

# School plan 2018-2020

## Birrong Boys High School 8213



# School background 2018–2020

## School vision statement

Birrong Boys High School is a diverse and dynamic learning community that engages individuals through equity and excellence in education. Our safe, respectful and supportive school implements programs that enable all students to critically analyse knowledge and become responsible, confident and informed citizens.

## School context

Birrong Boys High School is an inclusive school which values every student equally. Our school is situated in the Bankstown area, next to a major rail line linking to the city and regional centres. The student population of 340. Boys from Arabic, Asian and Islander backgrounds form the majority. Consequently school resources focus on literacy to meet the needs of the highly aspirant school community. The school is supported by significant Resource Allocation Model Equity Funding. We welcome students at our school wholeheartedly and celebrate their cultural and language backgrounds. The entire school community is committed to the school's motto "From Each His Best" and the belief that students have a right to learn in a supportive and mutually respected environment. Our parents, staff and students are partners in developing the school as a caring and safe place of learning, where a broad based curriculum emphasises literacy, numeracy, information and communication technology and student engagement. Our highly skilled and motivated teachers deliver quality programs in a stimulating environment. Our school is a PBL school with our key focus on students being safe and respectful learners.

The balance of experienced and younger staff ensures that all aspects of the school's life remain energetic and vital with a constant focus on quality teaching and learning for all students. At Birrong Boys High School, an extensive range of extra curricular activities are available including debating, music, athletics, gym fitness and our award winning Environmental Sustainability Program. Students work together to produce and publish an annual magazine, The Blaze. Student leadership opportunities include the Student Representative Council and peer tutoring. Peer mentoring of junior students by older boys eases their transition to high school, supported by a 4– week program of shared learning and culminating in a student showcase. Our Homework centre and HSC tutorials program offer further opportunities for students to improve their learning and enhance preparation for exams. All students leave the school with a transition plan which includes a resume and applications for University and TAFE.

## School planning process

The school has undergone an extensive process of consultation with a wide variety of members of the school community including members from all stakeholder groups; students, parents, teachers, executive as well as feeder and neighbouring schools. Feedback has also been sought from external agencies who have an interest in the continued further success of our school and incorporated into our consultation process. A thorough analysis of a broad range of data has been utilised to evaluate current practices and determine the school's future strategic directions. Examples include but are not limited to a whole school 'health' survey, curriculum evaluations, program evaluation, analysis of student learning outcomes data, whole school community 'from dreams to reality' survey, A school planning team was developed comprising 5 representatives from all school community groups.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1

Students develop the skills and knowledge necessary to succeed in our changing world

### Purpose:

Students will achieve educational outcomes that are a true reflection of their ability, develop confidence and capacity in literacy and numeracy, through the delivery of a flexible, high quality curriculum, assessment and feedback. As responsible and resilient future focused learners, students will engage with learning opportunities and continue to develop the skills that will enable them to adapt with the our changing world and flourish as creative global citizens.

## STRATEGIC DIRECTION 2

Evidence-based teaching strategies are used within a culture of collaborative learning

### Purpose:

Teachers will work collaboratively to provide high quality learning opportunities through the implementation of evidence based practices. Through a thorough analysis of a broad range of available data, pre and post testing, teachers will continue to develop programs, evaluate and reflect with the aim of continual student improvement. All staff will actively contribute to our professional learning community to ensure that pedagogical practice is aimed at ensuring the maximisation of achievement of educational outcomes for all students.

## STRATEGIC DIRECTION 3

Leaders are instructional in their commitment to a school-wide culture of high expectations

### Purpose:

All leaders will display a strong commitment to continuing to cultivate a culture of high expectations where all members of the school community share responsibility for the development of all students. With a sustained focus on engagement, learning, achievement and wellbeing, all leaders will ensure that quality programs are developed, delivered, resourced and supported to ensure the strategic vision of the school community is achieved.

# Strategic Direction 1: Students develop the skills and knowledge necessary to succeed in our changing world

## Purpose

Students will achieve educational outcomes that are a true reflection of their ability, develop confidence and capacity in literacy and numeracy, through the delivery of a flexible, high quality curriculum, assessment and feedback. As responsible and resilient future focused learners, students will engage with learning opportunities and continue to develop the skills that will enable them to adapt with the our changing world and flourish as creative global citizens.

## Improvement Measures

A higher percentage of students will exhibit growth above expectations in literacy

A higher percentage of students will exhibit growth above expectations in numeracy

Wellbeing data reflects higher levels of student engagement and resilience.

Increased student participation in leadership programs and enhanced quality of STEM projects as a result of the development of a wider range of interpersonal skills including creativity and a greater awareness of their role within our society.

## People

### Students

Students adopt a responsible attitude and acquire knowledge and skills to develop and achieve suitable learning goals

### Staff

Staff develop the capacity to utilise data to set suitable goals and target learning needs of groups and individuals

### Leaders

Leaders provide opportunities and guidance for staff to continue developing professionally in the areas of data analysis, explicit teaching and differentiation

### Parents/Carers

Parents and carers are engaged in their son's education and have high expectations of academic achievement

## Processes

Literacy: implement explicit literacy lessons to support the development of literacy skills

Numeracy: implement explicit numeracy lessons to support the development of numeracy skills

Project based learning: the delivery of quality Project based learning will develop and enhance independence and teamwork skills

## Evaluation Plan

NAPLAN

Pre and post test data

TTFM

Observations

## Practices and Products

### Practices

Explicit teaching will be a regular feature of classroom practice whereby students have a thorough understanding of the lesson intention and the success criteria.

Teaching programs and lesson delivery will be differentiated to meet the learning needs of individuals and groups

Stage 4 students will participate in quality Project based learning, incorporating STEM.

### Products

Students receive explicit instruction to meet their particular learning needs.

Students will be more engaged with the learning process through the delivery of a flexible, dynamic curriculum.

Students will develop skills in the area of confidence, resilience, adaptability and team work and take an active, responsible role in their education

# Strategic Direction 2: Evidence-based teaching strategies are used within a culture of collaborative learning

## Purpose

Teachers will work collaboratively to provide high quality learning opportunities through the implementation of evidence based practices. Through a thorough analysis of a broad range of available data, pre and post testing, teachers will continue to develop programs, evaluate and reflect with the aim of continual student improvement. All staff will actively contribute to our professional learning community to ensure that pedagogical practice is aimed at ensuring the maximisation of achievement of educational outcomes for all students.

## Improvement Measures

Teacher PDP's are aligned to School Plan and D of E strategic plan 2018–2022

Effective strategies for differentiation practices that challenge and engage are evident in learning settings

The majority of classes will exhibit an effect size greater than 0.4

Assessment strategies reflect the principle of high expectations

All staff work contribute to our collaborative professional learning community

## People

### Students

Are active in an authentic, differentiated education that provides appropriate opportunities within a supportive environment aiming at maximising educational outcomes.

### Staff

Are collaborative and collegially supportive in the development of evidence based teaching and learning programs that align with appropriate syllabuses, and are underpinned by the principles of Quality Teaching.

### Leaders

Lead a professional learning community, whereby staff effectively differentiate quality learning opportunities and model the delivery of effective T&L practices and use of appropriate student data

### Parents/Carers

Understand and support school efforts to focus on achievement of course outcomes at the highest level. Utilise appropriate forums to communicate feedback on teaching and learning practices.

### Community Partners

Provide quality opportunities for enhance staff capacity in the delivery of quality T&L

## Processes

Quality TPL ensures that all staff are equipped to best utilise an appropriate range of available data to enable them to differentiate curriculum delivery to meet the diverse needs of all of our students

The T&L coordinator and team ensures that all staff contribute to our Lesson Study and that classroom observations are authentic and meaningful.

Exec staff, TPL and T&L teams ensure that Visible Learning receives appropriate attention within our TPL structures

## Evaluation Plan

Lesson Study meeting minutes

Professional Learning records

PDP's

Lesson observation records

Tell them from me survey data

## Practices and Products

### Practices

Teachers make effective use of student performance data and provide explicit, specific and timely formative feedback to students for improvement

Teachers collaborate within the structures of Lesson Study to support quality teaching and assessment through classroom observations and modelling of effective practice and the provision of high quality feedback

The theory of Visible Learning will be put into action and form the basis of pedagogical practice.

### Products

Classroom instruction is data driven in support of teaching standard 1, teachers know students and how they learn

Teachers work within a professional learning community, share stories of success and provide authentic feedback to colleagues within an environment of trust.

Research based practices are evident in all learning environments.

# Strategic Direction 3: Leaders are instructional in their commitment to a school-wide culture of high expectations

## Purpose

All leaders will display a strong commitment to continuing to cultivate a culture of high expectations where all members of the school community share responsibility for the development of all students. With a sustained focus on engagement, learning, achievement and wellbeing, all leaders will ensure that quality programs are developed, delivered, resourced and supported to ensure the strategic vision of the school community is achieved.

## Improvement Measures

Instructional leadership is visible within all KLA's and all Teams from all leaders

Leadership capacity is enhanced in greater levels of collaboration, self reflection and higher expectations

Management systems, structures, resources and processes are regularly reviewed and evaluated in alignment with student learning outcomes.

## People

### Students

Students recognise the Instructional role of all leaders. They see team teaching is an important tool in curriculum delivery and understand the impact of explicit teaching in terms of academic achievement.

### Staff

Staff readily invite colleagues and supervisors into lessons and establish protocols for team teaching. They utilise the practice of explicit teaching as a core method of curriculum delivery and incorporate elements of the Australian Professional Standards for Teachers into lesson delivery.

### Leaders

Are instructional in their approach in recognition of this key aspect of leadership in the academic achievement of students

### Parents/Carers

Understand the goal of our school in maximising academic achievement and the key role of school leadership in ensuring optimum curriculum delivery.

### Community Partners

Provide opportunities for our school to enhance leadership

## Processes

All Executive staff receive appropriate professional learning in the area of Instructional leadership, and position themselves as leaders in this crucial area

All staff receive appropriate PL in the area of Team Teaching which becomes commonplace in each KLA

The T&L Team further develop their role in terms of the evaluation of teaching programs and assessment tasks and in supporting faculties in the development of programs that are of the highest quality.

## Evaluation Plan

NAPLAN data

HSC data

Pre and post testing

Tell them from me survey

## Practices and Products

### Practices

All leaders create a structured timetable of co delivery of lessons thus positioning themselves as instructional leaders. Within this setting, leaders exemplify explicit teaching within their area of supervision.

Quality teaching and learning programs, with a focus on literacy and numeracy, are developed within each KLA

Leaders collaborate to ensure that achievement of course outcomes, at the highest level, is the visible goal within each learning area.

### Products

The school community recognises each leader as Instructional.

All teaching and learning programs have a focus on literacy and numeracy, and are evidence of the incorporation of the Australian Professional Standards for teachers

The executive team is recognised as a hard working team, united in the shared goal of the achievement of academic excellence