

School plan 2018-2020

Northern Beaches Secondary College Mackellar Girls Campus 8831



School background 2018–2020

School vision statement

Northern Beaches Secondary College Mackellar Girls Campus is a highly successful girls secondary school that has high expectations for student learning, behaviour and school values. While academic excellence is highly valued and supported, the school encourages its students to take part in a broad range of learning activities including cultural, physical and social. The school provides a broad and balanced curriculum that challenges and develops students in a safe and happy environment. The school creates and stimulates a learning environment where students are encouraged to achieve their personal best and fosters an environment where students are keen to learn. It strives to develop an inviting and engaging, modern and future thinking learning environment for all students, so they develop into successful learners, confident and creative individuals and active and informed citizens who will contribute positively to their community now and in the future. There is a school culture based on the values of students striving to do their best, celebrating each other's achievements, taking personal responsibility for their actions and respecting the rights of others. Mackellar Girls Campus' vision of always striving for excellence has been rewarded by the school being awarded four Director General's Awards for Excellence – in Girls Education, Gifted and Talented Education, Aboriginal Education and School Organisation and Systems.

School context

Northern Beaches Secondary College Mackellar Girls Campus is a large comprehensive girls high school of over 1200 students on Sydney's Northern Beaches, established in 1944. The school has an ICSEA (Index of Community Socio-Educational Advantage) of 1091 (the national average is 1000) and a FOEI (Family Occupation and Education Index) of 44 (most schools are in the range of 1 – 200 with 1 being the highest index). The school population comprises girls from culturally and linguistically diverse backgrounds with 27% from a language background other than English, predominantly Chinese, Tagalog, Tibetan, German, Tongan and Italian. Strengths The school's Higher School Certificate results are exemplary, placing it in the top ranks of comprehensive schools in NSW. This academic excellence is supported by high results in NAPLAN and ESSA tests that are well above state average. The school has an exemplary Gifted and Talented Program, an outstanding Middle Years of Schooling Project Based Learning Program in conjunction with our local primary schools and an effective collaboration with the schools of the Northern Beaches Secondary College. The school excels in sport and the creative and performing arts and has a strong reputation in welfare support for students. The experience, skill, commitment and care of the staff are excellent and contribute in large part to the academic success of students and their well-being. Whilst the largest group of students is Caucasian, significantly sized other groups of students in the school that contribute a richness to the school culture are Aboriginals, Tibetan refugees, South Pacific Islanders and International students mainly from China. The school embraces exceptional support of these students and also student groups with particular needs.

The school has worked closely with the wider community to enhance the opportunities for students and reflect community expectations. The school has a committed P&C Association, and has fostered positive links with the wider school community. The fine reputation of Mackellar Girls Campus continues to grow. It is a school that draws its strength from the combination of its wonderful traditions, its capacity to evaluate and reflect on its practice and its ability to innovate and meet the emerging needs of the future.

School planning process

The planning process began in Term 4 2017, with an evaluation of the achievements of the 2015–2017 School Plan by the staff and further analysis by the Executive staff. To fully develop the School Plan 2018 –2020 these processes were followed by an extensive consultation and analysis process, including:

- analysis of NAPLAN, HSC and school based data by teachers and the Executive team
- surveys including Tell Them from Me to gather teacher perspectives
- a questionnaire for staff on future strategic directions and their implementation
- an on-line survey of parents' and community members' views
- information was provided in the school newsletter for parent and community stakeholders
- student forums were conducted to gather student voice
- the Executive team undertook analysis and assessment of the school's position in the Schools Excellence Framework
- the School Executive worked collegially to collate the various sources of information to develop the School Plan
- the School Executive worked collegially in the development of the strategic directions of the School Plan, by determining the school strengths and identified directions and areas for improvement
- the School Executive collaborated in teams, utilising all the collated information and data from all the key stakeholders for the development of the 5Ps
- the purpose, people, processes, products and practices – for each strategic direction.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Teacher Quality

Purpose:

By embedding explicit, targeted, engaging and effective professional learning programs, teaching quality will be developed. By modelling effective practice and feedback, teacher capacity will be enhanced to drive and sustain ongoing school-wide improvement in student learning outcomes.

STRATEGIC DIRECTION 2 Learning Excellence

Purpose:

To embed and implement explicit, targeted and effective learning practices resulting in enhanced student learning outcomes through:

- Student Engagement
- Quality Feedback
- Student Centred Learning

STRATEGIC DIRECTION 3 Thriving Community

Purpose:

By continuing to holistically embed an evidence-based Positive Psychology approach to Education, a shared purpose, behaviour and language underpinning school community participation in wellbeing will be developed. Creating an environment that nurtures, challenges and inspires students, will guide students to be skilled, effective, creative and motivated learners who are empowered to be physically, socially and academically successful.

Strategic Direction 1: Teacher Quality

Purpose

By embedding explicit, targeted, engaging and effective professional learning programs, teaching quality will be developed. By modelling effective practice and feedback, teacher capacity will be enhanced to drive and sustain ongoing school-wide improvement in student learning outcomes.

Improvement Measures

All staff develop and implement professional learning plans focusing on attainment of professional goals reflecting the Australian Professional Standards for Teachers.

All teachers engage in the accreditation maintenance cycle.

Encourage teachers to seek accreditation at Highly Accomplished or Lead levels.

All teachers use data to inform practice.

All teachers modify teaching programs.

Maintain engagement with University Practicum Teacher programs.

People

Students

Engage actively in quality teaching and learning programs that meet the learning needs of all students.

Staff

Teachers target and identify professional learning needs and set goals in personal professional learning plans. Staff are both encouraged and provided with the opportunity to participate in professional learning opportunities that are effective, relevant and measureable. Procedures and structures are embedded to develop professional dialogue and understanding of the Australian Professional Standards for Teachers. Mentoring practices are developed within staff to support Beginning Teachers and teachers seeking accreditation at Proficient, Highly Accomplished and Lead levels. Teachers are committed to leading learning programs and practices across all aspects of the school community. Teachers demonstrate care, kindness and respect for their students.

Parents/Carers

An understanding of the Australian Professional Standards for Teachers is communicated to parents/carers.

Community Partners

The school will liaise with outside PL providers.

Leaders

Executive lead and support the

Processes

Staff: Professional learning is identified and established through individual PDPs, which are focused on personal goals and the school's strategic directions.

Professional learning is supported through collaboration, the sharing of ideas and collegial discussions

Beginning Teachers participate in an induction and mentor program.

New staff participate in an induction program.

Staff are encouraged to supervise Practicum Students

Leaders: Develop professional learning programs integrating the Australian Professional Standards for Teachers, Great Teaching, Inspired Learning and succession planning

Provide professional learning activities for staff relevant to the strategic directions of the School and the College.

Demonstrate instructional leadership promoting and modelling effective evidence based practice.

Evaluation Plan

Quality professional learning reflections on NESA and PDP's

Reflection process in PDPs

Practices and Products

Practices

Ongoing reflection and discussion of PLPs with mentors, colleagues and Head Teachers as part of the Teacher Performance and Development Framework.

Differentiation of curriculum evident in all teaching and learning programs across the school.

All teachers use data to inform practice.

Induction and Mentoring program for Beginning Teachers.

Induction program for new staff.

Professional Learning Program supporting staff seeking accreditation at the Highly Accomplished and Lead levels.

Teachers as mentors to colleagues.

All staff actively engaged in PL.

Collegial sharing of PL

All programs include a teacher and student evaluation section.

Products

All staff develop and implement professional learning plans focusing on attainment of professional goals reflecting the Australian Professional Standards for Teachers.

Teacher PL that is founded on the Quality Teaching Framework and is focused on meeting the needs of all students.

Strategic Direction 1: Teacher Quality

People

development of Professional Learning Plans by planning and implementing targeted PL. Senior Executive support and monitor PL programs and the ongoing development and review of PLPs as part of the Teacher Performance and Development Framework. Leadership and succession opportunities are identified and provided at school and within the College.

Practices and Products

Induction program for new staff implemented.

Beginning and new teachers develop their competencies.

Leaders provide mentoring programs that develop their staff.

Supervising Teachers complete online Practicum Teacher Supervision Training.

Induction and mentoring programs for Beginning Teachers are implemented.

Strategic Direction 2: Learning Excellence

Purpose

To embed and implement explicit, targeted and effective learning practices resulting in enhanced student learning outcomes through:

- Student Engagement
- Quality Feedback
- Student Centred Learning

Improvement Measures

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

Staff actively using innovative and engaging teaching practices, including use of critical thinking and appropriate thinking skills in the classroom.

School-wide, collective responsibility for student learning and success including regular quality, effective feedback.

People

Students

Use critical thinking to focus, engage student and contextualise learning beyond the classroom. Develop the ability to work independently and collaboratively.

Students

Use personal learning plans and explicit teaching of appropriate thinking skills to focus and engage students(including those from targeted groups such as Aboriginal, ESL, International, Pacific Islanders and refugees) in order to improve literacy and numeracy skills and learning outcomes.

Students

Understand and apply the National Curriculum in NSW General Capabilities to live and work successfully in the 21st Century.

Students

Students engaged in a range of innovative student centred learning projects such Year 7 Academic Project and Stage 5 Independent Research Project Elective.

Staff

Provide a challenging and innovative learning environment that engages students, has high expectations and adds value to students' learning outcomes.

Staff

Implement innovative teaching practices that embrace the ethos underpinning the Australian Curriculum General Capabilities.

Processes

Staff: Develop engaging and evidence-based teaching practices and innovative delivery mechanisms, including self-reflection by students to develop lifelong learners.

Leaders: Empower staff to access and use data analysis of Literacy and Numeracy to continue to provide excellence in teaching and learning.

Evaluate and refine existing Australian Curriculum in NSW programs and teaching practices to assist staff and students to embrace the ethos behind the Cross Curricular General Capabilities.

Evaluation Plan

Formal and informal testing, including anecdotal and summative evidence, and school based assessment and reporting.

Practices and Products

Practices

Staff actively using innovative and engaging teaching practices, including use of critical thinking, project based learning and self-reflected feedback in the classroom.

Data drives literacy and numeracy practice across the school and learning community.

Staff actively contribute to effective and successful completion of milestones.

Executive team support staff to implement school plan components.

Products

Students actively and willingly participating in innovative and engaging classroom activities.

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

School-wide, collective responsibility for student learning and success including regular quality, effective feedback.

Ongoing programming and resourcing of innovative and engaging Australian Curriculum in NSW units of work.

Strategic Direction 2: Learning Excellence

People
Parents/Carers Provide parents with information on student engagement, feedback and student centred learning
Community Partners Strengthen community partnerships through clear communication and opportunities.
Leaders Actively support faculty teams and whole school programs to improve learning excellence

Strategic Direction 3: Thriving Community

Purpose

By continuing to holistically embed an evidence-based Positive Psychology approach to Education, a shared purpose, behaviour and language underpinning school community participation in wellbeing will be developed. Creating an environment that nurtures, challenges and inspires students, will guide students to be skilled, effective, creative and motivated learners who are empowered to be physically, socially and academically successful.

Improvement Measures

Students demonstrate resilience and positive education techniques in the classroom and playground.

Increase in the number of students achieving personal best certificates.

All students requiring adjustments (including Gifted and Talented – GATS) and learning support are catered for adequately.

All Aboriginal and Torres Strait Islander students are fully engaged in learning to 'close the gap' including active involvement in cultural experiences and an increase in the number of students achieving their HSC and going on to further education.

Improved academic performance

People

Students

Strengthen relationships between all stakeholders to increase independence, creativity and resilience through a shared purpose, behaviour and language.

Students

use effective techniques to strengthen resilience, positive behaviour and consideration of the wellbeing of others.

Students

Make positive contributions to the community through fundraising and volunteer work.

Students

Different cultural groups continue to engage with current and future programs.

Students

Students requiring learning adjustments and support benefit from strategic assistance in times of need.

Staff

Use practices and principles of positive psychology to become and remain a thriving school where wellbeing and success are reflected in school life.

Staff

Ongoing and comprehensive training of teaching and non-teaching staff in embedding evidence-based wellbeing programs and strategies into the School Community.

Processes

Students: connect meaningfully with others and actively engage in strategies and techniques for positive education and well-being in directed learning experiences. Engage in informative Goal Setting programs to reflect on Assessments and Learning.

Staff: strengthen positive education and well-being programs in their teaching practice across the school. Dedicated wellbeing program provides a practical framework for staff communication and teamwork. Staff identify students for the National Consistent Collection of Data (NCCD) and plan relevant support with the Learning Support Team through Sentral data.

Leaders: will support their teams to develop team capacity in positive education and well-being programs. Targeted groups such as Aboriginal, ESL, International students, Pacific Islanders and refugees work on an individual and small group basis with current staff to guide their personal learning and cultural experiences. Continuation of Tutorial Centre.

Evaluation Plan

Sentral data indicates an increase in positive referrals, leadership opportunities are accessible for all students, increase in students achieving personal best awards, academic success improves as indicated by reports and external testing, increase in the number of students in targeted groups achieving their HSC. Increased involvement of targeted groups in leadership roles.

Practices and Products

Practices

All positive education and teaching strategies are reflected in classroom and whole school activities with students demonstrating their use in the classroom, playground and community.

Students are recognised and excellent achievement celebrated through assemblies, the MGC award system and external opportunities.

Increase in the number of students achieving Personal Best Certificates.

Staff confident in identifying specific social and learning needs of students.

All Aboriginal and Torres Strait Islander students are fully engaged in learning to 'close the gap' including active involvement in cultural experiences and an increase in the number of students achieving their HSC and going on to further education.

Creative and attractive work spaces developed to encourage creative, cooperative and collaborative learning practices.

Staff professional learning is relevant, and underpinned by the Quality Teaching Framework, the Positive Education model and evidence-based strategies.

Products

Students demonstrate resilience and positive education techniques in the classroom and playground, to contribute to the school and extended communities in positive ways

Strategic Direction 3: Thriving Community

People
Staff Staff work collaboratively to set high expectations that are personalised and attainable, focusing on emotional well-being. Staff confidently accessing learning support for identified students through NCCD and student PLPs promote the learning progression of all students.
Parents/Carers Implementation of parent training programs focusing on positive education and well-being program.
Community Partners Partnerships strengthened through clear communication opportunities.
Leaders Actively support their teams and whole school processes.

Practices and Products
All staff are consistent in a solutions focused approach.
All students requiring adjustments (including Gifted and Talented – GATS) and learning support are catered for appropriately.