

Strategic Improvement Plan 2022-2026

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 utilising 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 of an IM class and two Multi Categorical 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 assemblies.

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, 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 and implementation of the High Performance and Gifted Education Policy (HPGE). 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, by ensuring students continually improve their literacy and numeracy skills.

Improvement measures

HSC achievement - top 2 bands

Achieve by year: 2023

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

HSC achievement - top 3 bands

Achieve by year: 2023

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

Numeracy growth

Achieve by year: 2023

An increased proportion of 2023 student cohort achieving the HSC Minimum Standard compared to 2022 and 2021.

Reading growth

Achieve by year: 2023

An increased proportion of 2023 student cohort achieving the HSC Minimum Standard compared to 2022 and 2021.

Using data to evaluate practices

Achieve by year: 2024

Staff are using data to evaluate literacy and numeracy practices, and their impact on student growth.

Initiatives

Explicit and Targeted Literacy Teaching

- Head Teacher English to lead school wide data driven literacy professional learning and implementation of evidence based literacy strategies into classroom practice to improve student learning outcomes.
- Comprehensive assessment of all students in Year 7 to identify student literacy needs and inform classroom practice.
- A Literacy team will lead and develop staff in the analysis of data and implementation of targeted programs, including EALD, with a school wide focus on and use of Literacy Progressions to track and guide student development.
- Capacity building for teachers to enable explicit teaching of high level literacy strategies in all subject areas.
- Explicit teaching of literacy, formative assessment and targeted feedback will be embedded in school wide classroom practice to inform teaching and learning of literacy.

Explicit and Targeted Numeracy Teaching

- Head Teacher Mathematics to lead school wide data driven numeracy professional learning and implementation of evidence based numeracy strategies into classroom practice to improve student learning outcomes.
- A Numeracy team will lead and develop staff in use of Numeracy Progressions, to track and guide student development.
- Comprehensive assessment of all students in Year 7 to identify student numeracy needs and inform classroom practice.
- Capacity building for teachers to enable explicit teaching of high level numeracy strategies in all subject areas.
- Explicit teaching of numeracy, formative assessment and targeted feedback will be embedded in school

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 Scout, RAP and internal measures.
- Students and parents understand the learning pathways available to 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

wide classroom practice to inform teaching and learning of numeracy.

Stage 6 Attainment

- School wide use of RAP and other data to inform programming, assessment for learning, assessment as learning and assessment of learning.
- Facilitate teacher professional learning and collaboration to support school improvement, understanding and use of best practice teaching principles to enhance learning outcomes for students.
- School wide focus on establishing high expectations for academic success.

Strategic Direction 2: Wellbeing, Engagement and Belonging at BBHS

Purpose

All students at Blacktown Boys High School will be known, valued and cared for.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

Increase the proportion of students attending >90% of the time.

Wellbeing

Achieve by year: 2023

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.

Achieve by year: 2026

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.

Achieve by year: 2026

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

A planned approach to wellbeing

- Wellbeing Team to evaluate Learn to Live Program to ensure opportunity for students to develop cognitive, spiritual, physical, social and emotional learning.
- Utilise the school's partnership with Real Schools to implement professional learning that builds the capacity of staff to deliver evidence-based wellbeing policy and build a strong relational culture.

Monitor student wellbeing to inform wellbeing initiatives.

- Student Support Officer engagement initiatives providing all students with regular opportunities to establish personal wellbeing goals; self-monitor their physical, cognitive and social wellbeing and understand how to seek support from an identified staff member or appropriate agency.
- Wellbeing Team to implement a student self-monitoring system to enable students to monitor their own mental health and provide data for teachers to better meet individual student needs.

Strengthen student transitions and community engagement.

- Actively engage parents and students at key transition points to support students in making informed choices for suitable educational pathways.
- Engage in strong collaborations with parents to support continuity of learning and promote opportunity for success beyond school.

Engage Primary Feeder Schools

- Head Teacher Science and Year 6 Adviser to collaborate with primary feeder schools to build student advocacy and increase student engagement as a part of successful transition to high school.

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

Evaluation plan for this strategic direction

Analysis: School leaders and teams will regularly triangulate data to provide evidence about the effectiveness of improvement initiatives and measure success.

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: Delivery of high quality teaching and learning.

Purpose

Establishment of Professional Learning Communities (PLCs) to lead delivery of evidence based, high quality teaching and learning that drives student improvement.

Improvement measures

Achieve by 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.

Achieve by 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.

Achieve by year: 2026

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

Achieve by year: 2026

Learning environments support the social-emotional development and Wellbeing of high potential and gifted students, to connect, succeed and thrive.

Achieve by year: 2026

Assessment and Data are routinely used to inform differentiated teaching and learning, whole school monitoring of student learning and whole school reporting.

Initiatives

Explicit Teaching and Feedback informs student learning.

- Develop a whole school approach that utilises explicit teaching and feedback to optimise learning progress for students.
- All staff to participate in professional development targeting explicit teaching and use of feedback to inform student learning.
- Ongoing evaluation of teaching practices ensure explicit teaching and feedback are used consistently across the school.

HPGE Policy Implementation

- Effective implementation of HPGE policy to enhance student learning.
- Implement HPGE Policy Evaluation and Planning Tool, to audit existing procedures, programs and practices.

Collaborative practice, shared expertise and innovative teaching

- Development of annual professional learning plan.
- Establishment of professional learning communities to lead professional development to build capacity of staff to implement evidence based quality teaching.
- Implementation of collaborative school teams to complete high level projects, share knowledge, evaluate and drive improvement of school wide initiatives.

Success criteria for this strategic direction

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 achievement of strategic direction improvement measures and student growth..