

# Strategic Improvement Plan 2021-2025

## Beverly Hills Girls High School 8255



# School vision and context

## School vision statement

We believe that women can do anything, and we will support every student to be somebody who thinks critically, engages with learning, and makes connections.

## School context

Beverly Hills Girls High School is a comprehensive high school of approximately 900 female students (7 - 12). A co-educational Intensive English Centre of 90 students is located on-site with some use of shared facilities. The school is a vibrant, dynamic and inclusive learning community that sets high expectations for individual student achievement, wellbeing and development, and for the professional growth and performance of staff. The school provides a safe, inclusive and harmonious learning environment, where individual talents are recognised and nurtured. Over 90% of students are of a language background other than English. The school was previously a Centre for Excellence on Improving Teacher Quality (2011 - 2013) and is currently a Professional Experience Hub School for UNSW undergraduate and postgraduate students (GTIL initiative). The School Improvement Plan (2021-2024) is centred on three aspirational strategic directions; Student Growth & Attainment, Professional Growth & Attainment and School Growth & Attainment. The school is moving toward contemporary learning which is accommodated with state of the art facilities. The Junior curriculum is delivered in a unitised, vertically integrated, semesterised system (ASPIRE) that allows for breadth of student choice, acceleration and enrichment units of study. Additional information can be found at <http://www.beverlyhillsgirlshigh.com>

Beverly Hills Girls High School's site is situated in Bidiagal country. The Bidiagal people are an Aboriginal Australian people whose traditional lands are in southern Sydney, in the region between the Cooks River, Wolli Creek and the Georges River to Salt Pan Creek, NSW. They are part of the Dharug language group, and there is debate as to whether the clan is part of the Dharug or Eora people. They would have spoken a variety of Dharug, one of the Yora languages.

The Bidiagal clan were the first Indigenous Australians to encounter the First Fleet. Led by Pemulwuy, the Bidjigal people resisted European colonisation from the First Fleet's arrival in 1788.

The Bidiagal population was an estimated 500 people at the time of the British arrival, making them one of the most densely populated areas prior to colonisation. The Bidiagal clan, like many of the Darug people, utilised their access to water for fishing, with fish being their main source of food. This includes Georges rivers, Cooks River, Salt Pan Creek, Wolli Creek and parts of the Hawkesbury River. This has resulted in different sea animals, including the whales and eels, being totemic, or culturally significant. The eel's migratory journey would be celebrated at the start of the eel's migration, or the 'running of the eels', with feasts and ceremonies. Archaeological evidence has also indicated different tools and weapons were used for hunting local wildlife on land, such as boomerangs.

Fire is of central importance to Bidiagal culture and practices. This includes Smoking Ceremonies, which are a means of communicating with the Fire Spirit. Smoking ceremonies are part of many Aboriginal and Torres Strait Islander clan's cultures and are a means of cleansing people and places of bad spirits to protect from the dangerous powers of spiritual beings.

# Strategic Direction 1: Student growth and attainment

## Purpose

To maximise student learning outcomes through high level curriculum delivery in an optimal learning environment.

## Improvement measures

### Reading growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for reading in Years 7, 8 and 9 for 2023 compared with Years 7,8 and 9 in 2022.

### Numeracy growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for numeracy in Years 7,8 and 9 for 2023 compared with Years 7,8 and 9 in 2022.

### HSC achievement - top 3 bands

Achieve by year: 2023

### HSC attainment

Improvement in the percentage of HSC course results in the top three bands through an uplift 3.3%.

### Wellbeing

Achieve by year: 2023

### Wellbeing

TTFM Wellbeing data (advocacy, belonging, expectations) increases to be through an uplift of 4.5%

### Attendance (>90%)

Achieve by year: 2023

### Attendance

Increase the percentage of students attending >90% of the time to be at or above the lower bound system-negotiated target through an uplift of 5.3%

## Initiatives

### Improving Reading and Numeracy.

1. Establish and embed a learning culture that focuses on the improvement of all students' reading & numeracy skills.
2. Implement quality teaching and learning practices that are evidence-informed, dynamic, and adaptive to reflect ongoing assessment and analysis of student progress in reading and numeracy.

### High Potential and the HSC

1. Establish and embed a learning culture that reflects the High Potential Gifted Education strategies and supports students to reach their potential.
2. Implement quality teaching and learning practices that support stage 6 students to achieve high levels of value-adding in the HSC..

### Connect, Succeed & Thrive Program

- Embed a wellbeing framework and whole-school approach to student wellbeing and engagement where there is a collective responsibility for student learning and success. This will include:
- Implementation of practices to monitor, analyse, and evaluate student behaviour, attendance, wellbeing, learning, and engagement data.
- Establish whole school wellbeing programs and processes which foster positive wellbeing, increased level of advocacy, and a heightened sense of belonging.
- Design and Implementation of attendance strategy

## Success criteria for this strategic direction

Teaching and Learning programs are dynamic, showing evidence of revision based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

Most students achieve in the top two bands for NAPLAN reading and numeracy and in the HSC. The school has identified what growth is expected and students are achieving higher than expected growth on internal school progress and achievement data

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

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.

## 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 the areas of reading, numeracy, HSC results, attendance, and a sense of belonging.

Data sources will include:

- Internal assessment eg Sentral Wellbeing & attendance data
- External assessment, e.g. NAPLAN/HSC
- Internal and External Surveys eg: Tell Them From Me
- Observation, Focus Group, and Interviews
- Student voice

Document Analysis: Ongoing analysis will measure the success of initiatives and identify areas for improvement or modification.

Improvement: The findings of the analysis will inform on

# Strategic Direction 1: Student growth and attainment

## Improvement measures

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### **NAPLAN top 2 bands - Reading**

Achieve by year: 2022

An uplift of 6.1% of students achieve in the top two bands in NAPLAN reading.

### **NAPLAN top 2 bands - Numeracy**

Achieve by year: 2022

An uplift of 4.8% of students achieving in the top two bands of NAPLAN in numeracy.

## Evaluation plan for this strategic direction

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changes and adjustments to the initiative, future directions and focus and budget allocation

## Strategic Direction 2: Professional growth and attainment

### Purpose

To build teacher capacity and support continued professional growth, which will enhance high level curriculum delivery

### Improvement measures

Achieve by year: 2025

HIGH IMPACT PROFESSIONAL LEARNING Program (HIPL)

- Teaching in the school reflects best practice in areas of student management, the teaching of literacy and numeracy, and support of high potential students

Achieve by year: 2025

Teacher Development Program

- All teaching staff are using the APTS to inform their accreditation, PDPs and improve their classroom practice
- All teaching staff are proficient in the use of data analysis to improve teaching practice
- A culture of professional collaboration and sharing of staff expertise is established

### Initiatives

#### High Impact Professional Learning Program (HIPLP)

1. Develop and support a comprehensive and ongoing staff professional learning program to build teacher capacity to create high quality learning experiences for every student
2. Equip all teaching staff to promote student growth and attainment, notably in literacy and numeracy, high potential learning, and choice theory.

#### Teacher Development Program

1. Develop explicit systems for the monitoring of the accreditation of all staff, supporting the use of the Australian Professional Standards for Teachers to identify and monitor areas for improvement
2. Embed programs to facilitate professional dialogue, collaboration and the sharing of staff expertise
3. Support of staff to pursue higher levels of accreditation
4. Develop staff expertise in data analysis to inform planning and practice

### Success criteria for this strategic direction

The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning to support the learning of students in numeracy, reading and support of High Potential learning

The leadership team maintains a focus on evidence-based teaching and the use of data to inform teaching practices so that every student makes measurable learning progress and gaps in student achievement decrease.

PDPs are supported by a whole school approach to developing professional practice resulting in a high performing teaching staff as measured against the Australian Professional Standards. PDPs are used to identify and monitor specific areas for development or continual improvement of teaching practice, resulting in improved student performance.

The school monitors the accreditation status of all staff, encourages the pursuit of higher levels of accreditation and teachers use the Australian Professional Standards.

### Evaluation plan for this strategic direction

**Question:** How has the delivery of HIPLP led to a school wide improvement in teaching practice, student learning and achievement? To what extent are teachers using the PDP process, informed by the Australian Professional standards, to monitor and inform their professional development? What sort of systems has the school developed to effectively monitor and support the professional development of all staff.

**Data:** NAPLAN and HSC data, PDP evaluations, PL evaluations, PL and Accreditation data, classroom observations, staff/student surveys, People Matter and Tell Them From Me data

**Analysis:** Team will meet to analyse the data to determine the extent to which the purpose has been achieved

## Strategic Direction 2: Professional growth and attainment

### Evaluation plan for this strategic direction

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**Identify:** Where do we go from here? Future directions and next steps will be determined from the analysis

## Strategic Direction 3: School growth and attainment

### Purpose

To ensure learning opportunities are meaningful, challenging, and connected, we will strengthen engagement within the school community through the improvement of the virtual and physical school environments.

### Improvement measures

Achieve by year: 2025

- Teaching and learning programs across the school show evidence of teaching practices targeted at increasing student engagement

Achieve by year: 2025

- Communication between the school and its community is recognised as excellent and responsive through increased parent response data from Tell Them From Me Survey (TTFM).

Achieve by year: 2025

- The curriculum is enhanced by learning alliances with other schools and/or organisations.

### Initiatives

#### Contemporary School Program

1. Innovative and collaborative teaching practices are taking place in purpose-built and flexible teaching spaces.
2. Implementation of effective policies and procedures for greater school efficiency and efficacy.

#### Community Partnerships Program

- Sentral portals and social media platforms provide effective communication between the school and staff, students and parents.
- Online communication platforms to access information and teaching staff are engaging with parents regarding the academic progress of students
- Opportunities to build learning alliances with a range of community organisations are explored and developed

### Success criteria for this strategic direction

- The leadership team takes a creative approach to the use of the physical environment to ensure that it optimises learning, within the constraints of the school design and setting.
- Technology that supports learning is available and expertly integrated into lessons by teachers. Administrative staff are expert users of available technology and systems
- The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence.

### Evaluation plan for this strategic direction

Question: How has the introduction of future-focused physical and online learning spaces increased the engagement of the school community.? What has been the impact of the future-focused program? What school-wide practices been developed to support the implementation of the program?

Data: Teaching programs, classroom observations, staff/student surveys, TTFM data

Analysis: Analyse the data to determine the extent to which the purpose has been achieved

Impact: Where do we go from here? Future directions and next steps