



Bankstown Girls High School

School Plan

2014 Edition

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Bankstown Girls High School

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 610 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 parent community have high expectations for the girls, but many lack the resources and experience to effectively support their daughters in selecting appropriate educational and employment pathways. The school's student wellbeing, curriculum, teaching and learning and community participation programs recognise and proactively address this disadvantage. The grounds of the school are compact and freshly finished with two covered learning areas, as well as a newly refurbished cafeteria, five science laboratories, basketball courts, fully equipped gym and leisure areas. There is an industry standard kitchen and five 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 hall has a new light and sound system and all learning spaces have access to state of the art technology including interactive whiteboards (IWBs).

School Strengths: The school has an experienced and committed staff with a strong ethos of collaboration, professional learning and continuous school improvement and a strong focus on increased student development of literacy, numeracy, critical thinking and information communication technology skills. From 2011 to 2013 the school was selected to be a *Centre for Excellence for Teacher Quality* as part of the *Smarter Schools National Partnership on Improving Teacher Quality*. This initiative acknowledges the consistent approach our teaching and leadership staff has to teaching, learning, and teacher professional learning leading to improved student achievement. The school has received numerous awards for Excellence in ESL Education, Sports Education and ICT Teaching. The school offers an extensive curriculum allowing for girls aspiring to post-school studies and work 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 and individual course counselling and mentoring in Years 9 to 12. These programs are well supported by our Learning and Support and Student Wellbeing teams, Transition and Careers Advisers, and the Middle School and Enrichment teams. Our student mentoring, student wellbeing and vocational programs are also well supported through our strong partnerships with a number of universities and industry groups. 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 is a PBIS (Positive Behaviour Interventions and Support) School with our key focus on all students being *safe, respectful, learners*. 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.

School Evaluation and Planning: 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), curriculum evaluations, whole school program evaluations, as well as analysis of student learning outcomes data and data gathered from student surveys such as TTFM (Tell Them From Me). The school's overwhelming strength is reflected in our value added data and our HSC: relative performance from year 10 data which shows a long term average value added of 2.9 for low, 4.2 for medium and 0.1 for high, however this *data does reflect our need to focus on students at the high achieving end*. Our Learning Habits approach and learning interventions for this targeted group have been a focus for the school over the last 3 years. *Our NAPLAN data shows that students enrol in Year 7 with very low levels of Numeracy acquisition and they experience great difficulty with problem solving and applying their knowledge. In Literacy our students find writing factual text writing and inferring meaning from factual reading difficult. 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, will be 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.

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BANKSTOWN GIRLS HIGH SCHOOL VISION

- 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 have high expectations and are committed to academic excellence.
- 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.
- We are inclusive of the whole school community in the preparation of our students for responsible, active citizenship.

STUDENT EXIT OUTCOMES

<p>Social Outcomes</p> <p>A young adult who is:</p> <ul style="list-style-type: none"> □ 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. 	<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 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.
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Strategic Directions, 2014-2016

<i>Strategic Direction 1</i>	<i>Strategic Direction 2</i>	<i>Strategic Direction 3</i>
<p><i>Student Learning</i></p> <p>Students will be successful learners, leaders and active global citizens</p>	<p><i>Staff and Leader Learning</i></p> <p>Staff will be high performing, collaborative and dynamic</p>	<p><i>School Learning</i></p> <p><i>A high performing school and a community that is inclusive, informed and engaged</i></p>
Purpose	Purpose	Purpose
<p>To provide a learning environment that has high expectations and adds value to all students' literacy and numeracy levels. Students will be productive and ethical users of technology equipped with the skills required for the 21st century. Students will be nurtured to become resourceful, empathetic and resilient lifelong learners.</p> <p>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.</p>	<p>To enable teachers to be active, fearless and collaborative facilitators through creating an engaged and collegial community of learners. Our teachers will demonstrate curriculum innovation, quality teaching and leadership capability that inspire learning.</p> <p>To ensure the continued alignment of our school's primary purpose and student exit outcomes with our programs and practices through the expansion and increased development of leadership capability and succession planning using the Australian Principal Standard and Australian Standards for Teachers.</p>	<p>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.</p> <p>To ensure that our shared values of inclusivity, celebration of diversity and high expectations continue to expand through the delivery of effective student welfare programs which enhance congruence of expectations and achievement in a caring and tolerant community.</p>

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SD1: Student Learning: Students will be successful learners, leaders and active global citizens

Purpose

- To promote a culture of learning that has high expectations and adds value to all students' literacy and numeracy levels. Students will be productive and ethical users of technology equipped with the skills required for the 21st century. Students will be nurtured to become resourceful, empathetic and resilient lifelong learners.
- 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.

People	Processes	Product & Practices	Improvement Measures
<p>Students will be explicitly taught 21st century capabilities using the building learning power framework in order to become critical thinking, productive global citizens.</p> <p>Teachers through the provision of cutting edge and engaging teaching and learning programs catering for individual student learning needs. teachers will deliver a world class, 21st century learning.</p> <p>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</p> <p>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.</p>	<p>Universal programs:</p> <ul style="list-style-type: none"> • <i>Evidence based teaching and learning:</i> 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: <ul style="list-style-type: none"> ○ Australian curriculum programming, assessment and reporting ○ KLA programs scope and sequence; <p>Building 21st Century learning Skills through the Australian Curriculum General Capabilities:</p> <ul style="list-style-type: none"> • Build student capability to be self-directed independent learners who apply 21st century learning skills -literacy, numeracy, ICT, learning habits through <ul style="list-style-type: none"> ○ Targeted literacy and numeracy programs ○ Enquiry Based learning both targeted i.e. Making Learning Meaningful and Guided Enquiry programs and whole school through KLA and the Essential Learning Period (ELP) <p>Intensive learning support programs for targeted students:</p> <ul style="list-style-type: none"> • Targeted classes and individualised assistance to support the needs of EAL/D, Aboriginal, refugee, international students and students with learning difficulties/disabilities <p>Student Wellbeing and Engagement</p> <ul style="list-style-type: none"> • <i>Transition programs:</i> Prepare students for new learning stages and post school pathways • <i>Embed positive behaviours:</i> Integrating Positive Behaviour (PBIS) values into Student Wellbeing and Engagement policy and programs. • <i>Student voice and engagement programs:</i> 	<p>Product: All teaching and learning programs have embedded literacy strategies that engage students with authentic texts.</p> <p>Practice: Teachers deliver explicit literacy strategies that target authentic texts and meet the individual student literacy needs.</p> <p>Product: Teaching and learning programs will embed numeracy strategies which reflect real world numeracy experiences.</p> <p>Practice: Teachers will deliver explicit real world numeracy strategies.</p> <p>Product: An ELP curriculum that targets specific and identified student needs.</p> <p>Practice: Students will engage in their learning with greater confidence and independence using critical thinking skills to communicate in a purposeful and effective manner.</p> <p>Practices: 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.</p> <p>Practice: Students actively demonstrate 21st century learning habits and Australian curriculum general capabilities across KLAs and in different learning environments.</p> <p>Product: Student academic reports align to the Australian Curriculum, including the general capabilities</p>	<p>75% of students in Year 7 (currently 68%) and 70% Year 9 (currently 62%) will achieve expected or above expected growth in Literacy NAPLAN testing.</p> <p>60% of students in Year 7 (currently 52%) and 66% Year 9 (currently 59%) will achieve expected or above expected growth in Numeracy NAPLAN testing.</p> <p>More than 20% of bands achieved are in bands 5 and 6 in the HSC</p> <p>Less than 20% of bands achieved are in bands 1 and 2 in the HSC</p> <p>More than 20% of grades achieved are either a grade A or B in ROSA.</p> <p>60% of students Yr7-11 show growth in school assessment across all curriculum areas.</p> <p>95% of students transition into further education or full time work at the end of Year 12</p> <p>85% of senior students (Years 10-12) are able to apply 21st century general capabilities in the workplace</p> <p>All KLAs have T&L programs that effectively deliver the Australian curriculum</p>

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SD2: Staff and Leader Learning - Staff will be high performing, collaborative and dynamic

Purpose

- To enable teachers to be active, fearless and collaborative facilitators through creating an engaged and collegial community of learners. Our teachers will demonstrate curriculum innovation, quality teaching and leadership capability that inspire learning.
- To ensure the continued alignment of our school's primary purpose and student exit outcomes with our programs and practices through the expansion and increased development of leadership capability and succession planning using the Australian Principal Standard and Australian Standards for Teachers.

People	Processes	Product & Practices	Improvement Measures
<p>Students: To provide a framework that will support students in contributing to progressive feedback on teaching practices within individual classes and whole school processes.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Leadership Team: Through targeted professional learning programs current and aspiring leaders will refine their skills in leadership</p> <p>Non-teacher staff: will identify their learning needs necessary for them to address the transition to LMBR tools.</p>	<p>Teacher and School Leader Performance and Development</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ Individual teacher professional learning 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) ○ TARS and EARS 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 <p>Professional Development of Non-Teaching Staff</p> <ul style="list-style-type: none"> • 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) 	<p>Practice: A culture of collaborative professional learning that is valued and builds the capability of all staff.</p> <p>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</p> <p>Product: All staff have individual Professional Learning Plans aligned to Australian Professional standards for Teachers which are designed collaboratively and supported by Executive</p> <p>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.</p> <p>Product: All NST, ECT and teachers undertaking accreditation at higher levels are successful in gaining and maintaining their accreditation.</p> <p>Practice: All teachers engage with performance appraisal procedures through the TARS EARS and PARS framework.</p> <p>Practice: All SAS staff are confident to transition to LMBR and adapt to new systems</p>	<p>All staff apply their Individual Professional Learning Plan to improve practice</p> <p>All staff demonstrating responsibility for their professional learning.</p> <p>All teachers undertaking accreditation successfully complete and maintain the process</p> <p>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.</p>

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SD3: School Learning – 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 through the delivery of effective student welfare programs which enhance congruence of expectations and achievement in a caring and tolerant community.

People	Processes	Product & Practices	Improvement Measures
<p>Staff: To provide increasingly robust and sophisticated systems that will support the development of staff capabilities in teaching practice, management and school leadership.</p> <p>Students: To provide a framework that will support students in providing progressive feedback on school programs and future planning.</p> <p>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.</p> <p>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.</p>	<p>School Planning and Evaluation</p> <ul style="list-style-type: none"> • Re-establish the school improvement team to: <ul style="list-style-type: none"> ○ Conduct a School Needs Analysis and complete a Situational Analysis to inform school planning ○ Review school evaluation cycle and plan ○ Review ASR and website <p>School Workforce Planning and Management</p> <ul style="list-style-type: none"> • Establish workforce systems to manage, monitor and plan for school change and improvement <p>School Finance</p> <ul style="list-style-type: none"> • Review school processes to prepare for LMBR rollout. <p>School Environment and Safety</p> <p>School Asset and Infrastructure</p> <ul style="list-style-type: none"> • Establish processes to plan, manage and renew assets and infrastructure to meet student learning needs. <p>School Community Engagement, Partnerships and Networks</p> <ul style="list-style-type: none"> • Maintain, build on and establish new Business/industry, University partnerships and Learning Alliances that align to school strategic directions. • Develop programs to enhance parent and caregiver engagement <p>Self-regulation and compliance</p> <ul style="list-style-type: none"> • Establishing systems to ensure the school /staff meet all requirements of legislative and DEC policy requirements 	<ul style="list-style-type: none"> • Product: a data base tool is established to store data from the School Needs and Situational Analyses to inform school planning and evaluation into the future. • Practice: An evidence driven, dynamic and inclusive school planning and evaluation process is established. • Practice Milestones process is used to monitor finance, school progress and improvement • Product: Evidence based collaborative School Plan 2015-2017 published and reported annually • Practice: Quality Learning Rounds established as a process to evaluate impact of teaching interventions on student learning • Product: The school learning environment, technology infrastructure and assets safely and innovatively support 21st century learning practices. • Product: Purposeful partnerships with the wider educational, business and NGOs are established and nurtured. • Practice: Parents and caregivers both engage with and contribute to school life and improvement in ways that are appropriate to their capability and circumstance. 	<p>All staff have a clear understanding of the school vision and direction and their role in driving school change and improvement</p> <p>A comprehensive school review process is undertaken that leads to clearly articulated Strategic Directions for School growth based on rigorous and valid data analysis</p> <p>Increase the percentage of parents and caregivers engaging purposefully in supporting their daughter's education and in the life of the school.</p> <p>All decisions regarding the school learning environment, technology infrastructure, assets WHS supports innovative 21st century teaching and learning practice.</p>

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