

Strategic Improvement Plan 2021-2024

Bossley Park High School 8582



School vision and context

School vision statement

At Bossley Park High School we focus on excellence and success through high expectations and continuous improvement to ensure quality teaching and learning for all our students, staff, and community.

School context

Bossley Park High School is a large co-educational high school proudly serving the South Western Sydney community since 1988. There are 1400 students in the school, 82% of the student population come from a language background or dialect other than English, 62% of students are learning English as an additional language and 10% of students are from a refugee background. The major cultural groups are Arabic, Spanish, Assyrian, Italian, Eastern European, and Southeast Asian backgrounds. The school has a Special Education Unit catering to students with physical and/or intellectual disabilities.

The school is recognised for its broad curriculum including programs that support the development of talent and high potential in a range of areas, including visual arts, robotics, accelerated mathematics, performing arts - dance, music, and drama, and a selective talented football program for both boys and girls. We also offer HSC Vocational Education and Training (VET) courses in Construction, Business Services, Hospitality, and Entertainment Industry to cater to a variety of career pathways. We foster strong partnerships with universities, businesses, and community groups to provide further opportunities and experiences to strengthen learning and engagement for our students. The school prides itself on outstanding academic success, high-quality teaching, and learning and the inclusion of STEM education across the curriculum.

Bossley Park High promotes Positive Behaviours for Learning to support a safe, respectful learner code. It is well respected in the community for its positive learning environment, strong student wellbeing, leadership initiatives, and engagement programs that nurture students to connect, thrive, and succeed.

The majority of the school's equity funding will be used to support initiatives developed in this strategic improvement plan. Through a whole school analysis together with our system negotiated targets we have identified initiatives such as; a continued emphasis on embedding evidence-based teaching practices and high leverage HSC strategies to focus on effective student learning and attainment. The explicit teaching of literacy and numeracy skills including the use of the learning progressions and formative assessment to monitor progress is integral to this plan. Unearthing student potential, developing the talent and wellbeing programs are initiatives aimed at providing challenge and opportunity for students to flourish. High-impact professional learning for staff that is underpinned by research is key to building the expertise in staff for continuous improvement and leadership skills. Some funds will be used to support other school initiatives, not in this school plan.

Strategic Direction 1: Student growth and attainment

Purpose

Learning opportunities for all students will be grounded in teaching practices that are evidence-based, innovative, and maximize impact.

Improvement measures

Target year: 2022

System negotiated targets

- A 5% improvement in the percentage of students achieving in the top 2 bands to achieve reading and numeracy.
- Increase in the percentage of Aboriginal students achieving in the top 3 bands in NAPLAN for reading and numeracy.
- HSC achievement -an increase of 4% of course results in top 3 bands.

Target year: 2023

- An uplift of 5% of Year 9 students achieving expected growth in NAPLAN reading.
- An uplift of 5% of Year 9 students achieving expected growth in NAPLAN numeracy.
- 100% of indigenous students achieving their HSC.

Target year: 2024

School Self Evaluation evidence indicates;

- Excelling in TEACHING domain / Professional Standards / **Literacy and Numeracy focus**
- Excelling in LEARNING domain / Student Performance Measures / **Student Growth**
- Excelling in TEACHING domain / Data Skills and Use / **Data use in teaching**

Initiatives

Explicit teaching of Literacy and Numeracy

The explicit teaching of literacy and numeracy aims to develop the literacy and numeracy achievement of students in Years 7-12. Underpinned by evidence-based practices as outlined in the What Works Best paper and the research of John Hattie, this informs the focus on developing the skills and capacity as teachers of literacy & numeracy. Through effective classroom practice and support all teachers will improve their teaching expertise of literacy and numeracy within their subject areas. Literacy and Numeracy staff will:

- Engage with the National Literacy and Numeracy Learning Progressions to monitor student progress
- Collaborate with staff to develop and share explicit literacy and numeracy strategies
- Use a variety of quantitative and qualitative data to inform practice.

Embedding High Leverage HSC Strategies

Teachers professionally developed in the use of high leverage strategies to improve student learning. PL is underpinned by data analysis, fieldwork, and a strong research and evidence base. Developed by outstanding HSC teachers, curriculum experts, leading educators, and academic partners. It is both "research-informed & research-informing", & grounded in effective classroom practice. Teachers embed high-leverage strategies into teaching programs, explicitly teach & select the most appropriate strategies to lift the achievement of all students. Staff collaborate deliberate ways, with teachers from across the state. Collaboration is a strong lever in lifting student outcomes. Teachers work collaboratively across the school using the Sharing our Practice (SOP) protocol to:

- Implement a full range of high leverage strategies, & quality assessment strategies to inform teaching directions
- Monitor and assess student progress and achievement
- Reflect on teaching effectiveness.

Success criteria for this strategic direction

Achievement of all system negotiate targets as indicated in improvement measures for this strategic direction.

All HSC teachers routinely and expertly implement HSC high leverage strategies in their teaching practice to lift the achievement of all students.

Teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, that can be measured by improved student progress and achievement data (**Link to SEF - Excelling in TEACHING domain - literacy and numeracy focus**)

The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school achievement data (**Link to SEF - Excelling in LEARNING domain - student growth**)

Teachers clearly understand, develop and apply a full range of assessment strategies - in determining teaching directions, monitoring and assessing student progress and achievement and reflecting on teaching effectiveness. (**Link to SEF - Excelling in TEACHING domain - data use in teaching**)

Evaluation plan for this strategic direction

Question: What is the impact of these two initiatives on student growth and attainment?

Data: Use of external, internal student performance measures and qualitative data through staff and student surveys.

Analysis: Analyse the data to determine the extent to which the targets and improvement measures have been achieved.

Implications: Where to next? Future targets to inform practice.

Strategic Direction 2: Staff expertise and leadership

Purpose

To create a culture and the structures that build a cycle of professional learning which develops an inclusive environment that enables learning and growth in every teacher and drives ongoing, schoolwide improvement in teaching practice and student results.

Improvement measures

Target year: 2024

- 100% of teachers demonstrate a comprehensive understanding of evidence-based practices and implement them with a higher level of competency in the classroom.
- 100% of teaching programs are explicit and embed evidence-based practices, which challenge and lift student achievement.
- HSC Teachers are engaged in high-impact professional learning which is reflected in the classroom.
- The school generates increased opportunities for leadership by 25%.

Target year: 2024

Develop and implement a program of support for staff at all career stages to create a pipeline of leaders. School Self Evaluation evidence indicates;

- Excelling in the Teaching Domain/**Effective Classroom Practice/Explicit teaching.**
- Excelling in the Teaching Domain/Learning & Development/**Collaborative Practice & Feedback**
- Excelling in the Leadership Domain/ Educational Leadership/**High Expectations and Culture.**
- **Excelling** in TWO of the five elements of the High Impact Professional Learning Self Assessment Tool

Initiatives

Evidenced Based Teaching Practices

The executive will lead quality professional development on evidence-based practices to build the capacity of staff to improve student learning. This initiative is underpinned by evidence-based practices as outlined in the 'What Works Best' document and the research of numerous education academics such as John Hattie, Dylan Wiliam and Shirley Clarke. Through collective efficacy and collaborative learning teachers continually evaluate their practices and the impact they have on student outcomes. Teachers engage regularly in professional learning, self assessment and peer assessment to become experts in evidence based practices which will rapidly move student learning forward. All teachers will increase their capacity to implement evidence based practice that deliver excellence in the following:

- HSC Professional Learning
- High Potential and Gifted Education Policy Professional Development
- What Works Best: Explicit Teaching, High Expectations, Effective Feedback, Use of Data to inform Practice, Assessment, Classroom Management, Collaboration, Wellbeing.

Personalised Teacher and Other School Staff Development

Identify the professional development needs of individual teachers and develop professional learning activities and systems reflective of the High Impact Professional Learning Policy to build capacity and leadership in staff. This initiative is underpinned by the High Impact Professional Learning Policy. All staff to:

- Engage in professional learning is driven by identified student needs.
- School Leadership teams enable professional learning.
- Collaborative and applied professional learning strengthens teaching practice.

Success criteria for this strategic direction

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth. **(Link to SEF: Teaching, Effective Classroom Practice, Explicit teaching)**

The school uses explicit systems that facilitate professional dialogue, collaboration, the modelling of effective practice & the provision of specific & timely feedback between teachers. This drives ongoing, school wide improvement in teaching practice and student results. **(Link to SEF: Teaching Domain, Learning and Development, Collaborative Practice and Feedback)**

The school demonstrates a high performance culture, with a clear focus on student progress & achievement & high quality service delivery. All students are taught by high performing teachers, and the leadership team supports the recognition of this through the teacher accreditation process. **(Link to SEF: Leading, Educational leadership, Performance management and Development)**

The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning. **(Link to SEF Leading, Educational Leadership, High Expectations Culture)**

Evaluation plan for this strategic direction

- Question: What has been the impact of systematic implementation of evidence-based teaching practices?
- Data: internal and external data to measure the effectiveness of professional learning initiatives.
- Analysis: Evaluate the impact of our improvement measures.
- Implications: Next steps. Future targets & beyond

Strategic Direction 3: Unearthing student potential, developing the talent.

Purpose

Unearthing potential to engage and challenge students across the intellectual, creative, social-emotional, and physical domains. To strengthen our wellbeing culture where every student is provided with the opportunity to connect, thrive & succeed.

Improvement measures

Target year: 2022

- Increase the Wellbeing target by 5% from TTFM survey data results related to advocacy at school, expectations for success, and a sense of belonging.
- An uplift of 3% of students in Years 7-10 attending school 90% or more.

Target year: 2024

- Implementation, delivery, and evaluation of high potential and gifted education policy
- HPGE team established and is operational
- Delivery and evaluation of student wellbeing, senior school transition, and junior school engagement programs
- Increase consistent teacher engagement in PBL use by 10%
- Excelling in Learning Domain - **Curriculum - differentiation**
- Excelling in the Teaching Domain - **effective classroom practice - explicit teaching**
- Excelling in Learning Domain-**Wellbeing - caring for students**
- Excelling in Learning Domain - **Wellbeing - a planned approach to wellbeing**

Initiatives

High Potential and Gifted Education (HPGE)

The implementation of the HPGE policy aims to create optimal learning environments where all students are challenged and engaged to meet their educational potential. Led by a team of trained teachers, all staff will engage in professional learning targeted towards the identification of high potential and gifted students across all four domains. Underpinned by the gifted education research of Francoys Gagne teachers embed strategies to meet the needs of a diverse range of students within the classroom. Outside of the classroom, students are engaged in extra-curricular opportunities that enable them to develop their talent. As part of the HPGE initiative, teachers will:

- Engage in professional learning and quality research targeted towards HPGE
- Explicitly embed differentiated teaching and learning practices in the classroom
- Collaborate with the community to build to support the talent development of our students.

Wellbeing and Engagement Programs

The Wellbeing Team will collaborate, investigate and expand external links/partnerships with outside agencies. Develop further opportunities for growth of established wellbeing and engagement programs as well as introducing new initiatives/strategies. Through continued adoption and embedding of the Wellbeing framework: 'Connect, Succeed and Thrive' students will be known, valued, and cared for through a structured and specific approach to supporting student wellbeing and school engagement. Additional and ongoing initiatives to include:

- Develop, implement and evaluate school-wide volunteering program
- Continued refinement of Engagement programs
- Student leadership guide - Year 7 - 12 Road to Excellence and Success pathway beyond school
- Student support programs and services.

Success criteria for this strategic direction

All staff are engaged with the HPGE policy. All programs explicitly identify differentiation practices used within the classroom to enhance student learning outcomes.

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. **(Link to SEF: Learning, Curriculum, Differentiation)**

Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted, and modelled, and students' learning improvement is monitored, demonstrating growth. **(Link to SEF: Teaching, Effective classroom practice, Explicit Teaching)**

The school has implemented an evidence-based change to whole-school practices, resulting in measurable improvements in wellbeing and engagement to support learning **(SEF - Wellbeing - A planned approach to wellbeing - Excelling)**

Teachers, parents, and the community work together to support consistent and systematic processes that ensure students absences do not impact learning outcomes **(Link to SEF - Excelling in LEARNING domain - attendance)**

Evaluation plan for this strategic direction

- **Question:** What is the impact of these two initiatives on unearthing student potential and developing talent?
- **Data:** Internal and external data: Wellbeing initiatives student focus groups and *TTFM, PBL Data Analysis. Survey results* from student support programs/services.
- **Analysis:** Evaluate the impact of our improvement measures.
- **Implications:** Determining next steps for improvement and future targets.