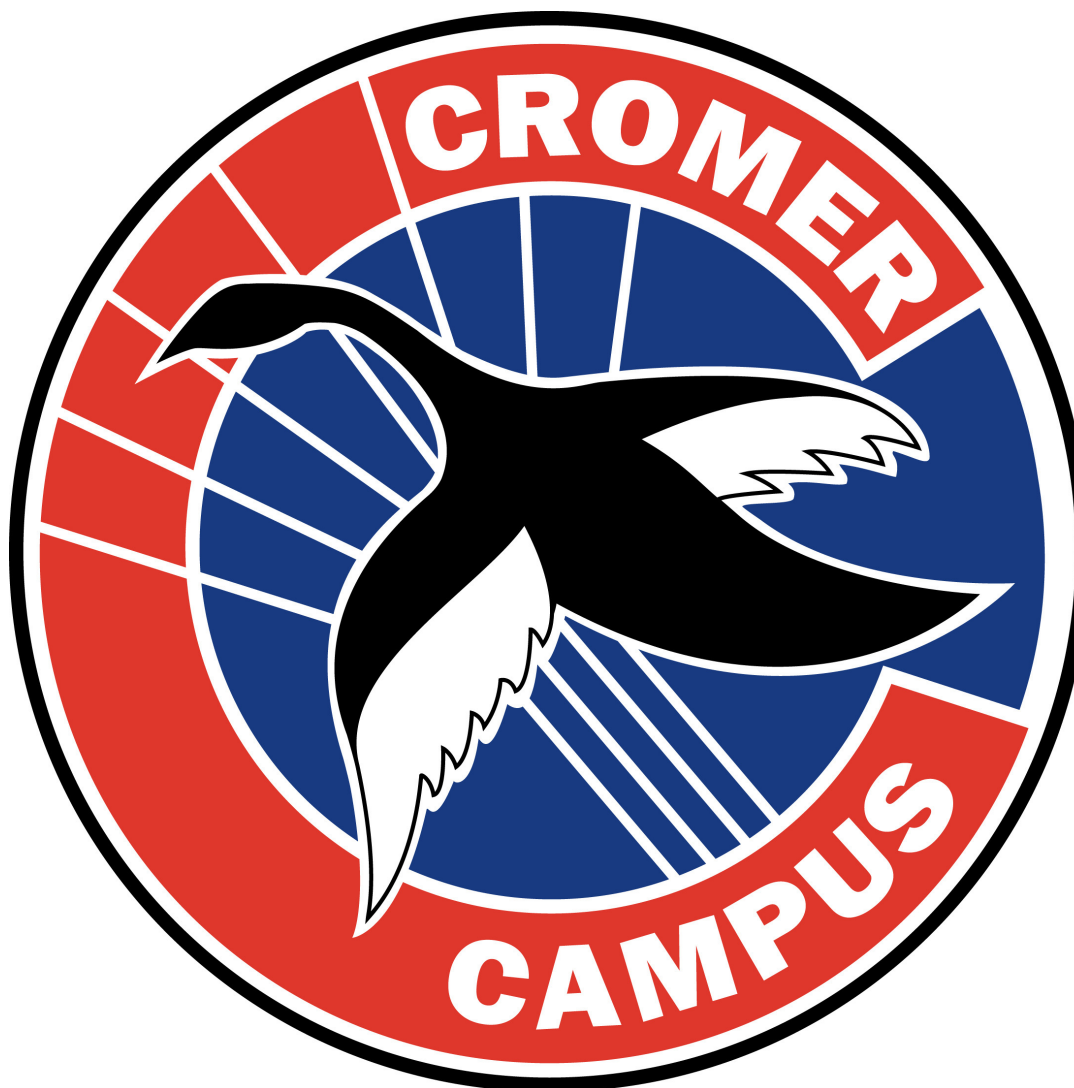


School plan 2018-2020

Northern Beaches Secondary College Cromer Campus 8511



School background 2018–2020

School vision statement

Students at Cromer Campus will be successful today and prepared for tomorrow. We are committed to providing excellence in teaching and learning that fosters resilient, passionate and accomplished lifelong learners.

School context

Northern Beaches Secondary College (NBSC) – Cromer Campus with a diverse enrolment of 605 students, including six support classes, is a Year 7–12 comprehensive, coeducational campus.

NBSC – Cromer Campus enjoys excellent college, community and parental support and has strong links with the Northern Beaches Learning Alliance.

Our school FOEI (Family Occupation and Education Index) value is 91 compared with the NSW average of 100. Higher FOEI values indicate greater disadvantage. For more information about Northern Beaches Secondary College – Cromer Campus including the Annual School Report go to www.cromer.nsw.edu.au.

School planning process

The school plan was developed by the staff, students and parents of NBSC Cromer Campus during consultation events that occurred throughout 2017/18.

The implementation of the school plan will be monitored by the school executive and will be evaluated each school term. The schools' executive will have direct responsibility and accountability for the implementation of the annual whole school, faculty and team plans as well as annual whole school, faculty and team evaluation reports.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Quality teaching and learning

Purpose:

To ensure student success as active and engaged learners who will be responsible and productive citizens.

To foster the culture of commitment and collaboration in teaching, where staff are actively reflecting on learning outcomes and maintaining high expectations of excellence in student learning.

STRATEGIC DIRECTION 2

Self-Confident, resilient staff
and students

Purpose:

To foster holistic wellbeing initiatives that allows staff and students to flourish in a safe and supportive school community.

To foster a positive approach to staff and student wellbeing resulting in a valued and resilient school community.

STRATEGIC DIRECTION 3

Authentic community
partnerships

Purpose:

To establish and continue to build authentic relationships with all stakeholders in our schoolcommunity establishing Cromer Campus as the co-educational school of choice.

To build partnerships with the whole school community to expand and enhance learning and post school opportunities for our students.

Strategic Direction 1: Quality teaching and learning

Purpose

To ensure student success as active and engaged learners who will be responsible and productive citizens.

To foster the culture of commitment and collaboration in teaching, where staff are actively reflecting on learning outcomes and maintaining high expectations of excellence in student learning.

Improvement Measures

Maintain above state average percentage of students achieving expected student growth in year 9 literacy/numeracy. (SMART – School analysis – student growth report)

Achieve and maintain above state average percentage of students achieving proficiency in Yr9 NAPLAN. Achieve and maintain percentage of students below national minimum standard at below state average levels. (SMART – School Summary)

Decrease in lateness and partial absence by 20% from 2017 levels.

Upward trend continues in Yr9 NAPLAN data as reported in SMART. (SMART –School analysis – Trend)

Decrease in N–Award warnings for stage 5/6 students by 20% from 2017 levels.

People

Staff

Teachers understand the importance of literacy/ numeracy and are delivering an innovative and engaging whole school literacy /numeracy program.

Staff

Teachers develop their understanding of visible learning practices and their positive impact in enhancing the effectiveness of teaching and learning.

Processes

The literacy/numeracy teams continue to design, develop resources and deliver professional learning to all staff on an engaging and creative literacy program.

All staff trained in effective literacy/numeracy strategies.

All students develop skills in literacy/numeracy.

The visible learning team continues to design, develop resources and deliver professional learning to all staff on visible learning practices.

All staff using learning goals and success criteria in their daily lessons.

Whole staff further develop visible learning strategies including effective feedback strategies.

Evaluation Plan

Student focus groups to ascertain effectiveness of literacy/numeracy/visible learning teaching strategies.

Teacher survey to ascertain effectiveness of literacy/numeracy/visible learning teaching strategies.

Regular analysis of external assessment data.

Practices and Products

Practices

All teachers are delivering literacy/numeracy strategies confidently in their classrooms

Products

Maintain above state average percentage of students achieving expected student growth in year 9 literacy/numeracy.

Achieve and maintain above state average percentage of students achieving proficiency in Yr9 NAPLAN. Achieve and maintain percentage of students below national minimum standard at below state average levels.

Increased classroom attendance.

Decrease in lateness and partial absence by 20% from 2017 levels.

Upward trend continues in Yr9 NAPLAN data as reported in SMART.

Decrease in N–Award warnings for stage 5/6 students by 20% from 2017 levels.

Strategic Direction 2: Self–Confident, resilient staff and students

Purpose	People	Processes	Practices and Products
<p>To foster holistic wellbeing initiatives that allows staff and students to flourish in a safe and supportive school community.</p> <p>To foster a positive approach to staff and student wellbeing resulting in a valued and resilient school community.</p>	<p>Community Partners</p> <p>The school community understands that a comprehensive and inclusive PBeL framework will measurably improve individual and collective wellbeing.</p> <p>Staff</p> <p>Teachers and school leaders understand the value of PBeL and positive psychology and embed these practices into their daily interactions with staff, students and the community.</p> <p>Staff</p> <p>Teachers develop an individualised professional learning plan that promotes their professional development and aligns with the school plan to build collective teacher efficacy.</p> <p>Students</p> <p>Students understand and value learning including a responsibility for their own behaviour and the need to contribute to a positive learning environment.</p> <p>Students</p> <p>Students aspire and value leadership opportunities.</p>	<p>The PBeL cross–KLA team supports the implementation of consolidated school wide PBeL practices. Embed PBeL practices into school systems. Ongoing professional learning in PBeL, whole school welfare systems and student management techniques.</p> <p>Students at risk are developing resilience and are engaged in authentic and meaningful learning pathways.</p> <p>Consolidating a twice a year program for student learning conversations / goal setting that are tracked and monitored.</p> <p>Continue to develop student voice as an integral component of school leadership and management.</p> <p>Evaluation Plan</p> <p>Feedback from parents and students recorded during learning conversations.</p> <p>Feedback from SRC and leadership teams regarding student voice.</p> <p>Meeting minutes from PBeL team evaluating PBeL school wide practices.</p>	<p>Practices</p> <p>100% of teachers consistently using PBeL practices to positively influence student interactions.</p> <p>All school leaders support a culture of valuing and acknowledging the contributions of staff.</p> <p>Teachers are actively engaged in professional learning that supports their individualised PL plan.</p> <p>Products</p> <p>Decrease in SENTRAL negative incidents and suspensions by 10% per year from 2017 levels.</p> <p>Maintain students completing stage 6 studies at or above 90%.</p> <p>Increase in % of students above 85% attendance from 2017 levels.</p> <p>Increase student leadership opportunities across all stages.</p>
Improvement Measures			
Decrease in SENTRAL negative incidents and suspensions by 10% per year from 2017 levels.			
Maintain students completing stage 6 studies at or above 90%.			
Increase in % of students above 85% attendance from 2017 levels.			

Strategic Direction 3: Authentic community partnerships

Purpose

To establish and continue to build authentic relationships with all stakeholders in our schoolcommunity establishing Cromer Campus as the co-educational school of choice.

To build partnerships with the whole school community to expand and enhance learning and post school opportunities for our students.

Improvement Measures

15% Increase in year 7 enrolments annually. 50% Increase in local Yr 7 enrichment class applications annually.

Increase in P&C membership from 2017 levels.

People

Staff

Staff understands their role in fostering post school opportunities

Staff

Staff and students understand their responsibility in fostering strong primary school links.

Parents/Carers

Parents / Community partners are meaningfully engaged in the strategic directions of the school and advocate for the school.

Processes

KLA exhibition evenings

Careers/transitions events

Learning Conversations

Mentor programs

Establish authentic educational experiences between primary and high schools.

Foster leadership connections.

P&C and school develop recruitment opportunities.

P&C and school explore improved communication processes and flexible membership options, raising the profile of P&C membership.

Evaluation Plan

Feedback from parents/students regarding exhibition evenings and percentage attendance reported.

Analysis of Yr7 enrolment data.

P&C minutes record membership numbers and communication effectiveness.

Practices and Products

Practices

Increase involvement from all KLA areas in authentic real-world learning events covering all areas and stages of the curriculum.

Students are well informed of post school employment and education opportunities and successfully and confidently transition from high school.

Strong authentic partnerships with feeder primary schools.

Products

15% Increase in year 7 enrolments annually. 50% Increase in local Yr 7 enrichment class applications annually.

Increase in P&C membership from 2017 levels.