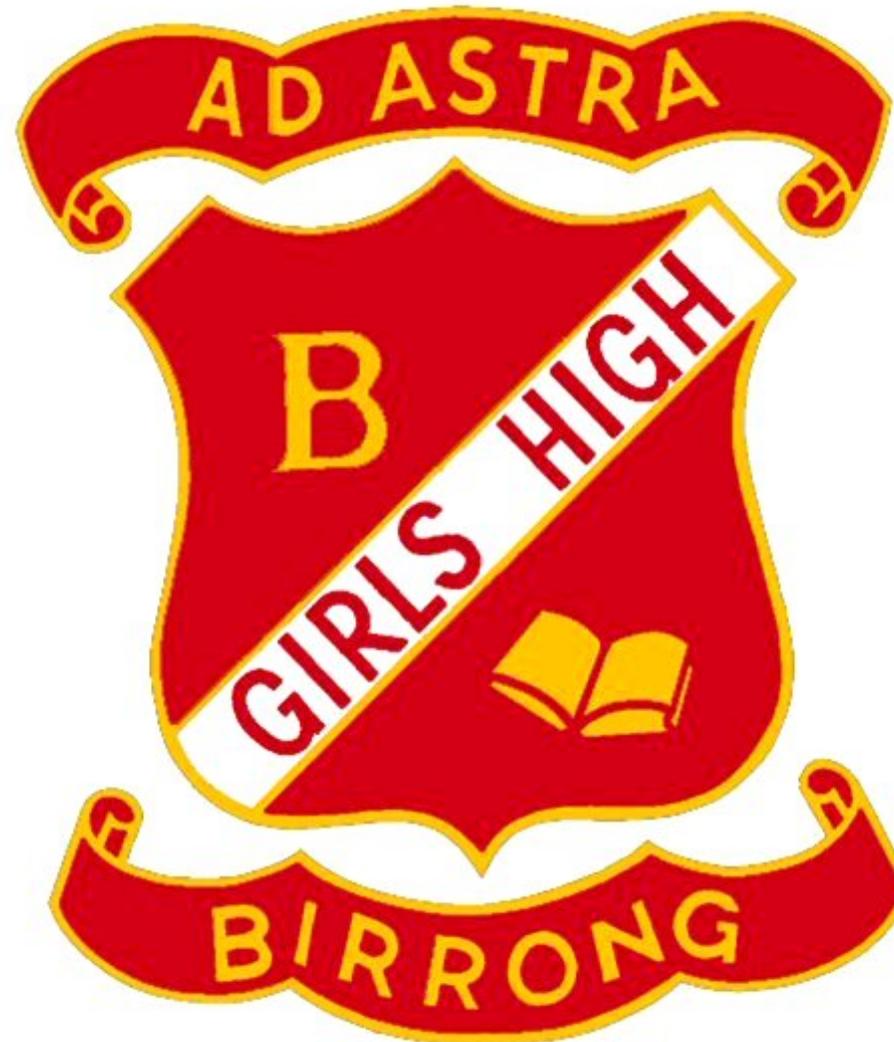


# Strategic Improvement Plan 2021-2024

## Birrong Girls High School 8854



# School vision and context

## School vision statement

Birrong Girls High School is a learning community that is passionate about delivering the highest quality education, providing breadth of exposure and developing deep knowledge and understanding in all its students.

The school's identified priorities, Student Growth and Attainment, Leading Teacher Quality and Connecting Communities and Securing Engagement, reflect and serve the complex and diverse needs of the students enrolled at the school.

The school's core values focus on the pursuit of excellence, equity, social justice and integrity. The school's staff model the work ethic, productivity and commitment that is expected of the students. There is a strong and active partnership between the school's key stakeholders to achieve the best outcomes for each individual student.

The school's core focus areas are reflected in the key learning platforms of Quality Teaching, Literacy, Numeracy, ALARM, Formative Assessment, STEAM, Wellbeing and Service Learning.

Birrong Girls High School has an embedded culture committed to whole school and individual student improvement. Open-door classrooms, an authentic commitment to quality teaching and DoE reforms are reflected in the explicit delivery of tailored initiatives across KLAs and stages.

## School context

Birrong Girls High School is a vibrant, comprehensive and multicultural girls' school established in 1957 and located in the south western suburbs of Sydney. 94% percent of the 860 girls enrolled in the school are from Language Backgrounds Other than English (LBOTE), comprising a diverse range of cultural backgrounds which represent 49 language groups. The majority of students are from Arabic, Vietnamese, Chinese and Turkish backgrounds. 2% of students have refugee status and less than 1% of students have an Aboriginal background. Immediately identifiable from annual Year 7 cohorts and reflective of the composition of our local community, students arrive with great variation in their literacy and numeracy skills. Contributing factors to this range and variation is the result of prior primary school experience; socio-economic status; language and cultural background; and ability level. The school's Index of Community Socio-Economic Advantage (ICSEA = 951) and the school's Family Occupation and Education Index (FOEI = 141) indicate significant socio-economic disadvantage in our school community. Our parents have high expectations for their daughters but require assistance with student learning and post-school pathways. The school provides significant support to address issues associated with socio-economic disadvantage. The school's motto, 'Ad Astra' (reaching for the stars), emphasises our high expectations for teaching and learning and the school has maintained a consistent focus on overcoming disadvantage by improving learning outcomes for girls. The dedicated staff drive a culture that has sustained high academic performance with emphasis placed on literacy, numeracy, citizenship, leadership and community involvement. The school values are the pursuit of personal excellence (Ad Astra); respect; responsibility; cooperation; understanding, tolerance and inclusion; and integrity. These values are firmly embedded in school culture, policies and practices and underpin the school's vision statement. They reflect the school's Code of Behaviour and will continue to support school culture in 2021-2024.

# Strategic Direction 1: Student growth and attainment

## Purpose

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Strategic Direction 1 focuses on key initiatives driving ongoing growth and improvement in individual student skill and capacity. BGHS recognises that within the diverse student community it serves, growth and attainment presents in a variety of forms and is committed to facilitating student success while it simultaneously responds to emerging needs. Student growth and attainment will be framed around guiding student work ethic, developing identified processes and practices to secure deep knowledge and understanding and responding to explicit feedback to achieve further success. The key initiatives within this strategic direction serve to enhance the established foundational programs delivered through the whole school learning platforms.

## Improvement measures

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### Target year: 2022

#### NAPLAN Target

Increase the number of Year 9 students achieving in the top two bands in Reading with an uplift of **4.8%** from baseline.

### Target year: 2022

#### NAPLAN Target

Increase the number of Year 9 students achieving in the top two bands in Numeracy with an uplift of **4%** from baseline.

### Target year: 2023

#### NAPLAN Target

Increase the number of Year 9 students achieving expected growth in Reading with an uplift of **2.9%** from baseline.

### Target year: 2023

#### NAPLAN Target

## Initiatives

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### Immersion Learning

Explicit interventions will be implemented to address skill deficiencies in identified students across stages and KLAs. These interventions include significant focus on Mathematics, Numeracy, Reading and Writing.

Immersion clinics will be made available to students in the core learning areas of Literacy and Numeracy for Stages 4 and 5. Immersion clinics will also be available in Mathematics (Stages 4-6), Writing (Stages 4-6) English (Stage 6) and other elective courses, established within the framework of the newly established Ad Astra Centre for Learning and Leading. Students will access intensive remediation and extension opportunities within this context, overseen by specialist teachers.

### BICEP Flex: Birrong Improves Core Educational Performance

The Bicep Flex (Birrong Improves Core Educational Performance) is an individualised support package for students in order to secure excellence in student outcomes. The targeted interventions draw from the multi-tiered support system and resources within the school in order to remediate, consolidate and enrich learning and performance outcomes.

## Success criteria for this strategic direction

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All staff are delivering high quality pedagogy in explicit literacy and numeracy strategies, designed to address individual student needs.

Students are engaged in remediation, developmental, consolidation and extension learning activities that are strategically scheduled, delivered and assessed.

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students and is committed to the pursuit of excellence.

The school's curriculum provision supports high expectations for student learning. The curriculum is enhanced by learning alliances with other schools, consultants and external agencies.

Teaching and learning programs across the school are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning.

Further momentum in explicit teaching and engagement strategies, continue to result in student growth, achievement and attainment across all stages.

All intensive, skills focused courses of study, measured by the Progress vs Achievement Tool, demonstrate impact of pedagogy and provide data that drives timely responses and adjustments to learning and teaching.

High leverage strategies drive engaging learning and teaching environments with a focus on driving student improvement.

## Evaluation plan for this strategic direction

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**To what extent have we delivered the intended pedagogy, programs and interventions to maximise student growth and attainment?**

Key focus areas for evaluation will be:

# Strategic Direction 1: Student growth and attainment

## Improvement measures

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Achieving expected growth in Numeracy with an uplift of **2.4%** from baseline.

## Evaluation plan for this strategic direction

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\*Literacy

\*Numeracy

\*Top 3 Bands in the HSC

**What data will we use to evaluate the progress of these improvement measures and targets?**

- Pre and Post Testing
- Progress vs Achievement Tool
- Formative Assessment
- Progressive Achievement Testing
- NAPLAN
- Best Start
- Check in Assessment
- Reduction in generation of Stage 5 and 6 Warning Letters
- Reduction in Band 1 and 2 performances in the HSC

**What are the consequent implications following the analysis and evaluation of this data?**

The Progress vs Achievement Tool will provide explicit measurement of targeted pedagogy, allowing for timely and ongoing adjustments to maximise the impact of identified and applied strategies within the teaching and learning environment.

Ongoing review of internal formative and summative assessment data resulting in timely responses and supports provided to individuals and groups within the HSC cohort will directly increase the proportion of students achieving within the top 3 bands.

# Strategic Direction 2: Leading Quality Teaching

## Purpose

The core purpose of the learning and teaching community is delivering a holistic approach to achieve excellence in growth and attainment outcomes for every student. Leading Quality Teaching will focus on whole school and targeted professional learning to enhance individual teachers and teams in their pedagogy and leadership of student growth, attainment and engagement.

## Improvement measures

### Target year: 2022

#### HSC Target

Increase the number of Year 12 students achieving in the top 2 bands in the HSC with an uplift of **2.4%** from baseline.

### Target year: 2022

#### HSC Target

Increase the number of Year 12 students achieving in the top 3 bands in the HSC with an uplift of **1.9%** from baseline.

### Target year: 2024

#### Explicit Behaviour Development

Increase in teacher observations of student engagement with an uplift of **20%** from baseline.

### Target year: 2024

#### Collaborative Efficacy

Increase collaborative efficacy within and across KLAs with an uplift of **20%** from baseline.

## Initiatives

### Effective classroom practice applying high leverage strategies

The delivery of explicit and individualised professional learning develops skill in the application of the University of Newcastle's research associated with the effective classroom teaching and assessment model aligned to the Quality Teaching Framework and high leverage strategies for student success across all stages.

### Explicit Behaviour Development

The design and implementation of systems and processes to ensure that all teachers engage in an immersive review, assessment and professional development process to launch an effective program that focuses on explicit development of positive behaviour in students. This launch responds to the DoE Behaviour Strategy and pending implementation procedure document.

### Team Leadership for Whole School Improvement in Collaborative Efficacy

Cross KLA teams will engage in collaborative professional learning. Teachers involved will design and implement pedagogy in Creative and Critical Thinking, Literacy, Numeracy, Mathematics and Writing.

## Success criteria for this strategic direction

Highly successful programs and initiatives are driven by embedded collaborative efficacy across KLAs and within the community of schools network.

Staff develop expertise in coding and designing quality assessments and applying HSC High Leverage Strategies to achieve student success.

Teachers clearly understand, develop and apply a full range of assessment strategies that reflect quality teaching practices.

Teachers use assessment data when determining teaching directions, monitoring and assessing progress and achievement.

The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels.

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.

Positive, respectful relationships are evident and widespread among students and staff.

All classrooms and other learning environments are well managed within a consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption. Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning.

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

## Strategic Direction 2: Leading Quality Teaching

### Evaluation plan for this strategic direction

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**To what extent have we supported staff with PL opportunities, action research and collaborative practice to sustain and build upon a culture of high expectations and consistent delivery of high quality pedagogy across the school?**

- Lesson Studies
- Lesson Observations
- Cross KLA rich tasks and assessments
- Teacher focus group feedback
- Teacher evaluation surveys

**What data will we use to evaluate the progress of these improvement measures and targets?**

- Progress vs Achievement Tool
- Formative assessment
- Student work samples
- Performance A testing
- Annual Faculty/Team Reviews

# Strategic Direction 3: Community connections and securing engagement

## Purpose

Birrong Girls High School values its partnership with key stakeholders are what enhance the teaching and learning opportunities, experiences and impact on their students.

The school values a positive and productive partnership with parents, in order to maximise the potential success of each child.

The school's partnerships with external stakeholders from the corporate sector, industry, the creative and performing arts sector and community service organisation draw direct connections between the work within the school and the capacity for broader impact now and in the future.

## Improvement measures

### Target year: 2022

#### Attendance

Increase the percentage of students attending 90% of the time or more with an uplift of **2%** from baseline.

### Target year: 2023

#### Wellbeing

Increase the number of students experiencing positive wellbeing with an uplift of **2.7%** from baseline.

### Target year: 2024

#### Parent Participation and Engagement

Increase parent engagement with an uplift of **15%** from baseline data established in 2021.

## Initiatives

### Whole School Wellbeing: The Resilience Project

The Resilience Project is a whole school wellbeing initiative. It embeds explicit teaching of resilience for staff and students as part of daily and weekly practice. It provides a common focus through GEM (Gratitude, Empathy and Mindfulness) that is complemented by common language and practice.

### Leadership and Wellbeing : Teen Brains Coaching

Teen Brains Coaching is a student-led leadership and wellbeing initiative. Self-selected students across stages 4-6 receive intensive training to support their peers in addressing issues and challenges that impact on their individual and collective wellbeing.

### Parent Partnerships and Engagement

Parent partnerships build capacity for inclusivity and serve the needs of the community. Parent information and workshops sessions are designed and implemented across the calendar year specifically to strengthen the interventions and support provided to and for students to improve their overall learning and wellbeing outcomes. A combination of day and evening sessions will be offered in order to maximise or target accessibility for our parent community.

Establishment and implementation of a formal P&C body that works in partnership with the school leadership team to support the strategic directions of the school and serve the school's community.

## Success criteria for this strategic direction

### Whole School Wellbeing and Student Engagement

The first phase of the Whole School Wellbeing Initiative is implemented to develop explicit skills in personal resilience for all community stakeholders through a primary focus on students and staff

- All students have a suite of skills to draw from that foster resilience
- All staff draw from the same suite of skills to foster and develop resilience in students and within themselves
- A culture of positivity promoting whole school wellbeing underpins whole school operations and interactions

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.

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.

### Parent Participation and Engagement

There is an established and sustained increase from 2021 baseline data in parent attendance at scheduled school events, Parent Information sessions and P&C meetings.

Parent partnerships demonstrate higher engagement levels through active participation in school events across the calendar year, attendance at Parent Information sessions and involvement in the P&C.

The school engages in strong collaborations between parents, students and the community that inform and

## Strategic Direction 3: Community connections and securing engagement

### Success criteria for this strategic direction

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support continuity of learning for all students at transition points, including highly mobile students and students with atypical enrolment.

### Evaluation plan for this strategic direction

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#### To what extent have we developed sustainable practices and skills in student and staff wellbeing?

Intensive evaluation will be conducted to assess the impact of the whole school wellbeing focus and program implementation. Data will be collected from a range of sources to triangulate the overall assessment of impact and determined the next steps to achieve further outcomes.

#### To what extent have we secured authentic and impactful parent engagement within the school?

The school community will be working towards impactful engagement that extends beyond parent presence. Feedback from key stakeholders will focus on how this engagement has shaped meaningful interactions, routines and activity between stakeholders to directly influence student learning in school and at home.

#### What data will we use to evaluate the progress of these improvement measures and targets?

- TTFM feedback
- Teen Brains survey data and actions research feedback
- The Resilience Project survey data
- Teen brains survey data
- Student focus groups on wellbeing
- Parent Information evaluation surveys
- 2021 baseline data comparison of active participation in P&C meetings, activities and relevant school activities