

School plan 2018-2020

Brisbane Water Secondary College Umina Campus 8513



STRENGTH THROUGH UNITY

School background 2018–2020

School vision statement

Brisbane Water Secondary College is the first choice in educational delivery 7–12 on the Peninsula, where our community is confident that the whole student is catered for, is rich in curricula choice and dynamic and innovative in delivery, which ensures students will be successful beyond the school setting.

Brisbane Water Secondary College Umina Campus is a dynamic educational setting that provides choice and diversity in learning excellence through age appropriate learning, curriculum provision, quality pedagogy and future focused thinking.

School context

Brisbane Water Secondary College (BWSC) was established in 2002 to expand the educational opportunities of students on the Peninsula by offering a collaborative approach from across one school with two distinct campuses.

BWSC is a dynamic comprehensive, co-educational, 7–12 College that was established to provide pedagogy in learning environments that cater to the nature and specific needs of middle year's learners and senior learners.

The Middle School campus of 888 students at Umina caters for students in Years 7–9. This includes 12% ATSI students and 6 support classes. High quality learning programs which focus on literacy and numeracy, increasing use of technology, quality middle year initiatives, creative and performing arts and gifted and talented streams are all features of the campus.

BWSC is a proud member of the Brisbane Water Learning Community (BWLC) that includes five partner primary schools. A shared commitment to the vision of a united cohesive K–12 curriculum delivery through quality teaching is the alliance mandate. The BWLC work together with our local AECG to co-create and collaborate. This includes the Aboriginal Cultural Continuum K–12.

School planning process

Consultation involved meetings with staff, parents, students and the wider community including the local AECG. The consultative process led to the collaborative development of the school's vision for the next three-year planning cycle. The Umina Campus has used a wide range of tools and data to assist in planning to determine the Campus' vision and future strategic directions. This collaboration resulted in a shared understanding of our strategic direction and a focus on strong community connections.

This School Plan was informed by staff workshops and surveys, leadership planning, parents and student forums and deep analysis of data. Data and research which has informed this plan include:

- Retention and enrolment data trends.
- Wellbeing toolkits including The Tell Them from Me suite of surveys, People Matter Survey data, Teacher satisfaction survey data.
- NAPLAN, HSC, SMART and SCOUT data.
- Teacher accreditation trends and data
- Life cycle costing and condition assessment data
- Student wellbeing data from Sentral
- DoE SEF self-evaluation documentation
- Community consultation and parent forum data
- What Works Best research from CESE

School strategic directions 2018–2020



**STRATEGIC
DIRECTION 1**
PROSPER – Excellence in
Student Learning

Purpose:

The campus culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community. Whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.



**STRATEGIC
DIRECTION 2**
COLLABORATE – Excellence
in Teaching

Purpose:

Teachers as lead learners are committed to identifying, understanding and implementing the most effective, explicit teaching methods, with the highest priority given to evidence-based teaching strategies. Professional learning is aligned with the school plan, and its impact on the quality of teaching and learning outcomes is evaluated.



**STRATEGIC
DIRECTION 3**
UNITE – Excellence in Leading

Purpose:

The campus supports a culture of high expectations and community engagement, resulting in sustained and measureable whole school improvement where resources are strategically used to achieve improved student outcomes and high quality service delivery through administrative systems, structures and processes that underpin ongoing school improvement and the professional effectiveness of all school members.

Strategic Direction 1: PROSPER – Excellence in Student Learning

Purpose

The campus culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community. Whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

Improvement Measures

An increase to 90% or above of students receiving recognition for achieving the campus PBL expectations (baseline data 72% 2017 Sentral)

By 2020 an increase in Year 9 students of 'Greater than or equal to expected growth' to 65% in the writing domain (baseline data 44.4% 2015–2017 SMART)

By 2020, an increase in Year 9 Aboriginal students of 25% in the top 2 bands in reading (baseline data 7.3% 2015–2017 SMART)

By 2020, increase the number of students in the top 2 NAPLAN bands for reading and numeracy by 8% (baseline data 29% 2015–2017 SMART)

People

Students

Students understand that ability is not fixed and learning and growth are the outcomes of effort and application. They engage in their own learning and recognise personal success.

Staff

Teachers understand that ability is not fixed and a growth mindset is critical to success in student engagement, growth and retention. Teachers value reflective practice learners and translate their understanding and skill into professional and classroom practice.

Leaders

Leaders have the capacity to lead their respective teams in developing clear understandings of the research and evidence underpinning their actions.

Parents/Carers

Understand and value our school's educational philosophy. They are active partners in their child's education.

Community Partners

Community partners engage with BWSC learning community by providing opportunities, experiences and support in a range of contexts for students.

Processes

Implementation of a whole school approach to curriculum and assessment through building respectful and connected relationships to ensure optimal conditions for educational aspiration and engagement.

Strengthening evidence-based whole school wellbeing practices that result in measurable improvements in learning, differentiation, positive psychology for both student and staff wellbeing.

Evaluation Plan

- SCOUT, SMART, NAPLAN data
- Student management data – Sentral
- Meeting minutes
- LST Referrals/actions
- Student plans
- TTFM data

Practices and Products

Practices

Teaching programs demonstrate the knowledge and understanding of the needs of all their students through differentiation. Students are explicitly taught writing skills and engage in frequent, sustained, complex and sophisticated writing.

Learning community engages with Innovative approaches to improving student wellbeing, which is evident in daily school life.

The Student Wellbeing procedures focus on the needs of every student, provides support for the classroom and is consistently implemented throughout the whole school, including reading, numeracy and writing.

Products

Students' self-awareness, positive relationships and active contribution to their community is evident through student leadership, school culture improvement and student learning growth success

Internal and external data shows improvement in student learning and NAPLAN results.

Strategic Direction 2: COLLABORATE – Excellence in Teaching

Purpose

Teachers as lead learners are committed to identifying, understanding and implementing the most effective, explicit teaching methods, with the highest priority given to evidence-based teaching strategies. Professional learning is aligned with the school plan, and its impact on the quality of teaching and learning outcomes is evaluated.

Improvement Measures

By 2020, 60% of students self-report high challenge/ high skills on measured 'Skills-Grades Challenge' (TTFM baseline data 29% 2016-2017)

To increase the number of students identifying an expectation of success to the state average of 70% (TTFM baseline data 64% 2016-2017)

80% of staff identify that they agree or strongly agree with a 'positive culture in their workplace' (TTFM baseline data 62% in 2017).

People

Students

Understand the importance of personalised learning, goal development and feedback and have the confidence to participate in critical, creative and challenging learning experiences.

Staff

Recognise and fully embrace their role as leaders in their classrooms and align practice with the Australian Standards for Teaching. Recognise their responsibility in relation to their achievement and maintenance of accreditation and engage in professional learning experiences. Analyse their impact by regularly collecting and analysing data to inform student learning.

Leaders

Recognise their responsibility in supporting and developing teachers in their accreditation and promotion. Understand the impact of effective instructional leadership and evidence-based practices to build capacity and support the professional learning of their teams and faculties.

Parents/Carers

Feel valued for their feedback and suggestions for ongoing improvement of school learning culture.

Community Partners

Community partners engage with BWSC learning community by providing opportunities and support.

Processes

Implementation of a whole school approach to professional learning, and collaborative practice informed by data, reflection, evaluation and research to improve teacher quality and curriculum development to support teacher accreditation.

Investment in action research teams who based on data develop innovative practices through future focused research and pedagogy.

Evaluation Plan

- Meeting minutes and professional learning records/mapping
- Evaluations – staff and student surveys
- What works best documents
- Engagement and satisfaction surveys
- Analysis of NAPLAN and school based data
- Lesson plans and teaching programs
- PDPs
- Professional learning and meeting minutes
- Teacher accreditation trends and data
- Research
- Tell Them From Me and school developed survey results

Practices and Products

Practices

Staff professional development supports pedagogical products, practices and promotes understanding of Australian Professional Standards for Teachers.

Staff analyse school and external assessment data to provide individual adjustments and differentiated learning experiences that target student need.

Staff are actively involved in quality professional learning and collaboration to build capacity and expertise across the school and learning community

Products

Teachers engage with innovative pedagogy to enable quality learning to occur in all classrooms

Staff recognise and identify areas of personal and professional development through an individualised professional learning plan.

Staff are undertaking and/or maintain accreditation at the appropriate level.

Teacher professional learning focuses on continual improvement in teaching practice and is linked to the Professional Standards for Teachers.

Strategic Direction 3: UNITE – Excellence in Leading

Purpose

The campus supports a culture of high expectations and community engagement, resulting in sustained and measureable whole school improvement where resources are strategically used to achieve improved student outcomes and high quality service delivery through administrative systems, structures and processes that underpin ongoing school improvement and the professional effectiveness of all school members.

Improvement Measures

Above 95% completion, of faculty recommendations as a result of the Faculty Review Process within a semester of the date of the review.

Above 95% teacher, student, parent and community satisfaction as measured through the 360 Tool, survey monkey and Google form surveys. (Baseline data for 2018 is 80%)

Teachers feeling supported at all stages of accreditation data to be above 95% as measured through teacher surveys. (Baseline data for teachers feeling supported in all aspects is 86%)

People

Community Partners

Appreciate their impact on student lives through the establishment of positive relationships with other community groups and the school.

Parents/Carers

Understand and appreciate their contribution to parent consultation to assist the school with planning, review, reflection and future direction. Parents will have a genuine opportunity to have an input into the school.

Staff

Understand the need to participate in ongoing professional learning. Teachers will be able to develop leadership skills as they lead, plan for or participate in curriculum teams and student enrichment activities in the BWLC.

Students

Feel valued and confident when involved in decision making and the promotion of the school and education across the BWLC.

Leaders

Value strong community relationships and partnerships and have the capacity to lead data analysis to increase their skills to develop all staff members.

Processes

Implement and develop collaborative partnerships as representative of all schools in the Brisbane Water Learning Community (BWLC) . Coordinate the meetings and activities across the BWLC including the combined school development day, curriculum teams and student enrichment events.

Re-invigorate and strengthen the College Evaluation Team which will include sub-executive, executive, teachers, parents and students.

Develop, lead and monitor the Teacher Accreditation process across the College to ensure that all teachers are developing their capacity as educators to meet the expectations of the Australian Professional Standards for Teachers.

Evaluation Plan

- Meeting Minutes.
- Tell them from me surveys.
- School based surveys. teachers and parents.
- Tell Them From Me data.
- Review reports.
- Teacher evaluations.
- SCOUT, SMART, NAPLAN data

Practices and Products

Practices

Strong communication and discussions exist between community organisations and parent groups with the school..

Collation, analysis, review and reflection of a variety of data sources relating to College performance, procedures and practices.

Staff are supported at all stages of their career to build their capacity to drive class, campus and College improvement.

Products

The College is promoted as *"The School of Choice"* in the community and amongst parent groups.

Collaborative partnerships work with the Partner Primary Principals in the BWLC to develop and promote the continuum of learning through combined professional learning opportunities for teachers and the continued support of the curriculum teams and student enrichment teams.

Continual evaluation of the College faculties, practices and procedures using internal and external data sources to allow the College to review and reflect on its current position for the purpose of making informed future directions.

Teachers seeking accreditation are supported at all levels of development..