

School Plan 2011

School Context: Blacktown Youth College Bidwill is a school, which caters for teenagers between the ages of 14 and 20 who have become disengaged with their education. Students are referred to our program via parents, local high schools, juvenile justice and individual caseworkers. BYC was established in 1997 and started with a student population of approximately 10-12 young people. Currently, the total enrolled at Bidwill is 112 students with around 35 being indigenous. Most, if not all students come from low socio-economic households. Currently, there is one Full-time double degree qualified primary teacher, one Full-time Provisionally Accredited and one Full-time Transitional Scheme teacher and a New Scheme Teacher employed. There are two other Part-time teachers, four Teachers Aides and one School Counsellor. The school also has a focus on student well being and has a case management approach to the many and varied challenges faced by the majority of our students.

Priority areas	Targets
1. Numeracy	1:1 Increased student performance of basic numeracy algorithms to 100% after 6 months attendance.
2. Learning Resource Centre	2:2 All teachers will be utilising new resources which cater to individual interest & levels by the end of Term 2, 2011.
3. Teacher Quality	3:1 Teaching programs will demonstrate the application of skills and strategies attained as a result of on-going Professional Development which will be clearly evident throughout the course of 2011.
4. Community Engagement	3:2 Complete ongoing Performance Appraisals of all teaching staff by observation and feedback will reflect an increase in teacher quality by the end Term 3, 2011. 3:3 Daily attendance of students will have increased by 10% by Term 3 2011. 4:1 A consistent group of at 6% of parents/caregivers will be actively involved in the education and well-being of their children through attendance of parent workshops and the P & C Association by the end of Term 2, 2011. 4:2 30% of our indigenous and non-indigenous community members will participate in our monthly luncheons and special assemblies by the End of Term 1 2011.

PRIORITY AREA 1: NUMERACY

INTENDED OUTCOMES

- 1) Functional data demonstrates consistent ability to perform addition, subtraction, multiplication and division algorithms.
- 2) Consistent teaching of Stage 3 and 4 Mathematics Outcomes.
- 3) Assessments reflect growth in all students in Stage 3 Outcomes.

Reform	Indicators	Strategies	Timeframe 2011	Responsibility	Resource Allocation and Funding Structure
4	Learning programs for individual students address the learning needs indicated in the Maths data collection.	Purchase Maths Power software to support the development of student skills in Maths.	Purchase T4,2010 Implement T1,2011	Assistant Principal	Yr 5 = \$199 Yr6 = \$199 Yrs 7&8 = \$399 TOTAL = \$797
4	Learning programs utilise resources to provide 'concrete' examples of appropriate Maths concepts.	Purchase resources to support the development of real life mathematical applications.	T1, 2011	Assistant Principal and Maths Teacher (All staff to advise their needs)	\$5,750. (Cost to school)
4	Teachers use their own hand made resources to stimulate learning.	Develop Maths resources in teams to enhance teaching/learning programs.	2 days: W2 & W3, T2, 2011.	All Maths Teachers.	2 days release for 2 teachers 2 Para professionals Casual release costs \$1219
4	All teachers increase skills in the use of data to direct, evaluate and modify their teaching programs.	Provide release time for staff to work together to review data. Provide release time to support the teachers how to modify the program of instruction in relation to the data.	4 days in W5, 1, 2, 3 & 4.	Assistant Principal & all teaching staff.	4 days: day release for 3 teachers and 2 Para professionals 2 casual teachers x \$340. \$680 x 4 days = \$2720. School debriefing time and staff meetings – (Cost to school.)

Reform	Indicators	Strategies	Timeframe 2011	Responsibility	Resource Allocation and Funding Structure
1	All teachers access Board of Studies Syllabus and Support documents	Develop a Maths Program using real life examples, eg) purchasing a car.	W8, Term 4 2010	Assistant Principal	4 days x \$340 casual relief. \$1360
1	All teaching and assessment of Mathematics is aligned to Mathematics continuum and outcomes. Observable best practice in Maths implemented into classroom programs.	Developing confidence in teaching the Maths curriculum outcomes. Specialist Maths consultancy in Engaging Ways to Teach Numeracy on 2 staff development days.	2011 Term 1 & 2 PD days. 2011	All staff. Principal to organise.	Ongoing teaching and assessment. Costs to BYC. Maths Specialist x 2 = \$1344. Luncheon & Morning Tea x 2 days = \$120.
1	Strategies from Workshop employed in classroom teaching.	External secondary colleague with Maths expertise to lead maths workshop on strategies for teaching.	T1, W5, 2011	Principal & Maths Colleague	Cost to cover Principal Relief to teach during our staff meeting. \$364.
1	All staff are monitored to ensure they are teaching relevant stage outcomes in Mathematics.	Conduct staff PD for programming and teaching relevant outcomes.	Term 2, 2011	All staff. Principal and AP to monitor.	Costs to BYC.
4	Older students are confident to tutor younger students in Maths.	Develop and consolidate maths skills by establishing a peer tutoring program.	Term 1, 2011	Assistant Principal to develop peer tutoring program.	Costs to BYC.
1	Explicit and systematic teaching strategies are employed in the classroom to address "at-risk" students.	Provide Professional Development for Teachers of Maths. "Assisting students to achieve Stage 3 outcomes in a Stage 4 classroom"		Four Teachers	Course costs and casual release TOTAL \$1403.

PRIORITY AREA 2 Learning Resource Centre

INTENDED OUTCOMES:

- 1) A Learning resource centre is provided with innovating reading resources and computer software to support individual levels and promote tailored learning opportunities.
- 2) Quality teaching, in all Key Learning Areas, enhanced through the provision of quality literature and software in the library.
- 3) Quality teaching enhanced through the establishment of a library.
- 4) Provide reading resources and support to all students, parents and staff.

1	The school has a part-time learning resource teacher to enhance learning outcomes.	Deployment of Part -Time teacher in establishment of a Learning Resource Centre	Beginning Term One - 2011	Learning Resource Teacher	\$19,000
1 4 4 4	Individual student learning needs are met in all KLAs Tailored learning needs are met through the learning resource centre. Books are covered by Para-professionals. Data projector and interactive whiteboard are regularly used by staff to enhance student literacy.	Provide 3 days of Professional Development for our Part- time learning resource centre teacher Purchase books and resources for Learning Centre to support student needs and provide tailored learning needs in all KLAs. Deploy staff member to assist with covering and cataloguing new books Purchase an interactive whiteboard and data projector to engage students in learning.	By end of Term One 2011 End of Term Two 2011 Term Two 2011 Term 1, 2011	Principal Learning Resource Teacher Para-professionals Principal & Librarian	\$1003 – AIS or related training Including Interactive Whiteboards 300 books at average price of \$30 = \$9000 Catalogue system- \$550 4 days of P/prof. casual relief - \$680 Interactive w/board & DP \$5000 NP contribution \$8430 (cost to school)
1	Teaching staff are using contemporary resources and technology to engage students in learning.	Provide Professional Development for teaching staff and Para professionals to be trained in the use of contemporary technologies.	End of Term Two 2011	Principal	1 week of casual relief - times 2 = \$2720
4	Teachers are booking library on a regular basis for research, reading and IT purposes	Encourage all staff to incorporate use of the learning resource centre in their classes and programming, Train all staff in use of technology.	T1 – T4 2011	L.R.C. teacher, Assistant Principal and all staff.	2 training days using ICT consultant \$800

PRIORITY AREA 3: TEACHER QUALITY

INTENDED OUTCOMES

- 1) Strengthen teacher capacity by professional development, regular guidance and close monitoring to implement programs effectively.
- 2) Promote teacher self-reflection through regular collection and analysis of data to inform teaching and learning strategies.

Reform	Indicators	Strategies	Timeframe 2011	Responsibility	Resource Allocation and Funding Structure
1	The school executive is bolstered through the appointment of an assistant Principal to support and lead the whole school Professional Development.	Appoint Assistant Principal to train and lead staff and mentor staff.	Term 4 2010	Principal and Assistant Principal	\$10,000
4	Lessons reflect the use of the current year Program including teaching to outcomes.	Equip all teaching staff with a copy of the programs for their subject areas.	Debriefs, T1, 2011	Admin staff	\$300.
4	Current resources support the current teaching program.	Provide all teaching staff with resources to support their subject areas.	T1, 2011	Assistant principal	\$1200.
3	Resources prepared the day prior to the lessons to enhance student learning.	Deploy para-professional staff to provide out of classroom support for teachers to allow more time to focus on student learning.	T1 – T4, 2011	Two Para-Professionals	(Cost to school.)
3	60% of students are wearing school jersey as a result of having improved their attendance to school. Students are monitoring their own attendance through visual charts.	Strengthen identity of students at Blacktown Youth College and therefore enhance school profile to the broader community	Term 3 2011	Campus Co-ordinator and Student Admin Co-ordinator	\$50 times = \$3250 (cost to school)
1	Professional strategies implemented into classroom practice.	Two teachers to attend Beginning Teachers Courses at AIS for Professional Development.	T1, 2011	Two New Scheme Teachers and Principal	Casual Relief TOTAL = \$757

Reform	Indicators	Strategies	Timeframe 2011	Responsibility	Resource Allocation and Funding Structure
1	Relevant Key Learning Area Lessons reflect the strategies from "Reducing Risk Taking Behaviours in Adolescents".	Professional Development for 2 staff to attend Redbank Conference addressing Risk Taking Behaviours in Adolescents. Staff to share Strategies from above course with remainder of the staff.	T2, 2011 T2, 2011	School Counsellor and Campus Co-ordinator to lead – all staff.	\$290 x 2 = \$580. Casual Relief = \$340 Total = \$920. Cost to BYC.
1	The essential nature of data collection and using it to form the basis of the teaching program will be reflected when data is analysed.	Professional Development for 4 staff members in a specifically tailored course addressing data collection. Staff to share strategies with remainder of staff.	T1, 2011	Three Teachers and Assistant Principal	\$150 x 4 = \$600 Total = \$600 Cost to BYC.
4	Maths lessons will demonstrate greater understanding of the principles underlying maths instruction and cognitive development.	Eight Fridays Term 1- Term 4 are to be used for Professional Development in relevant outcomes and best classroom practice. This will involve in-school professional development in Mathematics.	T1-T4 2011	Assistant Principal and all teaching staff.	Wages for 6 Teachers and 6 Para professionals 12 x \$340 = \$4080 x 4 days – TOTAL = \$16,320.
4	Principal and Assistant Principal attend Leadership Course at AIS and conduct Leadership meetings in order to prepare to implement situational analysis and school plan	Three Days attendance at ISLC Leadership Course for National Partnerships on Low SES School Communities. Four days of gathering data and commencing the planning process	T3, 2010 T3, 2010	Principal, Assistant Principal and Chair of Board	\$1350 – Course \$340 times Seven Days of Casual Relief = \$2380

Reform	Indicators	Strategies	Timeframe 2011	Responsibility	Resource Allocation and Funding Structure
1	Daily preparation is evident in lessons.	Use Debrief to focus next day's teaching and Para-Professionals to distribute various resources.	T1, 2011	Assistant Principal & 2 Para-professionals.	Cost to school.
1	Accreditation reached by the New Scheme Teacher.	Support New teacher and existing Transitional scheme teacher through accreditation process by providing relief for AP to observe and mentor.	2011	Principal and Assistant Principal	\$5100 for Casual Relief for 15 days of release time for 2 Teachers and AP.
1	Principal and Assistant Principal attend ISLC Leadership Course in order to evaluate, prepare and analyse plan for school.	Two executive staff to attend ISLC leadership course	Term 3 2011	Principal/ Assistant Principal	\$900 2 days Casual Relief = \$680

PRIORITY AREA 4: COMMUNITY ENGAGEMENT

Intended Outcomes

- 1) Empower parents/caregivers through specific educational programs and use of the school facilities.
- 2) Engage parents/caregivers in the education of their children.
- 3) Create opportunities of involvement and participation in the school.

Reform	Indicators	Strategies	Timeframe 2011	Responsibility	Resource Allocation and Funding Structure
6	Parent courses are well attended and parents are feeding back to the school that these courses are helpful. Written evaluation forms indicate positive feedback as well as areas for improvement Students of parents attending courses are noticing positive changes at home,	Establish regular in-school parent education classes in areas ranging from: <ul style="list-style-type: none"> • Understanding Maths and comprehension skills • nutrition, healthy lifestyles • parenting teens courses. • Quit Smoking Program School counsellor, teachers, external community groups representatives to present seminars on the above areas.	Beginning of Term One 2011	Assistant Principal School counsellor	\$960 NP contribution to \$2,460 for cost of materials, resources refreshments and speaker fees. 1/2 day Casual staff for teacher release to run courses for 40 weeks: \$3400
6	There is a stronger presence of visiting indigenous elders and artists who are making connections with the staff and students. Naidoc Day is a well-attended event in the school calendar	Engage indigenous elders and artists in the community to assist in school preparations for Naidoc Day	Term Two	Principal and Indigenous Campus Co-ordinator	\$1227 for cost of art materials and artist fees.
6	Whole school is participating in Tai Chi Classes twice a week as a framework for community participation. Whole school is participating in Self defence Classes twice a week as a framework for community participation.	Create a readiness for learning by trialling Tai Chi classes twice a week as well as engaging the whole community. Introduce Self –Defence classes and “Rock and Water’ workshops to replace Tai Chi.	Term 1 Term Two - Four	Principal and Campus Co-ordinator	1x hour twice a week = \$540 Cost to school

Reforms	Indicators	Strategies	Timeframe 2011-12	Responsibility	Resource Allocation and Funding Structure
3	Organic food is being grown, harvested and used in conjunction with other healthy ingredients for school luncheon. Students are playing a key role in the cooking, presentation and serving of lunch. Lunches are well attended by parents and carers.	Host a regular monthly luncheon for whole school including parents, teachers, students, school patrons and other community group representatives. Model the "eating together tradition as a family and community" as well as a nutritional experience of eating "home-grown" food.	Beginning 2011	Principal, Assistant Principal, Canteen Manager, Parents	\$3500 for initial purchasing of fold up table and chairs, tablecloths, cutlery and dinnerware. Also to be used for parent workshops.(cost to school) \$3000 for cooking equipment (Cost to school) \$400 per month for ingredients = \$4000
6	Parents and carers are meeting on a regular monthly basis. Parents are participating in the preparations of monthly luncheons.	Establish a Parents and Citizens Association.	Beginning of 2011	Principal, Assistant Principal and School Counsellor	\$80 per month for catering = \$800
3	Indigenous students have a stronger sense of their cultural identity as evidenced in artistic and cultural presentations. Students are more strongly linked to cultural and Indigenous background through diverse programs and linking students to Aboriginal Community groups.	Strengthen link with "Learning Ground", a program in Bidwill which caters for indigenous young people in the community. Initiate weekly visits with small group of 5 indigenous students with a teacher. Strengthen link with students' cultural and Indigenous background through diverse program, linking students to Aboriginal Community groups, led by an Indigenous Para- Professional. 3 days a week Deployment of a 'Part-time' Indigenous Para-Professional.	Term 1 & 2 2011 Term 3 & 4	One indigenous contracted teacher	\$200 per week for 18 weeks Contract teacher wages = \$3600 Fund Learning Ground to cater for and teach 5 students: \$3125 per term = \$6250 \$10,636 NP contribution to Indigenous Para - Professional wage (remainder school cost.)