

Strategic Improvement Plan 2021-2024

Billabong High School 8503



School vision and context

School vision statement

At Billabong High School student growth is at the centre of all decision-making. Our professional staff value their impact and high expectations drive continuous improvement and excellence in learning and teaching. Our school community works in partnership to support students in becoming the best they can be including equipping them for the challenges of a complex global society.

School context

Billabong High School is a comprehensive high school located in the Greater Hume Shire between Albury and Wagga Wagga. The student population is 383 students with a teaching staff allocation in 2021 of 37.3. The school sits on Wiradjiri land and 6% of the student population identify as Aboriginal.

Students travel from a number of local townships to attend Billabong High School. The school works in partnership with the community to seek high quality educational outcomes for all students. Priorities include pursuing excellence in line with the School Excellence Framework, driving literacy and numeracy growth, Aboriginal Education and leadership development.

The school Executive has undergone significant changes in the past twelve months with several positions filled in a relieving capacity. The school has three Multi-categorical classes and is a partner school with Aurora College.

A Learning Hub has been established to provide targeted support across the school. All students are able to access the hub to engage in activities aimed at improving learning outcomes.

A dedicated Instructional Leader position was implemented in 2018 and is now an integral part of the schools learning culture. Teachers engage regularly with the Instructional Leader in order to improve their teaching practice. The Instructional leader develops and implements whole-school professional learning activities and opportunities to meet both system and school priority areas.

Improving Higher School Certificate results is a key feature of the School Improvement Plan. Performance and Development Plans reflect HSC improvement. There is a commitment from staff to participate in professional learning programs that include: the HSC High Leverage Teaching Strategies program.

Aboriginal Education is a key feature of the 2021-2024 School Improvement Plan. Increasing the proportion of Aboriginal students in the top two NAPLAN bands for reading and numeracy drives professional learning activities. A Yarning Circle was built in 2020 and provides a place for well being activities to occur and is strongly supported by the school community.

A comprehensive situational analysis was conducted which led to the development of the 2021-2024 Strategic Improvement Plan. The majority of school equity funding will be used to support initiatives developed in the 2021-2024 Strategic Improvement plan.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure that every student achieves one year's growth for every year they are at school. This growth occurs as a result of highly engaged students who are learning from expert teachers who continually reflect on and refine their practice.

A sustained focus on quality programming and instruction underpins student growth. Evidence-based teaching strategies informed by research allows students the opportunity to access the curriculum at their stage of development. Extensive data analysis and the use of data provides accurate measurement tools to assess student growth.

Improvement measures

Target year: 2022

Improved HSC results

- A 6.2% increase in the number of students achieving in the Top 2 HSC bands.
- A 6.8% increase in the number of students achieving in the Top 3 HSC bands.

Target year: 2022

At BHS students will build on their foundation skills in reading and numeracy in order to successfully navigate the curriculum and achieve to their potential.

Improved Numeracy Results

- A 6.2% improvement in the percentage of students achieving in the top 2 numeracy bands.

Improved Reading Results

- A 5% improvement in the percentage of students achieving in the top 2 bands in reading.

Improvement in Attendance

Initiatives

Improving HSC Outcomes

School students in New South Wales generally work towards the Higher School Certificate or HSC in Years 11 and 12. It is the highest level of attainment you can reach at school. Students from Billabong High School are afforded every opportunity to successfully compete against their New South Wales peers.

A strategic focus on improving Higher School Certificate results for all students reflects the value placed in quality teaching and growth in learning outcomes for senior students. The journey towards HSC success does not start in Year 11. It is the culmination for strong literacy and numeracy growth throughout the junior school. That is why the two initiatives within this Strategic Direction work in a complementary manner to support 7-12 student outcomes.

Improving Literacy and Numeracy Outcomes

Literacy and numeracy are critical components of student success as they enable students to learn at school and to participate in everyday life. It is also vitally important for students to develop an awareness of mathematics as a sense-making endeavour, seeing and using the flexibility inherent within numbers, operations and mathematical thinking to solve problems.

A commitment to improving literacy and numeracy outcomes for BHS students is underpinned by the belief that all students have the ability to improve and to grow. This growth is enhanced by the development and implementation of targeted literacy and numeracy strategies.

Success criteria for this strategic direction

- Improved results in top-two HSC bands
- Improved results in the top 3 HSC bands
- Reduction and working towards an elimination of Band 1 HSC results
- Improved student engagement
- Students in courses appropriate to their academic ability

Evaluation plan for this strategic direction

Improving HSC Results:

Q: What are the most effective measures to address any performance gaps?

D: HSC results/NAPLAN comparisons

- Attendance
- TTFM
- Best Start
- Check-in

A: Internal HSC analysis conducted by all HSC teachers and led by the Instructional Leader.

I: Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continued improvement, ensuring students grow in their learning.

Improving Literacy and Numeracy Outcomes:

Q: Which strategies are having the greatest impact on outcomes?

Data:

- NAPLAN
- PLAN2

Strategic Direction 1: Student growth and attainment

Improvement measures

- A 6.3% increase in attendance.

Target year: 2023

Expected Growth in Numeracy

- A 5.6% increase in the number of students achieving expected growth in numeracy

Expected Growth in Reading

- A 5.9% increase in the number of students achieving expected growth in reading.

Evaluation plan for this strategic direction

- Best Start
- Check-in
- Internal data from Covid catch-up tutors
- Progressions data
- My On data
- Class data

A: Analysing all relevant data to track improvements.

I: Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement.

Strategic Direction 2: Student Learning and Engagement

Purpose

Our purpose is to promote growth in learning and achievement for all students through a school community commitment to high expectations and the pursuit of excellence in teaching and learning.

Improvement measures

Target year: 2022

- Teachers, parents work collaboratively to support consistent and systematic processes that ensure student absences do not impact on learning outcomes as measured with attendance data.

Target year: 2024

- There is a 50% increase in the number of Aboriginal students attaining the HSC while maintaining their cultural identity (PP).

Target year: 2024

- Students' learning and courses of study are monitored longitudinally to ensure continued challenge and maximum learning
- Executives evaluate the effectiveness of learning and teaching programs differentiated for the specific learning needs of students across the full range of abilities. APS 1.5.4.

Initiatives

Aboriginal Education

The Yarning Circle will be a safe place for students to explore the history and culture of our First Nations people. Well being activities will be conducted in the Yarning Circle as will professional learning activities.

The Yarning Circle at Billabong High School will be used to encourage responsible and honest dialogue between students in order to establish and build trusting relationships.

The Learning Hub

The Learning Hub is a centre for all students to access small group and individual targeted support. Whilst its inception arose from Covid-19 Catch-up funding, it's longevity will be based on a commitment to address students learning needs in a structured and sophisticated manner.

Success criteria for this strategic direction

- Aboriginal and Torres Strait Islander outcomes are embedded in all teaching and learning programs.
- Tell Them from Me data demonstrates an increase in positive relationships within the Sense of Belonging domain.
- Attendance data demonstrates continued improvements in school attendance by Aboriginal students.
- In consultation with the AECG, a Yarning Circle is constructed within school grounds to provide a safe space for culturally appropriate well being activities.
- Teachers refer to Aboriginal students Personalised Learning Plans when preparing their lessons.

Evaluation plan for this strategic direction

- The school's curriculum provision supports high expectations for student learning as demonstrated in the SEF school self-assessment. The school moves from Delivering to Sustaining and Growing.
- Head Teachers evaluate the effectiveness of faculty learning and teaching programs to ensure they are differentiated for the specific learning needs of students across the full range of abilities as evidenced by teachers working at proficiency in descriptor APST 1.5.4.

Strategic Direction 3: Teacher Quality and Reflective Practice.

Purpose

Our purpose is to build a high performing teaching staff where professional standards and evidence-based practice drive expert implementation of the curriculum.

Improvement measures

Target year: 2024

Instructional Leadership - Whole School

- The leadership team maintains a focus on distributed instructional leadership to sustain a culture of evidence-based highly effective teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.

Target year: 2024

Instructional Leadership - Individual

- Student outcomes improve as a result of expert teaching as demonstrated by external and internal data.

Initiatives

Instructional Leadership - Whole-School

- Develop collective efficacy by establishing a collaborative professional learning community where expert teachers share their knowledge and skills with other teachers.
- Embed classroom observations as highly effective practice whereby teachers regularly engage in formal and informal observations of one another's practice; providing constructive and actionable feedback.
- Build an explicit knowledge of the Australian Professional Standards for Teachers, ensuring that they are linked to all professional learning and referenced in professional conversations and PDPs.
- Develop and implement continuous and coherent whole school professional learning that is evidence based and responsive to teacher, school and system goals.
- Embed evaluative thinking and the ongoing collection and analysis of school and system data in order to identify and respond to areas for improvement.
- Embed a distributive leadership model through a focus on developing leadership skills of Head Teachers to facilitate professional learning within their own faculties.

Instructional Leadership - Individual

- An Instructional Leader will be employed to develop the instructional capacity of every teacher in order to move the school towards excellence in its delivery of teaching practice.
- Excellence in teaching is expected due to the IL engaging with individual teachers to develop their skills, knowledge and efficacy related to self-identified areas for improvement as outlined in their Performance and Development Plans.
- Develop the capacity of beginning teachers through the 'Beginning Teachers Program' where graduate teachers are mentored during their early years of

Success criteria for this strategic direction

- System data demonstrates student progress and achievement greater than SSSG due to increased teacher efficacy.
- Whole school professional learning program is relevant and engaging and reflects school and system priorities.
- Increased number of staff offering to facilitate teaching and learning forums and share their knowledge/skills during whole school staff meetings.
- New professional learning application process requiring link to PDP, school/system requirements and APST demonstrates that staff are strategically planning their own professional development.
- Increased number of staff participating in leadership development opportunities and working towards achieving accreditation at Highly Accomplished or Lead level.
- Increased collaboration between staff as evidence in number of staff regularly visiting one another's classrooms and engaging in professional discussion.
- Data is regularly collated, analysed and actions taken by individual teachers, faculties and as a whole school.

Evaluation plan for this strategic direction

Q - To what extent has the Instructional Leadership model influenced teacher efficacy and improved student outcomes?

D - Data to be analysed includes student staff feedback, observation feedback, surveys (Pivot, TTFM), internal and external student assessment data, number of staff working towards or achieving higher accreditation.

A - Data will be analysed by senior executive at the conclusion of each term.

I - Evaluation findings will inform the future direction of

Strategic Direction 3: Teacher Quality and Reflective Practice.

Initiatives

- teaching.
- Mentor highly effective teachers to further develop their leadership capacity through the establishment of the Highly Accomplished and Lead Teacher Team (HALT).
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Evaluation plan for this strategic direction

instructional leadership by identifying and addressing gaps in the professional practice of individuals and across the school. Evaluation will also identify experts within the school who can contribute to leading further development of groups and individuals.