

# Strategic Improvement Plan 2021-2025

## **Sydney Secondary College Balmain Campus 8484**



# School vision and context

## School vision statement

Sydney Secondary College Balmain Campus provides an engaging, differentiated curriculum in a middle school setting. We believe that fostering student wellbeing and providing opportunities for students to develop their critical thinking and leadership skills allows students to set goals and achieve their personal best. We develop collaborative, trusting relationships with our students, parents and college partners to create a learning environment where students can flourish academically and creatively, and develop into confident, responsible active citizens.

## School context

Sydney Secondary College is a vibrant and inclusive multi-campus setting in the inner city, comprising of two Years 7 - 10 campuses (Leichhardt and Balmain) and one Year 11 - 12 campus (Blackwattle Bay). Sydney Secondary College Balmain Campus has a current enrolment of 800 students. The school is a culturally diverse middle school with selective and comprehensive streams, along with support classes in autism and physical disabilities. Our school also delivers enrichment programs for students with high potential or giftedness in academic, creative and sporting fields, with entry into these programs via a competitiveness process in year 6.

Curriculum offerings in our middle school context are unusually broad and innovative, with subjects such as philosophy, marine biology, work education and STEM offered alongside the more traditional stage 5 electives. In 2020 we introduced the HSC acceleration program for year 10 students to begin one Preliminary HSC course, with further acceleration and extension opportunities planned within our 2021-24 Strategic Improvement Plan.

SSC Balmain Campus is located on the harbour foreshore at Rozelle, presenting both challenges and opportunities. On a sloping block rich with vibrant vegetation, students and staff navigate a number of steps around the site, supported by two lifts for those less mobile, whilst enjoying stunning harbour views. Our location does allow us to participate in unusual sports such as kayaking and rowing.

Student wellbeing is at the heart of everything we do. Working with the college team, we have developed targeted and supportive processes for successful transition from year 6 to 7 and year 10 to 11. Ongoing student support is provided through a proactive wellbeing team, comprised of deputy principals, head teacher wellbeing, year advisors, girls and boys advisers, and school counsellors. We work with our parents to provide high levels of support for students with more serious health and wellbeing needs, as well as run regular programs for all students such as Wellbeing Wednesday.

Through our situational analysis we have identified the need to use data driven practices that ensure all students are engaged in their learning and are supported by wellbeing policies and practices that promote belonging, attendance and positive behaviours. We will continue to strive for improvement in teaching and learning in particular around assessment, feedback and differentiation. Implementation of the High Performance Gifted Education policy will be a priority within our context. Through the NAPLAN gap analysis we have identified target areas in reading and numeracy and school developed targets in writing, and have developed strategies to successfully achieve them.

# Strategic Direction 1: Student growth and attainment

## Purpose

Our purpose is to support student growth through evidence based and data informed programs. School wide practices will be evaluated and updated, allowing all learners to attain measurable progress and achievement targets.

## Improvement measures

### Reading growth

Achieve by year: 2023

### Reading Expected Growth

An increase in Check-in Assessment mean scaled score for reading in year 8 and 10 in 2023 compared to Year 7 and 9 in 2022.

### Numeracy growth

Achieve by year: 2023

### Numeracy Expected Growth

An increase in Check-in Assessment mean scaled score for numeracy in year 8 and 10 in 2023 compared to Year 7 and 9 in 2022.

### Writing growth

Achieve by year: 2025

## Initiatives

### Student achievement in Literacy and Numeracy

Differentiated programs to support student achievement in literacy and numeracy for students of all abilities.

High impact professional learning for staff to build student outcomes in literacy and numeracy across all key learning areas using evidence based teaching strategies.

Develop systems and professional capacity for analysis of diagnostic and minimum standard data to target areas as needed and monitor improvement.

Whole school adoption and monitoring of Literacy and Numeracy Learning Progressions for personalised learning support.

## Success criteria for this strategic direction

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data (SEF:T:PS)

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement. (SEF:LN:C)

School data shows that student progress and achievement is greater than students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures. (SEF:LN:SPM)

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth. (SEF:T:ECP)

The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease. (SEF:LD:EL)

The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels (SEF: LN:A)

## Evaluation plan for this strategic direction

### Question:

Have literacy and numeracy programs supported students to meet expected growth and attainment targets?

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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Students have been supported

Renaissance Reading

Best start tests

CILSP data

Multilit

NAPLAN DATA

Numeracy and Literacy testing with Year 6

Renaissance reading has improved the reading ages of students over the stage 4 cohort.

Numeracy testing has identified students who are at either end of the cohort. We have offered support for students who are at the lower end and students who are at the higher end.

This has allowed for a compacted curriculum - year 8 and 9 have compacted the year with 4 classes to aim for 5.3 year 9

Are staff able to utilise data to support student growth and attainment in daily lessons?

Staff are able to access data, and have had PL to use data but not all staff are using this.

Has a whole school approach to literacy and numeracy supported student growth and attainment?

There has been growth but impacts of covid had limited the success of this.

It is hard to measure what we are improving - we can only compare to previous cohorts who did not do the program.

### Data:

Year 9 NAPLAN data for Literacy, Numeracy and Writing

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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Survey of student engagement in mentoring and literacy and numeracy initiatives

Best Start data

Check-In data

Internal assessment data.

### **Analysis:**

Year 9 NAPLAN results in numeracy, reading and writing will be analysed by the executive team using SCOUT and PLAN2 to identify the success of individual initiatives.

### **Implications:**

Where do we go from here? Future directions and next steps.

Program reviews with respect to the new curriculum..

Continue to work on numeracy and literacy skills

Aboriginal students - full time AEO to support the students.

Student support officer to support attendance and time in class.

## Strategic Direction 2: Wellbeing and Engagement

### Purpose

To improve attendance, engagement, behaviour and belonging through a strategic and planned approach to whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

### Improvement measures

#### Attendance (>90%)

Achieve by year: 2023

#### Student Attendance:

Increased percentage of students attending school more than 90% of the time by 13% from the system-negotiated baseline.

#### Aboriginal Student Attendance:

Achieve by year: 2025

#### Aboriginal Student Attendance:

Increased percentage of Aboriginal students attending school more than 90% of the time by 26% from the system-negotiated baseline.

#### Wellbeing

Achieve by year: 2023

#### Student Wellbeing:

Increased percentage of students positively reporting on sense of advocacy, belonging and high expectations by 5% from the system-negotiated baseline.

#### Staff Wellbeing:

Achieve by year: 2025

#### Staff Wellbeing:

Increase in staff engagement, belonging and work satisfaction to 95% of teaching and support staff.

#### Student Engagement:

Achieve by year: 2025

### Initiatives

#### Whole school approach to wellbeing and engagement

Implementation of whole-school wellbeing reform to promote cognitive, social, physical, emotional and spiritual wellbeing for all students, by developing and refining practices that foster students' sense of belonging, and which value student choice and promote engagement in learning.

Developing rigorous and systematic approaches to identifying attendance issues and implementing strategies to improve full and partial attendance across the school.

Implementing targeted wellbeing support for students who are at risk of disengaging from learning through early intervention and tailored pathways to employment or studies.

Developing strategies to further support wellbeing and attendance of Aboriginal students in consultation with Aboriginal communities.

High impact professional learning for staff in wellbeing issues, particularly mental health, for staff undertaking roles in the wellbeing teams.

Reviewing strategies to address staff wellbeing needs and implementing strategies to support staff retention and job satisfaction.

### Success criteria for this strategic direction

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes (SEF:LN:LC)

The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points, including highly mobile students and students with atypical enrolment. (SEF:LN:LC)

All classrooms and other learning environments are well managed within a consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption. Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning (SEF:T:ECP)

The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. (SEF:LN:W)

Positive, respectful relationships are evident and widespread among students and staff and promote wellbeing to ensure optimum conditions for learning across the whole school (SEF:LN:W)

All Aboriginal students have clearly defined strategies in their Personalised Learning Pathways to enhance engagement in their learning and have regular opportunities to meet an identified staff member who can provide advice, support and assistance to help them fulfil their potential.

### Evaluation plan for this strategic direction

#### Question:

Do whole school processes support monitoring and communication with students, families and teachers

# Strategic Direction 2: Wellbeing and Engagement

## Improvement measures

### Student Engagement:

Reduction in the number of students not satisfactorily completing year 10 by 50%.

## Evaluation plan for this strategic direction

regarding attendance, wellbeing and behaviour?

Are supports provided to address the needs of the full range of students?

Are opportunities provided for staff to develop professional capabilities?

### Data:

Student attendance data (PxP as well as whole day attendance),

Suspension data (regarding days absent and types of suspension)

TTFM survey results

Student snapshot survey to replicate TTFM to create baseline data, e.g. reach out survey

Sentral entries - positives and negatives

Enrolment - overall numbers and gender balance

Number of students involved in school /community activities

N-Awards and number of apprenticeships, TAFE enrolments, etc.

Number of bronze, silver, gold awards

Staff retention rates, absentee rates, number of staff that gain promotion positions or placements at the senior campus.

People Matters Survey

Internal staff survey

### Analysis:

Analyse the data to determine if the improvement measures have been met.

## Strategic Direction 2: Wellbeing and Engagement

### Evaluation plan for this strategic direction

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#### Implications:

What further initiatives are needed to support wellbeing and attendance?



# Strategic Direction 3: Quality Teaching and Learning

## Purpose

Our purpose is to continue adapting our collaborative culture to utilise expertise, teaching and learning and technology innovations to provide a diverse curriculum in a high stakes environment. Through differentiated curriculum and assessment, we are able to identify individual needs and create transformational impacts in order to ensure learning progressions that meet our community's expectations.

## Improvement measures

### Feedback:

Achieve by year: 2025

### Feedback:

Proportion of staff who feel confident in providing student feedback increased by 1 point, over the four years, to 8.2 (above state average), as one of the Four Dimensions of Classroom and School Practices in the "Focus on Learning" Teacher report for the Tell Them From Me Survey

### Curriculum:

Achieve by year: 2025

### Curriculum:

Increase the diversity of elective courses in stage 5 by ensuring a 15% increase in the variety of courses taken by students

### High Performance Gifted Education:

Achieve by year: 2025

### High Performance Gifted Education:

87% of HAP students achieving in the top 2 bands for the HSC in all their HSC subjects including the HSC HAP courses

### Student Goal Setting:

Achieve by year: 2025

### Student Goal Setting:

## Initiatives

### Developing a culture of high expectations

Differentiating curriculum and co curricular activities to meet the individual learning needs of all students including those with with vocational educational aspirations and high potential.

Building staff efficacy in consistent use of feedback that focuses on improving tasks, processes and student self-regulation in a high expectations culture.

Developing structured systems for students to reflect on their learning progression and set goals and strategies to achieve them in partnership with academic coaches

Building staff capacity through high impact professional learning that caters to the needs of teachers at career stages and promotes leadership skills and clear leadership pathways.

Providing innovative learning experiences with the development of transformative skills for both students and staff and the provision of supporting technology through educational hardware and learning applications.

## Success criteria for this strategic direction

The school's curriculum provision supports high expectations for student learning. The curriculum is enhanced by learning alliances with the college, other schools or organisations (SEF:LN:C)

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers (SEF:LN:A)

The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis (SEF:LN:DSU)

The school has a high performing teaching staff as measured against the Australian Professional Standards, whose capacities are continually built to ensure every student experiences high quality teaching. The leadership team has participated in capacity development programs and implements principles of evaluative thinking, continually monitors the impact of programs and approaches used by all teachers, and improves practice as required. (SEF:T:PS)

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school-wide improvement in teaching practice and student results (SEF:T:LAD)

Technology that supports learning is available and expertly integrated into lessons by teachers. The leadership team deploys teaching and non teaching staff to make best use of available expertise to meet the needs of students. (SEF:LD:SR)

## Evaluation plan for this strategic direction

Question:

## Strategic Direction 3: Quality Teaching and Learning

### Improvement measures

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75% of students showing personal growth on their College Grade Average from year 7 to year 10.

#### **Staff Capacity:**

Achieve by year: 2025

#### **Staff Capacity:**

Proportion of staff reporting feeling supported by leadership and as classroom leaders increase by .3 points to 7.4 (above State average of 7.1) as one of the 8 drivers of student learning as identified in Tell Them From Me "Focus on Learning" Teacher Report

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### Evaluation plan for this strategic direction

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Are we meeting the diverse learning needs of all of our students?

Do we offer a diverse curriculum that all students can engage with?

Do teachers collaborate, evaluate, reflect on and adapt practice for learning?

Are we consistent in the reporting of the progression of our students and the giving of feedback?

Do we have the technology knowledge and capabilities to support innovative teaching and learning?

Data:

HSC results and vocational placements for HAP students

Student and staff engagement indicators from TTFM survey

Staff satisfaction from People Matter Survey

Number of students participating in extracurricular activities

Teaching programs, student work samples, classroom observations

Capital investment in technology

Student survey regarding CGA implementation

Analysis:

Analyse the data to determine the extent to which the purpose has been achieved.

Implications:

In 4-6 years time where to from here?

More thoroughly developed identification processes to identify differentiation needs including HPGE, learning

## Strategic Direction 3: Quality Teaching and Learning

### Evaluation plan for this strategic direction

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support and other modifications

Expansion of programs which ensure collaboration with college stakeholders, academic and professional institutions with the aim of expanding authentic teaching and learning opportunities with an enriched curriculum

Refinement of assessment, reporting and feedback policies and procedures to better meet the needs of the community and to incorporate streamlining through new technologies

An increase in teacher confidence in leading educational change in classrooms and school wide programs

Continual investment in new technologies and upskilling of staff and students to be prepared with transformative skills