

School Plan 2012

School Context: Blacktown Youth College Bidwill is a school, which caters for teenagers between the ages of 14 and 20, who have become disengaged from 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, there are a total of 130 students enrolled at Bidwill, including 52 indigenous students, which comprises 40% of our school population. 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 fully qualified 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. Our target in 2011, of having all students able to perform basic algorithms after 6 months of attendance at BYC has been reached and will remain an ongoing target for new students. Our revised situational analysis revealed a need to focus on literacy across all KLA's in 2012 and also to consolidate this through vigorous use of our Learning Resource Centre which will be completed by the end of Term 4 this year in 2011. There is still a great need to continue to enhance the confidence of our teaching staff and build on the skills attained in 2011. Therefore ongoing Professional Development will remain a focus in 2011. Although our student attendance has notably improved, there is still a transient element amongst our student cohort, which needs to be addressed and greater consistency is needed. Therefore, we will continue to target this area of BYC. The school programs and events which enhance our community outreach and engagement will also continue.

Priority areas	Targets
1. Literacy	1:1 All students perform Stage 4 Reading Comprehension assessment with greater than 80% accuracy after 6 months continuous attendance.
2. Learning Resource Centre	2:1 All teachers will be utilising new resources which cater to individual interest & levels throughout 2012.
3. Teacher Quality	3:1 Teaching practice will demonstrate the application of skills and strategies attained as a result of on-going Professional Development, which will be clearly evident by the end of Term 3 in 2012.
4. Community Engagement	3:2 Performance Appraisals of all teaching staff; evidenced in classroom observation and student work samples, will reflect an increase in teacher quality by the end Term 3, 2012. 3.3 Daily attendance of students will have increased by 10% by Term 3, 2012. 4:1 A consistent group of 10% of parents/caregivers and community members will be consistently attending parent workshops by the end of Term 3, 2012. 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 2012.

PRIORITY AREA 1: LITERACY

INTENDED OUTCOMES

- 1) **Functional data demonstrates that most students are able to engage Stage 4 English Outcomes.**
- 2) **Consistent teaching of Stage 4 and 5 English Outcomes.**
- 3) **Assessments reflect growth in all students toward Stage 4 Outcomes.**

Reform	Indicators	Strategies	Timeframe 2012	Responsibility	Resource Allocation and Funding Structure
4	Learning plans for individual students address the learning needs indicated in the Literacy data collection.	Purchase the Multilit (Making Up Lost Time In Literacy) Program to support the individual needs of some students.	Purchase T4,2011 Implement T1,2012	Assistant Principal	\$400 for Multilit
4	Learning programs utilise resources to provide reading material for a variety of levels.	Involve all teaching staff in the purchase of resources to support the development of quality literacy programs.	T1, 2012	Assistant Principal, English Teachers	<i>\$5,750. For literacy materials (Cost to school)</i>
4	Teachers utilise team-developed resources to stimulate learning.	Develop English resources in teams to enhance teaching/learning programs.	2 days: W3, T2 & T3, 2012.	All English Teachers.	2 days release for 3 teachers Casual teachers x \$350. \$1050 x 2 days = \$2100

Reform	Indicators	Strategies	Timeframe 2012	Responsibility	Resource Allocation and Funding Structure
1	All teachers regularly access Board of Studies Syllabus and Support documents.	Encourage staff to produce English Units, which extend students beyond Life Skills into Stage 4 & 5 outcomes.	T1 – 4, 2012	English Teachers	Teachers to prepare in their own time.
1	All teaching and assessment of English is aligned to English stage 4 and 5 outcomes.	Develop competence in teaching the English curriculum outcomes by providing opportunities for professional dialogue in debriefs.	2012	All staff. Principal and AP to monitor.	<i>Costs \$3000 to BYC.</i>
1	AP supports transfer of PD into practice through regular monitoring of programs and classroom delivery 3 times a term.	Conduct staff PD in programming and teaching relevant for Stage 4 and 5 English.	Term 2 – 4, 2012	All staff.	Ongoing teaching and assessment. <i>Costs \$3000 to BYC.</i>
1	Targeted students are making measurable progress through one on one assessment.	Engage volunteers from “Mens Shed”, “Wash House”, parents & community members to actively listen to students read. Assess targeted students through one on one assessment.	Term 1 - 4, 2012	Assistant Principal and Teachers to provide reading materials.	<i>Costs \$2000 to BYC.</i>
4	Explicit and systematic teaching strategies are employed in the classroom and individual education programs to address “at-risk” students	Develop Individual Learning Plans, (ILPs) which address the needs of “at risk” students.	T1 – 4, 2012	English Teachers.	<i>Costs \$3000 to BYC.</i>
4	Explicit and systematic teaching strategies are employed in the classroom and individual learning plans to address “at-risk” students	Provide professional development for staff in “Scaffolding” and supporting students who are “at risk”.	T1- 4 2012	Two Teachers to PD. Address all teachers.	\$200 for PD course costs. (\$95 per teacher) \$700 casual release. Total \$900. Ongoing support by experienced staff. <i>Costs half an hour per week in debrief for all staff \$6080 costs to BYC.</i>

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Reform	Indicators	Strategies	Timeframe 2012	Responsibility	Resource Allocation and Funding Structure
1	All teachers access interactive technology which supports their Board of Studies English Units.	Develop units of work collaboratively that include Stage 4 and 5 English outcomes and use interactive computer technology.	T1, W6	English Teachers	4 days Casual release for 2 teachers = $\$350 \times 4 = \1400 $\times 2 =$ \$2800
4	Professional discourse resulting from membership of Professional English Teacher Associations.	Establish an ETA (English Teachers Association) Corporate Membership and PETAA (Primary English Teaching Association Australia) Corporate Membership.	T1, W1	Administration Officer	\$395 ETA Corporate Membership & \$220 PETAA Corporate Membership. Total: \$615.
1	Learning programs utilise resources and teaching strategies acquired in English Professional Development.	Provide opportunity for three teachers to participate in ETA Conference. Provide opportunity for teachers to share strategies and resources upon their return to BYC.	5 & 6/8/12	English Teachers	$\$430 \times 3$ teachers = \$1290. Wages for 3 teachers for 2 days = 3150 Total: \$4440.

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.

3	The Learning Resource Centre is being utilised regularly by small groups for research projects and individual learning activities.	Deployment of Part -Time Para-Professional to co-ordinate Learning Resource Centre.	T3, 2012	Learning Resource Para-Professional	\$10,000 for Para-professional wages
4	Tailored learning needs are met through the learning resource centre.	Purchase books and resources for Learning Centre to support student needs and provide tailored learning needs in all KLAs.	T3 – 4, 2012	L. R. C. Para-professional	100 books at average price of \$30 = \$3000
4	Tailored learning needs are met through the learning resource centre.	Purchase newspapers, magazines, annual subscriptions, SKISS and professional journals.	T1 - 4	L. R. C. Para-professional	\$1500 for subscription
4	Books are readily available for student and staff use. .	Deploy staff member to assist with process new books	T3 – 4, 2012	L. R. C. Para-professional	\$800 for 2 Para-professionals for 4 days
4	Data projector and interactive whiteboards are regularly utilised by staff to enhance student literacy	Install new interactive whiteboards into new classrooms.	T3, 2012	IT Specialist	\$1,000 for Whiteboard installation. <i>\$10,000 Cost to school for purchase of two Smart Boards.</i>
4	Data projector and interactive whiteboards are regularly utilised by staff to enhance student literacy	Provide PD in the use of interactive whiteboards for 2 staff members.	T2, 2012	2 Teachers	\$200 course costs.(\$95 per teacher) \$350 x 2= \$700 casual release. Total \$900
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 by Staff IT Specialist.	T1 - 2, 2012	Staff IT Specialist	8 Casual Release days @ \$350 = \$2800

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 2012	Responsibility	Resource Allocation and Funding Structure
1	Teacher professional development is supported, structured, monitored and evaluated.	Maintain appointment of Assistant Principal to train, lead and mentor staff.	T1 – 4, 2012	Principal and Assistant Principal	\$10,000 for AP wages
4	Lessons reflect the use of the current year Program including teaching to outcomes.	Equip all teaching staff with a copy of programs for their subject areas.	T1, 2012	Admin staff	\$600 For program copies
4	Current resources support the current teaching program.	Provide all teaching staff with resources to support their subject areas.	T1, 2012	Assistant principal	\$2000 For current teaching resources literacy kits, textbooks science practical equipment
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, 2012	Two Para-Professionals	2 Para Professionals x half an hour x 38 wks \$3800. Cost to BYC.
3	Students are wearing school jerseys as a result of having improved their attendance to school.	Strengthen identity of students at Blacktown Youth College and therefore enhance school profile to the broader community. Extrinsic rewards for attendance such as food rewards and excursions.	T1 – 4, 2012	Principal, Admin, Para-Professionals	\$50 times = \$3500 \$2000 = Total \$5,500. Cost to BYC.
4	All teachers use data to direct, evaluate and modify their teaching programs	Provide release time for staff to work together to review data and provide release time to support the teachers in how to modify the program of instruction in relation to the data.	4 days in W5, Terms 1, 2, 3 & 4.	Assistant Principal & all teaching staff.	\$350 x 5 = \$1750 x 4 days = Total: \$7000

PRIORITY AREA 3: TEACHER QUALITY

Reform	Indicators	Strategies	Timeframe 2012	Responsibility	Resource Allocation and Funding Structure
4	Relevant Key Learning Area Lessons reflect the strategies from "Reducing Risk Taking Behaviours in Adolescents".	Provide professional development for 2 staff to attend Boutique Workshops conducted by Redbank House to reduce Risk Taking Enable staff to share Strategies from above course with remainder of the staff.	T2, 2012	School Counsellor and Campus Co-ordinator to lead – all staff.	\$1000 workshops, 4 days casual relief \$1400 = Total \$2200.
4	All KLA lessons explicitly include literacy and other strategies which support the learning of "at risk" students.	Provide 6 sessions of Professional Development for 3 teachers in best classroom practice for supporting "at risk" students provided external consultant.	T1 – 4, 2012	All teaching staff.	Course Costs \$4000 Casual Release x 25 = \$8750. Total: \$12,750 Costs to BYC.
1	English lessons demonstrate an understanding of the principles underlying English instruction and cognitive development.	Implement Professional Development on four Fridays to be used for training in relevant outcomes and best classroom practice. This will involve in-school professional development in English.	T1 - 4, 2012	Assistant Principal and all teaching staff.	Wages for 7 Teachers and 6 Para professionals \$8000. \$1500 x 4 for English Specialists = \$6000 Total \$14000
5	Data to evaluate the plan is collected and analysed and used to inform the development of 2012.	Increase leadership team skills in planning and evaluation. Complete two Days attendance at ISLC Leadership Course for National Partnerships on Low SES School Communities.	T3, 2012 T3, 2012	Principal, Assistant Principal	\$900 – Course 2 days casual release \$700. Total \$1600
5	2012 plan is regularly monitored and 2013 plan is developed.	Gather data, analyse project budget and prepare the Situational Analysis and School Plan for 2013.	2012	Principal, Assistant Principal	\$350 times five days of Casual Release x Principal & AP = \$3500

PRIORITY AREA 3: TEACHER QUALITY

Reform	Indicators	Strategies	Timeframe 2012	Responsibility	Resource Allocation and Funding Structure
1	Accreditation reached by one teacher.	Support New teacher through accreditation process by providing relief for AP to observe and mentor.	2012	Principal and Assistant Principal	\$5250 for Casual Relief for 15 days of release time for 2 Teachers and AP.
4	Data is being used to inform and develop tailored learning programs.	Subscribe to and implement External assessment carried out by ACER. "Compass" assessment is for disengaged youth. External marking will relieve staff. Data allows for accurate programming to ensure deficits are addressed and strengths enhanced.	2012	Assistant Principal & All Teachers	Initial Registration \$330 plus \$18 per test x 130 = 2340. Total: \$2670

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 2012	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,	Continue fortnightly in-school parent education classes in areas ranging from: <ul style="list-style-type: none"> • Understanding Reading and comprehension skills • Encouraging your child to write • Nutrition, healthy lifestyles • Parenting teens courses. School counsellor, teachers, external community groups representatives to present seminars on the above areas.	T1 – 4, 2012	Assistant Principal, English Teachers, School Counsellor	\$1350 for cost of refreshments and printed materials. 1/2 day Casual staff for teacher release to run courses for 20 weeks: \$3500 Total \$4850
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 assist in school preparations for Naidoc Day.	Term Two	Principal and Indigenous Campus Co-ordinator	\$2000 for cost of art materials and artist fees.
6	Students display an understanding of their life journey so far through speaking and/or writing, seen in their journals and conversations with teachers and mentors.	Provide Professional training to create a readiness for learning by providing classes in “The Rite Journey” twice a week as well as engaging the whole community. This is a whole school initiative for student well-being.	T1 – 4, 2012	Principal, Staff, Parents, Men’s Shed, Community	\$5785 for staff training days + \$990 licensing fee + \$3000 for student books. Total \$9775.

PRIORITY AREA 4: COMMUNITY ENGAGEMENT

Reforms	Indicators	Strategies	Timeframe 2012	Responsibility	Resource Allocation and Funding Structure
3	Organic food is being grown, harvested and used in conjunction with other healthy ingredients for school luncheon.	Continue to host a regular monthly luncheon for whole school including parents, teachers, students, school patrons and other community group representatives.	T1 – 4, 2012	Luncheon Committee & Parents	\$400 twice per term for ingredients = 8 x \$400 = \$3,200.
3	Students are playing a key role in the cooking, presentation and serving of lunch. Lunches are well attended by parents and carers	Model the “eating together tradition as a family and community” as well as a nutritional experience of eating “home-grown” food. Furnish new kitchen with appliances.	T2 – 3, 2012	Cooking Staff	Cost for partial fit-out of new building <i>\$10,000. Cost to BYC.</i>
6	Local Principals attend luncheon to promote establishment of VET links.	Provide students with opportunity to use new cooking facilities to prepare food for a local Principals’ Meeting.	T4, 2012	Staff & Students	\$100 for ingredients.
3	Students are more strongly linked to cultural and Indigenous background through diverse programs and linking students to Aboriginal Community groups.	Continue employment of part-time Indigenous Para-Professionals to 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	T1 – 4, 2012	Principal & Indigenous Para-Professional.	\$40,000 Para-professional wages <i>\$20,000 cost to BYC.</i> NP \$20,000.

PRIORITY AREA 4: COMMUNITY ENGAGEMENT

Reforms	Indicators	Strategies	Timeframe 2012	Responsibility	Resource Allocation and Funding Structure
6	Students are finding part-time employment whilst at school. Students are placed in Traineeships, Apprenticeships and Training Courses.	Collaborate with WISE Employment to establish career paths for students of BYC. Utilise Wise Employment in order to offer benefits to employers for employing our students. Write a Memorandum of Understanding agreed to by WISE and BYC.	2012	Vocational Education Staff, AP & WISE Employment.	BYC complete applications for students. \$3000 costs to BYC.
6	Students participating in Introduction to TAFE courses.	Work in collegial partnership with TAFE and several DET Behaviour Schools to establish courses specifically for our students. Continue current courses in "Spray & Panel" and "Indigenous Hair & Café".	2012	BYC Vocational Education Staff, DET Staff, TAFE Staff & BREED.	TAFE supplying these courses under their own funding arrangements.