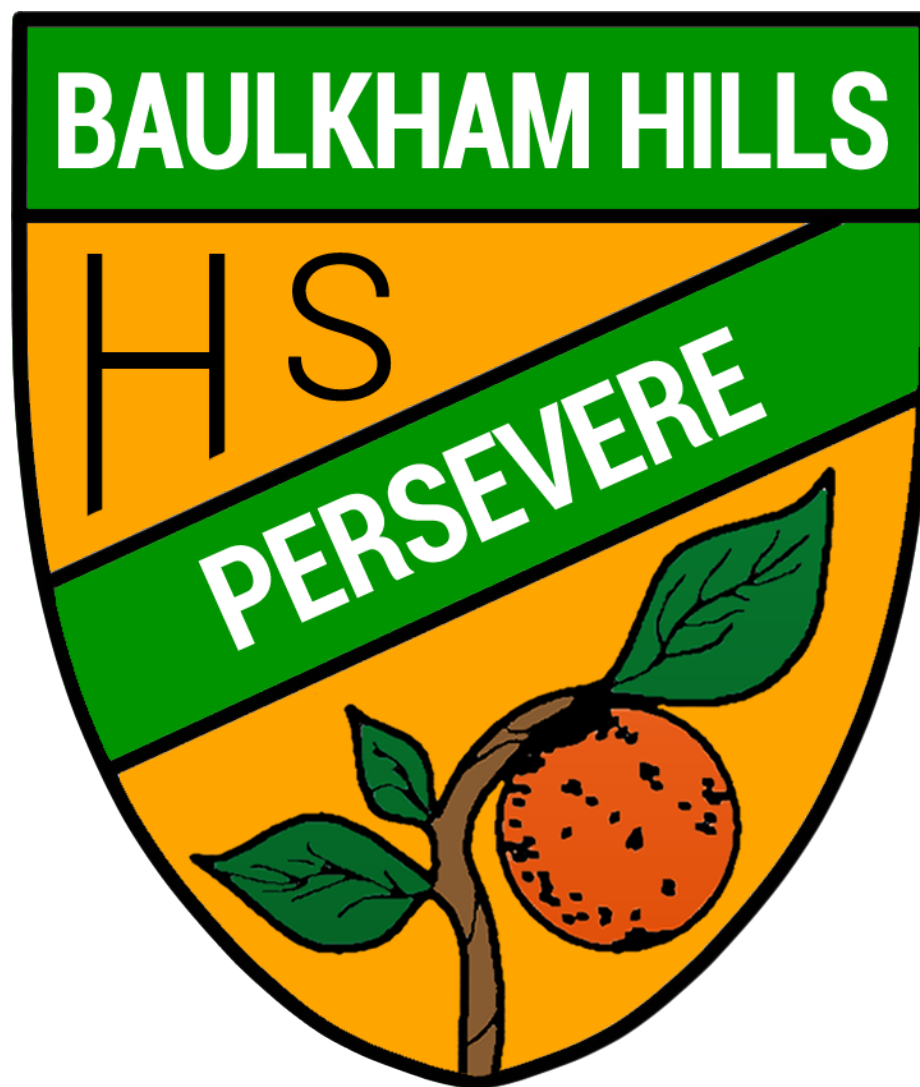# Strategic Improvement Plan 2021-2025

Baulkham Hills High School 8464

School vision and context

School vision statement

Baulkham Hills High School is a diverse and inclusive learning community where students are supported and challenged to develop their talent to the highest level. Our students are provided opportunities to be extended beyond their current level of mastery in the curriculum. Differentiated practice is implemented to cater for each individual student's educational needs.

Quality teaching strategies, including high expectations and explicit teaching, are used to ensure that every student and every teacher will be challenged to continue to learn and improve their performance every year.

Our school is focused on building the individual and collective wellbeing of the whole Baulkham Hills High community through a climate of care and positivity. Our dynamic wellbeing programs are integrated across the school to enable students to connect, succeed, thrive and become active members of the community.

School context

Baulkham Hills High School is an academically selective, co-educational, secondary school located in the north-west of Greater Sydney. The student population is maintained at over 1200, including a Support Unit which has six classes composed of four classes of students with a mild or moderate disability and two classes of students with autism. Our school community is culturally and linguistically diverse. 96% of our students have a speaking background that is not English, and 2 students identify as having an Aboriginal background.

Our school's staffing entitlement is approximately 85 teaching staff and 20 non-teaching staff. Our Executive team comprises 13 head teachers. There is a turnover of approximately 8% of staff each year.

Students participate in a wide range of learning experiences focusing on high potential and gifted education and talent development in the pursuit of academic improvement and excellence. We enjoy the strong support of our culturally and linguistically diverse community. We have fostered strong partnerships with universities and community groups. Our P & C has a high-profile role. This is exemplified by their leadership of the school's annual Multicultural Night and Annual Working Bees, and their proactive assistance to and support of the staff of our school.

There is a strong focus on co-curricular activities. Our students are encouraged to participate in a range of experiences to assist them in becoming well-rounded members of the community. Students represent the school in a broad range of areas including creative and performing arts, cadets, leadership, academic, public speaking and sport. This representation takes place at regional, state, national and international levels.

A comprehensive situational analysis has been conducted which resulted in the development of the 2021-2024 Strategic Improvement Plan, both of which involved authentic consultation with students, staff, parents and carers.

Baulkham Hills High School is committed to improving student learning outcomes, particularly in the area of **literacy**. Targeted professional learning, **data use**, interpretation, extrapolation and monitoring of student progress and reflection upon teaching pedagogy will further assist staff in supporting student literacy. This will ensure that literacy levels will be further enhanced.

Our school is committed to research-based, whole school approaches to the refinement of **effective teaching** through staff professional learning. Teaching and learning programs will continue to focus on evidenced-based teaching practices. This will ensure ongoing student engagement, progress and achievement.

Further development of teaching pedagogy to align with the **High Potential and Gifted Education** policy will enable staff to enhance their teaching practices. Staff will use data and assessment flexibly and responsively as an integral part of daily classroom instruction, and analyse student progress and achievement data to respond to trends in student achievement at an individual, group and whole school level.

School vision and context

School vision statement

School context

Planning for **learning and wellbeing** is informed by the use of reliable, holistic data about student wellbeing and learning needs. Students are actively connected to their learning through meaningful, engaging and rewarding personalised learning experiences. Evidence-based, dynamic, wellbeing programs are integrated into whole school practice to ensure optimal conditions in creating a supportive learning environment.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure that students maximise their learning outcomes through research-informed, highly effective teaching practices. Professional learning will focus upon evidence-based strategies to build teacher capacity and student literacy.

Improvement measures

HSC achievement - top 2 bands
Achieve by year: 2023

HSC Achievement - Uplift the percentage of HSC students course results in the top two bands to be at or above the lower bound system negotiated target.

Reading growth
Achieve by year: 2023

Expected growth - Reading

An increase in Check-in Assessment mean scaled score for reading in Year 8 for Term 4 2023 compared with Year 8 in Term 2 2022.

Numeracy growth
Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for numeracy in Year 8 for Term 4 2023 compared with Year 8 in Term 2 2022.

Initiatives

Highly Effective Teaching Practices

Professional learning focused on refining classroom practice, and its impact on the quality of teaching and student learning outcomes is evaluated.

- Embed teacher collaboration as common practice through research-based practices and sharing of skills and experiences. It will draw on the collective expertise of teachers to increase the pedagogical skills of all staff.

- Deliver high impact professional learning for refining and enhancing KLA teaching and implementation, with a particular focus on explicit teaching strategies and the provision of effective feedback to support improved student learning outcomes.

- Professional learning to support students with autism and in teaching students with challenging behaviours.

- Targeted professional learning for staff working with students with disabilities in the areas of explicit teaching and differentiation.

- Build the BHHS Teams program to further ensure student needs are driving professional learning.

- Research and development of 'quality teaching round' style professional learning.

- Strengthen collaborative support for teacher performance development, cross-faculty collaborations and evidence-based programs guided by the School Excellence Framework.

- The cultural identity of every Aboriginal student at BHHS is maintained to ensure their cultural needs are met.

Literacy

The school will implement evidence-based strategies to upskill teaching staff and support the improvement of student literacy skills. Analysis of check-in data reveals 'comprehension' as a key area of student need.

The whole school literacy strategy will include

Success criteria for this strategic direction

Teachers clearly understand, develop and apply a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.

Every Aboriginal student has a comprehensive and responsive PLP that is collaboratively developed with the student, school and parent or carer.

Teachers collaborate to share curriculum knowledge, data, feedback and other information about student progress and achievement which meet the learning needs of all students.

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school-wide improvement in teaching practice and student results.

Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modeled, and students' learning improvement is monitored, demonstrating growth.

The learning goals for students are informed by analysis of internal and external student progress and achievement data to enable improved learning outcomes.

Regular faculty and whole school meetings review and analyse student performance data against system negotiated targets. Plans are implemented that will have the greatest impact on student growth.

Evaluation plan for this strategic direction

Question - To what extent have we implemented **Highly Effective Teaching Practices**? Has this achieved our purpose? Can we demonstrate impact and improvement of student outcomes? Has **Literacy** data improved?

Strategic Direction 1: Student growth and attainment

Initiatives

development of targeted vocabulary instruction, reading of academic texts, and the breaking down of complex writing tasks. Examples of programs to be implemented include

- Whole school writing strategy.
- Handwriting lessons for students.
- Student-led study sessions.
- Enrichment classes in Mathematics, English & Science.
- Targeted analysis of literacy data.

Evaluation plan for this strategic direction

Data - We will use a combination of data sources. These may include:

- Internal assessment
- External assessment e.g NAPLAN, HSC, VALID, Check in data
- Data analysis through literacy progressions, into Stage 6 analysis (RAP, Scout)
- TTFM - Social-Emotional / Academic / Drivers of Student Outcomes/
- Student work samples
- Focus groups
- Observations
- IEP and review meetings
- Teaching programs embedding targeted literacy and numeracy strategies
- Learning Support team - pre and post intervention data

Analysis of data will be embedded within the initiatives through progress and implementation monitoring.

Implications - The findings of the analysis will inform:

- Future actions
- Annual reporting on school progress measures (published in the annual report, in the newsletter and on the school website throughout the year).

Strategic Direction 2: Quality Classroom Practice

Purpose

The BHHS situational analysis identified the need to refine and enhance teacher practice to support high potential and gifted students and students with learning needs. Our teachers will evaluate their effectiveness and reflectively adapt their practices through high quality, targeted professional learning and the use of data to inform their own teaching and learning.

Improvement measures

Achieve by year: 2022

The number of teaching staff completing qualifications in the **UNSW mini-CoGE** course is increased to 25%.

Achieve by year: 2025

All teaching staff implement the 8 themes of the **What Works Best: 2020 Update** into classroom practice to support school improvement and enhance learning activities.

Achieve by year: 2022

All staff complete professional learning in **HP & G Education Policy canape series - guiding principals.**

Achieve by year: 2025

Staff knowledge, confidence and use of software tools (including SCOUT and SENTRAL) to analyse and effectively use data increases (how to measure?).

Initiatives

High Potential and Gifted Education

This initiative will promote engagement and challenge for every student in our school across intellectual, creative, social-emotional and physical domains. It will support every student to achieve their educational potential, through talent development opportunities and differentiated teaching and learning practices to ensure that their specific learning and wellbeing needs are met.

Staff will develop a deep understanding, the ability to assess and identify students' needs, and effectively implement principles and strategies of the High Potential and Gifted Education Policy.

Teachers will learn and implement strategies and principles of Hattie's Visible Learning to support this initiative. They will understand their enhanced role as they become evaluators of their own teaching.

Evidence Informed Teacher Practice

Build teacher capabilities to ensure data collection is used to differentiate curriculum, inform teaching and provide feedback to students so that learning is maximised for all.

- School assessment data is used to inform teaching practice and future programming.
- Refine and increase systems and professional capacity for analysis of HSC (RAP) data to identify and monitor improvement measures and to target areas as needed.
- Establish a Data Team to lead high impact professional learning including data literacy and data analysis, with a focus on data sources including NAPLAN, VALID, Check in, PAT, etc.
- High impact professional learning to support all teachers to use and understand progressions in relation to reading comprehension and vocabulary development in each subject.
- Use of EAL/D mentor to provide targeted support for classroom teachers to enhance understanding and

Success criteria for this strategic direction

All teachers have a sound understanding of student assessment and data concepts (e.g. causality, bias). They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.

School leaders use systematic and reliable assessment information to continually evaluate student learning and implement changes that lead to significant, measurable improvement. Student progress and achievement data is used to identify strategic priorities, and develop and implement plans for success.

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

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

Programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning.

The school has a high performing teaching staff as measured against the Australian Professional Standards, whose capacities are continually built to ensure every student experiences high quality teaching.

All faculties embed reading comprehension strategies and explicit teaching of vocabulary in their lesson content.

Evaluation plan for this strategic direction

Question: What has been the impact of using **Evidence Informed Teacher Practice** on student performance? Do teachers collaborate to evaluate, reflect on and adapt practice? Has staff knowledge and skills increase in the support of **High Potential and Gifted** students?

Strategic Direction 2: Quality Classroom Practice

Initiatives

capacity to differentiate for EAL/D learners.

Evaluation plan for this strategic direction

Data: The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

- NAPLAN data
- Scout data
- Student work samples
- Literacy and numeracy
- Student PLPs
- Student focus groups
- SEF SaS
- TTFM data
- Faculty evaluations

Analysis: The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes.
- Executive team and whole staff reflective sessions.

Implications: Rigorous 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.

Strategic Direction 3: Connectedness

Purpose

To ensure that all our students, staff and community are able to connect, succeed, thrive and learn, there will be a planned approach to developing whole school wellbeing processes that support high levels of wellbeing and engagement.

Improvement measures

Attendance (>90%)
Achieve by year: 2023

Attendance - Proportion of students attending >90% of the time is uplifted by 2.8%.

Wellbeing
Achieve by year: 2023

Wellbeing - Proportion of students reporting

- Expectations for Success (trend increasing by 0.5% per annum)
- Advocacy (remains consistent or above the 5 year average), and
- Sense of Belonging at School (remains consistent or above the 5 year average).

Achieve by year: 2023

Student Wellbeing Data - Qualitative (case management) and quantitative (Sentral data and student surveys) uplifted by 8% from baseline totals, as well as appropriate referrals put into place.

Achieve by year: 2022

20% reduction of reported incidents of serious behavioural referrals as a result of Head Teacher Support pilot program (support students).

Initiatives

Supporting Student Wellbeing

Evidence-based strategies and programs are targeted to improve wellbeing and engagement to support learning.

Plan effective transition strategies which empower and support students to develop resilience and growth mindsets during periods of change.

Examples of programs include

- Implementation of targeted intervention programs based on student needs (for example Future Proofing Study and Top Blokes Program).
- School developed program for Stage 4 students (BHOPE), incorporating timetabled lessons to support student's mental health and wellbeing, study skills, and time management.

Head Teacher Support provides ongoing mentoring and coaching to build staff capacity to provide targeted support and early intervention for students.

The school has effective systems and practices to ensure access to Wellbeing/Counselling Team and external providers.

Student and staff wellbeing data collected and monitored and used to refine a whole school approach to learning and engagement.

Continued support of the Wellbeing Team through professional learning, the PDP process and the Case Management System.

IEPs are developed for all students with additional learning and wellbeing requirements to support individual learning needs.

Community Engagement

Engage families, parents and carers as key sources of support, information and guidance in the development of personalised learning and support planning for students

Success criteria for this strategic direction

The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfill their potential.

The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

There is school-wide, collective responsibility for student learning and success, which is shared by parents and students.

Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

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.

All students who self-refer receive access to appropriate student support services.

There are decreased referrals for students requiring support or intervention.

Each IEP will identify the goals, actions and measures of success that will result in continuous improvement for each student.

High functioning learning and support processes guide and assist teachers and parents in actively supporting students.

Evaluation plan for this strategic direction

Question: Have the school systems and processes for **enhancing and supporting student wellbeing** been successful? How do we know? Is the BHHS community engaged? How do we know?

Initiatives

who require accommodations and adjustments.

Strong systems are in place to engage and strengthen partnerships with families, parents, carers and community stakeholders, including Black Dog Institute, Beyond Blue and Elevate, to provide connections beyond the school gates and opportunities to learn together.

Develop opportunities for high potential and gifted students to develop their talent across a broad range of areas including

- intellectual,
- creative,
- social-emotional,
- physical.

Evaluation plan for this strategic direction

Data: These data sources will be collected and analysed

- Wellbeing Framework Self-assessment pre and post data
- Professional Development Plans
- Incident reports
- Suspension data
- Extra-curricular group data
- TTFM
- Student wellbeing
- Family satisfaction

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

Implications:

- What are the implications for our work?
- Future directions and next steps.
- Evaluate the success of programs to consider the impact for future years, and what other areas need to be addressed.