School plan 2015

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 background 2015 - 2017

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 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.

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’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.

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), 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).

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. 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.
Purpose:
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.

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.

Our teachers will demonstrate curriculum innovation, quality teaching and leadership capability that inspire learning and drives high quality 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

**Purpose**

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**Improvement Measures**

- All students Yr7-10 show growth across all curriculum areas 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.

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| **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. | **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
| **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.
| **Teachers** will engage in Professional Learning to develop their skills in the application of enquiry based learning and assessment, the integration if ICT pedagogy and explicit literacy and numeracy strategies through an evidence based approach. | **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.
| **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:** 60% of students Yr7-10 show growth in school assessment across all curriculum areas as measured against the general capabilities.
**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.
| **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 | **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.
| **Practice:** Students will engage in leadership opportunities and experiences for students through mutually beneficial programs and initiatives.
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**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

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Strategic Direction 2: 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.

### 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-teacher 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.
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
- Review ASR and website
- 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 programs to enhance parent and caregiver engagement

**Self-regulation and compliance**

Establishing systems to ensure the school /staff meet all requirements of legislative and DEC policy requirements. Registration process – systems to meet this

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:** 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.

**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 teaching and 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