School plan 2015 – 2017

Blacktown Boys High School - 8244
## School background 2015 - 2017

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<th><strong>School vision statement</strong></th>
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<th><strong>School planning process</strong></th>
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<td>Blacktown Boys High School will continue to be recognised as the school of choice for boys in Western Sydney. A positive learning environment with a culture of continual improvement and collegiality amongst staff drives the best possible learning outcomes for all students. Teachers are seen as lifelong learners who provide high quality teaching and learning, leading to high student growth levels in a safe but challenging learning environment. As well as embedding sound basic skills, innovative approaches to the delivery of curriculum are at the forefront of planning, leading to the development of problem solving skills which prepare students for the challenges of the 21st century. Students become engaged independent reflective learners who take pride in themselves and their community as they journey from boys to men.</td>
<td>There are approximately 450 students enrolled across the six years of secondary schooling. Situated, close to both road and rail transport hubs in Blacktown, it draws on students from the local area, and also permits enrolment from further afield, for students seeking education in a boys only environment. Limited places for non-local student are offered. Blacktown Boys High School has been a Partially Selective high school since 2010, providing for the learning needs of a locally based Gifted and Talented stream, as well as local mainstream students with high expectations for all. It caters for a culturally diverse student population, with high expectations for all, so that they can achieve their personal best. This is demonstrated through inclusive teaching and learning practices for every student. BBHS emphasises a holistic approach through the development of the whole student, with academic, sporting and cultural opportunities as well as quality extra-curricular activities. BBHS enjoys positive working relationships with all major Sydney based universities, and key local and CBD businesses, which combine to provide academic, social and vocational mentoring. As members of the Blacktown Learning Community, Blacktown Boys helps ensure the smooth transition of boys from primary to secondary school and aligns teaching practices between the two systems. Identification of best practice and sharing of skills is fostered through membership of the Nirimba Learning Community.</td>
<td>In the development of this plan, knowledge of our school community and their individual and group needs have driven the consultation process to develop our school vision, strategic directions and improvement measures. The School Plan is synthesised through whole school collaboration to determine strategic directions, based on a context based analysis of all elements of the National School Improvement Tool; teacher, student and parent interaction and surveys, Learning Support Planning meetings with parents; PLP meetings and NORTA NORTA meetings with the Aboriginal community, Faculty Curriculum Evaluations; parent and student surveys, parent teacher meetings, celebration meetings, whole school planning surveys and collaboration, quality of life surveys, student exit surveys, post- school destination surveys and evaluation of programs.</td>
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Purpose:
To build the self-efficacy of students and demonstrate student growth through improved literacy, numeracy and ICT learning outcomes, and the development of skills that are transferable to all learning areas.

STRATEGIC DIRECTION 1
Students will be successful lifetime learners with improved educational outcomes.

Purpose:
To foster the personal growth of all students so that they will grow into valued members of the school and the broader community in a supportive environment.

STRATEGIC DIRECTION 2
Students will develop skills for life in a positive, inclusive learning environment.

Purpose:
To develop a collaborative learning community where staff can develop, improve and share their skills in order to ensure the best possible student learning outcomes.

STRATEGIC DIRECTION 3
Staff are recognised as leaders and acknowledge their own leadership capacity, by continually enhancing their skills, and sharing them to improve student opportunities.
**Strategic Direction 1:** Students will be successful lifetime learners with improved educational outcomes.

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| To build the self-efficacy of students and demonstrate student growth through improved literacy, numeracy and ICT learning outcomes, and the development of skills that are transferable to all learning areas. | **Students:** Students will develop resilience and confidence in their own ability to complete tasks and reach goals. **Staff:** Staff will plan and implement lessons that incorporate collaborative, inquiry based learning and assessment utilising a range of tools including electronic applications. **Parents/Carers:** Parents and carers will support students to complete homework and assessment tasks in time and to the best of their ability. | **Collaboration between KLA’s including STEM and/or cross-curricula projects are facilitated by the Student Learning Team.**

**Staff utilise strategies of mastery learning to in order to maximise student learning and inform planning for particular student groups and individual students.**

**Students are supported in their learning and planning of future pathways.** | **Students receive frequent, focused and timely feedback about their learning and assessment tasks.**

**Students are engaged in collaborative, inquiry based learning activities.**

‘At-risk’ students are identified from reporting processes and supported to maximise learning outcomes.

Students undertake cross-curricula projects or learning activities throughout Stages 4 and 5.

Assessment tasks allow students to make choices about how to demonstrate their achievement of learning outcomes.

Students are rewarded for individual improvement, or progress towards their KLA goals.

A mentoring programme is established for senior students.

Academic progress meetings are held for each senior student to help develop formalised, individual study programmes to maximise learning outcomes.

Students who do not plan to enter tertiary education are supported in their transition into the workforce or alternative education environments. |

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<th>Improvement Measures</th>
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| SMART data will show student growth in literacy and numeracy. | **Evaluation Plan**

The quality of implementation will be measured through staff and community surveys; monitoring of Sentral data; review of SMART data and RAP analysis; collation of ROSA grades. |

Improving the relative proportion of students achieving at or above national minimum standard in Year 9 NAPLAN Writing compared to Year 7. |

BBHS will increase the number of students continuing to their desired tertiary education course or post-education pathways. |

40% of students will achieve at least two Band 5 or 6 results in the HSC. |

50% reduction in the number of students achieving a Band 1 or Band 2 result in the HSC. |
Strategic Direction 2: Students will develop skills for life in a positive, inclusive learning environment.

**Purpose**

To foster the personal growth of all students in a supportive environment, so that they will develop into confident, resilient and active members of the school and the broader community.

**People**

**Students** develop a strong sense of community and belonging through increased leadership opportunities, extracurricular activities and the building of positive relationships.

**Staff** develops an understanding of the school-wide PBL and wellbeing programs, and the processes to identify and make early interventions to support the learning of all students.

**Parents/caregivers** and staff develop a strong partnership and work collaboratively to support student learning.

Develop and maintain existing partnerships with our local community and outside providers to support the growth of our students and staff by sharing and developing, knowledge and expertise.

**Processes**

- PL for students to develop leadership capacity and for the SRC to increase its profile inside and outside the school community.
- Staff PL in current research based programs such as PBL and MindMatters to create a healthy and positive learning environment where students’ behaviour and wellbeing contribute to improved social and learning outcomes.
- Parent belonging is enhanced by regular, meaningful communication, PD and increased participation in school-related activities.
- The CLAW Team provides PL to staff to increase the school’s capacity to implement a ‘whole-school’ approach to wellbeing and the building of community.

**Evaluation Plan**

Whole school data will show an increasing level of student and community engagement and participation in co-curricular activities

School Planning Team will monitor the implementation of milestones and report to the executive who will provide feedback to their staff.

**Products and Practices**

- A positive, inclusive and respectful learning environment is created where all members of the school community feel valued and work collaboratively to establish a quality learning environment. Students are supported in their learning to reach their full potential, and their achievements are recognised and celebrated.
- Students are confident, and proactive participants in a wide range of extracurricular, and leadership activities.
- Increased student engagement.
- Staff use PBL/Vivo consistently.
- Strong family and community partnerships are developed that support and enrich student/staff learning and wellbeing.
- Staff use data to respond to the changing needs of the school community and deliver consistent and strategically planned lessons/programs.

**Improvement Measures**

- 90% of staff consistently uses formalised methods to reinforce positive behaviour for effective learning.
- 60% increase in staff rewarding student behaviour.
- All Indigenous students achieve comparable/or above state average results in NAPLAN tests and attain their HSC credential as targeted in PLPs.
- 15% Reduction is unexplained absenteeism in the senior school.
- 30% increase in the number of parents attending key school events.
- 20% increase in student participation in extracurricular re- baseline data.
## Strategic Direction 3:
Staff are recognised as leaders and acknowledge their own leadership capacity, by continually enhancing their skills, and sharing them to improve student opportunities.

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<td>To develop a collaborative learning community where staff can develop and share their skills in order to improve student learning outcomes.</td>
<td><strong>How do we develop the capabilities of our people to bring about transformation?</strong>&lt;br&gt;&lt;br&gt;<strong>Students:</strong> Students will develop resilience and confidence in their own ability to complete tasks and reach goals.&lt;br&gt;<strong>Staff:</strong> Staff will plan and implement lessons that incorporate collaborative, inquiry based learning and assessment utilising a range of tools including electronic applications.&lt;br&gt;<strong>Parents/Carers:</strong> Parents and carers will support students to complete homework and assessment tasks in time and to the best of their ability.&lt;br&gt;<strong>Community Partners:</strong> Community partners will provide opportunities for students to experience real world applications of their school learning.&lt;br&gt;<strong>Leaders:</strong> The school executive will provide an environment that supports teaching by reducing administration and streamlining school processes.</td>
<td>• Staff are trained in the use of the new Professional Development Plans and re/familiarised with the Professional Standards and QTF. These are ‘unpacked’ in meetings and at PL opportunities.&lt;br&gt;• There is a whole staff dialogue about professional observation and collaboration, including peer coaching and there is a corresponding shared understanding of what the Standards/Quality Teaching looks like in practice at BBHS.&lt;br&gt;• Differentiation for all learners is emphasised. PD time is dedicated to the Maker Model of differentiation (content, process, product and environment).</td>
<td>• BBHS staff build and maintain a culture of reciprocal teaching observation, openness and constructive feedback in order to continually improve pedagogy and therefore maximise learning outcomes for students.&lt;br&gt;• School procedures are established and built upon so that staff use structured opportunities to improve in teaching and non-teaching aspects of their practice.&lt;br&gt;• All teachers create and use their Professional Development Plans and use these to set goals, reflect on their progress and engage in professional dialogue with supervisors and colleagues.&lt;br&gt;• Teachers observe each other’s classes once per Term and then reflect on their own and/or other’s teaching in terms of the Professional Standards and/or the Quality Teaching Framework. This ‘open door’ philosophy is adopted by staff.&lt;br&gt;• Teaching programs are differentiated in terms of content, process, product and environment.&lt;br&gt;• More teachers engage in the schools peer coaching program to assist in meeting their own goals.</td>
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### Improvement Measures
- Statistics on BBHS staff participating in reciprocal teaching observations, open discussion and constructive feedback sessions, peer coaching, PL@BBHS centred on continually improving pedagogy in order to maximise learning outcomes for students.<br>- Improved learning outcomes as measured by internal assessment, NAPLAN, and HSC data.<br>- Statistics on staff moving to promotion positions, achieving accreditation at higher levels, and completing maintenance cycles.