

# School plan 2018-2020

## Northern Beaches Secondary College Balgowlah Boys Campus 8851



# School background 2018–2020

## School vision statement

Our motto “By Effort We Achieve” is imbued in school culture creating a unique environment where personal best is expected. At Balgowlah Boys, we aim to for a balance of academic, cultural, sporting and extra-curricular achievement. Boys have the opportunity to participate in a wide variety of co-curricular activities including; dance, music, drama, public speaking, debating, chess, sport, Duke of Edinburgh program and numerous leadership opportunities. Our vision is to provide the type of opportunities to develop articulate, confident young men equipped with the skills to be accomplished citizens in our global society.

## School context

Balgowlah Boys is centrally located on the southern end of Sydney’s Northern Beaches. The school is in close proximity, with transport routes to Sydney’s CBD. Balgowlah Boys Campus is at the forefront of successfully educating boys in the new millennium. Winner of the Director General's Awards for "Excellence in Boys Education" we are a school of 820 students, set in a spacious physical environment, we have the ideal mix of quality facilities, personalised tuition, small class sizes and cutting edge strategies for maximising boys' performance. The school has an active and involved P&C community. The school community has 30% language backgrounds other than English. International students join the school in Year 10 to study for the HSC. Balgowlah Boys has been consistently one of the top performing schools for NAPLAN growth data in both numeracy and literacy. The school has been the top performing comprehensive boys’ school in the NSW for the last five years, based on HSC English.

## School planning process

Comprehensive consultation was undertaken throughout 2014 with parents, staff, students and local community stakeholders. The community was consulted through P&C meetings, assemblies, staff meetings, school development days and online surveys. This enabled the whole community to identify the current strengths of the school and the “type” of boys this community wants to produce in three years’ time. The school leadership team collated this data and collaboratively developed a draft plan at the end of term 1, 2015. The three key stakeholders irrespective forums have since ratified this draft plan

# School strategic directions 2018–2020



**STRATEGIC  
DIRECTION 1**  
A Flourishing School  
Community

**Purpose:**

To create an environment that enables the development of healthy, happy, successful and productive individuals.



**STRATEGIC  
DIRECTION 2**  
Future Boy

**Purpose:**

To empower students through their academic, social, cultural and personal growth to be life-long learners. To build an environment that promotes and delivers students who are able to finish school confident, articulate and skilled.



**STRATEGIC  
DIRECTION 3**  
Successful Learning Community

**Purpose:**

To build a culture of high expectations and a commitment to learning from both staff and students

# Strategic Direction 1: A Flourishing School Community

Purpose	People	Processes	Practices and Products
<p><b>To create an environment that enables the development of healthy, happy, successful and productive individuals.</b></p>	<p><b>People</b></p> <p><b>Students:</b></p> <p>SRC Leaders – wellbeing leaders to be trained in peer support and public speaking</p> <p><b>Staff:</b> All staff – as they participate in well-being programs themselves be better prepared to implement student wellbeing strategies</p> <p><b>Parents/Carers:</b> Workshops, newsletter and presentations at school enable parents to partner school in delivering wellbeing strategies to boys</p> <p><b>Community Partners;</b> Connectedness with local partners such Links to L, Street works, Raise, Local Businesses</p> <p><b>Leaders:</b></p> <p>Well-being Team and HT Wellbeing to developed using funds for planning days and network meeting.</p>	<p>• Team develops a strategic planned approach using scope and sequence register for all year groups</p> <p>[</p> <p>• Develop student's emotional wellbeing integrating PDHPE programs and targeted well-being programs eg. Rock and Water programs. Transitioning programs into senior school with study skills programs</p> <p>• Develop students social wellbeing integrating targeted well-being programs such as camps, day in the park, peer support.</p> <p>• Develop student's sense of meaning and purpose through structured wellbeing programs connecting to culture religion and community. Such as mc day, volunteering ,leadership.</p> <p>• Establish a teacher well-being team and trialling wellbeing strategies that promote well-being</p>	<p><b>Practices</b></p> <p>• Strategic and planned approach to well-being</p> <p><b>Products</b></p> <p>• Improved students emotional wellbeing</p> <p>[Resilience doughnut data and TTFM analysis]</p> <p>• Improved students spiritual wellbeing</p> <p>• [Resilience donut dataand TTFM analysis]</p> <p>• Establish a TeacherWellbeing program</p> <p>•</p>
Improvement Measures			
<ul style="list-style-type: none"> <li>• 15% Decrease in referrals for stress and anxiety from students and staff</li> <li>• 21% Decrease Sentral negative incidents</li> <li>• Increased “flourishing” data from resilience data</li> <li>• Completion of scope and sequence register</li> </ul>			
		<p><b>Evaluation Plan</b></p>	

# Strategic Direction 1: A Flourishing School Community

## Processes

### Evaluation Plan

- Analyse data from surveys in 2018 .
- Analysis of SENTRAL referrals
- 15% Decrease in referrals for stress and anxiety from students and staff
- 21% Decrease Sentral negative incidents
- Increased “flourishing” data from resilience data
- Completion of scope and sequence register

# Strategic Direction 2: Future Boy

## Purpose

To empower students through their academic, social, cultural and personal growth to be life-long learners. To build an environment that promotes and delivers students who are able to finish school confident, articulate and skilled.

## Improvement Measures

- Increased number of staff and students involved with collaborative learning
- Increase in the number of programs
- Self-reporting grades

## People

### Parents/Carers

How do we develop the capabilities of our people to bring about transformation?

**Students:** provide students with opportunities by which they can be elected, selected and nominated on the Student Representative Council and **provide** a forum in which students can contribute to the student community.

**Teachers:** provide an opportunity for teachers to collaborate with student leadership teams and work with students in extra and co-curricular activities.

**Executive:** provide a plethora of platforms in which students are given the opportunity to express their voice.

## Processes

### Academic: Self-Assessment, Peer assessment, Self-Reporting:

**Provide** explicit rubrics, criteria and marking guidelines to facilitate learning outcomes and **plan** future learning pathways.

**Student Leadership:** develop a blooming/vigorous/ **prosperous** student representative community.

**Student Directed Activities:** where students are engaged in learning opportunities in variety of school contexts.

## Evaluation Plan

- Teams to evaluate:
- effectiveness of Increased number of staff and students involved with collaborative learning
- analysis of Increase in the number of programs to empower students

Analyses efficacy of Self-reporting grades

## Practices and Products

### Practices

**Practice;** teachers and student develop explicit quality criteria and **planning** and integrate into learning **programs** and reporting.

**Practice;** To elect and select prefect and representative council by which they will be able to develop and **promote** timelines and initiative to identify and meet the needs of the student community.

**Practice;** identify staff and students which develop/participate/lead a variety of groups, club's and committees that both complement and enhance students' needs and learning outcomes.

### Products

**Product;** students successfully track their own learning trajectories, skills and capabilities using school assessment and reporting structures. Hence, students exit school enthusiastic, articulate and confident with skills to be accomplished members of the global society.

**Product;** a self-sustaining, ongoing and vibrant student representative council that **promotes** student **prosperity**.

**Product;** An increased student **participation** in whole school extra-/co-curricular activities.

**Product:** Facilitation and placement of a pupil portmanteau outside the deputy principal's office.

### Product

# Strategic Direction 2: Future Boy

## People

Strategic Direction 3: Successful Learning Community

## Practices and Products

: provide a platform for students to develop student portfolios.

# Strategic Direction 3: Successful Learning Community

Purpose	People	Processes	Practices and Products
<p><b>To build a culture of high expectations and a commitment to learning from both staff and students</b></p>	<p><b>People</b></p>	<p><b>Processes</b></p>	<p><b>Practices and Products</b></p>
<p><b>Improvement Measures</b></p> <p>Increased NAPLAN growth for writing aspect of literacy.</p> <p>Increased percentage of students reaching expected growth in NAPLAN writing and numeracy.</p> <p>Increased number of staff involved with collaborative learning</p>	<p><b>Students;</b> Using school-based assessment and reporting students will be able to understand and track their own learning trajectories, skills and capabilities.</p> <p><b>Teachers;</b> All teachers will undertake sustained professional learning to ensure they build capacity to deliver <b>effective/engaging delivery mechanisms and use evidence based teaching strategies.</b></p> <p>Faculty teams; <i>Teachers collaborate within faculties to ensure consistency of curriculum delivery, including strategies for differentiation.</i></p> <p><b>Executive; Demonstrates instructional leadership, promoting and modelling effective evidence based practice.</b></p> <p><b>Senior Executive;</b> provide sustained professional learning experiences for exec team to build capacity to lead faculties.</p> <p>How do we do it and how will we know?</p> <p><b>School based assessment,</b> assessment for leaning feedback streamed to students</p>	<p><b>Processes</b></p> <ul style="list-style-type: none"> <li>• <b>Structure within and across faculties</b> to facilitate instructional rounds and modelling in front of peers and modelling effective instructional practice.</li> <li>• <b>HT lead faculties</b> to embed explicit systems of collaboration involving classroom observation modelling best classroom practice.</li> <li>• <b>Faculty review of programs</b> to ensure scope and sequencing and assessment explicitly targets learning goals and success criteria.</li> <li>• <b>Ongoing professional learning</b> opportunities for head teachers to develop leadership capacity</li> <li>• <b>capability;</b> <ul style="list-style-type: none"> <li>– problem solving</li> <li>– creativity</li> <li>– communication</li> <li>– collaboration</li> </ul> </li> </ul> <p><b>Build teacher capacity in curriculum development.</b></p> <p><b>Evaluation Plan</b></p> <p>ICT support to identified students (RAM low SES) provided</p> <p>Analysis of Increased retention of senior students to complete HSC accreditation.</p>	<p><b>Practices</b></p> <ul style="list-style-type: none"> <li>• <b>Practice:</b> All teachers have clarity on success criteria and how these learning goals can be achieved</li> <li>• <b>Practice:</b> All teachers explicitly model and scaffold best practice to students.</li> <li>• <b>Practice:</b> All teachers provide explicit feedback aligned with the learning goals and success criteria</li> <li>• <b>Practice:</b> Teacher professional learning specifically targets faculty learning goals and the school's strategic directions.</li> <li>• <b>Practice:</b> School leadership team demonstrates instructional leadership, promotes and models effective, evidence-based practice.</li> <li>• <b>Practice:</b> Observational rounds are used to support professional learning.</li> </ul> <p><b>Practice:</b> Teacher accreditation is integrated into the professional learning programme.</p> <p><b>Products</b></p> <ul style="list-style-type: none"> <li>• <b>Product:</b> Learning goals and success criteria reflect a culture of high expectations and are explicitly integrated in every program across all KLAS.</li> <li>• <b>Product:</b> All staff engage in a high quality teacher professional learning program.</li> <li>• Students transitioning into years 11 &amp; 12 demonstrate the academic, confidence and contemporary learning skills to achieve at senior school and tertiary studies.</li> </ul>



# Strategic Direction 3: Successful Learning Community

## People

and reported to parents in clear and transparent process to enable students to track their own process.

**Structure within and across faculties** to facilitate instructional rounds and modelling in front of peers and modelling effective instructional practice.

HT

## Processes

Measured increase in relevance in 'Relevance' for stage 6 in TTFM survey.

## Practices and Products

- Teachers embed creative, problem solving, higher order learning activities into teaching programs to develop capabilities.