School plan 2015 – 2017

Burwood Girls High School - 8152

Promoting Leadership for Learning
Maximising Student Outcomes
Enhancing Communication and Connections

Motto “Not For Ourselves Alone”
### School vision statement

The school aims to prepare young women to be resilient, take responsibility for their learning, and believe that they can achieve anything. We aim to develop independent women who make sound decisions, show good judgements, believe in our core values (care, cooperation, courtesy, democracy, excellence, fairness, integrity, participation, respect, and responsibility), and have the courage to take a stand on social justice issues. We want to prepare strong women to be future leaders.

### School context

The local community is diverse in terms of ethnicity, culture, and socio-economic mix. Burwood Girls High School is a large inner west comprehensive school for girls with a highly culturally diverse population. The enrolment is 1200 with 75% from a language background other than English. The school community has high expectations for students and staff and the school consistently achieves outstanding academic results. Burwood Girls High School offers six languages and opportunities to be involved in band, dance, debating, drama, and public speaking. The school also achieves excellent results in sport and has a long tradition of excellence and innovation. The school's motto “Not For Ourselves Alone” is a powerful message for every member of the school community.

### School planning process

The school has a cohesive culture of collaboration and consultation and this has been used to facilitate successful dialogue with parents, students and staff. In 2013/14, Burwood GHS stimulated discussion on ideas and future directions for our school. The school community was engaged in shared decision-making:

- Members of staff were asked to respond to what they believed were the three most important directions for the school. Staff meetings focussed on what makes a good school and what were the most important strategic directions for Burwood Girls High School. Staff responses from Professional Learning Teams, forums and written submissions were collated to identify the most significant changes needed for school improvement. Staff completed the 2014 Tell Them From Me (TTFM) online survey about student learning, classroom and school practices. The executive focussed on the Great Teaching Inspired Learning document to inform thinking about future directions in innovation and learning.

- Students discussed possible school improvements in focus groups, led by Student Council Representatives (SRC). Information from students was collated by the SRC and presented to the School Planning Committee. Students were also involved in the TTFM online surveys in 2013 and 2014.

- Parents were consulted and surveyed at parent evenings regarding areas for school improvement. Our P&C and School Council have had an active voice in determining directions for Burwood Girls High School. The planning committee collated and analysed all data to identify a shared vision and three strategic directions for school improvement in 2015-2017.
School strategic directions 2015 - 2017

**STRATEGIC DIRECTION 1**
Maximising Student Outcomes

**Purpose Statement:**
To innovate and improve student learning experiences and develop learning programs to support and extend students in managing and directing their learning.

The school will optimise opportunities to support all students in their learning with a focus on their unique needs.

**STRATEGIC DIRECTION 2**
Promoting Leadership for Learning

**Purpose Statement:**
To develop a culture of innovation, collaboration and provide an enriching environment that promotes opportunities for empowered leadership.

To inspire and engage both students and staff to strengthen capabilities to lead and to learn.

**STRATEGIC DIRECTION 3**
Enhancing Communication and Connections

**Purpose Statement:**
To effectively communicate the school’s purpose, management systems, structures and processes to the school community.

To recognise and celebrate achievements in all aspects of school life and strategically extend links with community organisations.
### Strategic Direction 1: Maximising Student Outcomes

#### Purpose
To innovate and improve student learning experiences and develop learning programs to support and extend students in managing and directing their learning.

The school will optimise opportunities to support all students in their learning with a focus on their unique needs.

#### Improvement Measures
- Improved assessment practices for years 7-9 following formative assessment procedures (baseline to be established in 2015).
- Increased number of students utilise quality feedback to maximise learning outcomes as measured by 2014 TTFM data.
- Increased % EAL/D achieving or exceeding expected growth as measured from 2015 Phases of ESL Learning baseline data.

#### People

**How do we develop capabilities of our people to bring about transformation?**
- Develop teacher capabilities for assessment practices and quality feedback.
- Students understand the importance of quality feedback and how to use it to improve performance.
- Parents to be engaged and understand the learning progress of their daughters and how to effectively support them to learn.
- Staff develop a shared vision in monitoring student attendance and improved practices for EAL/D provision.
- International students have clear understanding of school requirements and how to access support.

#### Processes

**How do we do it and how will we know?**
- Whole school collaborative practice for embedding formative assessment strategies in curriculum planning and programming.
- Embed quality feedback for students and parents to promote reflection and generate learning innovation to move students forward.
- Differentiation of curriculum to support the *Every Student, Every School* policy in collaboration with specialist support teachers.

#### Products and Practices

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**
- Teachers utilise assessment for learning, assessment as learning and assessment of learning in determining teaching directions, school performance levels and effectiveness.
- Teachers regularly review learning with each student, ensuring all students have a clear understanding of how to improve their learning.
- The school uses collaborative feedback and reflection to promote and generate learning and innovation.
- Support for learning is equitably distributed for identified student groups.

**What is achieved and how do we know?**
- Improved assessment practices for years 7-9 following formative assessment procedures (baseline to be established in 2015).
- Increased number of students utilise quality feedback to maximise learning outcomes as measured by 2014 TTFM data.
- Increased % EAL/D achieving or exceeding expected growth as measured from 2015 Phases of ESL Learning baseline data.
# Strategic Direction 2: Promoting Leadership for Learning

## Purpose

To develop a culture of innovation, collaboration and provide an enriching environment that promotes opportunities for empowered leadership.

To inspire and engage both students and staff to strengthen capabilities to lead and to learn.

## People

**How do we develop capabilities of our people to bring about transformation?**

- Develop the mindsets and capabilities of our staff to reflect on current practice.
- Teachers develop skills to lead professional learning to improve teacher capacity.
- Executive understand the *Teacher Performance and Development procedures*, how to align with annual reviews and how to foster a culture of supporting teachers to pursue higher levels of accreditation.
- Staff have purposeful leadership roles based on professional expertise.
- Students are actively involved in initiating and developing leadership opportunities.
- Students develop resilience and positive attitudes to their health and wellbeing.

## Processes

**How do we do it and how will we know?**

- Professional learning implemented to understand the teacher accreditation process, as well as teacher performance and development procedures, so that teachers take responsibility for maintaining and developing their professional standards.
- Opportunities are developed for students to become effective leaders and participate in a variety of planned leadership roles.
- The school develops a comprehensive and inclusive framework to support the wellbeing of students which measurably improves individual and collective wellbeing.

## Products and Practices

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

- All teachers are actively engaged in developing their own professional learning plan to improve performance and maintain or achieve higher accreditation.
- Professional learning funding meets the professional learning needs of teachers and is aligned with the school plan.
- A broader range of students have access to an increased number of leadership opportunities and responsibilities, formally and informally, distributed equitably across all years.
- Students feel supported, safe and valued to achieve positive learning outcomes.

**What is achieved and how do we know?**

- Increased student satisfaction with student leadership opportunities (baseline data to be collected 2015).
- Students are supported by the new learning and wellbeing framework structure (2014 TTFM).
Strategic Direction 3: Enhancing Communication and Connections

### Purpose
To effectively communicate the school’s purpose, management systems, structures and processes to the school community.

To recognise and celebrate achievements in all aspects of school life and strategically extend links with community organisations.

### People

**How do we develop capabilities of our people to bring about transformation?**

- Parents understand their key role in supporting their daughters’ education and school initiatives.
- All staff understand their responsibilities, need for adaptability, and ethical practice in working with members of the school community.
- All staff understand the need for appropriate and timely responses to our community.
- Developing innovation capabilities and networks for staff, parents and students.
- Develop the mindset of the school community to actively explore creative and innovative strategies. Take risks in learning.
- P&C and School Council have an active voice in determining school directions.
- Students, staff and parents understand expectations, support recognition and celebrate achievement.

### Processes

**How do we do it and how will we know?**

- Streamlined, flexible processes developed to deliver services and information to strengthen parental engagement.
- School fosters productive relationships with external agencies, such as community organisations, universities, business and industry.
- Develop a creative culture that cultivates innovation, fosters dynamic and divergent thinking and provides opportunities to think globally and act locally.

### Products and Practices

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

- School sets high expectations and protocols to be consistently practised by all members of staff.
- Provide excellent customer service at all levels and ensure all school communication is high quality and responsive to the school community needs.
- The school is recognised as excellent by its community as a result of its effective engagement with the local community.
- The school acknowledges and celebrates a diversity of student, staff and community achievement.

**What is achieved and how do we know?**

- Increase in the percentage of school community members accessing school website as measured by parent surveys from 64% (2014 data) and attending P&C meetings as detailed in attendance log.
- Improvement Measures
  - Increase in the percentage of school community members accessing school website as measured by parent surveys from 64% (2014 data) and attending P&C meetings as detailed in attendance log.
  - Provide excellent customer service at all levels and ensure all school communication is high quality and responsive to the school community.
  - *Tell Them From Me* parent satisfaction improves from 2015 baseline data.

- Provide excellent customer service at all levels and ensure all school communication is high quality and responsive to the school community.
- Increase in percentage of school community members attending P&C meetings as detailed in attendance log.
- *Tell Them From Me* parent satisfaction improves from 2015 baseline data.