

# School plan 2018-2020

## Sydney Secondary College Blackwattle Bay Campus 8539



# School background 2018–2020

## School vision statement

Sydney Secondary College will challenge students of all abilities to achieve excellence as successful, future focused learners through positive participation in a changing society. By offering a differentiated, inclusive and rigorous curriculum to our students, they will become resilient, responsible and independent people respectful of diversity and advocates of social justice. In partnership with parents and the community our highly motivated and professional staff will encourage each student to achieve their full potential as good communicators, creative thinkers and problem solvers in a disciplined and caring environment, based on mutual respect.

## School context

Sydney Secondary College, with campuses at Balmain, Leichhardt and Blackwattle Bay, is an innovative multi campus co-education public education facility. Our College caters for all learners with an academically selective stream, comprehensive stream and support classes for students with disabilities, (Intellectual, Physical and Autism). The diversity of students from a multiplicity of cultural backgrounds creates the opportunity for future focused learning and authentic experiences. Located in the inner city, with two harbourside locations, students complete Year 7 – 10 education at Balmain or Leichhardt where the focus is on middle schooling. They move to the young adult learning environment of Blackwattle Bay Campus for Years 11 –12 with its broad curriculum and links to TAFE and universities. Sydney Secondary College offers an invigorating range of opportunities for our students. In 2016 we have a college population of over 2400 students. We have a very supportive and proactive parent and carer community who meet regularly through P&C and Campus events. The College also has an off-site program called Glebe Pathways, for students in Stage 5 who are disengaged from their learning. Sydney Secondary Colleges provides an excellent broad education based on quality, opportunity and diversity.

## School planning process

A College planning team led consultation with parents, students and representatives from our Aboriginal community. Staff members were also surveyed and consulted for their input. Surveys and focus groups took place during this process of consultation. Professional learning at Blackwattle Bay Campus was held during terms one, two and three around school planning. Staff looked at various documents, such as Great Teaching, Inspired Learning, The Melbourne Declaration, The Quality Teaching Framework and the Middle Years Consultation Paper. From this learning staff developed some draft strategic directions that later fed into the College planning process. The College and Campus executive teams evaluated the previous plan and identified carry over areas for inclusion as well as reviewing all the input from other stakeholders to determine priorities for inclusion in this plan. Individual teachers provided input via a survey and faculty and working party plans for 2016 were also utilised. Data to inform planning was extracted from the following survey: 1. Staff surveys and focus groups 2. Parent survey re school culture 3. Consultations with community groups 4. NAPLAN and RoSA and HSC data 5. Attendance data 6. Equity, welfare and PBL data.

# School strategic directions 2018–2020



## STRATEGIC DIRECTION 1

Excellence in Learning

**Purpose:**

Our students will be engaged learners who develop strong content knowledge and skills in literacy and numeracy. They will be creative, critical thinkers and adaptable, collaborative lifelong learners. Our students will be empowered to learn, connect, succeed, thrive and be empathetic and resilient individuals capable of demonstrating, communicating and reflecting on their learning.



## STRATEGIC DIRECTION 2

Excellence in Teaching

**Purpose:**

Staff will ensure an on-going Sydney Secondary College culture of high expectations. This will be based on evidence based practices and evaluation, continuous professional learning, accreditation support, innovative practice and the development of collaborative learning communities.



## STRATEGIC DIRECTION 3

Excellence in Leading

**Purpose:**

Our College will have systems, structures and processes that underpin on-going improvement. We will build the capacity of all teachers to be instructional leaders who support a culture of high expectations and community engagement. Our parents and broader community will be actively and strategically engaged in our provision of quality learning opportunities and experiences that support our strategic vision.

# Strategic Direction 1: Excellence in Learning

## Purpose

Our students will be engaged learners who develop strong content knowledge and skills in literacy and numeracy. They will be creative, critical thinkers and adaptable, collaborative lifelong learners. Our students will be empowered to learn, connect, succeed, thrive and be empathetic and resilient individuals capable of demonstrating, communicating and reflecting on their learning.

## Improvement Measures

Improved attendance rate in every class

Data demonstrates increase in out of class interactions between students and mentors.

Teachers engage in Professional Learning focussed on the 4C's

Visible use of break out spaces for student learning.

Accommodations and adjustments are occurring for all students as required.

## People

### Students

A closer relationship to be developed between students and mentor teachers to address issues of individual learning needs, wellbeing and attendance.

### Staff

Whole school approach to student wellbeing with a particular focus on mentoring.

Staff will personalise education and foster motivation for all students to develop skills in communication, collaboration, problem solving and critical thinking to equip them for post school options.

### Leaders

Leaders ensure that assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers.

### Parents/Carers

Parents and carers understand and support the benefits of strong communication links between school and home.

### Community Partners

Partnerships will be strengthened to provide real world learning opportunities and experiences for students through mutually beneficial programs and initiatives.

## Processes

Mentoring sessions are organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential.

Teachers design programs to include the 4Cs (communication, collaboration, critical thinking and creativity).

Procedures are in place to support teachers consistent evidence based judgements and moderations of assessments.

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

## Evaluation Plan

Evidence of Professional Learning being implemented is demonstrated through changes in teacher practice and student engagement.

Establish an evaluation team to conduct surveys and collate data to inform future planning.

TTFM Survey

SENTRAL

## Practices and Products

### Practices

Student learning goals will be developed in collaboration with mentor teachers and shared with parents/carers. Goals are reviewed regularly via analysis of academic reports and assessment data.

All KLA's use collaborative strategies, project based learning, authentic tasks and innovative spaces to reflect best practice.

The assessment review team continues to review tasks in relation to academic rigour, relevance and deep understanding.

Ensure all staff are regularly and accurately monitoring attendance and communicating concerns to students, parents and relevant welfare support networks.

### Products

Mgoals are implemented to improve the educational outcomes of Aboriginal students to foster stronger links between home and school.

Students demonstrate higher order skills, demonstrating risk taking and resilience in their learning.

Teaching and Learning programs across the school demonstrate evidence that they are adjusted to address individual student needs.

# Strategic Direction 2: Excellence in Teaching

## Purpose

Staff will ensure an on-going Sydney Secondary College culture of high expectations. This will be based on evidence based practices and evaluation, continuous professional learning, accreditation support, innovative practice and the development of collaborative learning communities.

## Improvement Measures

Staff engage in professional discussions, lesson observations and evidenced-based practice.

Teachers will show evidence of formative assessment in their teaching and learning programs.

Improved assessment practices for students targeted for literacy improvement using formative assessment.

Student feedback will indicate effective teaching practice.

Improved HSC and Preliminary results reflect improved teaching practice.

## People

### Staff

Faculty teams will work collaboratively to develop teaching and learning programs that describe expected student progression and use reliable assessments to capture information about student learning.

Professional Learning teams enable teachers to identify and develop their own learning and professional needs to engender confidence in best practice.

### Leaders

Leaders are active in driving a culture of high expectations and student engagement.

### Parents/Carers

Parents and carers understand the learning continuum by receiving regular information in accessible formats about student progress.

## Processes

Effective teaching practice using a range of strategies continues across all Learning Areas. Feedback continues to drive improvements in student learning.

Explicit teaching of associated literacy skills in all Learning Areas as well as targeted literacy programs to address identified student needs.

Staff will be empowered to improve performance, ensure innovation and a culture of high expectations which forms the basis of Stage 6 education.

## Evaluation Plan

A team will be formed to collate and evaluate data to make recommendations for future strategic directions.

HSC Results

Surveys/Forums

## Practices and Products

### Practices

Teachers engage in professional discussion and collaborative planning to improve teaching and learning. This includes lesson observations, the gathering and analysis of data to improve practice.

Teachers provide explicit and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning.

Teachers deliver explicit literacy strategies including ALARM that target higher band HSC responses and meet individual literacy needs.

The school community will reflect on student progress and achievement data and develop strategies for student achievement.

### Products

Teachers are supported to trial innovative and evidence based practices.

Students are confident to take risks in their learning in order to develop deep understanding of content and mastery of skills.

All teaching and learning programs and assessment tasks have embedded literacy strategies that engage students.

Plans and strategies for student achievement will be formulated to increase effective learning time, relevance and rigour in classroom practice.

# Strategic Direction 3: Excellence in Leading

## Purpose

Our College will have systems, structures and processes that underpin on-going improvement. We will build the capacity of all teachers to be instructional leaders who support a culture of high expectations and community engagement. Our parents and broader community will be actively and strategically engaged in our provision of quality learning opportunities and experiences that support our strategic vision.

## Improvement Measures

Improved teacher engagement, student advocacy and parent satisfaction with school processes and procedures.

Staff are confidently and consistently using a platform for e-learning and communication with students and parents.

Increased student engagement and rigour.

## People

### Leaders

The leadership team encourages a high performance culture, with a clear focus on continuous improvement.

### Staff

Teachers are trained in the use of chosen online platform, and move away from paper-based resources.

### Students

Students are visibly engaged in creative work that develops their communication, collaboration and critical thinking skills.

### Parents/Carers

Parents and carers demonstrate increased satisfaction with school practices.

## Processes

Cross Faculty Professional Learning Teams continue to address school priorities.

Staff development days and other professional learning opportunities are used to explore and evaluate a range of online platforms.

The leadership team encourages their staff to creatively use the physical environment to enhance learning.

The College continues to conduct Faculty Reviews across the college

## Evaluation Plan

An evaluation team will conduct surveys and collect data for future planning.

TTFM

Parent Survey

Technology Audit

## Practices and Products

### Practices

Staff are empowered through small group and/or cross faculty interactions to embrace regular and focussed professional learning as an explicit element of their School Performance and Development Framework.

Staff survey to determine current online platform preference. Results reviewed and trialling implemented.

Teachers use physical learning spaces flexibly to develop and encourage student creativity, communication, collaboration and critical thinking.

Faculties engage in collaborative planning and review of policies, processes and procedures.

### Products

Increased opportunities for the school community to provide feedback on school practices and procedures. The results to be progressively adapted into school policy and practice.

A consistent platform for communication is utilised across every faculty, to improve accessibility to classwork and assessment tasks for parents and students.

Faculties reflect best practice in the delivery of Stage 6 courses.