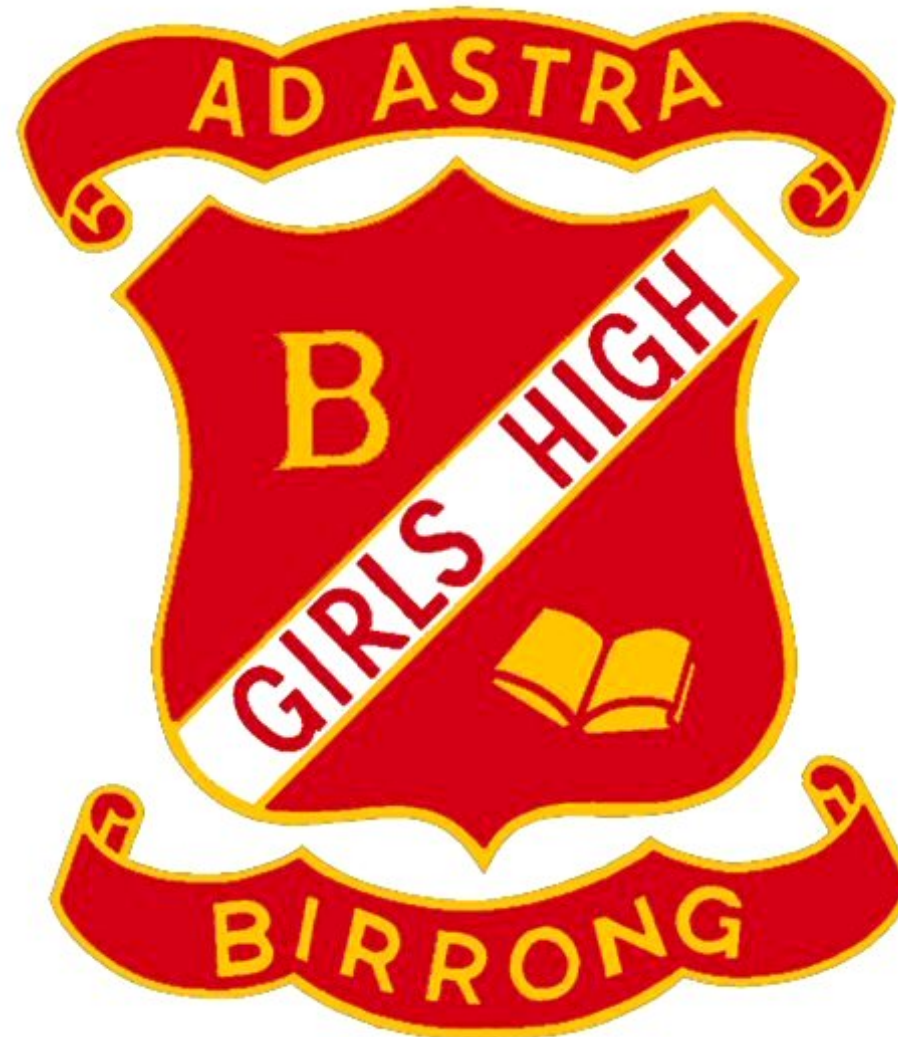


Strategic Improvement Plan 2023-2026

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 of its students.

The school's identified priorities, Student Growth and Attainment, Leading Quality Teaching, and Partnerships in Learning, 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 excellence in work ethic, productivity and commitment that is expected of our students. There is a strong and active partnership between the school's key stakeholders to achieve the best outcomes for every student.

The school's core focus areas are reflected in the key learning platforms of Literacy, Numeracy, ALARM, Quality Teaching, Formative Assessment and 21st Century Learning.

Birrong Girls High School has an embedded culture committed to whole school and individual student improvement. Open-door classrooms and an authentic commitment to quality teaching and NSW Department of Education priorities are reflected in the explicit delivery of tailored initiatives across all subjects and stages.

School context

Birrong Girls High School is a vibrant, comprehensive and multicultural girls' secondary school established in 1957 and located in the south-western suburbs of Sydney. Ninety five per cent (95%) of the 764 students enrolled in the school are from Language Backgrounds Other than English (LBOTE), comprising a diverse range of cultural backgrounds which represent 40 language groups. The majority of students are from Arabic, Vietnamese, Chinese and Turkish backgrounds. Two percent (2%) of students have refugee status and less than 1% of students have an Aboriginal or Torres Strait Islander background.

Students arrive in Year 7 with great variation in their literacy and numeracy skills. Contributing factors to this range include prior primary school experience; socio-economic status; language and cultural background; and achievement levels.

The school's Index of Community Socio-Economic Advantage (ICSEA = 948) and the school's Family Occupation and Education Index (FOEI = 148) indicate significant socio-economic disadvantage in the school community. The parents have high expectations for their children 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 (To 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 our students. 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; 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 2023-2026.

Strategic Direction 1: Student growth and attainment

Purpose

At Birrong Girls High School, we recognise that growth and attainment presents in a variety of forms within the diverse community we serve. The school is committed to facilitating student success while simultaneously responding 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 are built upon evidence-based models of targeted teaching. These strategies enhance the established foundational programs delivered through our whole school learning platforms.

Improvement measures

Reading growth

Achieve by year: 2023

An improved distribution of Stages 3 - 5 questions answered correctly in Check-In Assessment:

- Year 7, 2023 compared with Year 6, 2022
- Year 8, 2023 compared with Year 7, 2022
- Year 9, 2023 compared with Year 8, 2022

Numeracy growth

Achieve by year: 2023

An improved average zone distribution in Learning Assessment Framework numeracy tasks in:

- Year 7, 2023 pre-test to Year 7, 2023 post-test
- Year 8, 2023 pre-test to Year 8, 2023 post-test

Initiatives

Targeted Student Support - Numeracy

Evidence-based targeted teaching strategies and interventions will be implemented to build numeracy skills and capabilities in students across stages and key learning areas. These targeted supports will include:

- targeted one-to-one or small group intervention for identified students in Quicksmart (partnership with UNE)
- targeted numeracy lessons embedded into Years 7 and 8 timetables, built on the Learning Assessment Framework (Prof. Dianne Siemon, RMIT)
- Project NEO (Numeracy Enrichment Orb) targeting higher-achieving students across KLAs to stretch their numeracy capabilities through lesson studies

Targeted Student Support - Literacy and ALARM

Evidence-based targeted teaching strategies and interventions will be implemented to build reading and writing skills and capabilities in students across stages and key learning areas. These targeted supports will include:

- targeted one-to-one intervention for identified students in the Ad Astra Reading Program
- targeted literacy lessons embedded into Years 7 and 8 timetables
- implementation of the Writing in Secondary program
- Explicit ALARM lessons embedded into Year 11 timetables

Success criteria for this strategic direction

- The school community demonstrates high expectations for all students and is committed to the pursuit of excellence (*Ad Astra*).
- All teaching programs are adjusted to address individual student needs, so all students are both challenged and supported.
- Teachers use high quality pedagogy in explicit numeracy, literacy and writing strategies, designed to address individual student needs.
- High leverage strategies drive engaging learning environments with a focus on driving student improvement.
- The school curriculum provision supports high expectations for student learning. The curriculum is enhanced by learning alliances with other schools, consultants and external agencies.
- Students demonstrate growth during targeted interventions and at key intervals e.g. Years 7 to 9, Years 9 to 12.

Evaluation plan for this strategic direction

- Q - To what extent have our targeted student supports improved student learning outcomes?
- D - Key data:
- Internal assessments and targeted pedagogies measured using pre and post testing, formative assessment, and Progress vs Achievement Tool
- Year 7 to 9 stage distribution in check-in assessments
- Reduction in generation of warning letters from Year 10 - 12
- A - To be monitored each term, where appropriate, and supported by an annual review.
- I: How will this data inform our next steps in targeted support?

Strategic Direction 2: Leading quality teaching

Purpose

The core purpose of the learning and teaching community at Birrong Girls High School is facilitating a holistic education to achieve excellence in growth and attainment outcomes for every student. *Leading Quality Teaching* will focus on a research-driven, sustained professional learning model to enhance every teacher and team in their pedagogy and leadership of student engagement, growth and attainment.

Improvement measures

HSC achievement - top 2 bands

Achieve by year: 2023

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.

HSC achievement - top 3 bands

Achieve by year: 2023

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.

Leading quality teaching

Achieve by year: 2026

Teaching: Effective Classroom Practice and Learning and Development are validated at *Excelling*.

Initiatives

Effective classroom practice

Continuing a whole-school focus on staff professional development to embed evidence-based High Leverage Strategies consistently across Stage 4 to 6 to drive improved and high student performance.

Leading quality assessment

The delivery of explicit and individualised professional learning develops skill in effective classroom teaching and assessment aligned to the Quality Teaching Framework. Student success across stages is facilitated and informed by the application of the University of Newcastle research findings on best practice.

Establishing an action learning culture

All teachers will engage in collaborative, whole-school learning teams to design and implement consistent effective teaching practices across the school. The school operates within a structure that facilitates engagement in strategically curated and planned high impact professional learning (HIPL), where staff reflect and implement the learning in teaching practice.

Success criteria for this strategic direction

- Embedded school culture of using High Leverage Strategies to develop the discriminating features of high student achievement across Stages 4-6.
- Teachers develop expertise in coding and designing quality lessons and assessments.
- Teachers clearly understand, develop and apply a full range of assessment strategies that reflect quality teaching practices.
- Teachers use student feedback, and formative and summative assessment data, to inform their teaching.
- Students and parents/carers understand the assessment approaches used in the school and their benefits for learning.
- Highly successful programs and initiatives are driven by the embedded collective efficacy across KLAs and within the community networks.

Evaluation plan for this strategic direction

- Q - To what extent have our effective teaching practices improved teaching artefacts, assessment practice and student learning outcomes?
- D - Key data:
 - HSC course results
 - Annotated student work samples
 - Lesson study planning, observations and reflections
 - Coded assessment task samples
 - Student feedback from assessments
 - Teacher Surveys, including TTFM
 - SEF school self-assessment and validation processes
- A - To be monitored each term, where appropriate, and supported by an annual review.
- I: How will this data inform our next steps in strengthening effective teaching practices?

Strategic Direction 3: Partnerships in learning

Purpose

The Birrong Girls High School teaching and learning community recognises the impactful nature of engaging parents/carers, community and industry in strong partnerships in learning. *Partnerships in Learning* will complement the teaching and learning opportunities, experiences and impact for our students. The school values positive and productive partnerships with parents/carers, in order to maximise the success of each child. The school's partnerships with external stakeholders draw direct connections between the work within the school and the capacity for broader impact now and in the future.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

Attendance

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

Wellbeing

Achieve by year: 2023

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

Parent Participation and Engagement

Achieve by year: 2026

Increased attendance, participation and engagement in targeted parent/carer workshops.

Initiatives

Parent/Carer Partnerships

The school recognises the impactful nature of engaging parents/carers, community and industry in strong partnerships in learning. The school values positive and productive partnerships with parents/carers, in order to maximise the success of each child. The Parent Partnerships Learning Ecosystems (PPLE) action research project will investigate how to strengthen relationships between students, staff and parents/carers as partners in learning.

Wellbeing Partnerships

The school is partnering with two external providers, The Resilience Project (TRP) and Parentshop - Resilience in our Teens (RIOT), to continue our whole school priority and focus on student and staff wellbeing. These programs embed explicit teaching of resilience for staff and students as part of daily and weekly practice. This initiative will include:

- Embedded weekly wellbeing lessons in the timetable for Years 7-12
- Development of a common and consistent language and approach to wellbeing and resilience for students e.g. Gratitude, Empathy, Mindfulness (GEM)
- Programs of explicit teaching of resilience for staff and students

Success criteria for this strategic direction

- Parent/carer partnerships result in improved attendance and engagement in school events and targeted parent/carer workshops across the calendar year.
- There is school-wide, collective responsibility for student learning and success, which is shared by parents/carers and students, resulting in improved student attendance and engagement.
- Positive, respectful relationships are evident and widespread among students and staff.
- All students have a suite of skills to draw from that foster resilience.
- The school has implemented evidence-based whole-school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

Evaluation plan for this strategic direction

- Q - To what extent have we developed effective partnerships that support improved student wellbeing, engagement and learning?
- D - Key data:
 - TTFM - students, parent and teacher
 - Student, parent and teacher focus group interviews
 - Parent/carer attendance data at key school events
 - Parent/carer information session evaluation surveys
 - Mental Health and TRP evaluation surveys
- A - To be monitored each term, where appropriate, and supported by an annual review.
- I: How will this data inform our next steps in building effective partnerships for learning?