

Strategic Improvement Plan 2021-2024

Birrong Boys High School 8213



School vision and context

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 is 401. 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.

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 and gym fitness. 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.

Through our Situational Analysis, we have identified a need for a continued emphasis on embedding quality teaching practices in Literacy and Numeracy. Using high impact collaborative teaching strategies will provide opportunities to improve teacher practice and ensure students achieve expected growth and attainment in their learning. Data collection, analysis and use will underpin our belief in individualised and differentiated, stage appropriate learning.

Our Wellbeing team will continue to focus on the engagement of our students. Our Wellbeing Framework will ensure the monitoring, analysis and evaluation of student attendance and wellbeing. The Tell Them From Me (TTFM) surveys will provide ongoing data pertaining to student satisfaction.

The school will continue its focus on the Visible Learning model in order to improve student engagement and further develop classroom practices that research shows will lead to enhanced learning outcomes for students. Staff will be engineering effective discussions, tasks and activities that elicit evidence of learning. They will also provide feedback that moves learners forward.

Continual monitoring of student performance data will determine areas of need and success

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at a class and school level and the involvement of the whole school community in this process will be essential for success.

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.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise learning outcomes for every student in Literacy and Numeracy, we will establish a culture of high expectations and quality teaching practices. There will be a planned approach to revising wellbeing processes to support high levels of wellbeing and engagement.

Improvement measures

Target year: 2022

A minimum uplift of 6.7% from the baseline in Year 7 and 9 students achieving the top two bands in NAPLAN Reading and a minimum uplift of 6.5% from the baseline in Year 7 and 9 students achieve the top two bands in NAPLAN Numeracy.

Target year: 2022

A minimum uplift of 10.5% from the baseline students achieving expected growth in reading, and a minimum uplift of 4.5% from the baseline in students achieving expected growth in numeracy.

Target year: 2022

A minimum uplift of 10.2% from the baseline in Year 12 students achieving in the top three bands of the HSC.

Target year: 2023

A minimum uplift of 8.5% from the baseline in students attending > 90% of the time.

Target year: 2023

A minimum uplift of 4.5% from the baseline in TTFM Wellbeing data (student satisfaction).

Initiatives

- Systematic use of SCOUT (NAPLAN/HSC) to analyse data and identify target areas.
- Ongoing capacity building in staff, through Instructional Leader positions and Professional learning, to use data to monitor and assess student progress and design future learning on a whole class, group or individual level.
- Professional learning in data literacy, data analysis and data use in teaching for all staff.
- Updating whole-school approach to wellbeing processes to ensure monitoring, analysis and evaluation of student attendance and wellbeing.
- Reviewing current wellbeing processes and their levels of alignment with the data from the Wellbeing Framework Self-assessment findings to establish focus areas around whole-school wellbeing reform.
- Embedding the Wellbeing Framework into school culture through ongoing staff professional learning in effective wellbeing strategies.
- Implementation of mentoring initiative.

Success criteria for this strategic direction

Student assessment data is regularly used school wide to identify student achievements and progress.

The school provides/facilitates professional learning that builds teachers' understanding of effective strategies in teaching literacy and numeracy skills and knowledge.

Assessment is collected in reading and numeracy on a regular and planned basis and used responsively as an integral part of classroom instruction.

Data and feedback inform teaching practice and direct learners and learning.

Attendance data is regularly analysed and is used to inform planning. Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk.

The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement.

Expectations of behaviour are codeveloped with staff and are designed to ensure effective conditions for learning. They are explicitly, consistently and supportively applied across the school.

Evaluation plan for this strategic direction

Question

To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in reading and numeracy? How can the school determine that its systems and processes for enhancing student wellbeing and engagement have been successful?

Data

HSC data, NAPLAN data, Scout-Value added, Literacy and Numeracy Progressions-PLAN2, student work samples, Wellbeing Framework Self -assessment pre and

Evaluation plan for this strategic direction

post data, Professional Development Plans, Personal Attendance Plans, TTFM - Student satisfaction.

Analysis

Analyse the data to provide clarity around whether we are on track for achieving the intended improvement measures.

Implications

Where do we go from here? Future directions and next steps?

Strategic Direction 2: Data driven practice

Purpose

In order to regularly and systematically assess data to inform practice, teachers will evaluate their effectiveness and reflectively adapt their practice through the analysis and use of student assessment data (both formative and summative).

Improvement measures

Target year: 2024

Target year: 2024

At least 80% of Year 7-8 students will demonstrate 0.4 growth (one years growth) when comparing start of year to end of year scale score in the PAT for reading comprehension.

Target year: 2024

At least 90% of Year 7 students achieve within the expected end of year progression for Understanding texts (UnT9) in identifying the main idea in texts, (UnT8) inferring meaning of words in texts and (UnT9) interpreting elements of multimodal texts.

Target year: 2024

At least 90% of Year 7 students achieve within the expected end of year progression for Additive Strategies (AdS8) in solving addition and subtraction word problems, Interpreting Fractions (InF5) in creating equivalent fractions and Understanding Geometric Purposes (UGP5) in estimating/identifying measures of angles.

Target year: 2024

Assessment testing is sustained and embedded with all staff to assess understanding. Analysis of internal assessments (both formative and summative) is compared to external assessments and informs teaching and learning.

Target year: 2024

Stage 4 and 5 programs are modified to reflect differentiation to include VL strategies.

Initiatives

- Build teacher capabilities to ensure data collection is used to differentiate curriculum and inform teaching.
- Review and improve the use of formative data sources, monitoring and reflecting on teaching effectiveness.
- Professional learning on use of Literacy and Numeracy Progressions to personalise learning and understanding.
- Use student assessment data to reflect on teaching effectiveness and provide individualised/explicit/differentiated learning opportunities.
- Ongoing Professional Learning around the use of student data so that teachers can skilfully analyse student tasks and provide effective feedback to students so that learning is maximised for all.

Success criteria for this strategic direction

- Teachers use data effectively to evaluate student understanding of lesson content and to differentiate/modify programs.
- All staff use pre and post testing to assess understanding of skill and analyse internal assessments (both formative and summative), comparing data to external assessments.
- Teachers access and engage in professional learning that builds skills in the analysis, interpretation and use of student progress and achievement data.
- Teachers review student assessment data and compare results from external assessments (e.g. NAPLAN, BEST START, PAT) with internal measures to build consistent and comparable judgement of student learning.
- Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning.

Evaluation plan for this strategic direction

Question

What has been the impact of using consistent, explicit teaching practices on student performance? Do teachers collaborate to evaluate, reflect and adapt practice?

Data

PAT, Literacy/Numeracy Progressions-PLAN2, Sample assessments, pre and post test samples/data, Google forms/exit slips, ILP's, Stage 4 and 5 programs, TTFM.

Analysis

Analyse the data to determine the extent to which the purpose has been achieved.

Implications

Where do we go from here? Future directions and next steps.

Strategic Direction 3: Effective collaboration

Purpose

In order to embed collaboration across the whole school community, we will embed effective collaboration to enable the whole school to achieve shared goals.

Improvement measures

Target year: 2024

All staff embed VL strategies in Stage 4-5 teaching programs

Target year: 2024

Classroom observations demonstrate embedded practice of all VL strategies.

All staff participate in collegial discussions around classroom observations with a focus on all VL strategies.

Target year: 2024

All staff embed all Visible Learning strategies (Learning Intention/Success Criteria/Narrative & Pace/HOT questions/Quality Assessment/Effective Feedback) in their teaching.

Target year: 2024

All new scheme teachers aligned to a coach mentor.

Target year: 2024

All staff incorporate aspects of Visible Learning as a Professional goal in their PDP's.

Initiatives

- Professional Learning for all staff around John Hattie's Visible Learning (VL) strategies.
 - Implement Visible Learning strategies to develop a clear focus on explicit teaching.
 - Beginning teachers aligned to a mentor
 - Formal PDP process demonstrates teacher self-reflection against Visible Learning strategies and Mind Frames.
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- High-quality collaborative practice focusing on VL Mind Frames.
 - Establish collaborative support for cross-faculty collaborations and evidence-based lessons.
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Success criteria for this strategic direction

All teachers are committed to identifying, understanding and implementing the most explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

A high functioning professional learning community which is focussed on continuous improvement of teaching and learning.

Teachers collaborate across faculties/ to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence-based programs and lessons, which meet the needs of all students.

Teachers are skilled at explicit teaching techniques such as questioning and assessing to identify

students' learning needs, and use a range of explicit strategies to explain and break down knowledge.

Teaching staff demonstrate and share their expertise with the whole school.

Evaluation plan for this strategic direction

Question

How has Visible Learning increased teacher's knowledge and abilities regarding effective teaching strategies? What has been the impact of VL? Have all staff engaged in the process? Have school wide practices been developed to support the implementation of the program?

Data

Classroom observations, collegial feedback forms, VL Mind Frames surveys, Focus groups reports, PDP's.

Analysis

Analyse the data to determine the extent to which the purpose has been achieved.

Implications

Strategic Direction 3: Effective collaboration

Evaluation plan for this strategic direction

Where do we go from here? Future directions and next steps?