School plan 2015 – 2017

Birrong Girls High School 8854

Student Learning

Professional Development

Community Connections
<table>
<thead>
<tr>
<th>School vision statement</th>
<th>School context</th>
<th>School planning process</th>
</tr>
</thead>
</table>
| At Birrong Girls High School every student is valued as a learner. Our Statement of Purpose is for all students to achieve personal excellence and success in a safe learning environment. This collective purpose will ensure that every girl becomes a successful learner, a confident and creative individual, and an active and informed citizen.* | Birrong Girls High School is a large, comprehensive and multicultural girls’ school established in 1957 in the south western suburbs of Sydney. 93% of the 820 girls enrolled in the school are from Language Backgrounds Other than English (LBOTE), comprising a diverse range of cultural backgrounds which represent 45 language groups. The majority of students are from Arabic, Vietnamese, Chinese, Turkish and Pacific Islander backgrounds. 4% of students have refugee status and less than 1% of students are from Aboriginal background. Enrolment in Year 7 includes students from more than 30 different primary schools which means that our students arrive with great variation in their literacy and numeracy skills because of primary school experience; socio-economic status; language and cultural background; and ability level. The school’s Index of Community Socio-Economic Advantage (ICSEA = 945)) and the school’s Family Occupation and Education Index (FOEI = 148) indicate significant socio-economic disadvantage in our school community. Our parents have high expectations for their daughters but many lack the skills and educational background to provide the necessary assistance to support student learning and to make appropriate decisions regarding employment and tertiary pathways. The school provides significant assistance to address this socio-economic disadvantage. The school’s motto, ‘Ad Astra’ (reaching for the stars), emphasises our high expectations for teaching and learning and the school has maintained a consistent focus on overcoming disadvantage by improving learning outcomes for girls. The school has worked hard to maintain its high academic performance and particular emphasis has been placed on literacy, numeracy, citizenship, leadership and community involvement. The school values are personal excellence (Ad Astra); respect; responsibility; cooperation; understanding, tolerance and inclusion; and integrity. These values are firmly embedded in school culture, policies and practices and underpin the school’s Statement of Purpose. They reflect the school’s Code of Behaviour and will continue to support school culture in 2015-2017. | A comprehensive situational analysis conducted in Semester 2, 2014 involved an analysis of current school and system data including: student enrolment, attendance data; student performance data from NAPLAN, ESSA, SC & HSC; and staff profile and professional learning data. Additional information was collected and analysed using parent, student and staff surveys, faculty evaluations and lesson observations. From this analysis three Strategic Directions were identified for the 2015-2017 Plan for the school to continue to show growth and improvement:  
- Student Learning  
- Professional Development  
- Community Connections  
The School Plan is a dynamic, working document. It outlines the direction of this school for 2015-17; provides a reference point for the evaluation of achievement of milestones throughout 2015 and for formal evaluation processes, and informs immediate and future planning. Its flexibility ensures that it is responsive to unique and emerging needs and sustains congruence with DEC policies, objectives, priorities and plans. |

*The Melbourne Declaration on Educational Goals for Young Australians
Purpose:
To ensure that every girl in our care becomes a successful learner, a confident and creative individual, and an active and informed citizen.

To achieve personal excellence and success in a safe learning environment that has high expectations and fosters lifelong learning.

To overcome disadvantage by adding value to students’ literacy and numeracy levels and equipping students with 21st Century skills to be active global citizens.

Purpose:
To maximise 21st Century learning opportunities for students, build teacher capabilities and support high expectations for enhanced collaboration, innovation and effective use of student assessment data.

To improve teacher capacity in quality teaching and assessment through the adoption of the NSW Quality Teaching Framework and formative assessment practices to strengthen student engagement and provide effective feedback for learning.

To support teachers to meet professional standards and accreditation and registration requirements and develop leadership capacity.

Purpose:
To support a high performing school with a community that is engaged and upholds the school’s values.

To build high quality collaborative partnerships that foster student achievement and well-being.

To provide opportunities to enhance relevance and significance of student learning and support student interest and talent.

STRATEGIC DIRECTION 1
Students will be successful learners and active and informed citizens.

STRATEGIC DIRECTION 2
Staff will be collaborative and focused on quality teaching and learning practices.

STRATEGIC DIRECTION 3
The school will be high performing with collaborative partnerships that promote student achievement and well-being.
### Strategic Direction 1: Students will be successful learners and active and informed citizens

<table>
<thead>
<tr>
<th><strong>Purpose</strong></th>
<th><strong>People</strong></th>
<th><strong>Processes</strong></th>
<th><strong>Products and Practices</strong></th>
</tr>
</thead>
</table>
| To ensure that every girl in our care becomes a successful learner, a confident and creative individual, and an active and informed citizen | Student learning is future focused and flexible and students are engaged in authentic learning experiences which develop self-regulation and resilience and are enhanced through feedback | **Curriculum programs across Years 7-12 and teaching practices** are future focused incorporating 21st Century capabilities with an emphasis on literacy, numeracy and engagement, to develop the knowledge, understanding and skills of all students for lifelong learning and global citizenship. **Consistent assessment and reporting practices** use a range of strategies and provide regular, detailed feedback to students who reflect on progress for improvement | **Product:** NAPLAN data show:  
- Above national minimum standard in Year 9 NAPLAN Reading and Numeracy  
- Proportion of students in Bands 1 & 2 in HSC courses below 10%  
- 100% of eligible students meet Stage 6 outcomes or follow recognised vocational pathways  
- More than 70% of HSC students enter tertiary studies  
- Students grades demonstrate strong growth from Stage 4 to Stage 6  

**Product:** Student survey (Tell Them From Me) data show levels of student belonging and engagement well above Department of Education norms  

**Product:** Student attendance data show above state average attendance across Year groups  

**Practice:** Teaching and learning programs embed 21st Century capabilities to provide future focused authentic learning experiences and are differentiated to meet the needs of every student  

**Practice:** Individual learning and education plans (incorporating attendance) are developed for all targeted students  

**Practice:** Formative, quality assessment underpins whole school assessment practices enabling students to reflect on progress for improvement  

**Practice:** Students engage in leadership and co-curricular activities that foster success, engagement and lifelong learning  

**Practice:** Flexible and informed measures are in place to evaluate and drive school direction including DP review and monitoring of faculty practice, student attendance data, SMART and RAP data, student work samples, data from N determinations and SENTRAL information |

<table>
<thead>
<tr>
<th><strong>Improvement Measures</strong></th>
<th><strong>People</strong></th>
<th></th>
</tr>
</thead>
</table>
| Growth of students as learners is evident in NAPLAN, HSC data, ROSA grades and school based learning assessment information | Students’ increased active involvement as learning partners with the school enhances their understanding of their child’s learning needs and progress and reflects their confidence and trust in the school | **Product:** NAPLAN data show:  
- Above national minimum standard in Year 9 NAPLAN Reading and Numeracy  
- Proportion of students in Bands 1 & 2 in HSC courses below 10%  
- 100% of eligible students meet Stage 6 outcomes or follow recognised vocational pathways  
- More than 70% of HSC students enter tertiary studies  
- Students grades demonstrate strong growth from Stage 4 to Stage 6  

**Product:** Student survey (Tell Them From Me) data show levels of student belonging and engagement well above Department of Education norms  

**Product:** Student attendance data show above state average attendance across Year groups  

**Practice:** Teaching and learning programs embed 21st Century capabilities to provide future focused authentic learning experiences and are differentiated to meet the needs of every student  

**Practice:** Individual learning and education plans (incorporating attendance) are developed for all targeted students  

**Practice:** Formative, quality assessment underpins whole school assessment practices enabling students to reflect on progress for improvement  

**Practice:** Students engage in leadership and co-curricular activities that foster success, engagement and lifelong learning  

**Practice:** Flexible and informed measures are in place to evaluate and drive school direction including DP review and monitoring of faculty practice, student attendance data, SMART and RAP data, student work samples, data from N determinations and SENTRAL information |

<table>
<thead>
<tr>
<th></th>
<th><strong>People</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student well-being and engagement programs, informed by expertise and resources though contextualised decision making and planning, develop self-regulating, resilient students who actively contribute to the school and the community</td>
<td>Community partners enhance student opportunities for lifelong learning through the development and delivery of authentic learning experiences which are aligned with the schools vision, values and priorities</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th><strong>People</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson coding sheets indicate provision of differentiated learning experiences for EALD and Aboriginal students</td>
<td>Teachers deliver quality pedagogy and ensure learning is differentiated and focused on the needs of students including students where English is an additional language or dialect and Aboriginal students</td>
<td></td>
</tr>
</tbody>
</table>
## Strategic Direction 2: Staff will be collaborative and focused on quality teaching and learning practices

### Purpose
To maximise 21st Century learning opportunities for students, build teacher capabilities and support high expectations for enhanced collaboration, innovation and effective use of student assessment data.

To improve teacher capacity in quality teaching and assessment through the adoption of the NSW Quality Teaching Framework and formative assessment practices to strengthen student engagement and provide effective feedback for learning.

To support teachers to meet professional standards and accreditation and registration requirements and develop leadership capacity.

### Improvement Measures
- **All staff engage in quality teacher professional learning that focuses on NSW Quality Teaching Framework, the implementation of the Australian Curriculum, including the General Capabilities and addresses professional learning goals identified in PDPs and accreditation requirements.**
- **Two faculty reviews and one program review are undertaken annually as part of the evaluation cycle that informs future planning through evidence based research.**

### People
- Students access quality learning through the delivery of a rigorous and meaningful curriculum that incorporates tiered intervention and tailored learning support.
- Teachers engage in professional learning that is collaborative, future focused and informed by data, evidence and feedback.
- Teachers utilise assessment for learning principles to teaching and assessment practices.
- Teacher professional learning plans reflect identified and negotiated learning needs, support the delivery of quality teaching and align with AITSL standards.
- Leaders and mentors provide effective supervision and differentiated professional learning within the accreditation framework for enhanced teaching, learning and leading.
- School Administrative Staff identify learning needs and access appropriate training to implement reforms (SAP & SALM).
- Parents support their daughters’ learning progress and provide feedback on the quality of teaching and learning and the effectiveness of whole school processes and procedures.

### Processes
- **Teacher and Leader Performance and Development** is aligned with the AITSL Professional Standards for Teachers and the Standard for Principals, and incorporates the Performance and Development Framework, the NSW Quality Teaching Framework and utilises the expertise of the restructured Learning and Support team to support individual need and enhance learning, quality teaching and assessment.
- Mentors and Leaders conduct formal evaluations and reviews and provide targeted programs for: probationary teachers, ECTs; under-performing teachers; teachers requiring accreditation and maintenance of accreditation; teachers aspiring to leadership and higher levels of accreditation and promotion; and facilitate opportunities for teacher based action research.
- **Professional Development for School Administrative Staff** builds capacity to implement changes from LMBR and LSLD through professional learning opportunities and job sharing.
- **Formal interim evaluation processes** monitor whole school review and evaluation and provide flexibility for ongoing revision.

### Products and Practices
- **Product:** All teachers meet Australian Professional Standards for Teachers and gain appropriate accreditation with BOSTES.
- **Product:** Learning & Support (LAS) Team restructured to better support individual learning needs.
- **Product:** All executive staff participate in mentoring activities and the leadership team has a shared common direction.
- **Product:** PDPs are developed and implemented by all teachers.
- **Practice:** Flexible structures (including LATE) support teacher professional learning and address gaps between role requirements and teacher knowledge, understanding and skill.
- **Practice:** Teachers utilise student performance data and provide explicit, specific and timely formative feedback to students for improvement.
- **Practice:** Teachers access the restructured LAS Team for future focused, collaborative skill development, consistency of curriculum delivery including strategies for differentiation and consistency of teacher judgement.
- **Practice:** Teachers work collaboratively to support quality teaching and assessment through classroom observations and modelling of effective practice and the provision of feedback.
- **Practice:** Quality partnerships developed with leading academic institutions.
- **Practice:** SAS work confidently to implement LMBR and LSLD initiatives.
- **Practice:** Evaluation planning incorporates: Learning Support and Welfare Student Tracking Sheets Student IEPs and ILPs, growth data from SMART and RAP, staff student and parent surveys and faculty and program reviews.
Strategic Direction 3: The school will be high performing with collaborative partnerships that promote student achievement and wellbeing

<table>
<thead>
<tr>
<th>Purpose</th>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>To support a high performing school with a community that is engaged and upholds the school’s values</td>
<td>Students will access relevant learning opportunities, within and beyond the school, that suit their interests and talents and provide the skills, behaviours and dispositions to assist them to live and work successfully in the twenty first century</td>
<td>School Community Partnerships and Networks</td>
<td>Product: High quality, purposeful partnerships are developed with key community groups</td>
</tr>
<tr>
<td>To build high quality collaborative partnerships that foster student achievement and well-being</td>
<td>Staff will support school systems that build staff capacity in planning, management and leadership</td>
<td>Develop existing and source new business/university/TAFE/agency links to enhance community connections and develop initiatives, programs and management processes that support parental/community involvement and student wellbeing for improved self-regulation, enhanced personal and social capability and ethical understanding</td>
<td>Product: School planning and evaluation systems developed and implemented</td>
</tr>
<tr>
<td>To provide opportunities to enhance relevance and significance of student learning and support student interest and talent</td>
<td>Parents will take up opportunities for participation in initiatives, programs and management practices and support school evaluation processes</td>
<td>School Organisational Effectiveness</td>
<td>Product: School learning environment, infrastructure and management systems including SAP, SALM and Sentral, support 21st Century teaching and learning practices, student achievement and well-being</td>
</tr>
<tr>
<td></td>
<td>Community Partners will support the school ethos and culture in providing quality experiences to support student achievement, well-being and career pathways</td>
<td>Develop systems and processes for the effective integration of SAP and SALM and implement improved processes for student assessment and reporting, student well-being, attendance and communication with families</td>
<td>Practice: Students actively connect in their learning and enjoy positive and respectful relationships and a sense of belonging within the school community</td>
</tr>
<tr>
<td>Improvement Measures</td>
<td>Leaders and aspiring leaders will use effective communication and interpersonal skills to enhance community partnerships and individual leadership capacity</td>
<td>School Planning and Evaluation</td>
<td>Practice: Staff/community contribute to school management processes and systems</td>
</tr>
<tr>
<td>❖ 20% increase in parent and community engagement partnerships and programs to deliver quality learning experiences and/or support student well-being</td>
<td></td>
<td>Review school planning and evaluation cycle to include situational analysis, school plan review, ASR processes and website maintenance</td>
<td>Practice: Parents/community engage with opportunities to provide feedback and participate in initiatives, programs and management processes</td>
</tr>
<tr>
<td>❖ School management processes and systems demonstrate appropriate community/staff involvement and support 21st Century teaching and learning practices, student achievement and well-being</td>
<td></td>
<td></td>
<td>Practice: Evaluation planning incorporates survey responses from partners, feedback evaluations from partners and participants, types of partnerships formed and participation rates of students</td>
</tr>
</tbody>
</table>

Birrong Girls High School 8854