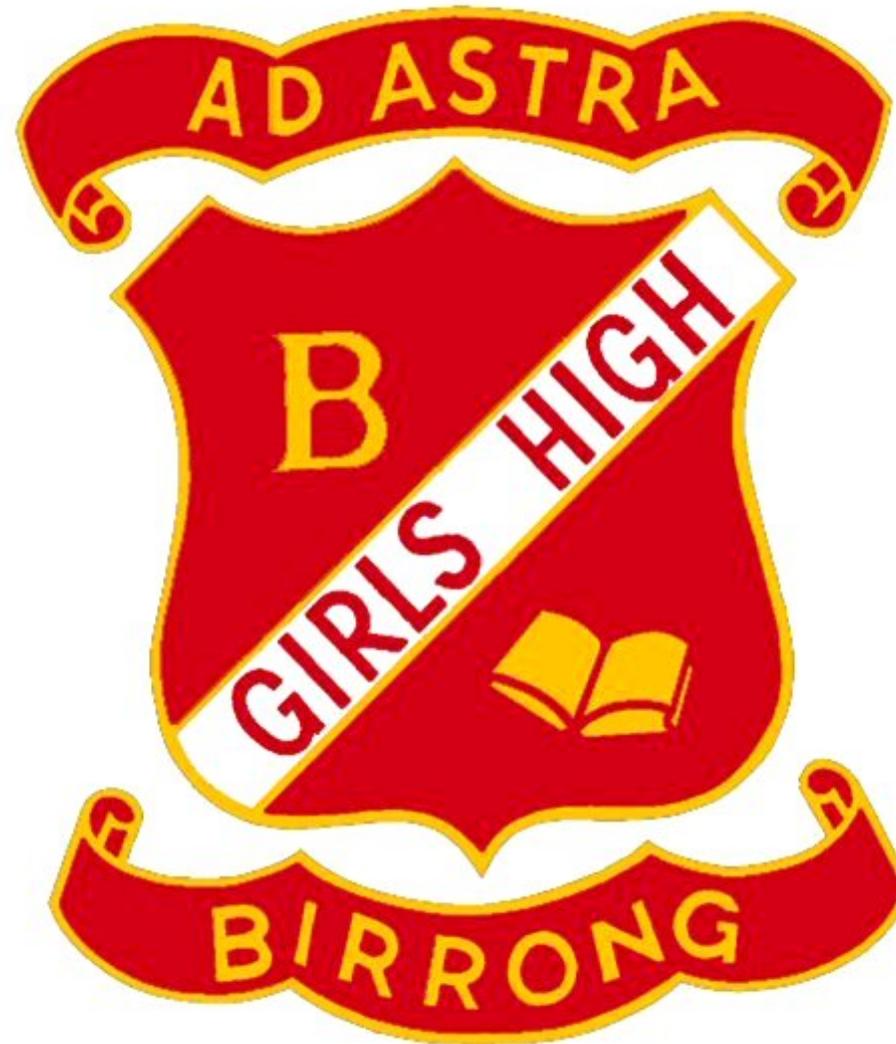


# School plan 2018-2020

## Birrong Girls High School 8854



# School background 2018–2020

## School vision statement

At Birrong Girls High School every student is valued as a learner. Our Statement of Purpose is for all students to achieve personal excellence and success in a safe learning environment. This collective purpose will ensure that every girl becomes *a successful learner, a confident and creative individual, and an active and informed citizen.*\* (Melbourne Declaration on Educational Goals for Young Australians, 2008)

## School context

Birrong Girls High School is a large, comprehensive and multicultural girls' school established in 1957 in the south western suburbs of Sydney. Ninety-four percent of the 800 girls enrolled in the school are from Language Backgrounds Other than English (LBOTE), comprising a diverse range of cultural backgrounds which represent 49 language groups. The majority of students are from Arabic, Vietnamese, Chinese and Turkish backgrounds. Two per cent of students have refugee status and less than 1% of students have an Aboriginal background. Enrolment in Year 7 includes students from more than 26 different primary schools which means that our students arrive with great variation in their literacy and numeracy skills because of primary school experience; socio-economic status; language and cultural background; and ability level. The school's Index of Community Socio-Economic Advantage (ICSEA = 943) and the school's Family Occupation and Education Index (FOEI = 141) indicate significant socio-economic disadvantage in our school community. Our parents have high expectations for their daughters 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' (reaching for 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 girls. The school has worked hard to maintain its high academic performance and particular emphasis has been placed on literacy, numeracy, citizenship, leadership and community involvement. The school values are personal excellence (Ad Astra); 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 2018–2020.

## School planning process

A comprehensive situational analysis conducted in Semester 2, 2017 involved an analysis of current school and system data including: student enrolment and attendance data; student performance data from NAPLAN, ESSA & HSC; student, parent and staff Tell Them from Me survey data, and staff profile and professional learning data. Additional information was collected and analysed using parent, student and staff surveys, faculty evaluations and lesson observations. As a result, three Strategic Directions were identified for the 2018–2020 Plan to enable the school to continue to show growth and improvement. The Strategic Directions are Successful Learners, Quality Teaching and Collaborative Partnerships.

The School Plan is a dynamic, working document. It outlines the direction of this school for 2018–20; provides a reference point for the evaluation of achievement of milestones throughout 2018 and for formal evaluation processes, and informs immediate and future planning. Its flexibility ensures that it is responsive to unique and emerging needs and sustains congruence with Department of Education policies, objectives, priorities and plans.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1 Successful Learners

### Purpose:

To ensure that every young person in our care becomes a *successful learner, a confident and creative individual, and an active and informed citizen*

To achieve personal excellence and success in a safe learning environment that has high expectations and fosters lifelong learning

To overcome disadvantage by adding value to students' literacy and numeracy levels and equipping students with the knowledge and skills to be active citizens

## STRATEGIC DIRECTION 2 Quality Teaching

### Purpose:

To maximise authentic learning opportunities for students, build teacher capabilities and support high expectations for enhanced collaboration, innovation and effective use of student assessment data

To improve teacher capacity in quality teaching and assessment through the implementation of the NSW Quality Teaching Framework and formative assessment practices for enhanced student engagement and effective feedback for learning

To support teachers in meeting professional standards, accreditation and registration requirements and develop leadership capacity

## STRATEGIC DIRECTION 3 Collaborative Partnerships

### Purpose:

To support a high performing school with a community that is engaged and upholds the school's vision and values

To sustain and create high quality collaborative partnerships that foster student achievement and wellbeing

To provide opportunities to enhance relevance and significance of student learning and support post-school pathways

# Strategic Direction 1: Successful Learners

## Purpose

To ensure that every young person in our care becomes *a successful learner, a confident and creative individual, and an active and informed citizen*

To achieve personal excellence and success in a safe learning environment that has high expectations and fosters lifelong learning

To overcome disadvantage by adding value to students' literacy and numeracy levels and equipping students with the knowledge and skills to be active citizens

## Improvement Measures

Maintain or better strong student growth from Year 7–9 and Year 9–12 in literacy and numeracy as reflected in NAPLAN and HSC data

Proportion of students in Bands 1 & 2 in HSC courses at or below 10%

Student attendance remains high, maintained at 92% or above

Retention data remains high, maintained at 85% or above

## People

### Students

engage in authentic learning experiences with clear learning intentions, explicit success criteria and meaningful feedback to develop reflective practices that support improved self-regulation and engagement

### Staff

engage in professional learning and collaborative practices to deliver quality teaching and learning experiences that accommodate the needs and abilities of every student and maximise student engagement

### Leaders

develop strong partnerships with families and build staff capacity and support student improvement through quality pedagogy and innovative practice

### Parents/Carers

are aware of their child's progress and learning needs and support the school's vision, values and priorities

### Community Partners

enhance student opportunities for lifelong learning through the development and delivery of authentic learning experiences which are aligned with the schools vision, values and priorities and include fostering opportunities for girls in STEM

## Processes

### Quality teaching and learning programs and practices

are future focused with authentic learning experiences, incorporate the explicit teaching of literacy and numeracy and develop the knowledge, understanding and skills for lifelong learning and active citizenship

### Consistent assessment and reporting practices

across all years are underpinned by the principles of formative assessment and Quality Teaching (Assessment) and include explicit success criteria, quality feedback and opportunities for student reflection to support student engagement and attainment

## Evaluation Plan

Progress towards implementation measures will be evaluated through: supervision of teaching and learning programs; analysis of attendance data; SMART and RAP data; student work samples; electronic and school based data; survey data including Tell Them from Me; Quality Teaching survey data; DP review and monitoring of faculty practice

## Practices and Products

### Practices

**Practice:** Teachers deliver quality, future focused, authentic learning experiences which incorporate the explicit teaching of literacy and numeracy and promote lifelong learning and active citizenship

**Practice:** Students are highly engaged in learning through quality, authentic learning experiences which promote lifelong learning and active citizenship

**Practice:** Formative assessment underpins whole school assessment practices and includes explicit success criteria and quality feedback enabling students to reflect on progress for improvement

**Practice:** Students engage in leadership and co-curricular activities that foster success, engagement and lifelong learning

### Products

**Product:** Student survey data (Tell Them from Me) show drivers of student engagement above Department of Education norms and student attendance data show above state average attendance

**Product:** Support and transition programs are tailored to meet individual needs, track student learning and plan and implement appropriate interventions for successful learning

# Strategic Direction 2: Quality Teaching

## Purpose

To maximise authentic learning opportunities for students, build teacher capabilities and support high expectations for enhanced collaboration, innovation and effective use of student assessment data

To improve teacher capacity in quality teaching and assessment through the implementation of the NSW Quality Teaching Framework and formative assessment practices for enhanced student engagement and effective feedback for learning

To support teachers in meeting professional standards, accreditation and registration requirements and develop leadership capacity

## Improvement Measures

All staff engages in quality teacher professional learning that develops a deep understanding of NSW Quality Teaching Framework and addresses professional learning goals and accreditation requirements

Recommendations from annual faculty and program reviews inform future planning through evidence based research

Student achievement data demonstrate that teachers are proficient in the teaching of literacy and numeracy and the effective implementation of formative assessment processes

## People

### Students

engage in authentic, differentiated learning experiences that provide meaningful feedback and support reflection processes and improvement

### Staff

are collaborative and develop authentic, future focused teaching and learning programs that align with NESA syllabuses, are underpinned by the principles of Quality Teaching and formative assessment and support the delivery of literacy and numeracy

### Leaders

provide effective supervision and differentiated professional learning for enhanced teaching, learning and leading and support staff in the delivery of effective pedagogy and use of student assessment data

### Parents/Carers

support their daughters' learning progress and provide feedback on the quality of teaching and learning and the effectiveness of whole school processes and procedures

### Community Partners

provide quality professional learning to build teacher capacity in quality teaching and assessment, literacy and numeracy and the use of student assessment data

## Processes

**Professional Learning** is aligned with the Australian Professional Standards for Teachers and the Performance and Development Framework and incorporates: **Targeted programs** for probationary teachers, ECTs; under-performing teachers; teachers aspiring to higher levels of accreditation and promotion; **School identified targets** (quality teaching, formative assessment, literacy and numeracy, effective use of student assessment data)

**Leaders** ensure authentic, future focused, quality teaching and learning programs reflect school identified targets, Department of Education priorities and NESA syllabus requirements

## Evaluation Plan

Progress towards implementation measures will be evaluated through: professional learning records; Performance and Development Plans; Quality Teaching Coding Practices; annual curriculum and program evaluations, and Tell Them from Me survey data

## Practices and Products

### Practices

Flexible structures (including LATE) support teacher professional learning in curriculum areas and build teacher capacity in literacy, numeracy, formative assessment, quality teaching and effective use of student assessment data

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

Teachers work collaboratively to support quality teaching and assessment through classroom observations and modelling of effective practice and the provision of feedback

Quality partnerships with leading academic institutions support teacher professional learning

Faculty and program evaluations are undertaken annually as part of the evaluation cycle

### Products

All teachers meet Australian Professional Standards for Teachers and gain appropriate accreditation with NESA

All executive staff participate in whole school planning and evaluation processes and the leadership team has a shared vision of excellence

The model of instructional leadership builds staff capacity for improved student learning outcomes through quality teaching and learning and innovative practice

# Strategic Direction 3: Collaborative Partnerships

## Purpose

To support a high performing school with a community that is engaged and upholds the school's vision and values

To sustain and create high quality collaborative partnerships that foster student achievement and wellbeing

To provide opportunities to enhance relevance and significance of student learning and support post-school pathways

## Improvement Measures

20% increase in parent and community engagement partnerships and programs to deliver quality learning experiences and/or support student wellbeing

Student wellbeing data reflect levels of motivation and belonging above state norms

Student wellbeing (Tell Them From Me) data reflect levels of student engagement above state norms

Student participation in tertiary studies increases by 5%

## People

### Students

access authentic learning experiences, within and beyond the school, that support post-school pathways and assist them to live and work successfully as active and informed citizens

### Staff

work with educational providers and make business links to develop partnerships and access resources that support student achievement and wellbeing through positive and authentic learning experiences and appropriate transition programs

### Leaders

strengthen community partnerships and build individual leadership capacity

### Parents/Carers

support the school's vision, values and learning outcomes

### Community Partners

support the school's vision, values and learning culture and provide quality experiences that enhance student achievement, wellbeing and post-school pathways

## Processes

### School Community Partnerships and Networks

Consolidate and source new quality business / university / educational providers to develop programs and initiatives (including STEM) that foster student achievement and aspiration and diversify career options

**Consolidate and strengthen a whole school approach to student wellbeing** in which students can connect, succeed and thrive

### Evaluation Plan

Progress towards implementation measures will be evaluated through: student / parent / community assessment and survey data; monitoring the quality and range of partnerships formed and impact on student engagement; participation rates of students in co-curricular activities including STEM initiatives

## Practices and Products

### Practices

Students actively connect in their learning and enjoy positive and respectful relationships and a sense of belonging and connectedness within the school community

Students successfully transition to post-school pathways which are personalised, appropriate and realistic

Parents and the community engage with opportunities to provide feedback and participate in initiatives, programs and management processes

### Products

High quality, authentic partnerships with community groups are sustained and created

Teaching and learning programs enable student achievement, facilitate active participation in learning and foster a learning culture underpinned by high expectations

Wellbeing programs enhance student resilience, engagement and sense of belonging