Bankstown Girls High School

School Plan

2012 - 2014

SCHOOL PLAN 2012 -2014

SCHOOL CONTEXT

Bankstown Girls High School is a comprehensive girls' high school which has been selected to be a **Centre for Excellence for Teacher Quality** in 2011 and 2012 as part of the Smarter Schools National Partnership on Improving Teacher Quality. This initiative acknowledges the work of our teaching staff and the consistent approach the school has to teaching, learning, and teacher professional learning leading to improved student 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.

The school population comprises of approximately 615 girls from diverse cultural, religious and socio-economic backgrounds, with 97% of the girls 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. The number of high school aged girls is dropping at present impacting on school enrolments. Enrolments have averaged at 650 over the last 10 years.

There are approximately 65 staff including school administration officers, one school administration manager, one para-professional, 1 general assistant, 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 teachers in their first 5 years of teaching. A substantial number of staff has teaching experience of more than 10 years.

The school community has 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 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 post school success gaining supported apprenticeships, further education and full time work. HSC students consistently achieve results that exceed their goals and attain post school success.

The school's primary focus is on quality teaching and learning with a strong focus on improving literacy and numeracy. 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 was 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 School. The priority for 2009 -2011 was "Plus 3 Points" focussing on Quality Teaching, student feedback and strategic questioning. Our focus into the future continues to be on Quality Teaching leading to improved student outcomes in literacy and numeracy but including 21st century learning habits and skills which will prepare the girls for life and work as global citizens.

The grounds of the school are compact but brightly finished with two covered learning areas, as well as a newly refurbished cafeteria, 5 science laboratories, basketball courts and leisure areas. There is an industry standard kitchen and 3 technology labs. This year all students in Years 9 to 12 will have an individual laptop and be able to access the internet and school intranet from any area across the school.

The school is located geographically within the Bankstown CBD allowing for convenient access to local businesses, community organisations, and transport making access to workplaces and transport easy for students.

At Bankstown Girls High School:

- We are committed to the provision of effective learning in a caring, safe, supportive, and co-operative environment.
- We value and respect the individuality and talents of each student.
- We seek to develop self-esteem and positive attitudes towards being female, and to ensure that each student is empowered to reach her potential.
- We encourage tolerance and harmony through the development and understanding of belonging, community and diverse cultures.
- This will be enhanced by the involvement of the whole school community in the preparation of our students for responsible, active citizenship.

STUDENT EXIT OUTCOMES

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 evaluate alternatives, make judgements based on sound reasoning, or justify a position, stance, or point of view.

- **Technological**: will be a proficient, creative and ethical 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.

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 be open hearted;

- **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.

SCHOOL IDENTIFIED PRIORITY AREAS 2012 - 2014			
Literacy	Numeracy	Student Engagement and Attainment	Teacher Quality and School leadership
INTENDED OUTCOMES 2012 - 2014			
All students consistently achieve higher levels of literacy in line with the state plan targets:	*All students consistently achieve higher levels of numeracy in line with the state plan targets.*	*All students are engaged in and challenged by a 21st. century learning environment and achieve academic and/or vocational success*	*Develop and build the capacity of teachers to be leaders of learning in a technology rich quality learning environment.*
TARGETS 2012 - 2014			
Target 1 **Increased levels of literacy achievement for every student in line with State Plan and Regional targets.**	*Target 2* **Increased levels of numeracy achievement for every student in line with State Plan and Regional targets.**	*Target 4* **At least 95% of all students progress to the HSC or recognised vocational training.**	*Target 4* **All teachers engage in professional learning programs to enhance their capacity to improve student outcomes and support and/or lead school improvement.**

Betty Harper	Rod Leonarder
PRINCIPAL'S SIGNATURE	SED ENDORSEMENT DATE

NSW GOVERNMENT | Education & Communities

BANKSTOWN GIRLS HIGH SCHOOL

STUDENT WELL-BEING

- PBIS
- Anti Bullying program
- Peer mediation program
- Peer Support program
- Student Leadership programs
- Fast Forward
- Aspire
- Mentor programs – Blackmores, UNSW
- Student Volunteering
- Middle School program
- Transition programs

SCHOOL IMPROVEMENT

- Evaluation cycle
- CLO, Maths and program review
- School targets and priorities
- ASR
- Walkthrough program
- Learning Quality Framework

SCHOOL, PARENT AND COMMUNITY PARTNERSHIPS

- Blackmores/ABCN partnerships
- Public Education Day
- School Website
- BUZZ
- Community Liaison Officer programs: parent participation/attendance improvement
- Parent Meetings/P&C
- Chikushi Girls High School, Japan visit

PROFESSIONAL LEARNING

- Reciprocal Observations/Feedback
- Individual Professional Learning plans
- Explicit literacy teaching
- Explicit Numeracy teaching
- Positive Behaviour in Schools (PBIS)
- Using data to inform practice
- Pre-service teacher program
- NST and ECT program
- Teacher leadership program
- Interactive technologies program
- Learning habits/mindsets – Bill Lucas
- CLIC – Collaborative Learning Interactive Community

PHYSICAL RESOURCES AND ADMINISTRATION

- Technology maintenance and replacement schedule – Laptop Pool
- Improve school environment – external painting
- Improve data collection systems - Sentral

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
- Learning Powered Classroom Project - Years 7 & 8

Know Your Students

Enhancing Teacher Practice

Centre for Excellence

Meeting Student Needs

SCHOOL IDENTIFIED PRIORITY *LITERACY*

OUTCOMES	TARGETS 2012
• Improved engagement in reading in all Subjects and Essential Learning classes • All teachers confident in teaching appropriate aspects of writing, reading, spelling, grammar and punctuation • All teachers have an understanding of and are moving towards programming using the 4 Literacies model • Data is used regularly and meaningfully to design lessons for individual classes and student literacy needs	• The school's value-added data to exceed state levels by 10% in literacy for Years 7-9; • 70% 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; • Embed explicit teaching of critical reading skills in each unit of work across all KLA's

LITERACY STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	NP REFORM	FUNDING
		2012	2013	2014		Teacher Quality	
Whole School Literacy							**PSP**
• Appointment of a *Literacy Coordinator*	• Coordinator appointed	✓	✓	✓	Literacy coord.		0.2 literacy coordinator $9,600
• *Develop and embed "rich" and authentic visual and print reading tasks* in all units of work in Yr 7 & 8. These reading tasks will target identified areas of weakness from NAPLAN SMART data and the three levels of comprehension, particularly the inferential and applied levels.	• Tasks developed in all KLAs and taught in all Year 7 and 8 classes	✓	✓	✓	(D Dymond) Literacy committee		
• *The Four Literacy Resources* model will be used for programming to ensure students' critical reading capacities are developed along with an understanding of how grammar shapes meaning.	• Programs written for targeted classes using the Four Literacy Resources model	✓	✓	✓			
• Literacy Coordinator to *team-teach targeted classes* based on students low literacy results	• Team teaching in every targeted class	✓	✓	✓			
• *Buddy system used to enhance literacy teaching* in within each faculty through reciprocal observations, feedback and collaborative program and lesson design	• Year 7, 8 and 9 teachers participate in reciprocal buddy system	✓	✓	✓			
• Inclusion of *mandatory spelling assessments* in all KLAs for each unit of work.	• Spelling assessment included in all Year 7, 8 and 9 units of work.	✓	✓	✓			
• Creation of *a text types grid based* on writing tasks required of Year 7 & 8. *Resource package developed* to assist with the teaching of these and consideration given to areas of overlap so that explicit encouragement of students' transfer of knowledge can be facilitated.	• Resource package on text types developed and applied across all KLAs	✓	✓	✓			

LITERACY STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	NP REFORM	FUNDING
• In *Radical Reading Yrs 7-8* focus on the development of students' comprehension using the Four Roles of the Reader cards and NAPLAN/ELLA magazine texts • Maintain the *Junior Spelling Program* and competition. Get all Year 7 & 8 classes involved in the Daily Telegraph Spelling Bee. • *Essential Learning Period*: Literacy lesson for all students 7-10 • Maintain the *Literacy period for Year 7* once a cycle • Continue to provide *literacy resources* on the shared website	• Four Roles of the Reader cards used in Radical Reading • Results in the Daily Telegraph Spelling Bee. • Literacy lessons taught • Literacy lesson programmed • Literacy resources increased	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	Literacy Coord. Literacy committee	Teacher Quality	**PSP Resources = $4,000**
Library • Resource junior KLA programs with authentic texts and literacy strategies to effectively use these texts in the classroom. • Building resources in fiction, non- fiction and in other formats, in particular, kindles	• New texts purchased • Library borrowing statistics	✓ ✓	✓ ✓	✓ ✓	Teacher Librarian Literacy Coord.	Teacher Quality	Global $10,000 **PSP**

SCHOOL IDENTIFIED PRIORITY *NUMERACY*

OUTCOMES	TARGETS 2012
• Data is used regularly and meaningfully to design lessons for individual classes and student numeracy needs • All teachers actively implement Numeracy strategies e.g. START cards, Years 7 – 10 classes • Explicit teaching of problem solving strategies in all stage 4 programs • Focus on explicit teaching of data and measurement across all KLAs years 7-10	• 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; • 70% of students achieving expected growth rates. • Improved performance on problem solving skills. • Improved performance in measurement and data.

NUMERACY STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	NP REFORM	FUNDING
Whole School Numeracy • Appoint a *Numeracy coordinator and numeracy teacher*	• Numeracy coordinator and numeracy teacher appointed	✓			Numeracy Coord Numeracy teacher	Teacher Quality	**PSP** 0.2 Numeracy teacher
• Implementing the use of *START cards* with particular emphasis on features of different graphs, diagrams and tables across KLAs for Stage 4 and 5	• S.T.A.R.T. cards to be displayed in all teaching spaces	✓			HT Maths Numeracy committee		$13,000 Resources = $2,000
• *Year 7 Orientation program* to concentrate on numeracy in cross KLA contexts and everyday life and implement an *assignment* based on the unit	• 100% of Year 7 students can identify numeracy skills in all KLAs as part of their Year 7 Orientation assignment	✓	✓	✓			
• Introduce cross KLA Numeracy Days in Year 7 & 8, with units of work to be subject specific to support identification of embedded content numeracy skills	• 95% student attendance or participation in Cross KLA Numeracy Days •	✓					
• Mapping numeracy skills across KLA units of work. Numeracy co-ordinator will work with teachers to deliver the content. The strategies used in the C4E program will be used as a model for this process.	• Team teaching and reciprocal observations implemented	✓			HAT Numeracy teacher		**C4E** TPL
• Maintain Problem of the Week program in the Buzz	• Student participation in Problem of the Week	✓ ✓	✓	✓	Numeracy teacher		**PSP** Global

NUMERACY STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	NP REFORM	FUNDING
		2012	2013	2014			
Mathematics Curriculum					Maths HT	Teacher Quality	TPL
• *Mathematics teacher PL* to identify strategies to effectively teach numeracy strategies and investigate *practical hands-on tasks*	• Students will readily identify and analyse different graphs	✓	✓	✓	Maths teachers Numeracy Teacher		**PSP** Global
• Maintain *Mathletics* in a highly structured and accountable format for all Mathematics Stage 4	• Improved Mathletics results • Teacher confidence in delivering numeracy skills in their KLA	✓	✓	✓			
• Maintain *Stage 4 Working Mathematically (problem solving strategies) programs* in Mathematics and investigate the possibility of extending *Working Mathematically* programs in *Stage 5 & 6*	• Improved understanding of problem solving strategies in Stage 4 and 5						

SCHOOL IDENTIFIED PRIORITY *STUDENT ENGAGEMENT AND ATTAINMENT*

OUTCOMES	TARGETS 2012
• Increased student engagement through learning and teaching programs that are relevant and build student 21C learning habits • Improved student daily and period attendance • Students have high expectations for their learning • Aboriginal student outcomes match or better outcomes of broader school population • Students are supported through the transition points of high school and into the world of work or higher education • Students actively participate in building understanding of and skills in positive behaviours and how to apply them at school and in life	• 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, CSA & HSC • Maintain attendance at or above State and Regional averages. • Increased attendance and retention rates for ATSI students. • Attendance data for Year 11 & 12 at or above State and Regional averages. • Number of students successfully transitioning to further study or full-time work; • Retention data at HSC at 80%; • Parent meeting attendance at Transition nights of 85% • All teachers trained in PBIS • % of students successfully being able to show the transfer of skills from the Making Learning Meaningful project through assessment in year 10 HSIE

STUDENT ENGAGEMENT AND ATTAINMENT STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	NP REFORM	FUNDING
		2012	2013	2014			

Enrichment Programs
• *Learning Powered Classroom – Years 7 & 8 (C4E)*
  ○ Targeting higher ability Year 7 and 8 classes
  ○ Identifying individual learning needs and developing ILPs for each student across all KLAs using SMART data and other learning evidence.
  ○ Negotiation of learning with students and communication with parents
  ○ Programming and strategies that meet their needs and provide aspirational challenge applying QTF especially Intellectual Quality and Significance and explicit teaching of learning habits for success and interactive classroom strategies (Web 2.0/IWB)
	• Improved NAPLAN results
	• Increased engagement and success in class task
	• 100% of 7A/8A students will have an ILP in each curriculum area
	• 80% parent attendance
	• 90% project teachers use blog with students
		✓	✓		HAT
					Paraprofessional
						Teacher Quality	C4E
							
							$35,000

• *Middle School Challenge Days (Years 7 & 8/4&5)*
  ○ Mini "Rich Task" based on cross curriculum content, skills and understandings through a variety of higher order literacy, numeracy, ICT learning activities.
  ○ Top Year 7/8 classes are target group
  ○ Years 7/8 girls will then work with Years 4/5 girls on their Challenge Day.
	• Increased student engagement in school and class work
	• Increased Year 7 enrolment 2013/14
		✓	✓	✓	Middle School coord
					
					HT T&L
							PSP
							
							Middle School coordinator 2 periods per cycle + $3,600
							
							Global

STUDENT ENGAGEMENT AND ATTAINMENT STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	NP REFORM	FUNDING
		2012	2013	2014			
• **Making Learning Meaningful Project – Year 9 (PSP)** o Cross curriculum team based *enquiry project* based on developing a campaign on a global issue involving all of *Year 9 over one term.* o Teachers as team facilitators o Focus on QTF "Significance" and knowledge transfer with a strong ICT and "Building Learning Power" framework (Bill Lucas). o Use of SharePoint (CLIC) site as the centre of all team work. used for storage, blogging, messages, project process, eLog and website o Explicit marking criteria for 3 tasks within the project: ▪ Individual eLog ▪ Team website ▪ Campaign presentation	• Student attendance during term 3 • Completion of projects • Longitudinal survey of year 10 (Year 9 2011) re: transfer of knowledge skills	✓	✓	✓	HT T&L Enrichment Coord	Teacher Quality	Bankstown Sports Club Global **PSP** Resources = $1700 0.2 Enrichment Coordinator = $10,000
• **Homework Centre (PSP) Years 7 - 12** o 2 afternoons per week for 1 ½ hours in the library o Open to all students, as well as referrals from teachers. o Tutors from UNSW completing their Community Placements o Supervised and organised by a Homework Coordinator	• NAPLAN results • Homework centre attendance	✓	✓	✓	HT T&L		**PSP** Resources = $2000
• **Working to Strengths Homework Club** o Target group – Pacific Islander girls Year 7 – 12 o Tutoring on a needs basis with special focus on Year 9 reading o Study skills and Getting to Uni workshops o Mentoring program	• Homework Club attendance • Target student's improved NAPLAN, school and HSC results	✓			Transition Adviser HT T&L		Bankstown Sports Club Community Grant
• **Essential Learning Period (ELP) (years 7-12)** o 20 minutes every day – 1 year meeting, assembly, reading and 2 learning lessons per week o Explicit teaching of : ▪ Positive Behaviour skills years 7 - 12 ▪ Years 7, 8 & 9 - literacy, numeracy, reading ▪ Years 10 - study skills and reading ▪ Years 11 & 12 – study skills, careers o Also planned for: ▪ learning habits, student self-direction and management skills and ICT skills	• Attendance to ELP • Improved behaviour in out of classroom and classroom settings • Improved NAPLAN results in targeted literacy and numeracy areas • Improved assessment task quality and submission • Improved student engagement in all classes	✓ ✓	✓ ✓	✓ ✓	HT Maths HT T&L ELP team HT T&L ELP Team		Global **PSP** Resources = $2,000 **C4E**

STUDENT ENGAGEMENT AND ATTAINMENT STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	NP REFORM	FUNDING
		2012	2013	2014			

• *ICT teaching and learning (years 7 – 10)*
  o Explicit teaching of interactive and communication technology skills in KLAs
    ▪ Coordinate the process for explicit teaching of ICT skills in faculties 7-10.
    ▪ Embed targeted ICT skills related to specific DER software into faculty programs with a focus on Stage 6.
	• Increased student engagement
	
	• Increase in task completion using a range of ICT software
		✓	✓	✓	HT TAS
					DP T&L
					ICT Team
						Teacher Quality	Global
							DER PL Funds

• *Careers and Transition Programs* o Comprehensive individualised transition process for all students in Years 7–12 supported by a Transition Coordinator	• Increased student retention • Improved engagement in classes • Students successfully transition to TAFE , further study and/or work	✓	✓	✓	Careers Adviser Transition Adviser		Global School To Work funding
o Early Career Planning Workshops for Yr 8 - 2012, decision making for subject selection and future career research through ASPIRE		✓	✓	✓			
o Year 10 Work Ready Program and Work Experience Programs (Year 10, At Risk and Life Skills), Mock interviews		✓	✓	✓			
o Exit survey to track student destinations Years 10 -12		✓	✓	✓			
o *Careers Speeding* - increase participation & awareness of post – school options by regional providers of employment and training		✓	✓	✓			
o Continued Promotion of TVET, Allied Health and Whitehouse Certificate II in Style Visualisation and Fashion		✓	✓	✓			

o *School to Work team.*
    ▪ Incorporate Yr 9 Real Game into Yr 9 Maths
    ▪ Years 9-10 Careers lessons/activities adapted for online use using "Moodle" or OneNote, as well as both logbook and career websites/resources modelled in class
    ▪ ELP Years 11- 12 Tracking /exit plans using online use of careers resources – modelling application process UAC, TAFE etc
    ▪ Incorporate ITP forms with 'School Leavers Careers Tool Kit' activities and STW survey for early school leavers and students at risk
		✓	✓	✓	Careers Adviser		Global

o HSIE Year 9 Commerce -"Running your own business " initiative		✓	✓	✓	HT HSIE		Global

STUDENT ENGAGEMENT AND ATTAINMENT STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	NP REFORM	FUNDING
Student Wellbeing • ***Positive Behaviour In Schools (PBIS) program*** o Production of promotional materials and signage o Launch event o Lessons delivery during Essential Learning Period (ELP) o Period allocation to coordinators to monitor consistency of practice, lesson development and evaluation	• Improved playground and outside classroom cleanliness and behaviour	✓ ✓ ✓	✓	✓	HT Welfare PBIS coordinators K Rytmeister, L Kelly	Teacher Quality	Global
• ***Transition Programs*** o *Year 6* ▪ Primary School visits ▪ High School for a Day – Year 5 ▪ Year 6 Orientation Day o *Year 7* ▪ Peer Support program – during EL	• Increase in Year 7 enrolments and retention • • Decrease in bullying in junior school	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	Middle School coordinator CLOs Peer support coordinator		Global Year 7 transition funds PSP CLOs = $5,600 Global
• ***Student Leadership and volunteering*** o Proactive and inclusive student leadership programs ▪ Training year 10 cohort as Peer Support Leaders ▪ STARS Program Yr 9 linked to Volunteering and Environmental Program ▪ SRC projects	• Increase in student volunteering participation • Improved NAPLAN results • Improved student satisfaction	✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓	HT Welfare SRC coordinator H Gutteridge Aboriginal Education liaison J Gibbons		Global Global
• ***Aboriginal Education*** o ILPs developed and distributed to all teachers for program adjustments if necessary	• All ATSI students have an Individual Learning Plans	✓	✓	✓	HT Welfare		Global
• ***Attendance programs*** o Weekly Year meetings during ELP to improve communication, attendance, and sense of community o Attendance Competitions within and between years o Merit Certificates given at assembly for 100% attendance each term o Regular merit excursions organised ▪ Liaise with CLO on identified student attendance issues which require parent involvement or knowledge	• Improved student attendance in line with regional target • Decrease in unexplained absence	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	 CLOs		 PSP

STUDENT ENGAGEMENT AND ATTAINMENT STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	NP REFORM	FUNDING
International students programs ○ Establish an International Students' Orientation Package ○ International students coordinator- daily contact and support ○ 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 to create links between home and school ○ Post school options – work closely with Year Advisor and transition co-ordinator ○ Raise the profile of International students' across the school through newsletter, Buzz, and website articles ○ Excursions and experiences to engage students with the wider community and local area	• Improved international student satisfaction • Improve HSC results of International students	✓ ✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓ ✓	International Student coordinator S Lane	Teacher Quality	International Student fees
School Organisation and Environment • **Attendance Policy and Procedures** ○ Installation of new data collection system ○ Review and communication of school attendance procedures • **Review of all School Policies and Procedures** ○ Student welfare and discipline ○ Assessment and reporting ○ Variations to routine ○ Teacher professional learning ○ A list of other policies and procedures to be developed for 2013/14 • **Building refurbishment** ○ External building painting ○ Ceiling repairs ○ Internal painting	• Accurate attendance data • Consistency of attendance procedures • All school policies and procedures updated and published • Buildings refurbished	✓ ✓	 ✓ ✓	 ✓ ✓	DP SW/Admin DP PL/T&L HT Welfare DP SW/Admin DP PL/T&L Program leaders Principal	Teacher Quality	Global Global State grant Program maintenance
==**Parent and Community Programs**== • ==**Community Liaison Officers**== ○ ==P&C /Parent meetings== ○ ==Attendance improvement program== • **Australian Business Community Network (ABCN) and Blackmores partnership** ○ Year 11 Mentoring ○ Blackmores as a case study for Stage 6 Business Studies.	==• Increase in parent attendance to meetings== ==• Decrease in unexplained absence== ==• Decrease in HSLO referrals== • Improved senior student engagement in course work	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	==CLOs== HT CAPA Careers Adviser HT HSIE	Teacher Quality	==**PSP**== ==**CLOs = $24,000**== ABCN funds global

SCHOOL IDENTIFIED PRIORITY *TEACHER QUALITY AND SCHOOL LEADERSHIP*

OUTCOMES	TARGETS 2012
• All teachers to develop Individual Professional Learning Plans to facilitate and direct school PL programs that address school priorities and meet teacher professional development needs. • 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. • All teachers engage in reciprocal PL partnerships to enhance their teaching practice and build capacity across the school • Increased student engagement and success for students in targeted higher achieving classes • Increased number of teachers performing as teacher or positional leadership roles across the school	• Increase number of students progressing into higher bands for NAPLAN, ESSA, HSC • Maintain attendance at or above State and Regional averages. • Increased attendance and retention rates for ATSI students. • Increase in number of staff accessing professional learning resources from school CLIC site. • 60% of teachers move from novice to confident in target areas of literacy, numeracy ICT, effective feedback, strategic questioning, learning habits, prioritising grammar, four Literacies, problem solving, data analysis & school leadership. • All teachers trained in PBIS • Successful completion of teacher accreditation at all levels • Increased number of teachers applying for higher duties positions across the school and system

TEACHER QUALITY AND SCHOOL LEADERSHIP STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	NP REFORM	FUNDING
		2012	2013	2014		Teacher Quality	
Teacher Quality • *Whole school professional learning program* o PL committee will gather data from HTs regarding individual and faculty PL priorities in line with school priorities and targets o Whole school PL program developed around School Development Days, Staff meetings, afterschool workshops, and Buddy Teacher Program conferencing supplemented when necessary by external PL activities or providers.	• Whole school PL program delivered • Buddy Teacher program developed and implemented	✓ ✓	✓ ✓	ü ✓	DP PL/T&L (Leary) HT PL (Carmody)		TPL C4E (see below) $6 000
• *Individual teacher professional learning plans* o Negotiated with HTs around teacher career needs and interests and school and faculty priorities o Linked to Buddy Teacher Program/reciprocal Observations o Supporting the TARS process	• All teachers have an Individual PL plan written • TARS process complete	✓ ✓	✓ ✓	✓ ✓	HTs All teachers HAT (Cox)		TPL C4E
• *Individual Professional Learning* o Allocate 1 period per cycle to all teachers and HTs to plan, manage and participate in teacher identified professional development in consultation with their supervisor and in line with the school targets.	*PROPOSAL AWAITING CONFIRMATION 2012* • 90% of teachers use allocated time for professional reflection, reciprocal observations and negotiated PL activities	✓	✓		HAT HTs DPs Principal		C4E = 0.6 (including previous 0.2)=$36000 PSP = 0.2 TPL = 0.4 Additional 0.4 (awaiting grant approval)

TEACHER QUALITY AND SCHOOL LEADERSHIP STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	NP REFORM	FUNDING

• **Spoke School PL**
  o All PL activities are also available to Spoke schools – Birrong BHS, Birrong GHS, Wiley Park GHS, Condell Park HS, Bankstown Public School
  o Work with other schools on developing an Effective Interactive Classroom Toolkit
	• Attendance numbers at PL activities
	
	• Development of a Best Practice Interactive Classroom model
		✓
		
		✓
			✓		HAT (Cox)	Teacher Quality	C4E
							
							$4 000

• **Learning Powered Classroom (C4E)- workshops and PL activities on how to:**
  o Analyse of SMART data and other student learning evidence
  o Develop individual student learning profiles and learning plans
  o Apply Backward Design to learning programs with Nicole Mockler, (UNewcastle)
  o Conduct Reciprocal Observations and conferencing around negotiated areas with buddy Teacher
  o Further workshops on the Quality Teaching Framework, incorporating T&L strategies such as, strategic questioning, quality feedback, learning habits, student conferencing, etc
  o Design and deliver effective, challenging interactive classroom strategies using web 2.0 and IWB tools.
Supported with a *1 period a cycle allocation for PL* for all teachers in the team (7A/8A) so teachers can attend workshops and collaborate with their Buddy
	• all 7A/8A teachers have developed an individual PL plan
	
	• A comprehensive PL plan implemented to support the project teachers
	
	• PL workshop evaluations indicate an improved understanding of topic areas by all participants
	
	• Student pre- and post- project surveys Quality e-pedagogy strategies developed, and trialled ready to be embedded into teaching programs
	
	• Comparison of semester 1 and semester 2 academic reports indicates improved student achievement
		✓	✓	✓	HAT
					
					Paraprofessional
						Teacher Quality	C4E
							
							$15 000

• **Teacher NST/ECT program**
  o Induction program through whole day and afterschool workshops
  o Deliver aspects of Classroom Teacher Program (CTP)
	• 100% New Scheme Teachers accredited at Professional Competence within set timeframes
	
	• 60% teachers complete 1 or more CTP modules
		✓	✓	✓	Paraprofessional
					
					HAT
							C4E
							
							$ 2 000

• **Professional Practice / University NSW Partnership**
  o Coordinated workshops delivered prior to and during professional practice weeks by HAT and UNSW staff
  o Practice students from Spoke Schools also included in program as negotiated with their home school by UNSW coordinator.
	• Professional practice is implemented smoothly as indicated through teacher and student teacher satisfaction survey	✓	✓	✓	HAT
					
					Paraprofessional
					
					UNSW lecturer
							C4E
							
							$2 000

TEACHER QUALITY AND SCHOOL LEADERSHIP STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	NP REFORM	FUNDING

• *Essential Learning Period: workshops in how to teach:*
  o PBIS lessons
  o Literacy strategies
  o Numeracy strategies
  o **Learning habits**
  o Study skills
  o Reading
  o Student volunteering/ leadership skills
	• Student attendance to ELP
	
	• Student satisfaction survey of ELP
		✓	✓	✓	PBIS coordinators
					Literacy teacher
					Numeracy teacher
					HAT
					DP PL
							PSP
							
							PL = $3,000
							TPL
							C4E

• *Australian Curriculum Preparation*
  o Science
    ▪ Embed an inquiry based approach into units of work and assessment tasks
  o English
    ▪ planning and evaluation cycle to ensure the general capabilities of the new curriculum are addressed: literacy, numeracy, ICT competence, critical and creative thinking, ethical behaviour, personal and social competence and intercultural understanding
    ▪ Units of work will be revised and planned with view to satisfying the cross curricular priorities
  o Maths
    ▪ Focus on real-life maths through explicit teaching of problem solving strategies in Stage 4 and 5.
  o History
    ▪ Build understanding of syllabus with an emphasis on historical knowledge, understanding and historical skills and develop historical inquiry based questions for each stage
    ▪ Focus on Australian History taught in world history context.
    ▪ Close investigation of particular historical periods for depth study
    ▪ Build and develop resources, e and aid delivery of syllabus
  o Other curriculum areas
    ▪ Participate in all consultation opportunities on curriculum content and BOS syllabus development
	• Units completed
	
	• Complete evaluation cycle of programs
	• Units of work revised
	
	• Teacher participation in workshops
	
	• Teacher participation in workshops
	• Resources purchased
	
	• Participation rates in consultation events
		✓
		
		✓
		
		✓
		
		✓
		
		✓
			✓
			
			✓
			
			✓
			
			✓
			
			✓
				✓
				
				✓
				
				✓
				
				✓
				
				✓
					HT Science
					
					HT English
					
					HT Maths
					
					HT HSIE
					
					HTs - TAS, T&L, CAPA, HSIE PDHPE
						Teacher Quality	Global
							
							TPL

TEACHER QUALITY AND SCHOOL LEADERSHIP STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	NP REFORM	FUNDING
Leadership • ***Learning Quality Framework*** o Working with Professor Bill Lucas (University of Winchester, UK) as a critical friend on developing a Learning Culture using the Learning Quality Framework (The Learning Organisation – TLO)	• Learning enhanced at all levels and programs across the school • Rating as high on the LQF	✓	✓	✓	Principal DP PL **HAT**	Teacher Quality	**C4E** **$4 000**

• ***Walkthrough program***
   o Continue with Walk through program across the school
   o HTs to bring teacher ideas on "look for" focus areas to be prioritised at a Staff meeting for this year's walkthroughs.
   o At least 1 walkthrough per term with feedback given at the next staff meeting and in writing via email.
   o Evaluate in term 4.
	• Walkthroughs conducted and feedback to all staff provided	✓	✓	✓	Senior executive		**C4E**
							$4 000

• ***Aspiring Leaders program: incorporating:***
   o Team Leadership for School Improvement
   o Mentoring program
   o Shadowing program
	• All aspiring teachers are supported by one of the school programs
	
	• Teachers voluntarily registered for PA or PL
		✓	✓	✓	DP PL/T&L
					
					HT PL
					
					HAT
							C4E = $15 000
							
							TPL

• ***Executive Assessment & Review Schedule (EARS)***
   o Continue developing explicit feedback processes
   o Supported by leadership program and Individual PL Plans
	• All Executive teachers participate in the school EARS program	✓	✓	✓	Principal		Global

• ***Teacher Assessment & Review Schedule (TARS)***
   o Consistent approach to assessment processes across the school
   o Supported by Individual PL Plans
	• All teachers participate in the school TARS program	✓	✓	✓	HTs
					
					DPs		

• ***Australian Business Community Network (ABCN) and Blackmores partnership*** o Executive Leadership program	• Increase in leadership capacity	✓	✓	✓	Principal		TPL