

School plan 2018-2020

Northern Beaches Secondary College Manly Campus 8567



School background 2018–2020

School vision statement

Northern Beaches Secondary College Manly Campus strives to empower resilient lifelong learning and active global citizenship, enabling critical, creative and reflective learners who take responsibility for academic excellence, personal best and giving back to the community.

School context

Northern Beaches Secondary College Manly Campus caters for gifted and talented students. Students enrolling at our school are selected on the basis of results in the Selective School Test conducted by the NSW Department of Education, High Performance Unit.

The campus ethos of academic excellence, personal best and giving back to the community are reflected in any typical day in our school.

Students achieve outstanding results in external examinations and in their regular classes.

We pursue personal best through creative and critical thinking, encouragement of self-reflection and detailed study skills programs. Student wellbeing is nurtured through stimulation, engagement and support.

Students give back to the community in so many ways including the extensive music program, drama, the campus musical, debating, chess, mentoring, competitive and recreational sport, leadership development, volunteering and college activities.

Student voice and capacity for decision making is heard and acknowledged through the Student Representative Council. Our parents are wonderfully supportive, creating a unique partnership with the campus that is recognised and appreciated.

School planning process

Consultation involved extensive surveying of students, staff and parents throughout 2016. Data was collected to evaluate the 2015–2017 School Plan and inform directions for the next three years.

Students have been surveyed using focus groups and the Tell Them From Me survey tool. Their responses were analysed and incorporated into the planning processes. Student Representative Council leaders have been provided with opportunities for input.

Staff input, provided through the Tell Them From Me Survey results, analysis using the Schools Excellence Framework and student feedback at staff meetings, identified areas for future directions. Staff meetings and the Executive Conference provided initial opportunities for collaborative development of the school plan with regular feedback provided by executive at staff meetings and executive meetings.

Parents have been surveyed using the Tell Them From Me survey tool and informed of the planning process and progress through newsletters and P&C meetings. A parent consultation forum provided an opportunity for parents to affirm the three strategic directions.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Inspiring Engaged,
Self-Directed Learners

Purpose:

To create a vibrant learning environment that celebrates and nurtures the individual gifts and talents of our students by ensuring differentiation within authentic and engaging learning experiences. Teachers will actively engage in ongoing professional learning with the aim of developing students' intellectual curiosity, capacity for self-reflection, and ability to actively collaborate to solve complex problems.

STRATEGIC DIRECTION 2

Fostering Respectful
Relationships

Purpose:

To take collective responsibility for fostering positive respectful relationships between staff, students, parents and community. School practices and resources will support the development of self-aware, empathetic and resilient lifelong learners.

STRATEGIC DIRECTION 3

Strengthening Community
Connections

Purpose:

To foster processes and relationships whereby students and staff are able to access meaningful connections within and beyond the school. The acquisition of global competencies and understanding of a complex world, will be achieved through the strategic engagement with, and learning from, individuals and groups in the wider community.

Strategic Direction 1: Inspiring Engaged, Self-Directed Learners

Purpose

To create a vibrant learning environment that celebrates and nurtures the individual gifts and talents of our students by ensuring differentiation within authentic and engaging learning experiences. Teachers will actively engage in ongoing professional learning with the aim of developing students' intellectual curiosity, capacity for self-reflection, and ability to actively collaborate to solve complex problems.

Improvement Measures

All teachers develop and implement Performance and Development Plans that demonstrate a strong knowledge of the whole school goals and reflect the Australian Professional Standards for Teachers.

All students are confidently and effectively reflecting on their learning, and collecting evidence of this in their learning portfolio.

All staff are actively engaged in professional learning relating to gifted and talented learners, high quality Project Based Learning and faculty specific areas of need in order to engage and extend students.

All students show growth in Literacy and Numeracy as reflected in internal and external assessments.

People

Students

Engage in learning activities with an emphasis on self evaluation designed specially for gifted and talented students (GATS) to become responsible for their own learning.

Staff

Participate in professional learning to build their professional capacity with a specific focus of the needs of gifted and talented students

Parents/Carers

Understand and support the needs of gifted and talented students and the processes necessary to develop self-reflective learning.

Leaders

Develop systems to support professional learning and to acquire effective feedback from students in a timely manner.

Community Partners

Provide expertise in delivery of professional learning.

Processes

GATS Project: to ensure strategies for gifted and talented learners are embedded across all KLA programs and assessments, based on whole-staff professional learning.

Learning Systems Project: to evaluate and improve feedback and self reflection processes to enhance learning.

Cross-Curricular Project: to map and embed Project Based Learning across all Key Learning Areas in Stages 4 and 5.

Evaluation Plan

Staff midyear and annual meetings regarding progress towards targets listed in Performance and Development Plans (PDPs).

Participation in the student/staff/parent 'Tell Them From Me' survey.

Data analysis from both internal and external sources.

Review of programs, registers and scope and sequence documents.

Mapping of authentic learning projects to minimise cross faculty repetition of skill/knowledge teaching.

Practices and Products

Practices

Development of systems to enable teachers to be more self directed in their professional learning and demonstrate a strong knowledge of whole school goals.

Development of systems that enable students to actively self-reflect on their learning, recording evidence of this in their learning portfolios.

Development of feedback systems that enable opportunities for students to provide feedback that informs teaching and learning.

Development of professional learning plan for ongoing implementation of GATS strategies.

Development and implementation of action plan for cross-curricular projects.

Products

Improved Performance and Development Plan structures to ensure consistency across the school and connectedness to the School Plan.

Effective use of portfolios across Key Learning Areas to ensure students are confidently reflecting on their learning.

GATS strategies effectively embedded into all teaching and learning programs.

Project Based Learning is embedded in Stage 4 and 5 programs across all Key Learning Areas.

Strategic Direction 2: Fostering Respectful Relationships

Purpose	People	Processes	Practices and Products
To take collective responsibility for fostering positive respectful relationships between staff, students, parents and community. School practices and resources will support the development of self-aware, empathetic and resilient lifelong learners.	Students Engage in Wellbeing Program activities and are effectively case managed so that they feel strong connection to school community, and a sense of positive relationships and support from staff, parents and the community.	Student Wellbeing Project: to provide students with opportunities for leadership in wellbeing initiatives, including Pastoral Care, Peer Support and the Student Representative Council (SRC). In collaboration with students, create a scope and sequence, and activities to support student wellbeing. Positive Learning Environments Project: to improve the communication with staff, parents and the community regarding identified wellbeing issues and areas of opportunity to ultimately promote positive learning environments at our school. Student Management Systems Project: to enhance processes for the recording, tracking and communication of student well-being.	Practices Development of Scope and Sequence and restructuring of activities within the Student Wellbeing Program. Development of professional learning plan to increase capacity of staff and parent knowledge of practices that best support the wellbeing of students. Increased student voice and leadership in Student Wellbeing Program. Staff implement classroom practices that promote student wellbeing and foster respectful relationships. Review of identification, case management and tracking systems to support student wellbeing.
Improvement Measures		Evaluation Plan	Products
Increase in student wellbeing and engagement.	Staff Participate in professional learning that builds capacity to foster wellbeing and respectful relationships in classrooms and across the school community.	Tell Them From Me Student Data. Sentral data mining. Staff, student and parent participation rates in professional learning and Wellbeing Program events. Staff, student and parent survey data. Case management outcomes.	Progressive Student Wellbeing Program Scope and Sequence that builds on student development across all stages.
Increase in school community members engaging in positive and respectful relationships.	Parents/Carers Participate in workshops that increase understanding of practices that promote student wellbeing and respectful relationships.	Evaluation of classroom environments – surveys, teaching and learning showcases and PDP observations.	Increased levels of staff and parent confidence in supporting student wellbeing and promoting positive respectful relationships.
All students are actively engaged in the Student Wellbeing Program.	Leaders Develop professional learning and systems in order to support the school community in implementing strategies that promote student wellbeing and respectful relationships. Develop systems and model effective case management of students.		Increase in student leadership in Student Wellbeing Program and pastoral care activities.
The academic and social needs of all students are effectively supported through student management tracking systems	Community Partners Provide expertise in delivery of Wellbeing Program, Staff professional learning and parent workshops and seminars as well as provide effective interagency support for case management of students.		All classrooms are viewed as positive learning environments. Refined student case management and wellbeing monitoring systems.

Strategic Direction 3: Strengthening Community Connections

Purpose

To foster processes and relationships whereby students and staff are able to access meaningful connections within and beyond the school. The acquisition of global competencies and understanding of a complex world, will be achieved through the strategic engagement with, and learning from, individuals and groups in the wider community.

Improvement Measures

Increase in parent, community and alumni participation in school curriculum and extra-curricular programs.

Strengthened connections between school community members and groups in the wider community to support students at all transition points.

School significantly reduces its impact on the environment through engagement in sustainable practices.

Increase in school community members awareness of their individual and cumulative impact on the environment.

People

Students

Engage in authentic learning activities to foster meaningful connections and demonstrate critical and creative thinking to advocate for and participate in sustainability projects.

Staff

Identify opportunities to facilitate parental and community connections to enhance innovative teaching and learning programs.

Leaders

Develop systems to engage community participation in innovative school programs.

Parents/Carers

Actively participate in school programs, provide expertise to enhance collaboration, creativity and innovative practices.

Community Partners

Participate in and contribute to school programs and initiatives.

Processes

Community Involvement Project: to facilitate links, interactions and involvement between the school and the wider community.

Educational Transition Project: to develop and implement strategies to support and enhance students' transitions to high school and beyond.

Environmental Sustainability Project: to create targeted initiatives that educate and facilitate behaviour change within our community that reduces the school's environmental impact so that we can achieve carbon neutrality by 2025.

Evaluation Plan

Staff, student and parent survey data.

Staff, student and parent participation rates.

Community connections data.

Analysis of impact of sustainability programs.

Practices and Products

Practices

Development of a school action plan to facilitate links for relevant parents, alumni and experts from the wider community to actively support curriculum programs and extra curricular activities.

Development of school strategies to support and enhance students' transitions to high school and beyond.

Development of school action plan to identify, plan and implement strategies to reduce the school's impact on the environment.

Products

Parents, alumni and community active participation in school curriculum and extra-curricular programs.

Strong collaborations between parents, students and the community inform and support continuity of learning for all students at transition points.

School programs and practices reflect global citizenship competencies and initiatives to reduce the school's carbon footprint whilst increasing students' understanding of their impact on the environment and participation in sustainability initiatives.