

School plan 2018-2020

Beverly Hills Girls High School 8255



School background 2018–2020

School vision statement

Our VISION:

We will strive to prepare young women who shape their future filled with confidence, resilience and a commitment to lifelong learning. They will respect themselves and others and be able to communicate effectively. They will be socially responsible and actively participate, with integrity and courage, in strengthening and preserving our democratic society. They will accept responsibility for their actions and decisions. They will believe in their capacity to Be Somebody.

Our COMMITMENT:

We are a school community committed to:

- a comprehensive, responsive and dynamic curriculum which is challenging and appropriate for the developmental needs of each student;
- a caring environment that encourages motivation, self-discipline and confidence through individual and cooperative endeavours;
- professional growth of staff to respond effectively to the challenges of education in an increasingly complex and connected world;
- partnerships in learning with the parents/caregivers of our students and key community stakeholders; and
- effective and efficient school management that ensures equitable access to appropriate programs, resources and opportunities for all students.

School context

Beverly Hills Girls High School (BHGHHS) is a comprehensive high school with a consistent enrolment trend of 1000 – 1030 female students. The adjoining co-educational Beverly Hills Intensive English Centre (BHIEC) contains a further 130 – 160 students.

Our school serves a community that is diverse in terms of ethnicity, culture and socio-economic background, with around 94% of students from a language background other than English.

Nurturing the talents and abilities of individual students and working within our core belief that “Women Can Do Anything” drives the curriculum, pedagogy, planning, leadership and management of our school.

The junior curriculum is offered in a unitised/semesterised system, allowing for breadth of subject choice and flexibility in class groupings, including acceleration for the most academically able students.

Experienced and dedicated teachers work within a culture of collegial support and high expectations for both their students' achievement and the quality of learning opportunities they provide.

Our school has a strong tradition of excellence in student achievement and high quality teaching and leadership for learning.

School planning process

Our school has a commitment to consultation and collaboration with our community stakeholders. For example, the BHGHHS School Management Committee (SMC) is a consultative body of Executive, Teaching and SASS staff as well as parents and student representatives.

School development priorities are determined through rigorous analysis of quantitative and qualitative data with specific input sought from all stakeholders. Data that informed the planning process was determined from a range of sources included end-of-plan milestones and project progress from 2015–2017 School Plan; SCOUT reports, SMART and RAP data, School Excellence Framework Self-Assessment and preparation for External Validation and school developed surveys.

Faculty head teachers and program coordinators conduct an annual evaluation of curriculum and programs that impact on student learning and teacher effectiveness, while the school's Executive Team lead the formal evaluation of whole-school programs and initiatives.

In determining the Strategic Directions for the 2018 – 2020 School Plan and the products, the school actively sought feedback from all staff (teaching and non-teaching), parents through P&C and SMC representatives, students through SRC representatives and Home Groups.

School strategic directions 2018–2020



**STRATEGIC
DIRECTION 1**
Future Ready Learning

Purpose:

To ensure our learners can understand, articulate and develop the skills and attributes of learning for meaningful global citizenship. Their school and post-school outcomes are developed through access to engaging and authentic learning opportunities. Every learner is known, valued and cared for in our school.



**STRATEGIC
DIRECTION 2**
Future Focused Teaching

Purpose:

To ensure our teachers are confident, valued and effective future focused practitioners through engagement in and leadership of professional learning. Embed a collaborative culture that includes a commitment to reflection, feedback and sharing of expertise. Through supportive practices teachers and staff strive for excellence in their performance and their professional growth.



**STRATEGIC
DIRECTION 3**
Future Confident School

Purpose:

To ensure leadership, management and resourcing of the school complements and encourages excellence in future focused teaching and learning. The performance, achievement and wellbeing of all students and staff are supported through systems and programs that are responsive and effective. Connections between the school and the wider community are strengthened..

Strategic Direction 1: Future Ready Learning

Purpose

To ensure our learners can understand, articulate and develop the skills and attributes of learning for meaningful global citizenship. Their school and post-school outcomes are developed through access to engaging and authentic learning opportunities. Every learner is known, valued and cared for in our school.

Improvement Measures

1 (a) Increase in level of student understanding and development of future ready learning attributes (survey to determine baseline data in 2018)

1 (b) Effectiveness of Quality Learning Framework as a reflection and planning tool to map student acquisition of future ready learning attributes (phased implementation and feedback commencing 2018)

2. Increase in proportion of students meeting or exceeding expected levels of growth in literacy and numeracy. (2017 NAPLAN base-line data)

3. Baseline date on use of current "merit ward" system to gauge effectiveness of a revised system (2018 data)

People

Students

Understand and can plan for development of future ready learning attributes.

Develop a solid foundation of literacy and numeracy skills.

Develop insights into their individual learning style and strengths.

Staff

Engage in professional learning focused on implementation of literacy and numeracy progressions.

Cross-KLA representation in literacy and numeracy teams.

Implement and provide feedback on Learning to Learn program.

Leaders

Develop instructional leadership capacities to embed literacy and numeracy initiatives in KLA programs.

Plan for and undertake revision of teaching and learning programs to include authentic future ready learning activities and assessment.

Parents/Carers

Understand and support school initiatives that develop the capacity of students to be informed and active global citizens.

Processes

1. Reflective and adaptive learners

Quality Learning Framework is understood and supported by stakeholders and is implemented as a reflection and planning tool for future ready learning skills.

Learning to Learn program is understood and supported by stakeholders and is implemented across Stages.

2. Strong foundation of literacy and numeracy skills

Targeted whole school literacy and numeracy programs are developed and implemented, supported by professional learning associated with literacy and numeracy progressions.

3. Every learner is known, valued and cared for in our school

Development and implementation of a system for recognition and acknowledgement of student achievement and effort that builds sense of value and confidence in students.

Evaluation Plan

Feedback on efficacy and effectiveness of Quality Learning Framework (survey)

Feedback on efficacy and effectiveness of Learning to Learn Program (survey).

Literacy and numeracy progressions are understood and used as a tool to map skill acquisition of students.

Revised student recognition program implemented from 2019.

Practices and Products

Practices

Quality Learning Framework and Learning to Learn program are used by students to plan for future ready learning skill development.

Whole school literacy and numeracy programs are developed and implemented. Teaching staff are trained in using the literacy and numeracy progressions.

Student achievement, effort and development is identified and acknowledged by means of a revised "merit award" system.

Products

Students are more skilled in identifying their learning attributes and planning for their development over time.

Student acquisition of literacy and numeracy skills is informed by developmental sequences of the progressions.

Student identity and wellbeing are acknowledged and valued both through intrinsic and extrinsic means.

Strategic Direction 2: Future Focused Teaching

Purpose

To ensure our teachers are confident, valued and effective future focused practitioners through engagement in and leadership of professional learning. Embed a collaborative culture that includes a commitment to reflection, feedback and sharing of expertise. Through supportive practices teachers and staff strive for excellence in their performance and their professional growth.

Improvement Measures

1. a) Level of participation in professional learning workshops
- b) Evidence of revised teaching and learning programs that include literacy, numeracy and future focused pedagogy perspectives..
2. Increase in proportion of teachers who commence and attain leadership at higher levels of Australian Professional Standards for Teachers (APST).
3. Increase in proportion of staff who lead formal or informal ("drop in") professional learning sessions (baseline data in 2018)

People

Students

Students are provided relevant and authentic learning opportunities to develop their range of essential skills and mastery of content.

Staff

Teachers engage in planned and relevant professional learning to deliver, assess and report on the impact of authentic future focused pedagogy..

Teachers collaborate and share expertise, both within and across KLAs and with all staff, as part of a whole-school professional learning program.

Teachers are mentored and supported to gain or maintain accreditation at all levels of the APST.

Leaders

Leaders model and strengthen a culture of collaboration and school-wide support for excellence in teaching and staff wellbeing.

Leaders engage in professional learning to build their instructional leadership capacity.

Parents/Carers

Parents value the performance and professionalism of all school staff and engage in authentic learning partnerships.

Processes

1. Future focused pedagogy

Develop and strengthen staff understanding and implementation of future focused pedagogy.

Explicit embedding of future focused teaching strategies in teaching and learning programs (phased revision of programs across stages)

2. Teacher strive for excellence and professional growth

Strengthen existing programs that encourage and support teacher accreditation at higher levels of APST.

3. A collaborative culture to shares expertise

Develop and implement a program for regular teacher led professional learning "drop in " sessions to collegially share best practice . Evaluate, for 2019, the viability of extending the program to include staff from Beverly Hills Network schools

Evaluation Plan

Supervision and support for head teachers and teachers in revision of teaching and learning programs.

Record of teacher leadership or participation in formal or informal professional learning workshops.

Feedback from school based evaluations or surveys of staff.

Practices and Products

Practices

Staff meetings, school development days and extended team meetings include professional learning aligned with future focused pedagogy

Teaching staff actively and successfully undertake accreditation at highly accomplished and/or lead levels of the APST.

Staff lead or contribute to professional learning "drop in" sessions that encourage a culture of collegiality and sharing of expertise.

Products

Teachers confidently lead and contribute to revision of teaching and learning programs.

Staff evaluation of professional learning sessions indicate content and focus areas are relevant to developmental need.

Teachers share best practise and expertise in formal and informal professional learning workshops.

Strategic Direction 3: Future Confident School

Purpose

To ensure leadership, management and resourcing of the school complements and encourages excellence in future focused teaching and learning. The performance, achievement and wellbeing of all students and staff are supported through systems and programs that are responsive and effective. Connections between the school and the wider community are strengthened..

Improvement Measures

1. Improvements to learning spaces in terms of future focused learning and teaching capacity.
2. a) Increased number of visits to school communication platforms (Facebook page, app)
b) level of satisfaction (students and parents) with revised assessment reports
3. Participation and involvement of staff from network schools in professional learning workshops delivered at BHGHS.

People

Students

Learning is supported through access to contemporary and engaging standards of facilities and resources.

Students are supported through effective programs that develop the whole individual; wellbeing, leadership, sport, creative and performing, academic, and community engagement

Staff

Processes and procedures support staff to work with confidence, clarity and purpose. Staff wellbeing is explicitly planned for and evidence driven.

Staff

Staff are supported to develop and maintain mutually conducive relationships with community, business and wider-education sectors.

Leaders

Lead to maintain the positive standing of the school in the local, network and wider education sector.

Lead and manage staff performance and wellbeing with a framework of high expectations and high support.

Parents/Carers

Parents/carers feel valued and included in learning partnerships and school decision making processes.

Parents/carers positively advocate for the

Processes

1. Ensuring school structures and spaces support excellence in future focused learning and teaching

Complete and make recommendations for action from evaluation of learning spaces including classrooms, library and grounds .

2. Responsive and effective communication processes

Review and refine (as required) current practices and policies including school communication strategy and assessment and reporting of student learning.

3. Connections between school and wider community

Utilise opportunities arising from new operational networks (from Term 2 2018) to strengthen connections and profile of the school within the local and wider education community.

Evaluation Plan

Formal evaluation of UVISS completed (by end of Term 3 2018)

Feedback on methods with which student effort and achievement is recognised.

Level of usage of school facilities and participation of school personnel in inter-school and network initiatives.,

Revised teaching and learning programs are provided as evidence through supervision processes.

Practices and Products

Practices

Junior curriculum structure for 2019 is developed and implemented in response to formal evaluation and aligned with needs for future focused teaching and learning.

Improvements and innovation in teaching and learning spaces are responsive to need within a future focused framework.

Systematic evaluation and revision of teaching and learning programs is evident and responsive to current and emerging needs.

The school's policy and procedures framework is aligned to support excellence in student achievement and teacher performance.

The school proactively explores opportunities to extend and maintain links within the local and wider community.

Products

Teaching and learning in Stage 4 and 5 is conducted within a framework that is conducive to excellence in achievement and development.

School teaching and learning spaces are accessed equitably and equipped to effectively support excellence in teaching and learning.

The school is utilised for network and wider professional learning programs for staff.

The school participates in or leads inter-school programs or curriculum

Strategic Direction 3: Future Confident School

People

school through the quality of learning outcomes for their students and their engagement with school staff

Community Partners

Local government, business and tertiary education sectors are encouraged to support and contribute to school programs and development.