

# Strategic Improvement Plan 2021-2025

## **Sydney Secondary College Leichhardt Campus 8507**



**Sydney  
Secondary  
College**  
**Leichhardt**

# School vision and context

## School vision statement

Sydney Secondary College, with campuses at Balmain, Leichhardt and Blackwattle Bay, is an innovative multi campus co-education public education facility. Located in the inner city, with two harbour side locations, students complete Year 7 - 10 education at Balmain or Leichhardt where the focus is on middle schooling. Students move to the young adult learning environment of Blackwattle Bay campus for Years 11 -12 with its broad curriculum and links to TAFE and universities.

Sydney Secondary College offers innovative opportunities for students and provides an excellent broad education based on quality, opportunity and diversity. Students of all abilities are challenged to achieve excellence as successful, future focused learners through positive participation in a diverse learning community. By offering a differentiated, inclusive and rigorous curriculum to our students, they will become resilient, responsible and independent people respectful of diversity and advocates of social justice. In partnership with parents and the community, our professional and dedicated staff will encourage each student to achieve their full potential as effective communicators, creative thinkers and problem solvers in a disciplined and caring environment, based upon mutual respect.

## School context

Leichhardt Campus is a partially selective co-educational middle school campus of Sydney Secondary College (SSC) catering for students from Year 7 to Year 10 and is located in the inner west. The school has an enrolment of 930 students and includes a support unit with a designated Head Teacher for students with mild and moderate intellectual disabilities and autism. 3.6% students are from an Aboriginal and Torres Strait Islander background. There are strong links to the broader community and a highly effective and involved P & C organisation.

A commitment to innovative, rigorous and future focused education underpins future directions of the school. High expectations will be placed on students' academic achievement and consistent high engagement in every classroom. The situational analysis identified the need for a whole school approach to the use of evidence based teaching methods to optimise learning progress for all students across the full range of abilities. Staff will need to develop a deep understanding of student assessment and data concepts to inform planning and modify teaching practice, especially in the areas of literacy and numeracy. Staff will focus on the delivery of differentiated, needs based instruction utilising a repertoire of effective feedback and assessment strategies.

Curriculum provision that supports high expectations in learning and include opportunity for student voice and choice remain a priority in our middle school context. VIBE electives have been a successful initiative from the previous school plan, a focus on the evaluation and refinement of VIBE electives will ensure student engagement through continued challenge and deep learning. Further development of assessment in the 4C's plus R is imperative with VIBE elective offerings to optimise student learning.

Whole school monitoring of student progress will be further facilitated through the introduction of the College Grade Average (CGA) as a College initiative. The CGA will provide a common language across the college to focus on improvement in student achievement through goal setting. This will provide a focus for teacher professional learning to ensure consistency in teacher judgement within faculties and across the school and opportunity for collaboration between the two junior campuses.

Leichhardt campus will continue to provide an educational learning environment that is appropriate for the personal and social developmental needs of young adolescents. The school values reflected in the Leichhardt Way focus on Respectful and Responsible Learners. A consistent whole school approach to classroom management will instil a sense of personal responsibility for learning with students and promote mutually respectful relationships and positive communication across every classroom.

With a high proportion of beginning, early career and temporary teachers; mentoring and support of all staff is a high priority. A teacher mentor position is an initiative to support teachers to be effective practitioners through in classroom support and opportunities to reflect and evaluate teaching practice. Regular teacher professional learning in effective teaching and assessment strategies will ensure teachers are well supported to collaborate, share and embed good practice.

# Strategic Direction 1: Student growth and attainment

## Purpose

Our purpose is to ensure that all students, across the full range of abilities, reach their learning potential. A focus on the delivery of differentiated, needs based instruction through explicit teaching strategies will drive improvement in student progress measures. Teachers will inform teaching practice through effective data analysis to identify student achievements and progress.

## Improvement measures

### Reading growth

Achieve by year: 2023

Uplift in the percentage of correct questions in Check-In data in Reading from Years 7 to 9.

Achieve by year: 2025

### SEF Elements

Excellence in "Effective Classroom practice" and "Data Skills and Use" results in sustained improvements in "Student Performance Measures".

### Numeracy growth

Achieve by year: 2023

Uplift in the percentage of correct questions in Check-In data in Numeracy from Years 7 to 9.

## Initiatives

### Explicit Teaching of Literacy & Numeracy

Development of highly effective, evidence based teaching practice across the school with a focus on explicit teaching of literacy and numeracy.

- Develop and implement whole school literacy and numeracy strategy.
- Whole school adoption of Learning Progressions.
- Explicit teaching of literacy and numeracy in English and Mathematics aligned with the learning progressions 7-10.
- Student progress in English and Mathematics is tracked against the learning progressions in PLAN2.
- Teacher Professional Learning is informed by evidenced based research such as What Works Best and High Impact Professional Learning.
- Whole school professional learning opportunities facilitate development of high impact teaching strategies and promote sharing of best practice through collaboration.

### Data Skills in Teaching

Student assessment data is regularly and effectively used school-wide to identify student achievement and progress.

- Staff regularly and expertly use diagnostic data such as Best Start, NAPLAN and internal assessment data to guide use of high impact teaching strategies.
- Embed use of data skills to inform teaching practice and identify literacy and numeracy focus areas and targeted intervention for students.
- Data use informs dynamic teaching and learning programs featuring explicit teaching practice, backward mapped assessment and feedback points.
- PLAN2 embedded across English & Mathematics to monitor student progress against the learning progressions.
- Embed the use of formative data collection and analysis, feedback and reflective practice on teacher

## 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:PS)
- Teaching strategies implemented reflect research on best practice and include ongoing monitoring of success. (SEF:ECP)
- The school has processes in place to support teachers consistent, evidence based judgement and moderation of assessments.(SEF:A)
- 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:C)
- All teachers have a sound understanding of student assessment and data concepts. They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.(SEF:DS&U)
- School staff collaborate with the school community to use student progress data to identify strategic priorities and develop and implement plans for continuous improvement.(SEF:DS&U)

## Evaluation plan for this strategic direction

### Questions:

- What has been the impact of using explicit literacy and numeracy strategies consistently across the school?
- Does data use in teaching reflect best practice and include ongoing monitoring of success?
- Do teachers collaborate to evaluate, reflect, adapt and share best practice in teaching literacy & numeracy in faculties, across faculty and across campus ?

# Strategic Direction 1: Student growth and attainment

## Initiatives

effectiveness.

## Evaluation plan for this strategic direction

### Data:

- External student performance measures (NAPLAN)
- Internal student performance measures (Learning Progressions), student work samples, PLAN2 focus areas & observations, Teaching and Learning programs, classroom observations, teacher PDP's, professional learning evaluations.

### Analysis:

- Analyse the data to determine the extent to which the improvement measures have been met and the purpose achieved.

### Implications:

- Where to from here? What are our next steps?

# Strategic Direction 2: Collaborative and Highly Effective teaching practice

## Purpose

We will leverage the collective influence of our extended professional learning community to drive change in teaching practice that is immediate with high impact. This will take the form of embedding formative assessment and evidence based teaching into teaching practice to cater for a range of diverse learners. Staff will develop a repertoire of best practice feedback mechanisms. In addition, our school will develop a collaborative coaching and mentoring culture that supports all staff to further develop their capacity to improve student learning outcomes.

## Improvement measures

Achieve by year: 2021

- Audit of T&L programs across KLA's confirm formative assessment practices, feedback and explicit teaching of literacy and numeracy are embedded in T&L programs across with evidence of student outcomes improving.

Achieve by year: 2025

- Formative assessment practices are embedded in T&L programs across all KLA's, with evidence of student outcomes improving.

Achieve by year: 2025

- All staff have embedded formative assessment and high quality feedback strategies as regular classroom practice.
- All staff have participated in Leichhardt Rounds.

Achieve by year: 2025

- The school has a high performing teaching staff as measured against the Australian Professional Teaching Standards whose capacities are continuously built to ensure highly effective teaching.

Achieve by year: 2025

- All new staff, beginning teachers and experienced

## Initiatives

### High Impact Assessment and Feedback

Embedding effective assessment increases the amount of feedback students receive and improves student learning outcomes.

- Best practice feedback and formative assessment evident in the teaching and learning programs across all KLA's.
- Common feedback strategies identified for school context and applied consistently e.g. coding of feedback to provide fast and effective feedback.
- Staff understand assessment for learning and use common formative assessment strategies as a way to track student progress e.g. numbers on the scales, could progress to link to CGA.
- HPGL pilot group such as the 'Think Tank' focuses on changes in practice for the selective stream with an emphasis on critical and creative thinking, 4C's +R.
- HT T & L to concurrently implement the HPGE policy.
- Curriculum provisions evaluated with offerings supporting high expectations and ensure continued challenge and maximum learning.
- Professional learning organised with external expert, workshops and in school support through capacity building with leadership team.
- Professional learning for all staff on embedding formative assessment and high quality feedback into teaching practice

### Coaching & Mentoring Culture

Developing a coaching culture will support staff members to achieve professional growth enhance their ability to develop and maintain high expectations and drive improvement in teaching and learning outcomes.

- An impact driven professional learning program to be implemented with executive leadership team.

## Success criteria for this strategic direction

- The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the specific provision of specific and timely feedback between teachers. (SEF:L&D)
- Assessment is used flexibly and responsively and formative assessment is practiced expertly by teachers.(SEF:A)
- Teaching and learning programs across the school show evidence of adjustments to individual students learning needs, ensuring all students are challenged leading to improved learning.(SEF:C)
- Curriculum provision supports high expectations and enhanced by learning alliances across the college. (SEF:C)
- Whole school and inter-school relationships provide mentoring and coaching support to ensure on-going development and improvement of all teachers, by expert teachers. (SEF:L&D)
- The school has a high performing teaching staff as measured against the Australian professional Standards, whose capacities are continuously built to ensure high quality teaching.( SEF:PS)
- The leadership team establishes a professional learning community which is focused on continuous improvement of teaching & learning. (SEF:EL)
- The school is "Excelling" in the SEF elements of 'Collaborative Practice & Feedback' and 'Coaching and Mentoring'.

## Evaluation plan for this strategic direction

### Questions:

- Are we excelling in formative assessment and feedback?
- Do the executive staff and aspiring leaders have an increased confidence in PDP processes and difficult conversations to improve the performance of staff?
- Are teachers indicating in evaluations that they are

## Strategic Direction 2: Collaborative and Highly Effective teaching practice

### Improvement measures

teachers requiring support receive mentoring. Action research teaching and learning projects are developed for aspiring highly accomplished and lead teachers (HALT's).

### Initiatives

- Aspiring leaders will be developed to build leadership density and capacity of staff through collaborative processes.
- All staff will be supported to proactively improve their performance through a high performance culture that continuously monitors improvement.
- Leichhardt Observation rounds provide accountability and quality assurance of highly effective teacher practice.
- Staff members will deliver expertise in coaching conversations that increase self-awareness and personal responsibility in their own professional growth. This skill set will strongly align with 'academic coaching' through the CGA initiative.
- The creation of a 'Teacher Mentor' role will be suitable for a knowledgeable, experienced, highly proficient teacher who works alongside new staff, such as beginning teachers until that new staff member becomes more capable and confident.

### Evaluation plan for this strategic direction

more confident conducting coaching conversations with students?

- Has the introduction of a Teacher Mentor role positively impacted the proficiency of new and beginning teachers?
- Have the teacher induction processes been strengthened?
- Have curriculum offerings supported high challenge and optimum learning?

#### Data:

- Internal data scores -CGPA, horizontal analysis of HPGL internal Sentral scores indicate student growth, Sentral reporting grades, ROSA grades., TTFM, People Matter survey.
- Evaluation survey data of professional learning for executive, aspiring leaders and teaching staff to be used over the 4 year duration of the school improvement plan.

#### Analysis:

- Analyse the data to determine the extent to which the improvement measures have been met and the purpose achieved.

#### Implications:

- Where to from here? What are our next steps?

# Strategic Direction 3: High Expectations Culture for Excellence

## Purpose

Our purpose is to develop positive learning environments that support continuous improvement within a culture of high expectations for student achievement. There is a need for a clear continuum of support that includes specialist support for students with complexity and a focus on student well-being through the development of positive relationships. Our school will look to strengthen collaborative connections between parents, teachers, students and the community to provide quality learning opportunities and experiences to inspire our students and raise the level of students expectations, engagement and achievement.

## Improvement measures

Achieve by year: 2025

- All staff report strong understanding and high consistency with wellbeing processes and procedures to support student engagement with learning.

### Wellbeing

Achieve by year: 2023

- TTFM Wellbeing data increases to be at or above the lower bound system negotiated target of 89.6%.

Achieve by year: 2025

- Larger more representative SRC exists within the school.
- Junior AECG embedded in school to give voice and seek input from Aboriginal students.
- Increased opportunities for cross campus and interschool leadership experiences.
- Student voice and choice evident in curriculum offerings.

Achieve by year: 2022

- Improvement in the percentage of Aboriginal students who attend school >85% of the time to be 4% or higher above the school's lower bound system

## Initiatives

### Wellbeing Continuum of Support

Proactive and responsive learning environments result in motivated and engaged students to deliver their best. Supportive and responsive wellbeing structures enable students to do their best learning and are paramount to the establishment of effective partnerships across the school community.

- Develop and implement a whole school Wellbeing Plan informed by DoE policy including the updated Behaviour Strategy, that supports students to connect, thrive and succeed.
- Develop and implement a Wellbeing Continuum that is unique to the SSC Leichhardt Campus context, which supports students through tiered, evidence based interventions.
- School processes, policies and procedures are implemented consistently across all classrooms to support student engagement in learning.
- Tell Them From Me surveys with students, staff and parents implemented from 2021 to produce baseline data for wellbeing measures.
- Professional learning supports staff to monitor/track student wellbeing and make appropriate referrals for support when necessary.
- Attendance policy is supported at school level by clearly communicated processes and procedures to monitor and follow up on student attendance including late arrivals to school.

### Connected learning community

Developing and maintaining highly connected relationships between teachers, parents, students across campus and community to build the school as a cohesive and supportive educational community.

- College Grade Average(CGA) implemented to embed student responsibility for their own learning and track and monitor student's progress.
- Student led conferencing(SLC) supports high

## Success criteria for this strategic direction

- All classrooms and other learning environments are well managed within a consistent school-wide approach.(SEF:ECP)
- The school has implemented evidenced based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. (SEF:W)
- Positive, respectful relationships are evident and widespread among students and staff and promote wellbeing to ensure optimum conditions for learning across the school. (SEF:W)
- The whole school community work together to support consistent and systematic processes to ensure student absences do not impact on learning outcomes. (SEF:LC)
- There is school wide, collective responsibility for student learning and success which is shared by parents and students. (SEF:W)
- The leadership team measures school community (parent & student) satisfaction and shares its analysis and actions in response to the findings with its community.(SEF:MP&P)

## Evaluation plan for this strategic direction

### Questions:

- Are processes and procedures being used consistently across the school in every classroom to support student engagement in learning?
- Is transformational change in behaviour patterns across the school with increased student engagement and improved attendance evident?
- Are teachers, parents and the community effectively working together to support regular school attendance?
- Are we seeing Increased % of student engagement in Y8 and 9?
- Are students participating effectively in the SLC and CGA initiatives? Are grades tracking improvement



## Strategic Direction 3: High Expectations Culture for Excellence

### Improvement measures

negotiated target.

#### **Attendance (>90%)**

Achieve by year: 2023

- Increase proportion of students attending school more than 90% of the time to be 4% or higher above the school's lower bound system negotiated target.

### Initiatives

expectations in student goal setting.

- Initiatives to support for Y8 and Y9 student engagement and connection to learning through targeted programs and activities resulting in improved school attendance.
- Increase opportunities for student voice and choice in leadership and learning.
- Develop and maintain community links and partnerships to increase student leadership opportunities.
- Student support officer role strengthens community & school partnerships to engage students in their learning through improved student attendance.
- PL to facilitate mentoring and development of staff for SLC and Academic Coaches for CGA interviews.
- Provision of workshops and other opportunities which empowers parents to support students attendance, learning and engagement and strengthens home/school partnerships.

### Evaluation plan for this strategic direction

year on year for students?

- Is there an accountability framework for the work of the SSO? Has student attendance improved through the work in this role?

#### **Data:**

- Student engagement in learning (SENTRAL, All student data) , Student Grade data in Sentral, TTFMe, People Matter survey, Detention and suspension data, classroom observations, teacher PDP's, professional learning evaluations.

#### **Analysis:**

- Analyse the data to determine the extent to which the improvement measures have been met and the purpose achieved.

#### **Implications:**

- Where are we now? Where to from here? What are our next steps?