BGHS will empower students to successfully engage in 21st century employment and life including the development of relevant skills in literacy, numeracy and ICT.

BGHS will empower staff to promote a culture of high expectations in an environment of professionalism, collegiality and support.

BGHS will develop young women who are independent, self-directed and inherently motivated learners.
## School background 2015 - 2017

### School vision statement

Blacktown Girls High School will deliver an inclusive education for both our academically selective and local comprehensive students by focusing on quality teaching in preparing students for life and employment in the 21st Century.

The school will provide opportunities for individualised learning and achievement by embodying current research and practices in Girls Education strategies.

We embrace and celebrate our cultural diversity and provide proactive programs promoting a culture of care, respect and tolerance, allowing students to feel safe, happy and committed to achieving their best.

### School context

Blacktown Girls High School is an inclusive school with an enrolment of both academically selective students and local comprehensive students totalling 710. The school presents a vibrant culture of achievement, opportunity and success with the staff also delivering outstanding enrichment programs including Future Problem Solving, Robotics, Creative Arts and Sport.

All pathways to university, TAFE and work are studied and promoted. The HSC program includes vocational education and, work placements and traineeships leading to industry accreditation and certification.

The School has 4% Aboriginal or Torres Strait Islander students and 70% of students from a language background other than English, a significant number of whom are refugees. We embrace and celebrate cultural diversity and provide proactive programs promoting respect, tolerance and anti-bullying which together with a caring staff, allows students to feel safe, happy and committed to achieving their best. Equity programs to support Refugees, students from a language background other than English and Indigenous students are also delivered by staff and outside agencies.

In NAPLAN results, the school is now performing equal to or slightly better than “schools serving students from a statistically similar background”. In the HSC the school is seen as adding a large level of value to students performing in the middle and high band groupings.

### School planning process

The school’s Vision Statement, Context and Strategic Directions were developed collaboratively by the school staff and the school executive with parental and student input. These were then confirmed by the school’s Parents and Citizens Association and the student prefect body. The key improvement measures and 5P planning process for each strategic direction have been collaboratively developed by the whole school staff and executive. These have also been presented to the school’s Parents and Citizens Assoc.

The document has been continually presented to staff and parents throughout its development at Staff Meetings, Faculty Meetings and Staff Development Days. It has been presented for comment at three P&C Meetings and at three Parent Information Evenings.
**Purpose:**

BGHS believes it is necessary to empower students to ensure they understand that success is attainable. By moving in this direction our students will be given the best possible chance to participate in their contemporary society through increased opportunities and choices available to them as individuals. This will allow their education to be contextualised to their changing world and they will be prepared with the skills that will be required in future occupational and life situations.

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**Purpose:**

BGHS will empower students to successfully engage in 21st century employment and life including the development of relevant skills in literacy, numeracy and ICT.

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**Purpose:**

BGHS believes that purposeful, strategic and directed staff development within a professional and collegial environment will ensure teacher quality and high productivity. This in turn will lead to strengthened personal aspirations and enhanced learning for both students and staff.

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**Purpose:**

BGHS will promote the self-worth and resilience needed to empower young women to thrive in the face of future challenges. This will enable students to graduate as productive and valuable citizens who will be able to confidently navigate the wider community in their future life. Rapid changes in society rely on the development of these skills for success and emotional wellbeing.

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**Purpose:**

BGHS will develop young women who are independent, self-directed and inherently motivated learners.

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**Purpose:**

BGHS will empower staff to promote a culture of high expectations in an environment of professionalism, collegiality and support.
Strategic Direction 1: BGHS will empower students to successfully engage in 21st century employment and life including the development of relevant skills in literacy, numeracy and ICT.

### Purpose

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### Improvement Measures

1. Student Data obtained from markers on the numeracy continuum below age cohort to reduce.
2. Reduction in N awards and N award warnings in HSC and Preliminary years.
3. HSC RAP Data to show growth in value added statistics.
4. Continued collection of work samples and assessment data across all stages and courses for ongoing long term analysis of development in literacy skills in line with course performance descriptors.
5. The number of students in stage 4 (Cluster 13 Lit continuum) & stage 5 (Cluster 14 Lit Continuum) below expectation will be reduced by 5%.
6. The percentage of year 9 students at or below minimum standards in 2014 NAPLAN Literacy & Numeracy will be reduced by 5% compared to their corresponding year 7 results.
7. In Year 8 ESSA Results each year will show a 5% decrease over the previous year of students in the lower three bands.

### People

#### Students:
- Will improve levels of attainment in literacy, numeracy and ICT.
- Will develop employability skills and an understanding of the transitions to employment & further education.

#### Staff:
- Trained to deliver educational experiences to allow students to master literacy, numeracy, ICT and the skills required for employment and further education.
- Links with Stage 3 teachers for professional development on continuums will be developed.
- Staff development on using meaningful data analysis and continuum tracking.

#### Parents:
- Engage parents in subject selection, career path planning and as learning partners.
- Regular parent meetings & updates re literacy, numeracy and ICT (BYOD).

#### Community partners:
- Community partners will be assisted to provide the real life skills which are imperative to success.

#### Leaders
- Head Teachers (HT) learn to lead their faculty to write successful scope and sequences including R2L examples backward mapped from assessments HT will be able to lead their staff in the development of skills required to participate in the 21st century.

### Processes

#### Literacy
- Staff development to improve understanding and potential uses of the literacy continuum.
- Embed R2L into assessment procedures and lesson delivery across the school.

#### Numeracy
- Use Newman’s Analysis, Mathletics, R2L numeracy and the numeracy continuum to develop a deeper understanding of the role of numeracy across KLA’s ensuring that it is embedded within the National Curriculum Framework.

#### ICT
- Development and embedding of cloud based technology and Google Apps within teacher’s pedagogy, lesson delivery and assessment.

### Work readiness & pathway planning

- Introduction and development of BEACON connections enhancing pathway planning and community engagement.
- Expansion of the Go For It Program to involve parents in subject selection, career path planning and PLP development.

### Evaluation plan

- Milestones reviewed monthly by Senior Executive.
- Milestones used in discussion between Sr Exec & Exec. at least once per term at Exec. Meetings
- Literacy Team meet twice per term
- Numeracy Team meet twice per term
- Continuum data analysed and mapped by appropriate teams and reported to LST each term.

### Products

#### Products:
- Each student Year 7 -10 will be mapped on the literacy and numeracy continuums.
- Targeted student support for equity groups eg RAS, Refugee Support programs & Norta Norta.
- Scope and sequences within each subject and faculty will include R2L sequences backward mapped from the assessments.
- Each faculty will have a resource file on Google Drive. The schools Professional Development plan encompasses cloud based technology and evidence of an embedded BYOD program. Both being reflected in each KLA’s scope and sequence.
- BEACON will be launched and operating and reflected in each KLA’s curriculum plan.

#### Practices:
- The following practices will be embedded into both curriculum and daily lesson delivery:
  - R2L sequences being delivered to all classes prior to assessments. The Literacy Continuum is used to plan lessons, develop learning plans and in staff professional dialogue.
  - R2L numeracy, Newman’s prompts and the numeracy continuum will be used to plan and deliver numeracy content in lessons across all KLA’s.
  - The school’s Technology platform will include Google Apps and cloud based technology.
**Strategic Direction 2: BGHS will develop young women who are independent, self-directed and inherently motivated learners.**

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<tr>
<th>Purpose</th>
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<th>Products and Practices</th>
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<td>BGHS will promote the self-worth and resilience needed to empower young women to thrive in the face of future challenges. This will enable students to graduate as productive and valuable citizens who will be able to confidently navigate the wider community in their future life. Rapid changes in society rely on the development of these skills for success and emotional wellbeing.</td>
<td><strong>Students:</strong> Student engagement will be enhanced resulting in a stronger connection to their education. Students receive opportunities to enhance skills in leadership, employability and 21st century. Education with an emphasis on, including creativity, critical analysis, problem solving and flexibility. <strong>Staff:</strong> will be provided with professional development on 21st century classroom. <strong>Parents:</strong> will actively support their child’s learning by developing a positive relationship with the school. <strong>Community partners.</strong> Community partners engaged in student programs will be utilised to support students to build resilience, confidence and self-esteem. Community links like ABCN and BEACON ensure that student learning is significant and relevant. <strong>Leaders:</strong> Professional Learning opportunities will be provided to Senior Exec and Head Teachers to develop leadership capabilities, knowledge and skills appropriate to current and evolving girls education practices within the wider school community. Head Teachers and Senior Executive will engage with community partners to promote a mutual understanding of educational relevance and life after school.</td>
<td><strong>Students</strong> will be learning through critical &amp; creative thinking processes, analysis &amp; problem solving while utilising their own devices (BYOD) in the classroom. <strong>Opportunities</strong> will be provided for students to be active leaders and participants in a range of extra and co-curricular activities. <strong>Staff:</strong> Will receive training on the use of cloud based technology and Google Apps for both lesson delivery and storage. <strong>Staff teams</strong> formed to investigate &amp; implement appropriate project based learning whilst mapping cross KLA links with lessons being delivered in a more student-centred manner. <strong>Staff team</strong> formed to research and recommend implementation on contemporary Girls Education Pedagogy. <strong>Professional Learning for staff</strong> focussing on QT21, in particular critical and creative thinking practices. <strong>Milestones</strong> reviewed twice a term by Senior Executive. <strong>Milestones</strong> used in discussion between Snr Exec &amp; Exec. once per term at Exec. Meetings <strong>Data</strong> based on acquisition &amp; use of personal devices. <strong>Data from Classroom Observations</strong> <strong>Minutes of Girls Ed Team Meetings</strong></td>
<td>1. 21st Cent Learning and Girls Education Strategies are evident in KLA programs. 2. Improved degree of value adding for middle and high performing HSC students. 3. Enhanced Student leadership in school-wide Welfare &amp; Citizenship programs developing necessary skills for active &amp; responsible community participation. 4. Increased engagement, awareness and appreciation of students’ own culture and the cultures of others. 5. Increased understanding of personal strengths and weaknesses with regard to learning. 6. Mentoring Programs for targeted Equity groups eg Macquarie Mentoring, Norta Norta, SALSA and cultural activities. <strong>Practices</strong> 1. Embed Project Based Learning and other elements of QT including; cross curricula programs &amp; critical thinking thereby embedding 21st Century Learning 2. Students exposed to the most up to date teaching practices ensuring they become self-motivated &amp; independent 3. An enrichment program of HSC mentoring for middle &amp; high performing students. 4. Broadened Community links, cultural awareness and teaching programs which will also enhance cultural connections, local and global citizenship. 5. Students will reflect and report on their own learning goals and achievements across all KLAes and co-curricular activities.</td>
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**Improvement Measures**

1. Student surveys regarding classroom lesson delivery indicate enhanced student engagement.
2. Community partner commitment survey indicates increased involvement in the school.
3. Increase in the % of students achieving in the highest four bands of the HSC.
4. Classroom observations data reflect an increase in collaborative lesson designs involving cross KLA linkages.
5. Increased completion rate of assessment tasks by stage 6 students.
6. Post school data and aspirations data for year12 to correlate at or above 80%.
7. Increased opportunities for student involvement in leadership roles.
8. Decreased Millennium referrals in Stages 4 & 5 by 5%
9. Increased involvement with outside organisation catering for tertiary and vocational education.
Strategic Direction 3: BGHS will empower staff to promote a culture of high expectations in an environment of professionalism, collegiality and support

Purpose

BGHS believes that purposeful, strategic and directed staff development within a professional and collegial environment will ensure teacher quality and high productivity. This in turn will lead to strengthened personal aspirations and enhanced learning for both students and staff.

People

Staff: Quality teaching is enhanced through the delivery of professional development on Reading to Learn, 21st Century teaching and learning. Teachers are supported through professional dialogue with colleagues, in conducting observations and receiving constructive feedback.

Staff are supported in the development of their personal career pathways including development of leadership capability, the attainment of teaching standards and the development and use of the performance and development framework. Teachers better understand the requirements of Businesses, work places and tertiary institutions.

Leaders developed in establishing and supporting school wide culture that promotes community partnerships.

Leaders developed in:
- Classroom observations
- Development and Performance Framework for Teachers
- Teaching Rounds
- QT21
- R2L
- L + N Continuums
- Constructive feedback

Processes

1. Opportunities will be provided for improved collegial dialogue and staff development re the teaching standards, development framework, 21st century learning, literacy and numeracy.
2. Staff development on R2L, R2L backward mapped from major assessments and included in lesson delivery strategies. Staff development re use of continuums
3. Teaching Rounds will be investigated and introduced in 2016.
4. A program of peer and supervisor classroom observations based on major thrusts of the strategic directions will be developed and implemented.
5. Staff development sessions on Quality Teaching i.e.: feedback, will be developed and delivered.

Leaders: Promotes the development framework, 21st century learning, and teaching standards. They will also be involved in more critical analysis of data giving evidence of this.

Evaluation plan

1. Monitored at Executive level through Staff Development Activity Evaluations. Monitored at Executive meetings this twice per term.
2. Head Teachers monitor and report on progress of their faculty.
3. The Professional Development Team to report to Senior Executive twice per term.

Products and Practices

1. All staff trained in using the literacy & numeracy continuums to inform teaching and learning practice.
2. All staff trained in using ‘Reading to Learn’ and incorporate it in to teaching and learning practice.
3. Staff training in QT21 including problem based learning developed and delivered.
4. All staff participate in peer observations of teaching practice and reflective discussion through regular collegial dialogue.
5. All staff are supported in career development.

Practices:

1. On-going Professional Development in R2L, Continuums, 21st Century Learning, Peer Observations, etc.
2. Regular, strategic and organised peer classroom observations will take place based on the staff learning detailed in previous strategic directions.
3. Teaching Rounds & a classroom observation practice will be developed, introduced, evaluated and embedded.
4. The Performance & Development Framework will be embedded in staff culture and practice. Staff will aspire to the higher levels of the National Teaching standards.

Improvement Measures

1. Data re Classroom Observations indicate at least one peer observation per term
2. Teacher surveys, classroom observations, teaching programs and collegial support indicates confidence in QT21, R2L and Continuums implementation.
3. Data from the Performance and Development Package informs further professional learning.
4. Approx. 75% of funding allocated to strategic directions with remaining 25% to other areas of need as indicated by PDP’s.
5. All staff trained in national teaching standards and accreditation.