a ratio of 18.97% of beginning teachers to experienced 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 held 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 (SIP).

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 and support improved learning outcomes as indicated by; Improvement in internal data and external data such as the National Assessment Program - Litaeracy and Numeracy (NAPLAN)and

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Higher School Certificate (HSC) results. Further to this, a structure of collaboration will enhance the use of data, and evidence-based teaching practice and foster staff collective efficacy.

Our Second Direction: Highly skilled, effective teachers, positive, productive, proactive and Independent learners, will be uderpinned by focusing 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 Key Learning Areas (KLAs) will realise this process.

Engagement in Learning is the second initiative for Direction 2. This is 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, 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

Achieve by year: 2025

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.

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

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

Assessment is informed through staff and student collaboration

HSC achievement - top 2 bands
Achieve by year: 2023

HSC attainment

Improvement in the percentage of HSC course results in top two bands to 40.7%.

Improvement in the percentage of HSC course results in top three bands to 72.5%

Reading growth
Achieve by year: 2023

The proportion of year 7 and 8 students achieving Reading growth from 2022 increases by 5%

Initiatives

Improvement in Reading Comprehension

Staff will engage in ongoing professional learning focused on developing and implementing effective classroom practices and strategies aligned to improving Reading Comprehension across all faculties in stage four.

- Embed vocab glossaries for each unit of work - Vocab is taught explicitly
- Collect Baseline Data re Staff skills and confidence teaching Comprehension to stage 4
- Professionally Develop staff in the Super Six Reading strategies
- Complete Universal PL *Leading Literacy and Numeracy* NR33689 (Executive)
- Complete Maintain Focus on Reading Template as a reflective exercise (all staff) - Faculty Collaborative discussion
- Develop Faculties Theory of Action based on schools Theory of Action with a focus on reading.
- Enable staff to embed Super Six Reading Strategies in stage 4 programs by scheduling Faculty planning time
- Release stage 4 coordinators S Exec deliver PL re R&N data and Universal Learning Hub Resources to enrich Teaching Comprehension Strategies embedded in stage 4 programs
- Staff will engage in Universal Pl *Improving Reading and Numeracy Comprehension*
- (*secondary*) NR50211
- Implement a Collaborative Inquiry model to: support the capacity building of staff in teaching comprehension to improve stage four students' reading abilities

Improvement in Numeracy Measurement

Staff will engage in ongoing professional learning focused on developing and implementing effective classroom

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.
- 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 programs demonstrate explicit whole school literacy and numeracy strategies are embedded in teaching practice.
- 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.
- 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.
- 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: To what extent has, the improvement in data usage and the ongoing professional learning and focus on the implementation of explicit teaching strategies in Literacy and Numeracy across the KLAs in stage 4 led to:

a) an improvement in students' Reading Comprehension ability and an improvement in students' application of Measurement and Geometric Reasoning

Strategic Direction 1: Student growth and attainment

Improvement measures

Numeracy growth
Achieve by year: 2023

The proportion of year 7 and 8 students achieving Numeracy growth in Measurement and Geometric Reasoning from 2022 increases by 5%

Improvement in Numeracy
Achieve by year: 2025

Student cohort performs 15% at or above statistical similar school in Numeracy as determined by year 8 Term 4 Check-in assessment data

Improvement in Reading
Achieve by year: 2025

Student cohort performs 5% at or above statistical similar school in Reading as determined by year 8 Term 4 Check-in assessment data

Initiatives

practices and strategies aligned to improving Measurement and Geometric Reasoning across all faculties in stage four.

- Collect Baseline data re staff skills and confidence in teaching Measurement and Geometric Reasoning
- Provide PL to staff in teaching Measurement and Geometric Reasoning
- Student survey is administered
- Deliver PL to stage 4 coordinators (Execs) re R&N data and Universal Learning Hub Resources to enrich Teaching Strategies embedded in stage 4 programs
- Engage in Universal Pl *Measurement and Geometric Reasoning* (all staff)

NR31653 (all staff)

- Develop Faculties Theory of Action based on schools Theory of Action with a focus on Measurement and Geometric Reasoning
- Implement a Collaborative Inquiry model to: support the capacity building of staff in teaching measurement and geometric reasoning and to improve stage four students' abilities in measurement and geometric reasoning

Evaluation plan for this strategic direction

b) strengthened teacher practice in embedding in embeding explicit Literacy and Numeracy strategies

Data: The following data sources will be collected and analysed by relevant teachers leaders and teams: teacher observations through collaboration inquiry model, student samples of work, post and pre survey surveys and focus groups, internal assessment data, data on staff delivering PL workshops, Sentral 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, NAPLAN 2024

Analysis: Data is analysed and triangulated twice a Term 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.

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

HPGE - Student Engagement Contemporary Learning
Achieve by year: 2025

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 >=90% above 95%

Feedback
Achieve by year: 2025

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.

Positive proactive productive learners
Achieve by year: 2025

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

Initiatives

Further Embed HPGE Policy

Build staff capacity in implementation of the HPGE policy through refinement of the Year 7 Project Based Learning HPGE task.

- Engage in staff PL to develop teacher skills, confidence in using cross faculty specialisations i.e. Excel spreadsheets, 3D printer, coding etc to develop assessment tasks allowing PBL and wider skill sets in students.
- Evaluate 2022 Year 7 PBL Task (HPGE Team faculty members)
- Support further development of task for implementation T3 2023 Task (HPGE Team faculty members)
- Introduce across KLA PBL stage 4 RICH project

Implementation of Formative assessment

Teachers will engage in ongoing professional learning focused on developing their skills in ongoing use of Formative assessment as authentic feedback in their lessons to guide student learning and curriculum implementation

- Engage in Formative assessment PL and collaborate to develop a Formative framework for all KLA's to follow (Formative Assessment Team) Individual faculty metalanguage and specific activities within Faculty frameworks.
- Workshop framework and strategies for staff coherence (Formative Assessment Team)
- Engage staff in High Impact PL: *Quality Teaching Academy - Masterclass in Formative assessment*

Published Formative Assessment procedures published in parent/student Information in assessment handbooks

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.
- 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.
- 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:To what extent has collaboration and the upskilling of staff in specialised skills and in the implementation of Formative Assessment led to:

a)2023 Year 7 HPGE Project Based Learning assessment tasks being more challenging in comparison to the year 7

Improvement measures

Blakehurst Welfare Policy and handbook is embedded in 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%

Attendance (>90%)
Achieve by year: 2023

Improved ATTENDANCE

Proportion of students attending >90% of the time 74.6%

Wellbeing
Achieve by year: 2023

Improved WELLBEING

Proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School 68.4%

Evaluation plan for this strategic direction

products produced in 2022?

b)an increase in teachers capacity and confidence to differentiate tasks to implement HPGE Policy.

c)students who are self-regulated learners who value ongoing learning and not just summative assessment results?

d)teachers confident in utilising their professional judgement to provide authentic feedback to students and inform practice?

How are teachers communicating feedback to students in an ongoing manner?

Data: The following data sources will be collected and analysed by relevant teachers leaders and teams: teacher observations through collaboration inquiry model, student samples of work, post and pre survey surveys and focus groups, internal assessment data, data on staff delivering PL workshops, Sentral 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, NAPLAN 2024

Analysis: Data is analysed and triangulated twice a Term 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.

Purpose

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

Improvement measures

Self Regulated High performing Learners
Achieve by year: 2025

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.

Initiatives

Cohesive Systems of Practice

Foster and strengthen school systems and staff wellbeing to enhance coherence of practice.

- Lead and action deliverables from collaboration with Safe Guarding Kids (Senior Executive)
- Workshop with staff Blakehurst High Schools newly developed Behaviour Support Strategy
- Share with staff newly developed BHS attendance processes and guidelines
- Contribute to staff activities that promote staff wellbeing and staffs' capacity to function well and effectively (Staff Wellbeing Team)
- Engage in PL through *Cut Through Coaching* twice a Term.
- Staff - *Time to Thrive*
- Executive - *Habits of Leadership*
- Early Careers Teachers - *Thrive in your First Five*
- Collaboratively develop a staff code that mirrors the school values and student expectations value statements

Increased Leadership Capacity in Staff

Foster and strengthen school systems and staff wellbeing to enhance coherence of practice.

- Lead and action deliverables from collaboration with Safe Guarding Kids (Senior Executive)
- Workshop with staff Blakehurst High Schools newly developed Behaviour Support Strategy
- Share with staff newly developed BHS attendance processes and guidelines
- Contribute to staff activities that promote staff wellbeing and staffs' capacity to function well and effectively (Staff Wellbeing Team)
- Engage in PL through *Cut Through Coaching* twice a

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:To what extent has school wide coherent systems led to:

a)a staffing body that demonstrates consistent high expectations?

b) positive respectful relationships.

Initiatives

Term.

- Staff - *Time to Thrive*
- Executive - *Habits of Leadership*
- Early Careers Teachers - *Thrive in your First Five*
- Collaboratively develop a staff code that mirrors the school values and student expectations value statements

Evaluation plan for this strategic direction

Data: The following data sources will be collected and analysed by relevant teachers leaders and teams: SCOUT data, staff and student attendance data

Analysis: Data is analysed and triangulated twice a term 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.