



Bankstown Girls High School

School Plan

2011

School Context

Bankstown Girls High School is a comprehensive high school which has been selected to be a **Centre for Excellence for Teacher Quality** in 2011 and 2012 as part of the National Smarter Schools program. Participation in this Commonwealth initiative acknowledges the good work of our teaching staff and the consistent approach the school has to teaching, learning, assessment and teacher professional learning. The school has received Regional Awards for Excellence in ESL Education (2007), Sports Education (2009), ICT Teaching (2009), and named "School of the Year" by the Australian Lebanese Association for our integrated whole school literacy, numeracy and thinking skills programs in 2005. In 2010 the highest Australian Tertiary Admission Rank (ATAR) was 98.1

The school population comprises of approximately 665 girls from diverse cultural, religious and socio-economic backgrounds, with 96% of the girls are from language backgrounds other than English, predominantly Middle Eastern, South-East Asian, Pacific Islander, Chinese, and West African. The cultural demographics of the Bankstown area shifts with changes in federal and state policies related to immigration, housing, and employment. Many of the families in the area are now second generation Australians. None-the-less many parents and guardians still require interpreters and translators to fully access school information and during parent interview. There is a growing number of refugee, international full fee paying and Intensive English Centre students enrolling throughout the year.

There are approximately 69 staff including school administration officers, one school administration manager, one para-professional, 1 general assistant, full-time cleaning, full and part-time permanent and temporary teachers, 1 part-time counsellor, 8 head teachers, a Highly Accomplished Teacher (HAT), 2 deputy principals and the principal. Of the permanent and temporary staff there are a number of early career and New Scheme teachers. A substantial number of staff have teaching experience in excess of 10 years. A high percentage of staff come from multicultural backgrounds and are bilingual.

The school community have high expectations for the girls, but often lack the skill, knowledge, and understandings to effectively support their daughter's in selecting appropriate educational and employment pathways. The school's student welfare, curriculum, teaching and learning and community participation programs recognise and proactively address this gap. The curriculum allows for girls aspiring to post-school studies and work through an extensive curriculum incorporating extension courses in English, mathematics, and history; as well as, VET and Life Skills courses. Girls are supported from year 7 to 12 with comprehensive developmental programs from a four week year 7 Orientation program, "Decision Time" in Year 10, and individual course counselling and mentoring in Years 9 to 12. These programs are well supported by our Learning Support and Welfare Teams, Transition and Careers Advisers, and Middle School and Enrichment coordinators. Our mentoring, student welfare, and vocational programs are also well supported through our partnerships with the University of Western Sydney, the University of NSW and the University Sydney, as well as our newly established partnership with Blackmores. Approximately 70% of students continue with full-time education after completing Year 12 at University, TAFE or private colleges, with the remaining 30% gaining apprenticeships, full-time work or a combination of work and study. The school has an integrated IM (mild intellectual disability) program focussing on students in Years 7 to 10, which is operates on an inclusive model to provide students with both individual targeted support and opportunities to integrate with mainstream peers. Students in this program have achieved great post school success gaining supported apprenticeships, further education and full time work.

The school's primary focus is on quality teaching and learning. In 2005 -2008 our Pedagogy Project focused on significance and knowledge transfer, ensuring learning programs is relevant to students within and outside of school. The focus for 2010 -2011 is on consolidation of our pedagogy practices and the development of a Collaborative Learning Interactive Community (CLIC), an e-learning community involving the whole school and our partner school Bankstown Public. The priority for 2009 -2011 is "Plus 3 Points" focussing on Quality Teaching, student feedback and strategic questioning.

The school is located geographically within the Bankstown CBD allowing for convenient access to local businesses, community organisations, and transport. The grounds of the school are compact but brightly finished two covered areas to shelter students in their breaks. The school has strong links with agencies and organisations within the community in particular Bankstown Sports Club, Legacy, Rotary, Bankstown City Council, Lebanese Welfare Association, Pacific Communities network, and The Corner Health team.

At Bankstown Girls High School we:

- are committed to the provision of effective learning in a caring, supportive, co-operative environment.
- value the individuality and talents of each student.
- seek to develop self-esteem and positive attitudes towards being female, and to ensure that each student is empowered to reach her potential.
- encourage tolerance and harmony through an understanding of other cultures.
- will enhance these principles by involving the whole school community in the preparation of our students for responsible citizenship.

STUDENT EXIT OUTCOMES	
<p>Academic Outcomes</p> <p>A young adult who is:</p> <ul style="list-style-type: none"> • Literate: will be able to write, read, listen, and speak appropriately in a range of contexts using critical analysis in order to meaningfully function in society. • Numerate: will be able to think mathematically and apply mathematical tools confidently for different purposes and contexts. • A critical thinker: will be able to evaluate alternatives, make judgements based on sound reasoning, or justify a position, stance, or point of view. • Technological: will be able to combine their artistic, conceptual, and practical skills to solve problems. • A problem solver: will be able to identify relevant facts, plan appropriate strategies and operations, solve the problem and review the process and solution. • An inquisitive learner: will actively seek knowledge by being an interested and curious learner. • An independent learner: will take responsibility for their learning and show initiative. • Demonstrating achievement of KLA outcomes: will have an understanding of subject content, skills, and values. 	<p>Social Outcomes</p> <p>A young woman who is:</p> <ul style="list-style-type: none"> • An effective communicator: will appropriately convey information clearly and successfully; • Cooperative: will willingly work in harmony with others towards a common goal; • Civic Minded: will have a sense of belonging to the wider Australian community and participate as a constructive member; • Respectful: will display positive regard based on awareness and/or knowledge of someone or something; • Generous of spirit: will be open hearted; • Courteous: will be polite, well mannered, attentive and considerate of others; • Responsible: will accept moral accountability for his/her actions and will be trustworthy and reliable; • Motivated: will be determined, inspired and energetic, with drive and desire; • Honest: will be fair to others, truthful and trustworthy.

2009 - 2011 PRIORITIES

Literacy

All students consistently achieve higher levels of literacy in line with the state plan targets.

Numeracy

All students consistently achieve higher levels of numeracy in line with the state plan targets.

Engagement & retention

All students are engaged in and challenged by a 21st. century learning environment and achieve academic and/or vocational success.

Teacher Quality

Develop and build the capacity of teachers to be leaders of learning in a technology rich quality learning environment.

2011 Targets

Target 1

Increased levels of literacy achievement for every student in line with State Plan and Regional targets.

Strategies:

- Focus on explicit and sustained writing, contextual and critical reading, & the development of spelling, grammar and punctuation in all KLAs years 7-10
- Implement school based cross KLA workshops to focus on developing the capacity of teachers to deliver rich literacy activities.
- Incorporate explicit use of NAPLAN and other school based data to target student need and provide direction to teaching & learning activities.
- Develop staff capacity in the area of grammar through the "Prioritising Grammar" workshops.

Measured by:

- The school's value-added data to exceed state levels by 10% in literacy for Years 7-9;
- Increased % of students achieving above expected growth targets.
- Increase the number of students achieving in the higher bands in writing, reading and grammar for Years 7 and 9 NAPLAN;
- 25% of students achieve a Band 5 or 6 in School Certificate English Literacy test.
- Embed explicit teaching of critical reading skills in each unit of work across KLA's

Target 2

Increased levels of numeracy achievement for every student in line with State Plan and Regional targets.

Strategies:

- Numeracy strategies e.g. Counting On and START cards, actively implemented in all classrooms
- Explicit teaching of problem solving skills in stage 4.
- Focus on explicit teaching of data and measurement across all KLAs years 7-10
- Cross KLA expert numeracy team established to support teachers in the development and delivery of strategies using both traditional and interactive technologies through the Learning Portal (CLIC)

Measured by:

- The school's value-added data consistent with the state growth in numeracy for Years 7-9;
- Increase the number of students achieving in the higher bands in overall numeracy for Years 7 and 9 NAPLAN;
- 15% of students achieve a Band 5 or 6 in School Certificate Mathematics test.
- Every child reaching expected growth targets in NAPLAN data.
- Increased % of students achieving expected growth rates.

Target 3

Focus on high expectations in every classroom.

Strategies:

- All teachers apply "Plus 3 Points" strategies through explicit application of the QT framework and supported by the HAT;
- Embed strategic questioning and regular explicit feedback into faculty practices
- Teaching for transfer and significance in Stage 5 programs through the delivery of the Year 9 Project and programs
- Individual Learning Plans for all ATSI students
- Explicit teaching of interactive and communication technology skills in KLAs

Measured by:

- Improved individual growth beyond state growth in NAPLAN;
- Improved SC to HSC value added across all achievement levels.
- Increase number of students progressing into higher bands for NAPLAN, ESSA, SC, CSA & HSC
- Maintain attendance at or above State and Regional averages.
- Increased attendance and retention rates for ATSI students.
- % of students successfully being able to show the transfer of skills from the Making Learning Meaningful project through assessment in year 10 HSIE

Target 4

At least 95% of Year 10 students progress to the HSC or recognised vocational training.

Strategies:

- Comprehensive individualised transition process for all students in Years 7-12 supported by a Transition Coordinator
- Explicit teaching of student self-direction and management skills included in KLA programs supported by the Enrichment and Study Skills programs.
- Proactive and inclusive student leadership programs
- Implementation of PBIS
- Balance of extracurricular activities
- Exit survey to track student destinations Years 10 -12
- Parents well informed and involved in transition programs from stage 3 to stage 6.

Measured by:

- Number of students successfully transitioning to further study or full-time work;
- Retention data at HSC at 80%;
- Attendance data for Year 11 & 12 at or above State and Regional averages.
- Parent meeting attendance at Transition nights of 85%
- All teachers trained in PBIS

Target 5

All staff engages in professional learning programs to enhance their capacity to improve student outcomes and support and/or lead school improvement.

Strategies:

- HAT appointed to support teachers in building QT practice, accreditation and teacher leadership
- Build and extend the quality and quantity of resources on the CLIC website, supporting school priorities - literacy, numeracy, thinking skills, student self-direction, knowledge transfer, high expectations and interactive technologies.
- Develop teacher capacity to analyse data and inform professional learning needs.
- Develop teacher capacity through faculty analysis of data to target professional learning to student needs and improve student outcomes.

Measured by:

- Increase number of students progressing into higher bands for NAPLAN, ESSA, SC & HSC
- Increase in number of staff accessing professional learning resources from CLIC site.
- Increase access for staff to participating in PL programs that address school priorities.
- 60% of teachers move from *novice to confident* in target areas of literacy, numeracy ICT, effective feedback, strategic questioning, prioritising grammar, data analysis & career planning.
- Successful completion of teacher accreditation

MANAGEMENT AREAS

Teaching & Learning

Student Support & Well-Being

Professional Learning

School & Community Partnerships

Physical Resources & Administration

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	SCHOOL IMPROVEMENT	TEACHING AND LEARNING	PROFESSIONAL LEARNING	STUDENT SUPPORT & WELL-BEING	SCHOOL & COMMUNITY PARTNERSHIPS	PHYSICAL RESOURCES & ADMINISTRATION
Management Teams	<p>Betty Harper (Principal) Mark Leary (Deputy) Charles Borg (Deputy) Kylie Rytmeister (HT TAS) Elizabeth Kyritsis Aphrodite Cox (HAT)</p>	<p>C Porreca (HT T&L) J Tsafis (HT HSIE) E Nadile (CLIC coord) N Barnes K Rytmeister (HT TAS) E Kyritsis (VET coord) G Kalatzis D Voros (Middle School coord) H Hawkins (Librarian/Debating) A Mustapha D Dymond (Literacy coord) J Gibbons (HT Science/ Ab. Ed) M Hundy (Careers Adviser) Aphrodite Cox (HAT) C Rounis (numeracy teacher) V Saisanas (Numeracy coord) R El Haddad R Singh S Lane M Carthew H Bevilacqua</p>	<p>PL Committee Lisa Carmody (HT English) M Leary (Deputy) A Cox (HAT) D Dymond (T&L) V Saisanas (T&L) C Porreca (T&L) K Rytmeister (T&L) K Mohan (Community) H Yang (Welfare)</p> <p>NST/ECT Program A Cox (HAT) T Zouroudis (T/PC) J Khatib (T/NST) D Ames (T/NST) D Haseleden (T/NST) N Wheeler (T/NST) S Ioakomedis (T/NST) D Frazer (T/NST)</p>	<p>Student Support & Well Being Team (Tues every 4 weeks) J Hardy (HT Welfare) D Ropic C Stamm R Stevens</p> <p>Student Welfare Committee (Wed lunch) J Hardy (HT Welfare) H Jackson/D Stone (YA 12) R Stevens (mentor) T Pistolis (YA 8) C Dalton (YA 8 2011/ 7 2012) H Yang (YA 10) N Theodoridis (YA11) O Yilmazlar (YA 7) M Leary C Borg</p> <p>Learning Support Team (Wed wk B, p2) C Porreca (HT T&L) J Hardy (HT Welfare) D Dymond (STLA) S Lane (IM) S Templeman (counsellor) B Harper C Borg M Leary S Cole/V Cash (Transition Adv) M Hundy (Careers Adviser)</p>	<p>M Salerno (HT CAPA) S. Fifita (PI CLO) M Hundy I Stangoulis G Dennaoui (Arabic CLO) M Tsoutras C Borg (Deputy) V Cash K Mohan S Karim E Kazakis S Preece N Hassan J Khatib</p>	<p>C Borg (DP) J Scott (GA) L Holland (SAM)</p> <p>OHSCommittee J Gibbons (Chair) M Papas (SAO) B Harper M Leary C Borg</p> <p>Finance committee B Harper (Chair) M Leary C Borg J Tsafis C Porreca D Clarke M Salerno M Carthew E Kyritsis L Holland (SAM)</p>
Strategic Purpose	<p>To ensure the continued alignment of our school's vision, purpose, student exit outcomes and standards in all programs and practices. To apply this shared framework to all actions, building consistency across the curriculum and ensuring "learning for a changing future".</p>	<p>To support our integrated approach to educating the "whole child" by embedding all dimensions of the QT framework across the curriculum, through the backward mapping process to ensure alignment of exit outcomes, curriculum pedagogy, and assessment.</p>	<p>To support the development of a professional learning community through our commitment to QT, collaboration, the development of leadership capacity and planned succession.</p>	<p>To build on our shared values of inclusivity, celebration of diversity and high expectations through the development of effective student welfare programs which enhance congruence of expectations and achievement in a caring and tolerant community.</p>	<p>Building positive relationships with our parent body and the broader community, including other educational institutions, industry and business. Facilitating opportunities and build on their knowledge and understanding of the NSW education system.</p>	<p>To continue to develop effective resource management and infrastructure that maximises support of our holistic and integrated approach to quality teaching and curriculum, and the school targets, whilst maintaining the capacity to be responsive to emerging needs.</p>

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STUDENT SUPPORT AND WELL-BEING

- PBIS
- Peer Support review
- Peer mediation program
- Fast Forward
- Aspire
- Mentor programs – Blackmores, UNSW
- Cyber Bullying research project
- Anti Bullying program
- Student Leadership programs

SCHOOL IMPROVEMENT

- Evaluation cycle
- School targets and priorities
- MySchool website
- ASR
- Establishing a CAPA faculty

SCHOOL, PARENT AND COMMUNITY PARTNERSHIPS

- Blackmores/ABCN partnerships
- Public Education Day
- School Website
- BUZZ
- CLIC – Collaborative Learning Interactive Community
- Community Liaison Officer programs
- P&C



PROFESSIONAL LEARNING

- Prioritising Grammar
- Numeracy – Data and Measurement
- QT coding – classroom practice, assessment tasks
- PBIS
- Using data to inform practice
- Pre-service teacher program
- NST and ECT program
- Teacher leadership program
- Interactive technologies program

PHYSICAL RESOURCES AND ADMINISTRATION

- Health Gym learning space
- Technology maintenance and replacement schedule – Laptop Pool
- School rooming – CAPA, HAT staffrooms
- improved outside recreation areas

QUALITY TEACHING AND LEARNING

- Making Learning Meaningful project – Year 9
- Literacy – spelling, reading across the KLA
- Numeracy – the literacy of numeracy
- Quality teaching framework revisited
- Learning styles
- Blooms Digital taxonomy
- Enrichment programs – yrs 9 & 10
- Middle school programs
- EPedagogy Project - Years 7 & 8

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Proposed Income	\$	Proposed Expenditure	\$
Funds Carried Forward from 2010	\$593,265.12	Educational Programs	
2010 AFS balances - Tied	\$248,136.20	Faculties	\$46,130.00
2010 AFS balances - Trust	\$42,543.06	Anticipated subject fees (\$65%-85%)	\$32,417.25
2010 AFS Unpaid orders, invoices, salaries	\$23,058.94	Professional Learning	\$ 5,000.00
2011 AFS Provision Asset replacement	\$80,000.00	Trust expenditure	\$50,000.00
2011 AFS Provision for additional assets	\$40,700.00	Tied expenditure including TPL & PSP	\$294,200.00
Total committed	\$434,438.20	Teacher Professional Learning – tied funds	\$26,000
Balance discretionary funds	\$158,826.92	<i>Syllabus implementation</i>	
		<i>Quality Teaching</i>	
		<i>Career Development</i>	
		<i>Technology</i>	
		<i>Beginning teachers</i>	
		<i>Literacy/Numeracy</i>	
		<i>Welfare & Equity</i>	
Anticipated Income 2011		Priority Schools Program – tied funds	\$83,700
Global - Annual entitlement	\$ 305,000.00	<i>CLIC \$10,000 Enrichment \$12,800 Literacy/Numeracy \$16,000</i>	
Tied grants: PSP/TPL/ Trust	\$ 294,200.00 \$ 50,000.00	<i>Community \$37,355 Yr 9 Project \$,1600 Resources \$5,945</i>	
School Contribution	\$ 38,121.00	Technology	\$51,000.00
Subject Fees	\$ 35,632.00	International Student	\$22,000.00
Canteen Lease/Hire of facilities	\$ 24,290.91	Sport	\$32,000.00
Uniform shop/Sales to Students	\$ 14,266.48	Excursions including Sport activities	\$43,000.00
Overseas students	\$ 25,000.00	Library	\$10,000.00
Excursions	\$ 43,000.00	Middle School	\$1,690.00
Sport	\$ 38,096.20	OHS	\$1,500.00
Bank interest	\$ 29,000.00	Performing arts/Presentation Day	\$3,338.00
GST	\$ 54,000.00	Student Support & welfare	\$2,750.00
Casual Salaries cross curr	\$ 12,000.00	Careers	\$3,210.00
Miscellaneous	\$ 2,093.41	SRC	\$1,500.00
Total	\$1,123,526.92	Support	\$2,600.00
		other special programs incl work to strengths	\$36,292.09
		Purchases for resale	\$5,000.00
		Utilities	\$89,960.00
		Extra Curricular salaries	\$10,000.00
		Casual Salaries	\$140,000.00
		Administration	\$147,220.00
		Maintenance - Bldg, Grounds, Equip	\$30,000.00
		TOTAL expenditure	\$1,060,807.34

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MANAGEMENT AREA		School Improvement					
School Priority	Expected Outcomes and Targets	Implementation Strategies	2011	Responsibility	Indicators of Success	Allocation \$	Funding source
Literacy Numeracy Engagement & retention Teacher quality	<ul style="list-style-type: none"> All staff engages in professional learning programs to enhance their capacity to improve student outcomes and support and/or lead school improvement. At least 95% of Year 10 students progress to the HSC or recognised vocational training. Increased levels of numeracy achievement for every student in line with State Plan and Regional targets. Increased levels of literacy achievement for every student in line with State Plan and Regional targets. 	Monitor and evaluate school plan <ul style="list-style-type: none"> maintain regular meetings in terms 3 and 4 Apply the evaluation cycle to school programs <ul style="list-style-type: none"> PDHPE Interactive Technologies in T&L Peer Support program Analyse data and evidence collected from teams and staff Review targets and priorities for 2012 - 2014 Inform management teams of findings and recommendations Publish new school plan 2012 - 2014 	T 3,4 Term 3 Term 4 Term 4	B Harper Evaluation teams B Harper SI Team	<ul style="list-style-type: none"> Curriculum and Management evaluations completed and published Data collected, analysed and recommendation published Targets prepared for 2012 	\$3000 (exam supervisors)	Global
Literacy Numeracy Engagement & retention Teacher quality	<ul style="list-style-type: none"> School community is involved in the collection and analysis of school achievement and performance data To meet all school targets 	Public reporting of targets, priorities and achievement <ul style="list-style-type: none"> evaluation of data completion and publication of reports C4E evaluation MySchool website School Website 	Ongoing T4 2010 T1 2010	B Harper School Improvement team C4E team B Harper A Martinson	<ul style="list-style-type: none"> ASR completed and distributed Data analysis informs planning for 2012 -13 Evaluation of data informs progress of 2011 initiatives and programs School community well informed about the direction and achievements of the school. 	\$200 (ASR)	Global
Engagement & retention	<ul style="list-style-type: none"> Focus on high expectations in every classroom. At least 95% of Year 10 students progress to the HSC or recognised vocational training. 	Establish a Creative and Performing Arts (CAPA) Faculty <ul style="list-style-type: none"> Establish a staff room for CAPA staff Temporary internal arrangement for a CAPA HT Provide ongoing support to CAPA faculty in the amalgamation and transition process. When appropriate convert HT Administration position to HT CAPA 	Term 1 ongoing	B Harper CAPA teachers Teachers Federation representative	<ul style="list-style-type: none"> 		

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MANAGEMENT AREA		Teaching and Learning					
School Priority	Expected Outcomes and Targets	Implementation Strategies	2011	Responsibility	Indicators of Success	Allocation \$	Funding source
Literacy Engagement & retention Teacher Quality	<ul style="list-style-type: none"> To match the school average for literacy achievement in both Year 7 and 9 NAPLAN to the state average. Improvement in students' reading, comprehension and sustained writing across all KLA's in years 7 and 8. Implementation of a scope and sequence professional development program focusing on reading, comprehension, critical literacy and writing across KLA's in Years 7 and 8. 	Literacy <ul style="list-style-type: none"> Introduction of a literacy period in year 7. Targeted areas will be informed by NAPLAN results in reading. Deliver a series of cross KLA workshops that will focus on elements of the Quality Teaching Framework in metalanguage, analyse the effectiveness of assessment and feedback and the use of critical literacy in working with written and visual texts. Continue with Spelling Bee program 	T 3 & 4 T 1, - 4	Literacy co-ordinator (D Dymond) and team Literacy co-ordinator	<ul style="list-style-type: none"> 10% Improvement in NAPLAN results. 		PSP
Numeracy Engagement & Retention	<ul style="list-style-type: none"> Increased levels of numeracy achievement for every student in line with State Plan and Regional targets Teaching for transfer of numeracy skills Extending student learning to challenge all students High expectations in every classroom 	Numeracy <ul style="list-style-type: none"> Develop Year 7 Orientation Numeracy Unit of work to explore numeracy in cross KLA contexts and everyday life. Pre-test and post-test of student' numeracy knowledge Implement the use of S.T.A.R.T cards with particular emphasis on features of different graphs, diagrams and tables across KLAs. Extension of the Mathletics program. Appoint a Numeracy coordinator 	T1-T4 T1	Numeracy co-ordinator Mathematics teacher Numeracy co-ordinator	<ul style="list-style-type: none"> Improvement in NAPLAN results of 20% 10% Improvement in SC results 80% of students receiving Mathletics awards. 		PSP
Literacy Numeracy Engagement & retention Teacher quality	<ul style="list-style-type: none"> Focus on high expectations in every classroom Students will be challenged and extended in their learning Students will develop a range of skills in self-directed learning, higher order thinking, backward mapping and creative use of technology Students literacy skills will improve 	Enrichment <ul style="list-style-type: none"> Negotiate, develop and deliver extension programs in core KLAs across Stage 5 targeted classes in a team teaching situation to engage students in projects that integrate deep knowledge, self-directed learning and creative use of technology through variety of strategies such as backward mapping, question generator, strategic questioning, and effective feedback. Creation and production of the BUZZ as a G&T program through Radical Reading period(Top stream Year 9 / 10) 		<ul style="list-style-type: none"> Enrichment Officer/Shadow CRTs A. Martinsons/ HT T&L A.Cox 	<ul style="list-style-type: none"> Raise performance for targeted group in English and Science by 10% based on expected growth. 		PSP
Engagement & retention Literacy	<ul style="list-style-type: none"> Increased levels of literacy achievement for every student in line with State Plan and 	Middle School <ul style="list-style-type: none"> Scientific Literacy – NSW Youth Partnership with Arabic 		D. Voros Middle School Committee	<ul style="list-style-type: none"> 10% improvement enrolment numbers from 2011 to 2012. 	\$1307.84	Global

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MANAGEMENT AREA		Teaching and Learning					
School Priority	Expected Outcomes and Targets	Implementation Strategies	2011	Responsibility	Indicators of Success	Allocation \$	Funding source
Numeracy Teacher quality	<p>Regional targets</p> <ul style="list-style-type: none"> Increased levels of numeracy achievement for every student in line with State Plan and Regional targets. Increased numbers of student transitioning from local Primary schools to BGHS 	<p>Communities. Continue working towards improving pedagogy in Science by delivering Teaching Programs which integrate Literacy & Thinking Skills.</p> <ul style="list-style-type: none"> Primary Visits - Build partnership with Stage 3 teachers at Bankstown PS <p>Literacy and Numeracy in the Middle Years</p> <ul style="list-style-type: none"> Develop QT strategies which promote Literacy and Numeracy skills <p>Year 7 Orientation Programs</p> <ul style="list-style-type: none"> Year 6 into 7 High School Transition programs that includes primary taster visits, Challenge Day extension activities, debating program and school tours. 		<p>J. Gibbons Science Staff</p> <p>D. Voros, Year Advisor 2012</p> <p>D. Voros D. Dymond V. Saisanas HT's</p>		<p>Transition \$6,550</p> <p>\$3815</p>	<p><i>x-curricular</i></p> <p>Global</p>
Engagement & Retention	<ul style="list-style-type: none"> At least 90 % of yr 10 students progress to the HSC or recognized vocational training That staff in all KLAs become regular users of STW logs on line and BGHS Careers Web Page That students and parents become more aware of STW logs on line and BGHS Careers Webpage Increasing students understanding of their skills, abilities, values and developing these characteristics Students will have a realistic view and understanding of the world of work, tertiary options, and their rights and responsibilities. 	<p>Careers</p> <ul style="list-style-type: none"> Initiative - Implementation of strategies as identified by Working to Strengths Program: 3 tutors/mentors Yr 9, 10, 11 in Term 4 to continue in 2011. Mentors for PI students, Mentoring workshops for Year 11, Management workshops for Year 9, 10, 11. Reading tutoring for Yr 9 Targeted PI students (NAPLAN results). Afternoon tea for each Tutoring sessions. Investigate partnerships with Blackmores – through Industry visits & or work experience/shadowing Investigate implementing with CBCC – Industry Tours, Shadowing program with Volvo / News Limited for students both At Risk and High Achievers Expansion of Premier's Student Volunteering Program – Advertise BUZZ/ Posters to create further opportunities for students volunteering both within the school & local community 	T1-4	<p>Careers Advisor</p> <p>Executive</p> <p>Transition Advisor</p>	<ul style="list-style-type: none"> Increase retention rates of students transitioning from the SC to the HSC from 87% to 95% 95% of students recording ER Skills – e- portfolios and the relevance of ER skills to their Year 9 Project groups to world of work Tracking data information completed for 95% of students completing the HSC. 	\$21,000	
Literacy Engagement & Retention	<ul style="list-style-type: none"> Improving students' performance in reading, and writing sustained responses Improving skills in research and communication 	<p>Library</p> <ul style="list-style-type: none"> Implementing Radical Reading changes as per Library Review Debating and Program Authors Program 	Term 1-4	<p>Helen Hawkins</p> <p>English faculty</p>	<ul style="list-style-type: none"> Raise student performance by 10% on NAPLAN, SC and HSC results. 	<p>\$600</p> <p>\$2000</p>	Global

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MANAGEMENT AREA		Teaching and Learning					
School Priority	Expected Outcomes and Targets	Implementation Strategies	2011	Responsibility	Indicators of Success	Allocation \$	Funding source
Teacher Quality	<ul style="list-style-type: none"> Focus on high expectations in every classroom All staff engages in professional learning programs to enhance their capacity to improve student outcomes and/or lead school improvement Bridging the gap between high expectations and student engagement Teaching for transfer Alignment of curriculum, pedagogy and assessment Technology skills Community partnerships 	<p>PSP: Year 9 Project – Making Learning Meaningful</p> <ul style="list-style-type: none"> Teachers as facilitators training – incorporating: <ul style="list-style-type: none"> Strategic questioning Explicit feedback Applying and using Bloom's Digital Taxonomy Delivery of KLA units of work incorporating transfer skills and cross-KLA assessment task. Skilling of Yr 9 IST students in use of Microsoft SharePoint Creation of CLIC sites by CLIC coordinator English Campaign teacher workshop & delivery of lessons re; how to create a campaign Year 9 student teams – <ul style="list-style-type: none"> Incorporate eportfolios into learning; Develop cross-KLA assessment task during 'Team Week' Present national campaign incorporating 'blogfolios' to showcase: <ul style="list-style-type: none"> Self-directed learning; Higher order thinking; Knowledge transfer Use of multi-media. <p>CLiC into SharePoint</p> <ul style="list-style-type: none"> Support each KLA to transfer & maintain Teaching & Learning sites to new year through training of staff and induction of new staff to CLiC Continue development of protocols for publishing work to CLiC and permissions as well as roles and responsibilities Year 8 into 9 & Year 10 into 11 transition Maintain and develop Staff Matters – Professional Learning teaching resources site Liaise with TSO to develop & maintain DER laptop support site Support staff maintain special interest sites e.g. new HAT site, debating, Cafe 21, Special Events, OHS, BUZZ 	<p>T1-3</p> <p>T 2</p> <p>T3</p> <p>T 1-4</p>	<p>E. Nadile / C. Porreca</p> <p>Year 9 teachers</p> <p>TAS teachers</p> <p>Facilitators/Nadile</p> <p>Facilitators</p> <p>Assessment panel</p> <p>English faculty</p> <p>E.Nadile</p> <p>Staff</p> <p>Ongoing</p> <p>S.Rahman</p> <p>Special interest staff</p> <p>A Cox</p>	<ul style="list-style-type: none"> Establish a baseline from which future performance trends can be measured. 70% of students displaying evidence of the cross KLA transfer of knowledge and skills through assessment in HSE. 		PSP

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MANAGEMENT AREA		Teaching and Learning					
School Priority	Expected Outcomes and Targets	Implementation Strategies	2011	Responsibility	Indicators of Success	Allocation \$	Funding source
Teacher quality Literacy Engagement & Retention	<ul style="list-style-type: none"> All staff engages in professional learning program to enhance their capacity to improve student outcomes and support and/or lead student improvement Focus on high expectations in every classroom 	Technology <ul style="list-style-type: none"> Whole school ICT mapping summary DER training, faculty experts to "train the trainers" in software for laptops Unified approach to OneNote 		Rytmeister M Leary	<ul style="list-style-type: none"> 75% of teachers using the one note package structure in classes with stage 5 and 6 . 		
	<ul style="list-style-type: none"> At least 90% of students progress to the HSC or recognised vocational training 	International Students <ul style="list-style-type: none"> Establish an International Students' Orientation Package to support general enrolment & comply with ESOS Act and National Code Intensive team teaching 2 days per week, all year, targeting IS classes to improve English language skills. Parallel ESL class Formal meetings with carers/guardians once per semester re student progress/ transition programs, questions/answers, etc to create links between home and school 	Ongoing	C Porreca S Lane	<ul style="list-style-type: none"> 10% increase in band 4 results at the SC and HSC level. 	\$10,500 \$1,000	International Student Contributions
Engagement & Retention	<ul style="list-style-type: none"> Focus on high expectations in every classroom At least 95% of Year 10 students progress to the HSC or recognised vocational training. 	Sport <ul style="list-style-type: none"> Review and evaluate the status and value of sport within the school. Promote participation in physical activity among girls and lifelong benefits by participation in Sporting Challenge programs. Develop and program that is based on the safe use of gym equipment to build strength and cardiovascular endurance. 	T1-4	All PD/H/PE Staff All SPORT staff Sports Co-ordinator	<ul style="list-style-type: none"> 10% increase in the number of student participating in sport due to increased engagement. 	\$500.00	Sport Budget

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MANAGEMENT AREA		<i>Student Well Being and Support</i>					
School Priority	Expected Outcomes and Targets	Implementation Strategies	2011	Responsibility	Indicators of Success	Allocation \$	Funding source
Engagement & retention	<ul style="list-style-type: none"> Improved attendance ---- years 7 – 12 Greater numbers of students progressing to the HSC or recognised vocational training Focus on the merit system promoting high expectations in every classroom. 	Attendance Programs and Procedures <ul style="list-style-type: none"> Introduce staff to the new attendance recording procedures for Academy Attendance online period by period recording: <ul style="list-style-type: none"> Staff PL on recording system Student Advisors actively promote and manage Attendance Competition Student Advisors meet regularly with roll call teachers to coordinate attendance checks Merits given for exemplary attendance each term Regular merit excursions and assemblies organised Simplifying attendance information transfer between roll call teachers, SAs and HT Welfare Centrelink/ABSTUDY returns completed and all students made aware of the importance of this process and its link to them receiving Centrelink benefits Update and promote truancy procedures 	Term 1 Term 1 Daily Ongoing Each term Term 1 Each term Term 1 Ongoing	HT Welfare SAs, DPs SAs All teachers SAs HT Welfare HT welfare HT Welfare HT Welfare	<ul style="list-style-type: none"> 'Whole day' attendance improved by 1% Data from exit survey and enrolment indicating all students engaged in full time work, academic course or vocational pathway Fractional truancy reduced by 2% Increased numbers of students receiving awards at Merit Assemblies conducted each semester 	\$300	pl
Teacher quality Engagement & Retention	Explore new and relevant welfare initiatives Improve systems for reporting and recording Provide relevant welfare related resources to students and staff	Welfare Systems and Team Professional Learning <ul style="list-style-type: none"> Continue PL opportunities for Mind Matters and other welfare initiatives Increase opportunities for Professional Development of SAs and Welfare Management Team especially in the area of Technology Resources <ul style="list-style-type: none"> Acquisition of Welfare related library resources, periodicals and classroom resources Communication <ul style="list-style-type: none"> Links to and sharing information with the Learning Support Team SAs to ensure teachers can access Medical information about students on Academy Peer Support Coordinator with Year 7 Student Advisor to take over running of Peer Support Program –linking to Transition Strategies Yrs 6-7 Update the effective and user friendly Student Welfare website on SharePoint 	Term 1 – 4 Term 1 – 4 Ongoing Fortnightly Ongoing Term 1 Term 1	SAs Yr 7 SA HT welfare	<ul style="list-style-type: none"> Professional Development opportunities taken up by Welfare Team Using information from the UWS student survey data to update welfare programs Increased use of Welfare Library resources Increased teacher access of student medical alert information on Academy Increased use of Welfare information on Sharepoint. 	\$1500 \$1000 \$200	pl budget Budget

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MANAGEMENT AREA		<i>Student Well Being and Support</i>					
School Priority	Expected Outcomes and Targets	Implementation Strategies	2011	Responsibility	Indicators of Success	Allocation \$	Funding source
	<ul style="list-style-type: none"> Initiating PBIS Consistent practice in managing students Safe environment needed to improve student learning Improve opportunities for student leadership 	<p>Proactive Welfare Programs</p> <p>PBIS</p> <ul style="list-style-type: none"> Forming PBIS Committee with representation from whole school community Whole school community involved in consultation process Implement action plan to address identified target areas Implement professional learning for the whole school community directed at promoting positive reinforcement in the targeted areas Promote values, processes and procedures of PBIS through structured lessons that lead to whole school change in targeted areas. <p>Mind Matters Implementation</p> <ul style="list-style-type: none"> Peer Support Program Training year 10 cohort as Peer Support Leaders Police Liaison Officer conducting regular cyber bullying workshop Promote and advertise the school's Anti-Bullying Program through the Buzz , School Website and CLIC; Camp Quality visit – Years 8 &9- resilience and grieving <p>Student Leadership</p> <ul style="list-style-type: none"> LIMS Program Yr 8 STARS Program Yr 9 Linking STARS program participants with the Environmental Committee to help set up the School Communal Garden <ul style="list-style-type: none"> SRC Student Volunteering 		<p>HT Welfare</p> <p>HT Welfare</p> <p>HT Welfare SAs</p> <p>SRC Coordinator Careers Adviser</p>	<ul style="list-style-type: none"> PBIS Committee formed and professionally developed All staff aware of the PBIS principles Establish baseline of current practice and aim for 10% improvement in the target area All Year 7s successfully complete Peer Support Program School community fully aware of the school Anti-Bullying Program and its strategies. Increase in numbers of students attending school run welfare activities Increase in numbers of students successfully completing LIMS and STARS Programs 	<p>\$600</p> <p>\$200</p> <p>\$1200</p> <p>\$250</p> <p>\$750</p> <p>\$420</p> <p>\$350</p>	<p>pl</p> <p>Budget</p> <p>pl</p> <p>Budget</p> <p>budget</p> <p>budget</p>

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MANAGEMENT AREA		<i>Professional Learning</i>					
School Priority	Expected Outcomes and Targets	Implementation Strategies	2011	Responsibility	Indicators of Success	Allocation \$	Funding source
	<ul style="list-style-type: none"> T & L areas map the PL undertaken in 2011, providing data as to how student outcomes were improved and the school targets met. All staff engages in professional learning program to enhance their capacity to improve student outcomes and support and/or lead student improvement 	Planning Whole School Professional Learning <ul style="list-style-type: none"> Management team areas provide overview of PL needs to be addressed in 2011 and recommend strategies to meet the whole school targets. Promote Professional learning opportunities through executive team and via digital mediums. Plan ongoing PL for executive, teaching and non-teaching staff through executive focus meetings, staff and management team meeting times and school development days, as well as after school sessions 		HT's & DP HAT SAM	<ul style="list-style-type: none"> SMART data to indicate areas where school targets have been achieved. Register of all staff participation on myPL@DET 		TPL
Literacy Numeracy Teacher Quality	<ul style="list-style-type: none"> All staff participates in professional learning activities on SDD that supports teachers in reaching the whole school targets. 	School Development Days <ul style="list-style-type: none"> Conduct a whole school 'needs analysis' to support and direct the whole school professional learning. SDD provide opportunity for SMART data analysis. SDDs support the school target by conducting sessions and PI opportunities for staff on literacy; numeracy; data analysis; QT framework - HOT, strategic questioning, quality teacher feedback, coding lessons; National/NSW Teaching Standards; Australian curriculum; PBIS and epedagogy strategies. Literacy, Numeracy, Enrichment, CLIC and Technology coordinators plan and present workshops/SDD sessions 		PL team	<ul style="list-style-type: none"> Implementation of strategies into programming. SMART data to indicate areas where school targets have been achieved. 	\$150 x3	PL hospitality
	<ul style="list-style-type: none"> Build the capacity of the Numeracy and Literacy team to assist faculties to embed literacy and numeracy in their T&L programs. 	Literacy And Numeracy Leadership <ul style="list-style-type: none"> Literacy and Numeracy coordinators to provide faculty workshops on programming, assessing and feedback. 		PL team, PSP coordinator.	<ul style="list-style-type: none"> Implementation of strategies into programming. SMART data to indicate areas where school targets have been achieved. 		TPL PSP
	<ul style="list-style-type: none"> Leadership capability is developed at teacher/HT/DP levels 	Leadership Capacity & Teacher Quality <ul style="list-style-type: none"> All staff to complete a professional learning plan for 2011 Aspiring leaders program to be re established within the school. Promote participation in external leadership forums and workshops. Participation in the Classroom Teacher Program by NST, ECTs and other interested teachers Executive and aspiring leaders participate in the Teacher Mentor program 		M. Leary/ B. Harper A Cox (HAT)	<ul style="list-style-type: none"> Increased number of staff undertaking leadership opportunities within the school. 		TPL

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MANAGEMENT AREA		Professional Learning					
School Priority	Expected Outcomes and Targets	Implementation Strategies	2011	Responsibility	Indicators of Success	Allocation \$	Funding source
	<ul style="list-style-type: none"> All NST/ECT are supported in their development as a teacher and in their professional learning. 	Early Career Teachers <ul style="list-style-type: none"> Participation in a NST/ECT induction program on their first day at school. Evaluate and modify the existing BGHS NST/ECT programs. Promote and support NST/ECT participation in external workshops. Publish all updates and alterations to the existing NST/ECT programs to allow executive and teachers to best support the needs of the NST/ECT. 		D.Clarke A Cox - HAT	<ul style="list-style-type: none"> Successful accreditation 		TPL/BT grant
	<ul style="list-style-type: none"> Completion of all necessary compliance training. 	Compliance Training <ul style="list-style-type: none"> Utilise staff meetings to undertake any OHS, code of conduct, child protection updates, etc. 		P & DP's	<ul style="list-style-type: none"> 		

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MANAGEMENT AREA		<i>Physical Resources and Administration</i>					
School Priority	Expected Outcomes and Targets	Implementation Strategies	2011	Responsibility	Indicators of Success	Allocation \$	Funding source
Teacher quality Engagement & Retention	<ul style="list-style-type: none"> At least 90% of students progress to the HSC or recognised vocational training All staff engages in professional learning programs to enhance their capacity to improve student outcomes and support and/or lead school improvement. Focus on high expectations in every classroom. 	<p>TECHNOLOGY – access, equity and administration</p> <p><i>Easy School Reports program</i></p> <ul style="list-style-type: none"> Continue with SASS and teacher training Refine report format and functions to include more accurate attendance data <p><i>Refine Academy Attendance and Welfare recording</i></p> <ul style="list-style-type: none"> Staff training in online attendance recording and welfare notifications Refine welfare procedures - incorporate system into school's welfare and discipline procedures Ensure access to every staff room and relevant staff <p><i>Connected Classroom in TLS</i></p> <ul style="list-style-type: none"> Establish program to promote effective use of VC in T&L <ul style="list-style-type: none"> Continue with external ICT support through JAMARK and 1 school ICT coordinator Develop, publish and implement a 3 year technology plan for the school <p><i>DER laptop program</i></p> <ul style="list-style-type: none"> Supervision and professional development of TSO Establish a pool of discretionary purchased laptops for teacher and Yr 7, 8, 11,12 student use Purchase of peripheral equipment to maintain laptops eg batteries, chargers, bulk charger, mice, etc. Develop policies and procedures necessary for smooth implementation and monitoring as needed 		<p>M Leary</p> <p>M Leary J Hardy</p> <p>C Borg M Leary L Holland</p> <p>J Hardy</p> <p>K Rytmeister MLeary</p> <p>S Rahmen</p> <p>S Rahmen M Leary</p>	<ul style="list-style-type: none"> Parent feedback on semester 1 reports Evaluation of attendance system at the end of 2008 decrease in the number of attendance errors increase number of students accessing technology spaces across the school Quality of School Life survey 		
Teacher quality	<ul style="list-style-type: none"> Bankstown Girls High School has a safe and well maintained learning environment Focus on high expectations in every classroom. 	<p>OHS</p> <ul style="list-style-type: none"> Maintain OHS documentation in preparation for Audit Conduct routine workplace inspections each term Conduct regular communication with staff via Staff and Executive meetings Conduct 2 evacuation and 1 Lock down drills 	<p>Term 1</p> <p>Term 1-4</p> <p>Term 1-4</p> <p>Term 1-4</p> <p>Term 1,2,4</p>	<p>C Borg</p> <p>C Borg J Gibbons</p>	<ul style="list-style-type: none"> Evacuation evaluations Injury and accident data 	<p>As required</p> <p>\$2,000.00</p>	<p>TPL</p> <p>Global</p>
Engagement & Retention	<ul style="list-style-type: none"> Students have a safe and comfortable environment for relaxing and learning 	<p>SITE AND ASSET MANAGEMENT</p> <ul style="list-style-type: none"> Implement master key system 	T 2	<p>C Borg J Scott (GA)</p>	<ul style="list-style-type: none"> All staff have appropriate access to school facilities and equipment 	\$12,000.00	Global
	<ul style="list-style-type: none"> All teachers employed at BGS are fully qualified and accredited. 	<p>Staffing</p> <ul style="list-style-type: none"> Ensure all casual & temporary engagement teachers have 	Ongoing	C Borg	<ul style="list-style-type: none"> Accurate records are kept & casual relief is seamlessly directed to appropriate areas 		

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MANAGEMENT AREA		<i>Physical Resources and Administration</i>					
School Priority	Expected Outcomes and Targets	Implementation Strategies	2011	Responsibility	Indicators of Success	Allocation \$	Funding source
	<ul style="list-style-type: none"> All teachers permanent, temporary and casual teachers are aware and follow BGHS Policies and Procedures. All staff apply for leave using the correct procedures and in a timely manner. 	<ul style="list-style-type: none"> had security checks, are DET approved, have received all mandatory child protection in servicing, are New Scheme Teachers Ensure all casual & temporary engagement staff are aware of & follow BGHS staff procedures as established in the BGHS Staff Procedures booklet Maintain accurate records of staff absences i.e. sick, FACS , other approved leave, Extra-curricular & PL activities. Follow up leave application approvals on a regular basis within 5 days of return to duty. <ul style="list-style-type: none"> Provide & complete all returns on which Senior Executive base staffing needs. Ensure all casual & temporary engagement teachers have had security checks, are DET approved, have received all mandatory child protection in servicing and New Scheme Teachers accreditation is checked. Ensure all casual & temporary engagement staff are aware of & follow BGHS staff procedures as established in the BGHS Staff Procedures booklet. Maintain accurate records of staff absences i.e. sick, FACS & other approved leave. Follow up leave application approvals on a regular basis. 			<ul style="list-style-type: none"> All teachers have appropriate qualifications and accreditation. BGHS Policies and procedures are followed and adhered to. Register of absences and leave accurately maintained. 		
	<ul style="list-style-type: none"> Regular effective school assemblies are held. Executive are aware of staffing issues. Effective managing of school staff meetings 	<p>Communication</p> <p>Whole School</p> <ul style="list-style-type: none"> Provide daily notices of absent staff, casual relief and maintain accurate records of same. Organise Agenda and Chair school staff meetings. <p>CLIC (SharePoint school intranet)</p> <ul style="list-style-type: none"> Implement the use of CLIC as daily communication with staff and students Upload all school policies and procedures onto CLIC Promote the regular use of CLIC as the main form of communication Establish procedures for ensuring accuracy of content <p>School Website</p> <ul style="list-style-type: none"> Establish and maintain systems to ensure currency and accuracy of site Promote amongst staff, students, parents and community <p>Assemblies</p>	<p>Daily</p> <p>Monthly</p> <p>Term 1</p> <p>Term 1-4</p> <p>Term 2</p> <p>Term 1</p> <p>Term 1</p>	<p>HT Admin</p> <p>C Borg</p> <p>E Nadile</p> <p>C Borg</p> <p>M Leary</p> <p>L Holland</p> <p>A Martinsons</p> <p>C Borg</p> <p>G Dennaoui</p> <p>S Fifita</p>	<ul style="list-style-type: none"> Assemblies successfully concluded. Electronic copy of staff absences available. Agenda and minutes of staff meeting published. 		

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MANAGEMENT AREA		<i>Physical Resources and Administration</i>					
School Priority	Expected Outcomes and Targets	Implementation Strategies	2011	Responsibility	Indicators of Success	Allocation \$	Funding source
		<ul style="list-style-type: none"> Organise and evaluate regular whole school assemblies in consultation with the HT on Duty. 					
Teacher Quality	<ul style="list-style-type: none"> Exams both internal and external are effectively run across the school. Rosters are completed and published 	<p>Exam Organisation, Rosters & Returns</p> <ul style="list-style-type: none"> Liaise with BOS examination officer re needs per individual exam Design and publish all examination timetables and examination supervision rosters Notify students/caregivers of examination timetables and procedures Ensure school community knows and understands procedures around whole year internal and /or external examinations eg HSC Trials Oversee setup of examination areas and make appropriate room changes where applicable Ensure all rosters are established eg Playground duty, NAPLAN, examination supervision Complete DET and BOS returns, both online and paper based. 	Ongoing	C. Borg HT Admin HT CAPA	<ul style="list-style-type: none"> Examination timetables and procedures used by staff and students. Exams effectively set up and run. School rosters are adhered to and effective. DET and BOS returns completed 		
	<ul style="list-style-type: none"> All staff new and existing are able to access and use Academy Attendance and Welfare. Attendance returns are completed on time. Improved attendance and punctuality rates across the school. Staff follow attendance and truancy procedures. 	<p>Attendance</p> <ul style="list-style-type: none"> Maintain and improve Academy Attendance Program including attendance and welfare systems. Plan for and complete Attendance returns Evaluate, refine communicate and publish procedures regarding, early leave passes, lateness, truancy procedures, HSLO referrals and Exemptions from attendance. Ensure training is provided to all new and existing staff in the use of Academy Attendance and Welfare. 		J. Hardy – HT Welfare	<ul style="list-style-type: none"> Teachers access Academy attendance and complete welfare and N award notifications Attendance returns completed showing improved attendance rates. Attendance policies and procedures published electronically and in hard copy. 		
	<ul style="list-style-type: none"> Published timetables are accurate and equitable. Future timetable Program decided upon. 	<p>Timetable</p> <ul style="list-style-type: none"> Evaluate timetable timeline and procedures to ensure reliable and equitable timetable outcomes. Evaluate Time Chart 6 timetable system and Time Chart Extra 5 for daily school administration 		J Tsafis J Gibbons V Saisanas (Timetablers Timetablers & DP's	<ul style="list-style-type: none"> Timetable timelines and procedures published. Time Chart 6 strengthened OR new alternative timetable investigated. 		
	<ul style="list-style-type: none"> Staff complete school reports on time with appropriate comments with less errors. Improvement of the quality and presentation of school reports. 	<p>REPORTING</p> <ul style="list-style-type: none"> Training of all staff in the use of the Easy School Reporting system including appropriate comments. Evaluation of current report formats and templates and 		HT Welfare HT Admin	<ul style="list-style-type: none"> Reduction in less report errors noted by HT's, YA's & DP's More standardised and professional looking reports 		

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MANAGEMENT AREA		Physical Resources and Administration					
School Priority	Expected Outcomes and Targets	Implementation Strategies	2011	Responsibility	Indicators of Success	Allocation \$	Funding source
		implementation of improvements.					
	<ul style="list-style-type: none"> Stock take completed appropriately Cleaning issues addressed in a timely manner Maintenance completed as per schedules Areas maintained and/or refurbished 	Site & Assets Management <ul style="list-style-type: none"> Maintain accurate records of all assets within BGHS and manage annual asset/stock take process. Communicate and coordinate cleaning, maintenance and repair issues with Spotless and other providers. Manage preventative maintenance eg electrical tagging, elevator, air conditioning etc. Finalise the re-keying of the school and maintain an electronic key register. Action recommendations of school tree audit 	Ongoing	C. Borg G.A.	<ul style="list-style-type: none"> Stock take signed off and completed. Cleaning issues noted in communication booklet and G.A. folder and work completed. School re-keyed and register functioning All trees made safe Identified capital works finalised and being utilised		
Teacher Quality School Organisation	<ul style="list-style-type: none"> Improved Quality Learning Environments across the School 	OHS Periodic OHS checks as outlines below <ul style="list-style-type: none"> New Staff induction and training Fire extinguisher and microwave inspections Emergency procedures Meet with cleaners to discuss OHS issues Review of Cleaners OHS Maintenance of OHS Management Plan Procedures Routine hazard identification and assessment <ul style="list-style-type: none"> Gas bottle inspection Chemical stocktake Pest inspection and treatment Storage complies with dangerous goods legislation Maintenance of painted areas and trip hazards Routine hazard identification and assessment <ul style="list-style-type: none"> Review of OHS issues Personal Protective Equipment provided to relevant KLA. Maintenance of First Aid Kits and Chemical spill kits Maintenance of chemical register and labelling 	T1-T4 T1-T4 T1 -T4 T4 T1-4	OHS committee J. Gibbons OHS committee C.Borg Principal C. Borg OHS committee	<ul style="list-style-type: none"> Decrease in the numbers and frequency of Hazard Identification. 	Total OHS Budget \$300 \$300 \$600 \$400 \$200	OHS Budget TPL OHS budget TPL OHS Budget

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MANAGEMENT AREA		School and Community Partnership					
School Priority	Expected Outcomes and Targets	Implementation Strategies	2011	Responsibility	Indicators of Success	Allocation \$	Funding source
Target 1	<ul style="list-style-type: none"> Community partnerships School organisation Bridging the gap between high expectations and student engagement School Prospectus 	<p>Parent/Community/Meetings, Workshops, Communications and Networks</p> <p><u>TIPS for parenting 4 sessions Term 1-Term 4</u></p> <ul style="list-style-type: none"> Regular P&C meetings and parent workshops Invitation letters posted home Pacific Islander, Parent Network Groups VET contacts with community 	T1-4 T4	G Dennaoui S Fifita (CLOs) C Borg J Tsafis	<ul style="list-style-type: none"> Number of parents attending workshops and meetings Evaluations of workshops and training sessions Student feedback 	\$36,169	PSP
	<ul style="list-style-type: none"> Community partnerships School organisation Bridging the gap between high expectations and student engagement 	<p>Promoting the School in the Community</p> <p><u>The BUZZ Newsletter</u></p> <ul style="list-style-type: none"> Feature column in BUZZ from CLO, performing arts, sport Training for BUZZ team <p><u>Media School Promotion</u></p> <ul style="list-style-type: none"> Newspaper articles Leadership in Media Team School awards Work placements: VET 	T1, T4	A Martinsons CLOs D.Clarke T.Pistolis M.Salerno Community team E Kyritsis	<ul style="list-style-type: none"> Newsletter published twice per term Parent attendance data and evaluations 	\$4,600 3 days Arabic CLO \$21,586.50	Global PSP
		<p><u>Whole School Activities</u></p> <ul style="list-style-type: none"> Merit Assemblies Year 6 Orientation ANZAC Day Service Girls' Expo Day Actively promote parent attendance at School Merit Assemblies, Parent/Teacher Evenings 	T1, T2, T4	D Voros C Borg J Tsafis J.Hardy Year Advisors D.Clarke		Release as required	Extra curriculum budget
		<p><u>Celebrations</u></p> <ul style="list-style-type: none"> Public Education Day NAIDOC week activities and celebrations 		C Clarke CLOs SRC J Gibbons	<ul style="list-style-type: none"> Increase staff participation Teacher / student and parent feedback. Increase communication with whole School. Student, teacher and parent attendance and participation 	Release as required	Extra curriculum budget
		<p><u>Community Events</u></p> <ul style="list-style-type: none"> Bankstown Performing Arts Festival Revesby Performing Arts festival Sydney South west Dance festival / camps 	T4	D Clarke M.Salerno CLOs		Release as required	Extra curriculum budget

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MANAGEMENT AREA		School and Community Partnership					
School Priority	Expected Outcomes and Targets	Implementation Strategies	2011	Responsibility	Indicators of Success	Allocation \$	Funding source
		<ul style="list-style-type: none"> • Harmony Day • Reclaim the Night (stop violence against woman) • International Women's Day, Woman's festival 					
		<p><u>Performance Groups and Events</u></p> <ul style="list-style-type: none"> • African, Pacific Islanders, Vietnamese, Indian, Arabic , and Modern Dance groups • School Art Exhibition • Choir • HSC Music/Drama Art Evening • PD/H/PE – DANCE Review 	T3, T4	CLOs D Clarke CAPA staff		Release as required	Extra curriculum budget
Strengthening community partnerships	To develop partnerships with community organizations that support student social and educational needs and promoting the school in the community	<p>COMMUNITY LIAISON</p> <ul style="list-style-type: none"> • Attending meetings of community organisations such as: <ul style="list-style-type: none"> ○ Arabic welfare Council; Lebanese community Council; Vietnamese community; Centre Link; Pacific Islander Network • Liaise with local community groups and assist with running programs and school relevant to our community e.g. Parenting/First Aids/Road Safety/TAFE • Attending community functions and launch <ul style="list-style-type: none"> ○ Biggest Morning Tea ○ Attending the biggest play group – Homebush • Assist parents with enrolment procedures and attend parent/teacher evening • Translation of school documents and communications into Arabic, Vietnamese and Pacific Island • Phone parents regarding issues of awards, bullying, racism, events, student problems at school, absences, lateness, uniforms etc. • Learning & working to your strengths Project for Pacific Islanders 	T 1 – 4 T 1 - 4	CLO G Dennaoui S Fifita L.Michaelson T.Pistolis CLO's Year Advisors J.Hardy S Fifita	<ul style="list-style-type: none"> • Number of parents and students aware of using these services. • Parent attendance data and evaluations • Feedback from parents and staff • Parent support for school programs and policies • Positive resolution of issues • Resolution of parent concerns and questions 	2 days Pacific Islander CLO \$7,318.50	PSP

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The plan has been endorsed and approved by:					
Principal:	Betty Harper	Date:	School Education Director:	Rod Leonarder	Date: