

# Strategic Improvement Plan 2021-2024

## Ballina Coast High School 8195



# School vision and context

## School vision statement

### Vision

Growing together, Creating futures

### Movement

Through working collaboratively to create a , flexible and dynamic educational environment, we will create a culture that nurtures, inspires and challenges students and staff to find the joy in learning with the skills to make informed contributions as citizens and leaders.

### Principles

Innovation is the cornerstone of our practice through:

- \* Collaborative and authentic learning communities
- \* Open, flexible, personalised and integrated learning through a team-based approach
- \* Knowing, understanding and supporting students to develop capabilities to achieve their personal best
- \* Building a sustainable future.

*We acknowledge the Bundjalung people, the traditional custodians of the land on which we learn and work together and commit to building relationships, respect and opportunities for all Aboriginal people in our community.*

## School context

Ballina Coast High School is a comprehensive secondary school with a Support Unit which has seven classes, located in Ballina in northern New South Wales. The student population of 1000 has been increasing over the last two years. The development of Learning Hubs, an inclusive school, differentiated support and the Targeted Sport Program have contributed greatly to this. The introduction of a targeted Performing Arts program in 2021 will support this further. Only 1% of students have a background where English is an additional language or dialect (EAL/D) and 17% identify as having an Aboriginal background. Students participate in a wide range of learning experiences focusing on collaborative learning in the pursuit of academic improvement and excellence.

The school's staffing entitlement in 2020 was 75 teaching staff and 12 non-teaching staff. The school also employs a Business Manager and two Technical Support Officers from school funds. 99% of our staff made a choice to be at this school. There is no turnover of staff at this time.

We have also fostered strong partnerships with universities, Aboriginal Education Consultative Group, businesses and community groups. The school is involved in a Memorandum Of Understanding with council to share facilities. Students represent the school across the area in a wide range of sporting activities, with both state and regional representation.

The school's equity funding will be used to support programs developed in the 2021- 2024 Strategic Improvement Plan. The school is committed to improving effective classroom practices with staff professional learning being the key to ensuring this. This learning will ensure that both literacy and numeracy levels can be enhanced through improved data collection, analysis and use which underpins our belief in individualised and differentiated learning.

Through targeting attendance and effective classroom practice, consistency and high expectations, we will improve student engagement in Stage 4 and 5. Effective classroom practices have been shown in research lead to enhanced learning outcomes for students. There will also be a focus on Higher School Certificate performance including staff professional learning around deeper analysis and use of data to develop both individual and group support programs. Each faculty will develop ways of deepening the knowledge base of their students.

As a result of the school's situational analysis, it has been determined that a whole school approach, including with all members of the school community, is required to achieve improvement in student performance. This approach will include a review of our core principles embedded in all our practices through high impact professional learning, What Works Best and School Excellence Framework to guide us. A review of the Quality teaching practices supported by the Quality Teaching Online learning, the use of the Literacy and Numeracy Hub and continuation of leadership by school teams will ensure High Impact Professional Learning occurs.

Consultation for the Strategic Improvement Plan occurred with our local AECG, parents and

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carers, staff and students.

# Strategic Direction 1: Student growth and attainment

## Purpose

Our purpose is to ensure students grow in their learning through explicit, consistent and researched and informed teaching.

## Improvement measures

### Target year: 2022

1. The proportion of Year 9 NAPLAN students achieving in the top 2 bands for numeracy shows an uplift of at least 6.9% points from the baseline.
2. The proportion of Year 9 NAPLAN students achieving in the top 2 bands for reading shows an uplift of at least 5.9% points from the baseline.
3. The increase percentage of HSC course results in the top 2 bands shows an uplift of at least 8.5% points from the baseline.
4. The increase percentage of HSC course results in the top 3 bands shows an uplift of at least 11.2% points from the baseline.
5. Increase the proportion of Aboriginal students attaining their HSC while maintaining their cultural identity.

### Target year: 2023

- Increase the percentage of Year 9 NAPLAN students achieving expected growth in numeracy by at least 6.4% points from the baseline of the previous year.
- Increase the percentage of Year 9 NAPLAN students achieving expected growth in reading shows by least 7.4 % points from the baseline of the previous year.
- Increase the percentage of Aboriginal students achieving the top 3 bands in NAPLAN reading and numeracy

## Initiatives

### Literacy and numeracy growth

**Establish and embed a culture of agreed practices in the delivery of quality teaching focused on the improvement of all students' literacy & numeracy skills supported by a Instructional Leader Literacy and Numeracy. The school provides and facilitates professional learning that builds teachers understanding of effective strategies in teaching literacy and numeracy skills and knowledge.**

High impact professional learning on literacy and numeracy

Teaching and learning programming that differentiates to support literacy and numeracy needs of all students

Collaborative Response that is focused on HIPL to support teaching of literacy and numeracy in classes

### Leading Evaluation, Evidence and Data across the school

**In schools that excel, student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.**

LEED team and attends and engages in the LEED Project professional learning with a focus at looking at evidence and recommendations to staff.

Data informs all decision making

Data is collected every five weeks.

Teaching and learning practices use data to improve teaching and track student process.

## Success criteria for this strategic direction

All staff Performance and Development Plans (PDPs) explicitly demonstrate a focus on genuine improvement in teacher practice in literacy and numeracy and data literacy skills.

Literacy and Numeracy Plan established

Every Aboriginal student has a Personalised Learning Plan (PLP) that is collaboratively developed with the student, school and parent or carer. Each PLP will identify the goals, actions and measures of success that will result in positive engagement for every student.

School leaders use systematic and reliable assessment information to continually evaluate student learning and implement changes that lead to significant, measurable improvement.

All staff use the analysis of whole school assessment data to evaluate student learning and implements changes in teaching that lead to measurable improvement. (SEF- Whole school monitoring of student learning)

Teachers and leaders embed evidenced-informed practices in reading and numeracy and ensure that effective teaching methods are identified, implemented and evaluated through quality teaching and learning programs.

## Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in reading and numeracy, to post school destinations?

Data: Data sources will include

- \* Internal assessment,
- \* External assessment, e.g. NAPLAN/HSC
- \* Surveys \* Observation \* Focus Group \* Student voice \*

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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Interview \* Document Analysis

Analysis: Ongoing analysis will measure the success of initiatives and identify areas for improvement or modification.

Implications: The findings of the analysis will inform:  
Future directions and budget allocation

## Strategic Direction 2: Quality Teaching and Collaboration

### Purpose

The school situational analysis identified the need for greater teacher professional learning driven by High impact Professional Learning. Involving strong and authentic partnerships with AECG, Bunjum, parents, carers and continuing to connect with our community is central to quality teaching, learning and collaboration.

### Improvement measures

#### Target year: 2022

Data from Learning Walks informs teacher learning and practice

Collaborative practices guide and inform teaching and learning programs

What Works Best professional learning is evident in the classroom practice.

Staff use learning intentions and measures of success in all lessons

Staff gather feedback from students on their teaching to inform and reflect on where to next.

All staff use PDPs to inform practice and professional Learning

#### Target year: 2022

Data from Learning Walks and Quality Teaching Frameworks informs teacher learning and practice

Collaborative practices guide and inform teaching and learning programs

What Works Best professional learning is evident in the classroom practice.

Staff gather feedback from students on their teaching to inform and reflect on where to next.

All staff use PDPs to inform practice and professional

### Initiatives

#### High Impact Professional Learning

**The school situational analysis identified the need for greater teacher collaboration and sharing with an explicit focus on quality teaching and collaboration reflected in consistency, high expectations and underpinned by high impact professional learning.**

High impact professional learning framework guides professional learning.

Establish a practice of Learning Walks

Review and relaunch Assessment and Reporting Strategies

#### What Works Best-Effective Learning Environments

**In schools that excel, all teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.** through the WWB modules and supported by in class practice-

Assessment and Reporting

High Expectations

Effective Classroom Practice

Feedback

Classroom management

### Success criteria for this strategic direction

Data from Learning Walks informs teacher learning and practice

Collaborative practices guide and inform teaching and learning programs

What Works Best professional learning is evident in the classroom practice.

Staff use learning intentions and measures of success in all lessons

Staff gather feedback from students on their teaching to inform and reflect on where to next.

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### Evaluation plan for this strategic direction

Q Has HIPL led to improvements in classrooms?

Data collected on staff involvement and evaluation of quality professional learning.

Data collected on behaviours that demonstrate engagement of students in learning.

A what is the data leading towards for future TPL?

Implications are a decrease in negative behaviours in classrooms and increased engagement, consistency of practice and teaching/learning

# Strategic Direction 2: Quality Teaching and Collaboration

## Improvement measures

Learning

## Strategic Direction 3: Learning and Engagement

### Purpose

Every student is known, valued and cared for and they attain one year's academic growth for every year at school.

### Improvement measures

#### Target year: 2022

Increase the attendance of students from 83.64% to 84% by 2022.

Increase sense of well being from 65% to 74% (State average is 66% using Tell Them From Me annual data.

Increase sense of advocacy each year using Tell Them From Me annual data.

#### Target year: 2023

Increase the attendance of students from 83.64% to 85% by 2022.

Increase sense of well being from 62.89 to 67% (State average is 66% using Tell Them From Me annual data.

Increase sense of advocacy each year using Tell Them From Me annual data.

### Initiatives

#### Every student is known, valued and cared for

**In schools that excel, there is a strategic and planned approach to develop whole school well being processes that support the well being of all students so they can connect, succeed, thrive and learn.**

Aiming high for attendance

Learning hubs are relaunched

Walking together, Working together-Aboriginal education is everyone's business

Review Well being and Learning

Using the Tell Them From Data to support students.

#### Voice and Choice in Learning

**In schools that excel, an integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the needs of all students .**

High potential, Gifted education Program

Targeted Sports Program

Science, Technology, Engineering and Mathematics Program

Planning for targeted Creative and Performing Arts Program

English as a Second Language Program

### Success criteria for this strategic direction

Number of students increases in the area of attendance

Decreased truancy and late arrivals.

Celebrations of attendance valued by staff, students and parents.

Happier students from TTFM

Increased Hub attendance, celebrations and relationships

Students participating in extra curricula activities

### Evaluation plan for this strategic direction

Q In what ways and to what extent are the individual needs of students addressed?

D What data shows and array of ways to meet student needs?

A What areas are showing success for students?

I What are the implications for 2022 with regards to staffing and curriculum?