

School plan 2016

Bankstown Girls High School (8254)



Students are successful learners, leaders and active global citizens

Staff are high performing, collaborative and dynamic

A high performing school and a community that is inclusive, informed and engaged



School vision statement

At Bankstown Girls High School we are committed to developing empowered, creative, thoughtful young women who exit our school as proud, responsible, active local and global citizens. We will achieve this through the provision of challenging learning programs delivered by high performing staff in an inclusive, safe and supportive learning community.

STUDENT EXIT OUTCOMES

Social Outcomes A young adult who is:

- **An effective, ethical and responsible communicator:** will appropriately convey information clearly and successfully;
- **Cooperative and Resilient:** will willingly and persistently work in harmony with others towards a common goal;
- **Civic Minded:** will have a sense of belonging to the wider Australian and global community and participate as a constructive, conscientious member;
- **Respectful:** will display positive regard based on awareness and/or knowledge of someone or something;
- **Generous of spirit:** will embody empathy, acceptance and understanding;
- **Courteous:** will be polite, well mannered, attentive and considerate of others;
- **Responsible:** will accept moral accountability for her actions to people and the environment
- **Motivated:** will be determined, inspired and energetic, with drive and desire;
- **Honest:** will be fair to others, truthful and trustworthy.

Academic Outcomes A young adult who is:

- **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 analyse and evaluate options, make judgements and employ sound reasoning.
- **Technological:** will be an ethical, proficient and creative digital citizen.
- **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.

School context

Bankstown Girls High School is a comprehensive girls' high school established in 1960 situated in south-western Sydney.

The school population comprises of approximately 548 girls from diverse cultural, religious and socio-economic backgrounds, with 97% of the girls from a language background other than English, predominantly Middle Eastern, South-East Asian, Pacific Islander, Chinese, and African.

The school NSW FOEI (family occupation and employment index) for 2014 is 144 which is higher than the average of 100 and the ICSEA (Australian [Index of Community Socio-Educational Advantage](#)) is 950 which is lower than the average of 1000, indicating significant socioeconomic disadvantage.

The school places importance on high quality and engaging instruction by its teachers and supports its teachers with high quality targeted professional learning. In recognition of this the school was selected to be a *Centre for Excellence for Teacher Quality* (2011 – 2013) as part of the *Smarter Schools National Partnership on Improving Teacher Quality*.

The school's overwhelming strength is reflected in our student growth data in the NAPLAN tests with students in year 9 exceeding the average expected growth in reading by 23% and exceeding the average expected growth in numeracy by 18%. Our value added data for the HSC indicates a higher than average increase for students in the top two bands with a score of 0.7.

The school has received numerous awards for Excellence in ESL Education, Sports Education and ICT Teaching. The school is a PBIS (Positive Behaviour Interventions and Support) School with our key focus on all students being *safe, respectful, learners*.

School planning process

The school has used a wide range of tools and data to evaluate the 2012-14 school plan and to determine the school's future strategic directions. These include:

- a whole school needs analysis (2011)
- a whole school review (2014)
- curriculum evaluations
- whole school program evaluations
- NAPLAN / HSC / ESSA data
- attendance data
- analysis of student surveys such as TTFM (Tell Them From Me).

As a result our key focuses are on improving the academic achievement of our middle to upper middle performing students across all years and embedding across all KLA'S literacy strategies based on targeting authentic texts and delivering real world numeracy experiences. Using this evidence the school executive and whole school staff undertook a detailed collaborative process to determine the current school strengths and identified directions and areas for improvement.

The school community, staff, students and parents, were invited through surveys and focus groups to provide feedback on our current school performance and to contribute feedback through our evaluation cycle to inform our planning for 2015 -2017.

Our direction into the future continues to be on Quality Teaching leading to *Improved Student Outcomes* in literacy, numeracy and overall academic achievement through explicit teaching of 21st century mindsets, capabilities, learning habits and skills which will prepare the girls for life and work as global citizens in an ever changing world.



Students are successful learners, leaders and active global citizens

Staff are high performing, collaborative and dynamic

A high performing school and a community that is inclusive, informed and engaged

Purpose:

To provide a learning environment that has high expectations and adds value to all students' literacy and numeracy levels.

To develop(enable) students to be productive and ethical users of technology equipped with the skills required for the 21st century.

To nurture students to become resourceful, empathetic and resilient lifelong learners.

To develop student leadership and student voice within and beyond the school community.

To develop in students the use of critical thinking to contextualise their learning beyond the classroom and to have the ability to work independently and in teams to make sense of their world.

Purpose:

To create an engaged and collegial community of learners who are active, fearless and collaborative facilitators dedicated to constant evolution of their own skills in providing high quality educational outcomes for students.

To provide curriculum innovation, quality teaching and leadership capability that inspire learning and drives high quality student achievement.

To ensure the continued alignment of our school's primary purpose and student exit outcomes with our programs and practices.

Purpose:

To engender a school community that operates in a collaborative and sustainable manner that embeds a system of values and a culture of success.

To develop a school that is reflective of its practices and engages in whole school planning directed to continual improvement responsive to educational trends.

To nurture and expand effective and meaningful partnerships community partnerships that support student learning.

To ensure that our shared values of inclusivity, celebration of diversity and high expectations continue to expand.

Strategic Direction 1: Students are successful learners, leaders and active global citizens

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Improvement Measures

- ❖ All students Yr7-10 show growth as evidenced through external and school based assessments
- ❖ More than 30% of grades or bands achieved are in the top two levels for ROSA and HSC and less than 10% of bands achieved are the lowest 2 levels of HSC or RoSA.
- ❖ All students 7 to 12 are supported through the welfare system that promotes opportunities to engage with learning and offers the opportunity to develop leadership skills

People

Students will be explicitly taught higher order learning habits and skills as outlined by the Australian curriculum general capabilities using the building learning power framework in order to become critical thinking, active global citizens.

Students will engage in leadership opportunities to enhance their confidence and develop their skills to lead by example and contribute to the whole school community with an active voice.

Teachers will engage in Professional Learning to develop their skills in the application of enquiry based learning and assessment, the integration of ICT pedagogy and explicit literacy and numeracy strategies through an evidence based approach.

Parents through the provision of a collaborative and inclusive partnership opportunities parents will develop the confidence in and ability to contribute to the school community

Community Partners: collaborative partnerships will be strengthened with external community support networks to provide real world learning opportunities and experiences for students through mutually beneficial programs and initiatives.

Leaders: will engage in Professional Learning that will enable them to develop and engage teams to drive student improvement through the application of innovative curriculum

Processes

Evidence Based Teaching and Learning:

- Use of qualitative and quantitative student data to inform all teaching and learning programs to meet the learning needs of individuals and groups in the development and delivery of Australian curriculum programming, assessment and reporting and KLA programs scope and sequence
- Targeted classes and individualised assistance for EAL/D, Aboriginal, refugee, international students and students with learning difficulties/disabilities

Enquiry Based Learning:

- Build student capability to be self-directed independent learners who apply higher order learning habits, literacy, numeracy, ICT, resilience, reciprocity, resourcefulness and reflectiveness.

Student Wellbeing and Engagement

- Establish a program for students at risk supported by MTC Links to Learning directed at developing social, emotional and work related skills.
- Expand the 'Support a Sister' program that embodies the qualities of being safe, respectful learners to develop the girl's skills of confidence, participation and engagement and promote learning and leadership opportunities.
- Introduce "The Best Me" into year 7 to develop connectedness and positive relationships through a series of workshops over each semester that will be explicitly taught by members of the welfare team and supported by classroom teachers.

Products and Practices

Practice: Student will engage in teaching and learning (including explicit literacy and numeracy) activities that are designed to target their individual learning needs based on evidence of their effective stage of development.

Product: At the HSC and RoSA more than 30% of grades or bands are in the top two levels and less than 10% are in the lowest two levels. Overall students will achieve positive value added data.

Product: 75% of students in Year 7 (2014 - 68%) and 70% Year 9 (2014 - 62%) will achieve at or above expected growth in Literacy NAPLAN.

Product: 60% of students in Year 7 (2014 - 52%) and 66% Year 9 (2014 - 59%) will achieve at or above expected growth in Numeracy NAPLAN.

Practice: Students will confidently demonstrate higher order learning habits and skills as outlined by the Australian curriculum general capabilities and cross curricular priorities in different learning environments by communicating in a purposeful and effective manner.

Product: Actual student growth In years 7 to 12 exceeds the expected student growth by 15% as measured against NAPLAN and the HSC.

Practice: Students will display the qualities of being safe respectful learners through valuing their learning and the learning of others. Students will be proactive in establishing positive school and community relationships.

Product: An increase in the % of students who elect to undertake leadership opportunities at a school level and in the wider community.

Product: An increase in the % of students who display a strong sense of belonging, positive behaviour, positive relationships and valuing school outcomes as measures through the TTFM survey.

Strategic Direction 2: Staff will be high performing, collaborative and dynamic

Purpose

To create an engaged and collegial community of learners who are active, fearless and collaborative facilitators dedicated to constant evolution of their own skills in providing high quality educational outcomes for students.

To provide curriculum innovation, quality teaching and leadership capability that inspire learning and drives high quality student achievement.

To ensure the continued alignment of our school's primary purpose and student exit outcomes with our programs and practices.

Improvement Measures

- ❖ All staff demonstrating responsibility for their professional learning through the application of their Performance Development Plan to improve practice
- ❖ All teachers undertaking accreditation successfully complete and maintain the process
- ❖ 75% of students are intellectually engaged with learning and 80% of students are active in trying to achieving a high degree of success as measured by the TTFM survey.

People

Students: To provide a framework that will support students in contributing to progressive feedback on teaching practices within individual classes and whole school processes.

Teachers: using the PDF teachers will identify their own learning and development needs and the learning needs of their students linked to the schools strategic directions and the Australian Professional Standards for Teachers.

Staff: Through professional learning that explores their strengths and allows them to develop targeted areas staff will build capability to deliver innovative, quality teaching and administrative practices.

Parents: to create tools specifically designed for our diverse community which will provide opportunity for parents/carers to give progressive feedback about the quality of teaching and learning at our school.

Leadership Team: Through targeted professional learning programs current and aspiring leaders will refine their skills in leadership

Non-teaching staff: will identify their learning needs necessary for them to address the transition to LMBR tools.

Processes

Teacher and School Leader Performance and Development

- Refine and implement the school's Teacher Professional Development and Appraisal system in preparation for GTIL initiative 10.1 by aligning processes to the Australian Standards for Teachers and the Principal Standard through reflective and evidence-based practices incorporating:
 - Individual teacher Professional Development Plans
 - Teacher reciprocal partnerships focusing on application of the Quality Teaching Framework and learning dispositions
 - Professional learning communities and action research supported by the Expansive Education Network (UK)
 - Updated Performance and Development Framework processes
 - Targeted programs for: teachers who require accreditation and probationary teachers; early career teachers; teachers leaders aspiring to higher levels of accreditation and promotion; teachers who are experiencing difficulty

Professional Development of Non-Teaching Staff

- Building the capacity of non-teaching staff: to navigate through change driven by LMBR and LSLD through targeted professional learning, job sharing and the establishment of a professional learning community (PLC)

Products and Practices

Practice: A culture of collaborative professional learning that is valued and builds the capability of all staff.

Product: A succession program which is supported through an aspiring leaders and shadows program that encourages staff to expand their skills and leadership potential through clearly defined roles and expectations.

Practice: All teachers engage with performance appraisal procedures through the Performance and Development Framework

Product: All staff have individual Professional Development Plans aligned to Australian Professional standards for Teachers which are designed collaboratively and supported by Executive

Practice: All staff actively engage in Professional Learning Communities that are driven by teacher identified needs and share their Action Research / Inquiry Learning findings to improve student learning

Product: Professional Learning Communities share their research and findings to a collective resource that can be accessed by all staff and applied to improve student learning.

Product: All NST, ECT and teachers undertaking accreditation at higher levels are successful in gaining and maintaining their accreditation.

Practice: All staff develop teaching and learning programs that intellectually engage students and promote high expectations of individual student achievement.

Product: 60% of students are intellectually engaged in school and 93% value school outcomes as measured by the TTFM survey.

Strategic Direction 3: A high performing school and a community that is inclusive, informed and engaged

Purpose

To engender a school community that operates in a collaborative and sustainable manner that embeds a system of values and a culture of success. Through reflective practices and whole school planning and effective and meaningful partnerships stakeholders are empowered to contribute positively to the school community and support student learning.

To ensure that our shared values of inclusivity, celebration of diversity and high expectations continue to expand.

Improvement Measures

- A comprehensive school review process is undertaken that leads to clearly articulated Strategic Directions for School growth based on rigorous and valid data analysis
- Increase the percentage of parents purposefully in supporting their daughter's education and in the life of the school.
- All decisions regarding the school learning environment, technology, infrastructure, assets and WHS supports innovative quality teaching and learning practice.

People

Staff: To provide increasingly robust and sophisticated systems that will support the development of staff capabilities in teaching practice, management and school leadership.

Students: To provide a framework that will support students in providing progressive feedback on school programs and future planning.

Parents: To create tools specifically designed for our diverse community which will provide opportunity for parents/carers to give progressive feedback about the school plan and programs.

Community partners: To continue to seek and build on strategic partnerships to foster key programs and to provide educational expertise and leadership in these partnerships.

Processes

School Planning and Evaluation

Re-establish the school improvement team to:

- Conduct a School Needs Analysis and complete a Situational Analysis to inform school planning
- Review school evaluation cycle and plan
- Implement new AR
- Develop the school's website to provide up to date and informed information
- Incorporate the School Excellence Framework into the school planning and review process

School Community Engagement, Partnerships and Networks

- Maintain, build on and establish new Business/industry, University partnerships and Learning Alliances that align to school strategic directions.
- Develop a stronger relationship between the school and the parent body through the development of a P&C.
- Increase opportunities for parents and the wider community to be involved in school functions
 - Mother / Daughter day
 - Parent workshops and information sessions
 - Multicultural Day
 - White Ribbon Membership and promotion.

Products and Practices

Practice: An evidence driven, dynamic and inclusive school planning and evaluation process is established.

Practice: Quality Learning Rounds established as a process to evaluate impact of teaching interventions on student learning

Product: Procedures are established to store data from the School Needs and Situational Analyses to inform school planning and evaluation into the future.

Product: Evidence based collaborative School Plan 2015-2017 published and reported annually.

Practice: A forward thinking leadership team that plans effectively to provide a high quality learning environment.

Product: The school learning environment, technology infrastructure and assets safely and innovatively support innovative quality learning practices.

Practice: Parents engage with and contribute to school life and improvement in ways that are appropriate to their capability and circumstance

Product: Wider educational, business and NGOs participate in providing resources to support the schools strategic directions

Product: Purposeful partnerships with parents and the wider educational, business and NGOs are established and nurtured