

Strategic Improvement Plan 2021-2024

Bankstown Girls High School 8254



School vision and context

School vision statement

At BGHS we believe that transformational education is at the core of literate, numerate and creative learners who are resilient and have a strong sense of belonging. The provision for this will be delivered through dynamic, collaborative, expert staff who constantly strive for excellence

School context

Bankstown Girls High School is a comprehensive secondary school established in 1960, located in Sydney's South West. The student population of 520 girls is drawn from diverse cultural, religious and socio-economic backgrounds. While 98% of students have a non-English speaking background, 30% require some level of EAL/D (English as an additional language or dialect) support. Students participate in a wide range of learning experiences focusing on design thinking and inquiry based learning in the pursuit of academic improvement and excellence.

The school's teaching staff are highly experienced and committed to a focused approach to school excellence. The staffing entitlement in 2020 was 49 teaching staff and 8 non-teaching staff. The executive staff has been consistent with extensive leadership experience. Early career teachers make up 25% of our staff.

The school flourishes under the support of its culturally and linguistically diverse community. We have also fostered strong partnerships with local primary schools, universities, cultural institutions, businesses and community groups. Students represent the school across the metropolitan area in music and a wide range of sporting activities, with regional representation.

Through our situational analysis, we have identified future focus areas of evidence based practice, structured and integrated wellbeing frameworks and the strengthening of school - community conduits.

The majority of the school's equity funding will be used to support initiatives developed in the 2021-2024 Strategic Improvement Plan. Some funds will be used to support other activities not embedded in this plan.

Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in the process will be essential for success.

This plan was developed in consultation with the whole school community.

Strategic Direction 1: Student growth and attainment

Purpose

Improve student learning outcomes in literacy, numeracy and Higher School Certificate.

Improvement measures

Target year: 2022

Reading

Uplift of 4.9% of students achieving in the top 2 bands in NAPLAN Reading.

Target year: 2022

Numeracy

Uplift of 4.39% of students achieving in the top 2 bands in NAPLAN Numeracy..

Target year: 2023

Expected growth

Uplift of 3.75% of students achieving greater than Expected Growth in NAPLAN Reading.

Target year: 2023

Expected growth

Uplift of 3.0% of students achieving greater than Expected Growth in NAPLAN Numeracy.

Target year: 2022

Higher School Certificate

Uplift of 4.37% of students achieving in the top 2 bands in the Higher School Certificate..

Target year: 2024

Higher School Certificate

Initiatives

Reading

Explicit embedding of literacy skills in all teaching programming.

Explicit and targeted approach to Professional Learning which is specifically aligned to Strategic Direction 1.

Develop a standardised / structured approach to the collation of data and evidence.

Numeracy

Explicit embedding of numeracy skills in all teaching programming.

Explicit and targeted approach to Professional Learning which is specifically aligned to Strategic Direction 1.

Develop a standardised / structured approach to the collation of data and evidence.

Higher School Certificate

Explicit teaching of goal setting and management strategies to enhance HSC skills and results.

Formalised structured approach to monitor student engagement and progress.

Head Teachers to collate data and provide faculties/classroom teachers individual tracking of performance and student growth

Success criteria for this strategic direction

- Literacy and numeracy initiatives will be dynamic, showing comprehensive evidence of teaching practice that is consistent with the attainment of targets.
- Continuous tracking of student achievement.
- Teaching and learning programs ensure that students are challenged. Adjustments lead to improvement.
- A whole school approach to teaching and learning that employs evidence based practice.
- All teachers have a sound understanding of the data concepts used to analyse, interpret and extrapolate data to inform planning, modify teaching and identify interventions.

Evaluation plan for this strategic direction

Question:

1. To what extent have student learning outcomes improved in literacy and numeracy
2. To what extent is explicit teaching of Literacy and Numeracy embedded in teacher practice.
3. To what extent are executives and classroom teachers using data to inform classroom practice

Data:

A combination of:-internal assessment (pre and post testing)-external assessment (NAPLAN, Check point)-faculty programs Lesson observations-other

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring on a regular basis.

Strategic Direction 1: Student growth and attainment

Improvement measures

100% of students meeting minimum standards

Target year: 2024

Improved student outcomes as measured by internal school data.

Evaluation plan for this strategic direction

Annual the school will review progress towards the improvement measures.

Implications:

The findings of this analysis will inform:-Future actions-
Annual reporting on school progress measures

Strategic Direction 2: Engaged Learners

Purpose

To create a connected community of engaged learners that will enhance student wellbeing and a sense of belonging.

Improvement measures

Target year: 2022

Attendance

An uplift of 5.74% of students attending greater than 90% of the time attendance

Target Year 2024:

Internal measures show an increase in student attendance.

Target year: 2022

Wellbeing

An uplift of 2.7% of students demonstrating increased positive wellbeing.

Target Year 2024:

Internal measures show an improvement in student wellbeing.

Initiatives

Wellbeing Systems and Processes

To embed a culture of high expectations and support where students demonstrate a positive sense of belonging and responsible citizenship.

- Establish new House system to promote a whole school approach to enhance student belonging
- Evaluate existing systems and processes that target attendance
- Employment of SSO to support students and enhance student engagement
- Embed a structured process to monitor students at risk through the development of Individualised Learning Plans.

Engagement

Ensure that all students feel engaged and connected to the learning environment and school community through;

- Strengthening the relationship with the school and parents/carers through effective communication.
- Re-launching PBL across the whole school
- Embedding of new and current wellbeing programs within the school

Success criteria for this strategic direction

The school implements evidence based targeted programs to improve student wellbeing and belonging.

Positive, respectful relationships are built through the new House system.

Optimum conditions for student learning across the whole school is supported through student wellbeing.

There is school - wide, collective responsibility for students learning and success.

All students have regular opportunities to meet with an identified staff member who can provide and assist students to reach their full potential

Evaluation plan for this strategic direction

Question:

1. To what extent have we achieved our purpose and can demonstrate impact and improvement in student wellbeing,
2. To what extent have the processes, procedures and programs improved student attendance

Data:

TTFM, Attendance data, Sentral data (suspensions, Levels, uniform and Positive data)

Pre and post survey

Community group interviews

Targeted program data (external)

Retention and transition data

Post school destination data

Participation data

Strategic Direction 2: Engaged Learners

Evaluation plan for this strategic direction

Analysis:

Ongoing analysis and evaluation throughout the year and final evaluation to reflect, refine and review strategies and programs. Analysis will be embedded within the initiatives through process and implementation monitoring.

Implications:

The findings of the evaluation will inform future directions and annual reporting on school progress measures.

Strategic Direction 3: Teaching excellence

Purpose

To drive improved student learning outcomes through transformative educational practices.

Improvement measures

Target year: 2024

Increased proportion of staff delivering effective feedback to support learning indicated on internal measures. from 2023.

Target year: 2024

An increased capacity of staff to utilise, use and analyse assessment data to inform practice as measured on internal data.

Target year: 2024

Internal measures indicate student improvement in applying creative thinking and problem solving skills in context.

Initiatives

Teaching Excellence through Assessment & Feedback

Feedback

The school is committed to developing effective feedback practices that empower student growth through a clear understanding of their skills and knowledge as learners that caters for students at all ability levels.

- Incorporate lesson observation and feedback into regular teacher practice using the triangulation process.
- Whole-school Professional learning on mechanisms of feedback
- Establish a structured classroom process of effective feedback that requires student reflection and application to new situations / tasks.

Assessment

The school is committed to developing high quality assessment programs that challenge and engage students regardless of ability.

- Establish consistency in assessments across all faculties
- Develop consistent and rigorous assessment practices across the school.
- Refine the processes to strengthen consistent judgement through the collaborative analysis of student work samples.
- Review teaching and learning programs to cater for differentiation and adjustment

Teacher Excellence through Innovation

A whole school STEAM initiative that focuses on building creative and critical thinking and problem solving skills across all KLA's culminating and a STEAM Expo.

Success criteria for this strategic direction

Teachers are skilled at explicit teaching techniques such as questioning and assessing to identify student learning needs. .

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities.

The learning goals for students are informed by analysis of internal and external student progress and achievement data

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation

Incorporate appropriate adjustments in teaching and learning programs to support student growth.

Teaching staff demonstrate and share their expertise within the school.

The school trials innovative practises and has processes in place to evaluate, refine and measure success.

Students and parents understand the assessment approaches used in the school and their benefits for learning

Feedback from students on their learning derived from assessments informs further teaching.

Evaluation plan for this strategic direction

Question:

Question:

1. to what extent have we increased staff capacity to deliver effective feedback to support student learning.

2. To what extent have we achieved our purpose and can demonstrate staff use of assessment data to inform

Strategic Direction 3: Teaching excellence

Initiatives

A whole school digital platform accessible by all KLA's focusing on literacy pedagogy

Collaborative Practice.

Staff engage with digital platform.

Sharing expertise

Building consistency across all KLA's in literacy and numeracy

Demonstrate depth and breadth of knowledge of differentiation.

Evaluation plan for this strategic direction

practice

2. To what extent have staff developed students skills in applying creative thinking and problem solving skills in different contexts.

Data:

TTFM, Attendance data

Pre and post survey

Internal data

External assessments (NAPLAN, VALID data)

Analysis:

Ongoing analysis and evaluation throughout the year and final evaluation to reflect, refine and review strategies and programs. Analysis will be embedded within the initiatives through process and implementation monitoring.

Implications:

The findings of the evaluation will inform future directions and annual reporting on school progress measures.