

Strategic Improvement Plan 2021-2024

Blacktown Boys High School 8244



School vision and context

School vision statement

Blacktown Boys High School will be a progressive, forward looking and challenging place of learning, reinforcing its proud traditions, extolling high standards and achieving exceptional academic outcomes. The school's focus will be a balanced, differentiated curriculum; giving students the skills necessary for lifelong inquiry and education. Parallel to the academic development of our students, the school will be heavily invested in their overall wellbeing, running dynamic programs and systems ensuring their physical, social and mental health and development. The school's focus on wellbeing and academic excellence will ensure core and elective courses accommodate a diverse group of learners with highly trained teachers, administrative and support staff acting as partners in the overall academic and social development of our students. Highly trained staff will ensure that students experience the latest pedagogies and methodologies utilizing the most recent technologies to support learning. Blacktown Boys High School will be at the forefront in establishing partnerships with universities, colleges and business ensuring our students are exposed to innovative and modern approaches to learning, problem solving and group and individual inquiry to prepare them for the challenges of the future.

School context

Blacktown Boys High School draws students from the local and Greater Western Sydney area catering for a culturally diverse, gender specific student population. The school serves an assorted group of students including a selective stream, gifted and talented group and an inclusive education unit consisting an IM class and two multi categorial classes from 2022. The school prides itself in its rich diversity, its differentiated teaching and its focus on the wellbeing of all its students.

The school celebrates Aboriginal culture and historical custodianship of the surrounding land. Buildings across the school are named after famous and influential Aboriginal leaders and the contributions of all Aboriginals of the past, the present and emerging are acknowledged and recognised during meetings and public assembly.

Blacktown Boys High School is focussed on the holistic development of the student ensuring that academic, cultural and sporting programs are complemented through a strong student wellbeing program, catering for the physical, social and mental development of the student. Ongoing positive links have been established with all major Sydney based universities and major businesses. These organisations combine to provide the school with academic, social and vocational mentoring and potential employment pathways. Identification of best practice and sharing of skills is fostered through membership of the Nirimba Learning Community. The 2020 Situational Analysis identified three strategic areas of focus from 2021. These are:

Strategic Direction 1: Student Growth and Attainment. The school's focus will be on improving literacy and numeracy from Years 7 to 12, utilising high leverage teaching strategies to advance skill and understanding across all subject areas. Summative and formative assessment will be embedded into practice. Instructional methodology and strategy will be the focus of faculty and staff professional learning. The outcome will be a culture of high expectation, individualised student support and curricular alignment within a Quality Teaching Framework.

Strategic Direction 2: Wellbeing, Engagement and Belonging at Blacktown Boys High School. The school will focus on students, connecting, thriving and succeeding at school. School wellbeing will be mapped and the wellbeing team redeployed and strengthened. The schools' transition system and links to post school destinations will be evaluated as will its PBL program, its organisational structures and staff professional learning. The ongoing collection of various data sources such as 'Tell Them from Me' will be utilised as a guide.

Strategic Direction 3: High Quality Teaching and Learning. Individual and collective professional learning activities aimed at lifting quality and expertise in the delivery of learning material to all students will be the focus of High Impact Professional Learning at Blacktown Boys High School. The latest evidence and practice will be applied to embed skills in differentiated teaching, to reinforce the quality teaching framework and address effective feedback and use of data to update practice. Professional dialogue and observations will support a path towards a quality teaching environment.

Strategic Direction 1: Student growth and attainment

Purpose

To support achievement and academic success inclusive of all students, by ensuring students continually improve their literacy and numeracy skills.

Improvement measures

Target year: 2023

A net growth of 5.5% in students achieving expected growth in NAPLAN numeracy

Target year: 2022

A net growth of 2.2% in NAPLAN Numeracy for Year 9 students, as measured by growth in top 2 bands.

Target year: 2023

A net growth of 3.2% in students achieving expected growth in NAPLAN reading

Target year: 2022

A net growth of 5.2% in NAPLAN Reading for Year 9 students, as measured by growth in top 2 bands.

Target year: 2022

An increase of 4.1% of students achieving HSC course results in the top 2 bands

Target year: 2022

An increase of 6.9% of students achieving HSC course results in the top 3 bands

Target year: 2024

The school moves from delivering towards excelling in the 'Literacy and Numeracy Focus' theme of the Professional Standards element in the School Excellence Framework Teaching Domain.

Initiatives

Explicit and Targeted Numeracy Teaching

- A Numeracy team will be created to analyse data and lead and develop staff in the implementation of targeted programs and use of Numeracy Progressions, to track and guide student development.
- Comprehensive assessment of all students in Year 7 to address student numeracy needs and inform classroom practice.
- Explicit teaching of numeracy is embedded into teaching programs and monitored in faculty review.
- Formative assessment and targeted feedback informs teaching and learning.

Explicit and Targeted Literacy Teaching

- The Literacy team will analyse data and lead and develop staff in the implementation of targeted programs and use of Literacy Progressions, to track and guide student development.
- Formative assessment and targeted feedback will inform teaching and learning.
- Engage the local community in reading programs.
- Professional learning to further support EAL/D learners.

Stage 6 Attainment

- Capacity building for teachers to enable explicit teaching of high level literacy and numeracy strategies in all subject areas.
- School wide use of RAP and other data to inform programming, assessment for learning, assessment as learning and assessment of learning.
- Implement a continuers program for transition from Stage 5 into Stage 6.
- Develop strategies to engage parents and community members in establishing a school wide culture of high expectations for learning.

Success criteria for this strategic direction

- Staff are using Numeracy and Literacy Progressions to plan teaching and guide classroom practice.
- Teachers understand and explicitly teach literacy and numeracy to students with success measured by demonstrated improvement in student progress and achievement data.
- Teachers use systematic and reliable assessment information to evaluate student learning and implement change in teaching that leads to measurable improvement.
- Staff use, analyse and apply data to guide teaching and learning, using resources such as PLAN2, Scout, RAP and internal measures.
- Students and parents are engaged in their learning and understand the learning pathways available to them as they proceed through Stage 6.

Evaluation plan for this strategic direction

Questions: What has been the impact of explicit and targeted teaching of numeracy and literacy? Are HSC results improving as a result of initiatives implemented?

Data: Data such as NAPLAN, RAP and student assessment scores can be utilised to determine if these initiatives were effective and/or successful. Additional data will provide further evidence, including staff, student and community surveys, participation rates in targeted programs, and quantitative evidence such as student work samples and teaching and learning programs.

Analysis: School leaders, classroom teachers and teams will regularly triangulate data to provide evidence about the effectiveness of improvement initiatives, measure success and inform future directions.

Implications: Rigorous evaluation of data will inform future directions and resourcing to ensure ongoing achievement of strategic direction improvement measures and student growth..

Strategic Direction 1: Student growth and attainment

Initiatives

- Facilitate teacher collaboration to implement the most effective strategies to improve teaching and learning and embed best practice teaching principles.

Strategic Direction 2: Wellbeing, Engagement and Belonging at BBHS

Purpose

To develop systems, policy and culture supporting the wellbeing of all school community members, ensuring connectedness and belonging; engaging students in their learning and promoting social and emotional skills.

Improvement measures

Target year: 2022

The proportion of students reporting increased expectations for Success, Advocacy, and Sense of Belonging at School will be uplifted to be above the lower bound system negotiated target.

Target year: 2022

The proportion of students attending >90% of the time will be uplifted by 5.1%.

Target year: 2024

The school moves from delivering towards an assessment of excelling in the 'planned approach to wellbeing' theme of the Wellbeing element in the School Excellence Framework Learning Domain.

Target year: 2024

The school moves from delivering towards an assessment of excelling in the 'Caring for Students' and 'Behaviour' themes of the Wellbeing element in the School Excellence Framework Learning Domain.

Initiatives

Develop a planned approach to wellbeing

- Redevelop the school wellbeing team, update wellbeing policy and implement processes to enable all students to connect, thrive and succeed at school.
- Map wellbeing programs across all Stages with ongoing evaluation against the School Excellence Framework (SEF) and Wellbeing Framework for Schools to ensure programs develop cognitive, physical, social and emotional learning.
- Implement professional learning to build the capacity of staff to deliver evidence based wellbeing policy that supports wellbeing of staff and students, promotes understanding of Wellbeing Policy and embeds wellbeing into all facets of the school community.

Ensure students, staff and community members are valued and cared for

- Implement effective support structures for student transitions at all stages of schooling and link to post school destinations. Continue to develop processes for transition from primary into secondary school including virtual orientation and implementation of online student and parent interviews.
- Implement new systems for student subject selection processes in Stage 5 and Stage 6 to ensure parents are actively engaged in the process and individual student needs are being catered for. Work with the career's adviser to enhance the opportunity for all students to be successful in obtaining goals for post school directions.
- Create a team of teachers to redevelop a Positive Behaviour for Learning approach to ensure expectations for behaviour are explicitly, consistently and supportively applied across the school.
- Enable staff to access high level professional development to strengthen their own wellbeing and ensure support structures are developed so staff wellbeing is optimised in a way they can better

Success criteria for this strategic direction

Wellbeing: The school has implemented evidence based change to whole school practices resulting in measurable improvement in wellbeing and engagement to support learning.

Students have regular opportunity to access an identified staff member for wellbeing advice and support.

Positive, respectful relationships between staff, students and parents promote student wellbeing and optimise opportunity for students to learn.

The school engages in strong collaboration between parents, students and the community that inform and support continuity of learning inclusive of all students at transition points.

Tell Them From Me (TTFM) survey results trend upwards and demonstrate improvement in Student Wellbeing. TTFM scores for Advocacy, Expectations for success and Belonging will improve and move towards NSW DoE state average or better.

Attendance: Student Attendance Data is trending upwards with the percentage of students attending >90% of the time increasing from 61.6% to equal or better the NSW DoE State Average.

Evaluation plan for this strategic direction

Questions: What impact has a restructured committee and redeveloped wellbeing policy had on wellbeing for all community members? Is there a clearly mapped wellbeing program across all stages? Have changes to student transitions resulted in improved parent and student engagement? Is student wellbeing effectively monitored, collected and used to develop wellbeing programs for students that meet student needs.

Data: Data sources such as staff, student and parent surveys, TTFM survey Results, SENTRAL attendance measures and other evidence can be collected by staff to inform ongoing strategic direction evaluation.

Strategic Direction 2: Wellbeing, Engagement and Belonging at BBHS

Initiatives

support students and meet their roles and responsibilities as teachers.

Effectively utilise wellbeing data to monitor student wellbeing, target specific areas of need for individuals and inform wellbeing initiatives.

Develop organisational structures so all students have regular opportunities to establish their own wellbeing goals; self-monitor their physical, cognitive and social wellbeing and seek support from an identified staff member.

Introduce student self monitoring (wellbeing data collection) system such as 'Forge' to enable students to monitor their own mental health and provide data for teachers to better meet individual student needs.

Evaluation plan for this strategic direction

Analysis: School leaders, classroom teachers and teams will regularly triangulate data to provide evidence about the effectiveness of improvement initiatives, measure success and inform future directions.

Implications: Rigorous evaluation of data will inform future directions and resourcing to ensure ongoing achievement of strategic direction improvement measures and student growth.

Strategic Direction 3: Deliver high quality teaching and learning, inclusive of all learners

Purpose

To ensure the learning needs of all students are met, in a consistently high quality teaching and learning environment. High impact professional learning focused on utilisation of evidence-based strategies will empower staff to design teaching and learning that is responsive to student needs.

Improvement measures

Target year: 2024

The school moves from sustaining and growing towards excelling in the 'Explicit Teaching' theme of the Effective Classroom Practice element in the School Excellence Framework Teaching domain.

Target year: 2024

The school moves from sustaining and growing towards excelling in the 'Feedback' theme of the Effective Classroom Practice element in the School Excellence Framework Teaching Domain.

Target year: 2024

The school moves from delivering towards sustaining and growing in the theme of 'Collaborative Practice and Feedback' in the Learning and Development element of the School Excellence Framework Teaching Domain.

Initiatives

High impact professional learning to improve classroom practice.

Professional learning activities to build the capacity of staff and empower them to meet the needs of all students by:

- Implementing evidence based strategies from CESE 'What Works Best' such as high expectations, explicit teaching and use of data to inform practice.
- Collaborative implementation of HPGE policy into classroom practice.
- Addressing additional student learning needs.
- Use of feedback to inform student learning.
- Differentiating curriculum and adjustments to support learning for individual students at different levels of achievement.
- Utilising student growth and attainment measures to improve literacy and numeracy.

Collaborative practice, shared expertise and innovative teaching

Teachers collaborate and implement school wide strategies to improve teaching and learning by:

- Participation in Quality Teaching Rounds (QTR) completed on a rotational basis.
- Provision of meeting time for cross curricular teams to share knowledge, evaluate and refine teaching practices.
- Expansion of Blacktown Unified Literacy Approach across all faculties.
- Expansion of the Literacy Writing Cycle across successive year groups.
- Developing teams to investigate implementation of project based learning, ALARM and Focus on Reading as strategies for student academic improvement.

Success criteria for this strategic direction

Quality Teaching Round observations indicate staff use a range of evidence-based teaching practices to optimise learning progress for all students across the full range of abilities.

Faculty programs and lesson observations indicate teachers are regularly reviewing learning, ensuring students clearly understand how to improve. Errors in student understanding are explicitly addressed and remedied.

Ongoing monitoring of faculty programs demonstrate staff are familiar with, and can apply, a number of evidence-based teaching strategies.

Staff encourage shared expertise within the school, across networks and there is a system to facilitate professional dialogue, collaboration, classroom observations, feedback, and modelling of effective practice (SEF Teaching Domain - Learning and Development: Collaborative practice and feedback)

Evaluation plan for this strategic direction

Questions: What has been the impact of using evidence-based teaching strategies in supporting the needs of all students? Has there been improvement in student attainment?

Data: External performance measures (NAPLAN, HSC); internal measures (Literacy and Numeracy progressions in PLAN2); teaching programs; lesson observations; student work samples and SEF assessment can be collected by staff to inform ongoing strategic direction evaluation.

Analysis: School leaders, classroom teachers and teams will regularly triangulate data to provide evidence about the effectiveness of improvement initiatives, measure success and inform future directions.

Implications: Rigorous evaluation of data will inform future directions and resourcing to ensure ongoing

Strategic Direction 3: Deliver high quality teaching and learning, inclusive of all learners

Evaluation plan for this strategic direction

achievement of strategic direction improvement measures and student growth..