

# Strategic Improvement Plan 2024-2027

## Blakehurst High School 8236



# School vision and context

## School vision statement

At Blakehurst High School, we inspire students to excel as critical learners, thinkers and champions of diversity, who have a positive impact on their world.

Our purpose is to ensure students grow in their learning through shared data and explicit, consistent and research-informed practice.

We aim to continuously deliver a high standard of educational practice and curriculum design that engages all students and empowers them to excel through innovative pedagogy, quality teaching and wellbeing programs that foster positivity and resilience and self, and collective efficacy.

Our common purpose is to ensure, staff and students thrive in a flourishing school culture as individuals and as a collective community.

## School context

Blakehurst High School is a highly successful co-educational comprehensive school. The student population is approximately 1040 students, 84% coming from a non-English speaking background. We have 890 students who have English as an additional language or dialect (EAL/D), 19 Aboriginal Students and 30 International students.

Blakehurst high school is a dynamic, high energised school where there is a strong student voice and many varied leadership and extra curricula opportunities, including interactive clubs.

The school has a history of strong academic excellence with the delivery of outstanding future focused, contemporary teaching and learning programs. The innovative contemporary learning environment supports students to thrive and enjoy their learning.

The school has a focus on high potential and gifted education and has an aspirational culture of teaching and learning.

The school's staffing entitlement is that of 71.7 teaching staff and 12.8 school administrative and support staff. There has been change with the appointment of 3 new Head Teachers in 2023 and stability in that the 8 of the Head Teachers have been leaders at Blakehurst High School an average of 20 years. There is a ratio of Higher duties to substantives of 6.49%, and a 3.9% turnover in staff. There is a ratio of 16.0% of beginning teachers to experienced teachers.

The school enjoys the support of its diverse community, including successful partnership with the University of Technology, University of Wollongong and sporting Partnerships with E.L.I.T.E Table Tennis Club, Kogarah Cougars, ST George Basketball, Connells Point Rovers Soccer and St George Rugby League. The school is the largest representative in the St George Sporting Zone and many students compete at regional and state level.

The school is strong in the Creative Arts, participating in regional dance ensembles, State Choir ensembles, and School Spectacular. The school holds an annual Music Open Night and holds musical performance every second year.

The majority of the school's equity funding will be used to support initiatives developed in the 2021-2024 Strategic Improvement Plan ( SIP ).

In analysing our collated internal and external data, we believe that a focus on the use of Data in a deep way will lead to further clarity in student learning, and the implementation of highly effective strategies, targeted at both individual and at group levels. Identifying areas of development and areas of strength in students to integrate most applicable strategies will lead to improved growth and attainment.

As part of Direction 1, Growth and Attainment, an initiative based on collaborative inquiry model , to support the process of staff analysing data and implementing teaching practice and support improved learning outcomes as indicated by; Improvement in internal data and external data such as the National Assessment Program - Literacy and Numeracy (

# School vision and context

## School vision statement

---

## School context

---

NAPLAN )and Higher School Certificate ( HSC ) results. Further to this, a structure of collaboration will enhance the use of data, and evidence-based teaching practice and strengthen teacher practice in embedding Reading Comprehension Strategies.

Our Second Direction: Highly skilled, effective teachers, positive, productive, proactive and Independent learners, will be underpinned by focusing on research-based effective teaching practices. Further embed High Potential and Gifted Education (HPGE) will form the basis of the first initiative. This will include an emphasis on Project Based Learning (PBL) through collaborative dynamic teaching practice , foster deep engagement and improved learning outcomes. Contemporary learning pedagogy, such as Blended Learning and Project-Based Learning, will form the underpinning methods that the High Potential and Gifted Education Policy will be weaved through.

Teachers will engage in ongoing professional learning focused on developing their skills in ongoing use of Formative Assessment as authentic feedback in their lessons to guide student learning and curriculum implementation. Consistent use of common scaffolds, explicit language, and the embedding of key EAL/D teaching strategies across Key Learning Areas ( KLAs ) will realise this process. There is a whole school approach to engagement in learning will lead to students further valuing their education, becoming interested and vested in their learning; becoming further aspirational and effective, self-regulated learners. These two initiatives, HPGE and Formative Assessment will support each other and be driven by the initiatives of Direction 1, by embedding the use of Data and by developing collaborative structures that enable staff to focus on these practices.

Our Third Direction: A thriving, flourishing school where there is a culture of continuous improvement will drive both Directions 1 and 2 and will drive a thriving school culture of continuous improvement. The two initiatives that will form Direction 3, are Consistent High Expectations of both students and staff, and the development of Leadership in driving the SIP Directions. This third Direction will bring into fruition Directions 1 and 2 and will consolidate active engagement of teachers as leaders of their classrooms. The will engage in developing and use of internal and external data for authentic feedback in lesson planning, collaboration across KLAs to promote consistent and comparable judgement of student learning, monitoring student progress and identifying skill gaps for improvement and extension. Establishing the necessary foundations and expertise to enhance Blakehurst High School's successes well beyond 2024 into the next phase of school planning.

In 2023 the school went through External Validation (EV) cycle. The EV process is an important component of a system-wide approach to school excellence. Schools regularly self-assess their improvement effort. On the balance judgement of the EV Panel Blakehurst High School was deemed as excelling in the domains of curriculum, effective classroom practice, student wellbeing and in learning and development. Blakehurst High school was deemed as sustaining and growing in the In the elements of: learning culture, assessment, reporting, data skills and use, professional standards, educational leadership, school planning, implementation and reporting, school resources and management practices and processes Blakehurst High school was deemed as sustaining and growing.

# Strategic Direction 1: Student growth and attainment

## Purpose

To ensure students grow in their learning through the consistent implementation of Literacy and Numeracy practices and the revitalisation of wellbeing systems.

## Improvement measures

### Pathways

There is a focus on positive transitions into meaningful post school pathways.

Achieve by year: 2027

- The proportion of students' HSC results in the top two achievement bands is increased from 27.2% in 2023 to 40% in 2027.

### Numeracy growth

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2027

The proportion of year 7 and 8 students achieving Numeracy growth in Measurement and Geometric Reasoning from 2022 increases by 5%

### Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

- The attendance rate for the school is increased from 88.5% in 2023 to 90.5% by 2027.

**There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.**

## Initiatives

### Strengthening student use of complex and sophisticated language

**Staff embed Select, Explain, Explore, Consolidate Literacy Model ( SEEC ) strategies in their programs as demonstrated in their teaching practice and student works.**

### Strengthening student number sense through multiplicative thinking

**Staff embed multiplicative tasks in their programs as demonstrated in their teaching practice and student works.**

### Strengthen student wellbeing and development

**Develop a positive psychology student framework that empowers all students to connect, succeed, thrive and learn.**

## Success criteria for this strategic direction

There is a school-wide approach ensuring teachers understand and explicitly teach literacy and numeracy through the curriculum to students across all achievement levels and subject areas. There are embedded evaluative processes for utilising student progress and achievement data to measure impact. Parents/carers are supported as collaborative partners in their children's literacy and numeracy development.

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students. Strong partnerships with parents/carers support student learning and wellbeing. Student motivation for continuous and ongoing improvement is clearly evident.

At Blakehurst High School there is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

There is a high expectation culture of high attendance rates for all students. Teachers, students, parents/carers and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

Positive and respectful relationships are evident throughout the school community, promoting student wellbeing and creating an optimal environment for learning across the school. As a result, maximised learning time is a focus in every classroom.

At Blakehurst High School students consistently show growth and perform at high levels on external and internal school performance measures, while closing equity gaps.

The school consistently achieves above statistically similar schools in NAPLAN average scaled score for reading, writing and numeracy. There is a trend for an increased proportion of students meeting proficiency.

There is an embedded school-wide and data-informed approach to support student and staff wellbeing. Student voice and agency is used to inform and refine practices and processes which are responsive and proactive in

# Strategic Direction 1: Student growth and attainment

## Improvement measures

---

Achieve by year: 2027

- An increase in Check-in Assessment mean scaled score for Reading in Year 7 and 9 for 2024 compared with Year 7 and 9 in 2023.

### Pathways

There is a focus on positive transitions into meaningful post school pathways.

Achieve by year: 2027

- The proportion of students' HSC results in the top three achievement bands is increased from 72.8% in 2023 to 90% in 2027.

### Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2024

- Student cohorts in 2024 demonstrate improved Numeracy scores compared to 2023 and 2022 cohorts

### Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2024

- Student cohorts in 2024 demonstrate improved Reading scores compared to 2023 and 2022 cohorts

## Success criteria for this strategic direction

---

meeting emerging needs.

The school is recognised for its strong culture of inclusion that reflects the richness and diversity of the wider school community. There is a shared commitment to school priorities which enable the success of every child. The school partners with the community to support equitable outcomes.

## Evaluation plan for this strategic direction

---

**Questions:** To what extent has, the ongoing professional learning and focus on Literacy and Numeracy across the KLAs in stage 4 and the revitalisation of wellbeing practice and systems led to:

a) an improvement in students' Reading Comprehension ability and an improvement in students' application of Multiplicative Thinking skills

b) an improvement in student and staff wellbeing

c) strengthened teacher practice in embedding in embedding explicit Literacy and Numeracy and wellbeing strategies

**Data:** The following data sources will be collected and analysed by relevant teachers leaders and teams: teacher observations through collaboration inquiry model, student samples of work, post and pre survey surveys and focus groups, internal assessment data, data on staff delivering PL workshops, Sentral data, teaching programs, student responses/reflections samples, cross comparison assessment benchmarks and results, pre and post surveys, exit slips - individual lessons, diagnostic testing - year 7 & year 8, Year 9 check-in assessment Best Start, NAPLAN 2024

**Analysis:** Data is analysed and triangulated twice a Term to determine the extent to which the purpose and improvement measures have been achieved.

**Implications:** Rigorous timely analysis of the data to

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

---

determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning, and staff continue to develop their capacity and our school community and culture continue to thrive.

# Strategic Direction 2: Outstanding Teaching Practice

## Purpose

To build the capacity of staff in teaching practices, that will increase student engagement, and improve students' learning and critical thinking skills.

## Improvement measures

### Data informed practice

Achieve by year: 2027

Over 90% of staff report that the synthesis of formal assessment data determines the way content is taught.

### Formative Assessment

Achieve by year: 2027

Over 90% of students indicate that feedback from assessments assists them.

### Explicit Teaching

Achieve by year: 2027

- Over 90% of students report that explicit teaching is occurring in most or all lessons.

## Initiatives

### Formative Assessment

**Staff implement " Minute by Minute " assessment strategies to adapt their practices and meet the learning needs of students.**

**Teachers collect student data as part of their evaluative practice to inform teaching decisions, that impact student learning in order to improve student engagement, progress and achievement.**

### Explicit Teaching

**Increase staff capacity in explicit teaching, through their embedding of both Learning Intentions and Success Criteria, and clarity in giving instructions in every lesson.**

**Increase staffs' capacity in deliberately embedding active learning tasks to elicit evidence of progress and achievement.**

## Success criteria for this strategic direction

At Blakehurst High School an evidence-informed approach to quality teaching, curriculum planning, implementation and assessment promotes learning excellence. Teaching and learning programming are responsive to the learning needs of students and syllabus requirements.

In schools that excel, consistent school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum. Formative assessment is integrated into teaching practice in every classroom.

Teachers clearly understand, develop, and apply a full range of formative and summative assessment strategies. They use their professional judgement effectively on when and how to apply these strategies to gather data that informs teaching decisions, enables ongoing monitoring and assessment of student progress and achievement, and facilitates reflective analysis of teaching effectiveness.

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Teachers expertly implement formative assessment, incorporating student voice and agency.

At Blakehurst High School all teachers are committed to identifying, understanding, and implementing the most effective explicit teaching methods, with the highest priority given to evidence-informed inclusive teaching strategies.

Lessons are systematically planned as part of a coherent program that has been collaboratively designed. Teachers use their professional judgment to make adjustments to suit student needs as they arise. Lesson planning is informed by students' prior achievement, curriculum requirements, and student feedback, and provides continuous improvement for all students, across the full range of abilities.

Teachers consider students' cognitive load and employ explicit teaching strategies to optimise learning progress of students across the full range of abilities. Effective

### Success criteria for this strategic direction

---

methods are identified, promoted, and modelled, and students' learning improvement is monitored, demonstrating growth.

Teachers review learning with students both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated.

The school achieves excellent value-added results, significantly above the value added by the average school.

### Evaluation plan for this strategic direction

---

**Questions:** To what extent has, the improvement in data usage and the ongoing professional learning and focus on the implementation of explicit teaching strategies in Literacy and Numeracy across the KLAs in stage 4 led to:

- a) an improvement in students' Reading Comprehension ability and an improvement in students' application of Multiplicative Thinking.
- b) strengthened teacher practice in embedding in embedding explicit Literacy and Numeracy strategies

**Data:** The following data sources will be collected and analysed by relevant teachers leaders and teams: teacher observations through collaboration inquiry model, student samples of work, post and pre survey surveys and focus groups, internal assessment data, data on staff delivering PL workshops, Sentral data, teaching programs, student responses/reflections samples, cross comparison assessment benchmarks and results, pre and post surveys, exit slips - individual lessons, diagnostic testing - year 7 & year 8, Year 9 check-in assessment Best Start, NAPLAN 2024

**Analysis:** Data is analysed and triangulated twice a Term



## Evaluation plan for this strategic direction

---

to determine the extent to which the purpose and improvement measures have been achieved.

**Implications:** Rigorous timely 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, and staff continue to develop their capacity and our school community and culture continue to thrive.

# Strategic Direction 3: High Performance Collaborative Culture

## Purpose

---

To develop a school wide collaborative feedback culture to strengthen individual, and collective performance and increase the leadership capacity of all staff.

## Improvement measures

---

### High Performance Collaborative Culture

Achieve by year: 2027

Over 90% of staff indicate that there is strong teacher collaboration.

---

## Initiatives

---

### High Performance Collaborative Culture

Develop and embed systems that enable strong relational trust, professional growth and a collaborative feedback culture .

Strengthen evaluative practices to grow both student and staff performance.

---

## Success criteria for this strategic direction

---

There is a strong, visible culture in the school that promotes and supports outstanding teaching and leadership pathways including higher-level accreditation. Staff are recognised for skills in leading high impact strategies and quality teaching practices.

The school fosters a strong collaborative culture, embedded in evaluative practices. These systems facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback among teachers within the school.

A school-wide culture of collaboration and continuous improvement exists, where strategic planning and implementation lead to an impact on learning progress and enhanced teaching and leadership practices. Embedded and interactive processes and practices evolve with the changing context of the school community.

The leadership team demonstrates educational expertise to lead teaching and learning and support a collaborative culture of high expectations, inclusion, and community engagement, resulting in sustained and measurable whole school improvement.

There is a culture of evaluative practice which supports the school to efficiently, and effectively deliver their strategic priorities and demonstrate improvements in student learning outcomes.

The leadership team maintains a focus on distributed educational leadership to support collective efficacy and aspiration. This sustains a culture of effective, evidence informed teaching and ongoing improvement, ensuring every student is engaged and achieves measurable learning progress and closing of equity gaps. The leadership team has established a strong professional learning community with a sustained focus on evidence-informed teaching, wellbeing, and leadership practices. There is a collaborative culture of high expectations and continuous improvement across the school, underpinned by high staff wellbeing.

### Success criteria for this strategic direction

---

A high-performance culture and strong relational trust enable professional growth and a collaborative feedback culture to flourish. All students are taught by high performing teachers. Leadership capability is developed by identifying, inspiring, and enabling potential leaders. The leadership team monitors and evaluates the effectiveness of leadership practices and develops strategies for greater whole school impact.

The school is recognised for its strong culture of inclusion that reflects the richness and diversity of the wider school community. There is a shared commitment to school priorities which enable the success of every child. The school partners with the community to support equitable outcomes.

At Blakehurst High school the Strategic Improvement Plan is at the core of continuous improvement efforts, with the school's vision and strategic directions evident in its activities. The plan is well-conceived, effectively implemented, and drives improvement. Embedded consultation processes demonstrate a strong commitment to authentic collaboration and reflect student, staff, and community voices.

### Evaluation plan for this strategic direction

---

**Questions:** To what extent has strategically, planned opportunities and evaluative process of practice led to:

- a) strong relational trust, professional growth and a collaborative feedback culture .
- b) strengthened evaluative practices evidenced in growth of both student and staff performance.
- c) increased leadership capacity of staff.

**Data:** The following data sources will be collected and analysed by relevant teachers leaders and teams: teacher observations through collaboration inquiry model, student samples of work, post and pre survey surveys and focus groups, internal assessment data, data on staff delivering

### Evaluation plan for this strategic direction

---

PL workshops, Sentral data, teaching programs, student responses/reflections samples, cross comparison assessment benchmarks and results, pre and post surveys, exit slips - individual lessons, diagnostic testing - year 7 & year 8, Year 9 check-in assessment Best Start, NAPLAN 2024

**Analysis:** Data is analysed and triangulated twice a Term to determine the extent to which the purpose and improvement measures have been achieved.

**Implications:** Rigorous timely 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, and staff continue to develop their capacity and our school community and culture continue to thrive.