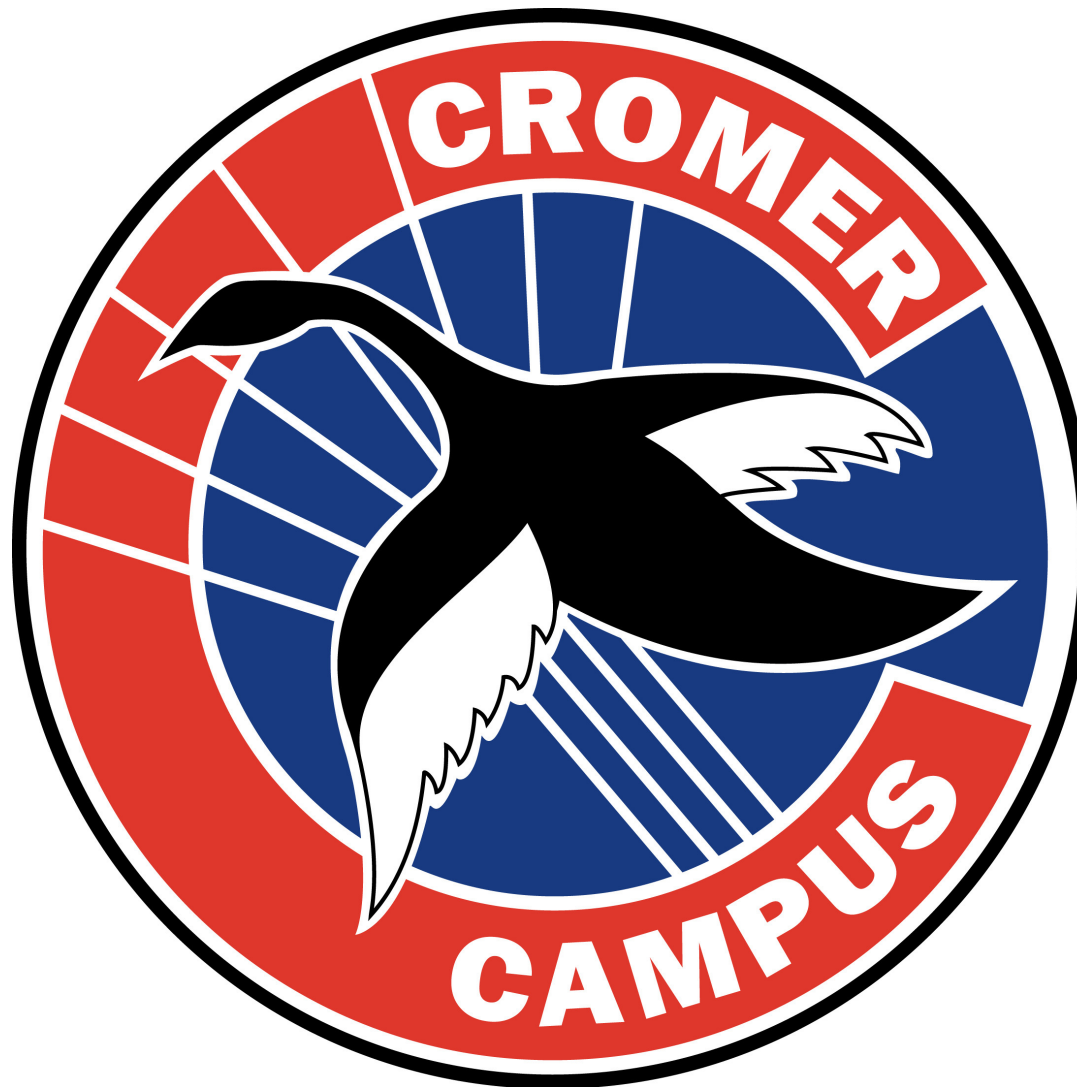


Strategic Improvement Plan 2021-2024

Northern Beaches Secondary College Cromer Campus 8511



School vision and context

School vision statement

Students at Northern Beaches Secondary College Cromer Campus will be successful today and prepared for tomorrow within a supportive learning environment. We are committed to enhancing and refining expert teaching and learning practice that fosters resilient, passionate and accomplished lifelong learners.

School context

Northern Beaches Secondary College (NBSC) Cromer Campus is a Year 7-12 comprehensive, coeducational campus located on the Northern Beaches of Sydney with an enrolment of 879 students and trend data indicates continued enrolment growth. This includes six support classes for students with mild to moderate intellectual disabilities.

The school enrolment is characterised by an even distribution of boys and girls. Our school community is culturally and linguistically diverse. Thirty four percent of students have a non-English speaking background, and 17 students identify as having an Aboriginal background.

We are one of five campuses in the Northern Beaches Secondary College, which provides our students with opportunities to access a wide range of enrichment and curriculum choices, including a comprehensive range of academically challenging HSC subjects and access to a range of TAFE courses.

The school has a strong emphasis on student wellbeing programs including Positive Behaviour for Learning, established girls and boys programs and a wide range of extra curricular opportunities including, the Duke of Edinburgh program, music/band programs, dance groups, art clubs, debating and student leadership opportunities through our schools SRC.

Teaching staff at the school work collaboratively with high levels of commitment to their students. High impact teaching strategies focused on literacy are embedded across the school and have resulted in above state average results including enhanced HSC results.

NBSC Cromer Campus enjoys excellent college, community and parental support including an active and supportive P&C association. The whole school community, involving students, staff and parents were consulted in a thorough situational analysis followed by the development of this strategic improvement plan.

Through our situational analysis, we have identified the need for an ongoing emphasis on literacy and numeracy and a commitment to professional learning for teaching staff around high impact teaching strategies. This is especially important in supporting beginning and new teachers employed at our growing school. These areas of emphasis will lead to further development of effective classroom practices based on data informed decision making that research shows will lead to enhanced learning outcomes. Differentiating and supporting student learning for Aboriginal, EALD and high performing students to ensure every student is known, valued and cared for with an emphasis on student well-being programs, will also be a focus of this strategic improvement plan.

Strategic Direction 1: Student growth and attainment

Purpose

To ensure our students academic success we will utilise best practice teaching strategies focusing on literacy and numeracy outcomes with an emphasis on creative and critical thinking for all students.

Improvement measures

Target year: 2022

NAPLAN Numeracy : Improvement in the percentage of students achieving in the top 2 bands to be above the school's lower bound system-negotiated target by achieving an increase of 6.7% or greater.

Target year: 2023

NAPLAN Reading : Improvement in the percentage of students achieving expected growth to be above the school's lower bound system-negotiated target by achieving an increase of 3.3% or greater.

Target year: 2022

Increase the proportion of students achieving in the top 3 HSC bands above the school's lower bound system negotiated target by 5.6%

Target year: 2023

NAPLAN NUMERACY :Improvement in the percentage of students achieving expected growth to be above the school's lower bound system-negotiated target by achieving an increase of 3.3% or greater.

Target year: 2022

NAPLAN Reading: Improvement in the percentage of students achieving in the top 2 bands to be above the school's lower bound system-negotiated target by achieving an increase of 6.7% or greater.

Initiatives

Explicit Literacy and Numeracy learning

- Literacy and numeracy professional learning and teaching practice is informed by research such as What Works Best and High Impact Professional Learning.
- Develop systems and professional capacity for analysis of NAPLAN, HSC and minimum standard data to identify monitor improvement measures and to target areas as needed.
- Whole school explicit teaching of literacy and numeracy skills.
- Whole school focus on Literacy will inform improved student outcomes across KLAS.
- Adoption of school wide writing structures to support student writing.

Highly Effective Teaching Practices

- Visible Learning, student engagement through innovative best practice classroom management processes, critical and creative thinking practices will drive improved student outcomes in every classroom.
- Learning goals and success criteria in every classroom to inform student learning and to build students confidence and success in each subject.
- Formative assessment used in every classroom informing teacher judgement on student learning progress.
- Collaborative teacher efficacy increasing across the school through effective professional learning focusing on visible learning practices.
- Collaborative teacher efficacy increasing across the school through effective professional learning focusing on student engagement through a commitment to school wide classroom management techniques.

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.

The school achieves excellent value-added* results, significantly above the value added by the average school.

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement.

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.

(School Excellence Framework Elements: Student Performance Measures, Assessment, Professional Standards)

Evaluation plan for this strategic direction

Question: What has been the impact of a whole school focus on data analysis and high impact professional learning on student literacy and numeracy outcomes? Are there high levels of collaborative teacher efficacy driving visible learning, classroom management practices and critical and creative thinking across the school?

Data: These data sources will be collected and analysed by relevant teachers, leaders and teams: external student performance measures (NAPLAN); internal student performance measures; teaching programs; classroom observations; student work samples; learning walks. Tell them from Me - staff and student surveys.

Analysis: Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

Implications: Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.

Strategic Direction 2: Every student, known, valued and cared for.

Purpose

To maximise student learning outcomes and through data analysis, staff know their students and how they learn and design and implement differentiated programs that allow staff and all students to flourish.

Improvement measures

Target year: 2024

Increase proportion of students attending greater than 90% of the time by 6.2%.

Target year: 2023

All student equity groups are performing at levels equivalent to or greater than their cohort in external measures.

Target year: 2024

Increase proportion of students attending greater than 90% of the time by 11.2%.from the 2019 baseline level.

Target year: 2024

Retention of students to year 12 increases by 20% from 2019 levels.

Initiatives

The Stage 4 Project - Lifting student attainment in literacy and numeracy.

- Creation of an executive led team structure to identify, support and improve stage 4 students attainment of literacy and numeracy skills.
- Creation of highly skilled mentors in every faculty to improve the processes of differentiation across the school.
- Modification of teaching programs to emphasise literacy and numeracy skills.
- Monitoring of student well-being and attendance data including implementation of appropriate interventions to support student engagement.
- Methods of inquiry include teaching rounds, to provide evidence of impact.

Differentiating for success

Established practices for development, monitoring and evaluation of strategies and structures to ensure the realization of every students full potential.

- Develop deep staff understanding and effective implementation of programs related to the High Potential and Gifted Education policy
- Methods of inquiry include teaching rounds, to provide evidence of impact.
- Staff professional learning in data collection and analysis.
- Developing, monitoring and evaluating rigorous and robust opportunities for all extension/enrichment programs
- Individual learning plans for Aboriginal, EALD, refugee and support unit students.

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 other schools or organisations, where useful and practicable.

Progress and achievement of equity groups within a school is equivalent to the progress and achievement of all students in the school.

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.

Attendance data is regularly analysed and is used to inform planning. Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk.

(School Excellence Framework Elements: Student Performance Measures, Educational Leadership, Curriculum, Learning Culture.)

Evaluation plan for this strategic direction

Question: Are equity groups of students in our school performing at or above the rest of their cohorts? Do staff have a deep understanding of HGPE and are they catering for the needs of gifted students in all curriculum areas leading to increased student performance?

Data: These data sources will be collected and analysed by relevant teachers, leaders and teams: external student performance measures (NAPLAN, HSC); internal student performance measures; wellbeing measures including attendance, negative incidents and suspensions. Tell them from Me surveys.

Analysis: Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Strategic Direction 2: Every student, known, valued and cared for.

Evaluation plan for this strategic direction

Implications: Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students unique learning needs are catered for and every student has an equitable chance of success at school.

Strategic Direction 3: A learning culture driven by high expectations

Purpose

To foster a culture of commitment and collaboration in teaching and learning, where teachers regularly reflect on their practice, drive high expectations of excellence where students are actively working towards personalised learning goals that ensure success, a sense of achievement and high aspirations.

Improvement measures

Target year: 2024

100% of teaching staff reporting achievement of their PDP goals related to the School Excellence Framework.

Target year: 2024

100% of Year 7-10 students are choosing a learning goal related to literacy/writing and are achieving or exceeding their co-developed learning goals.

Target year: 2022

Learning walk data shows 100% of classrooms display learning goals.

Target year: 2024

Learning Culture: The school reports we are excelling in this SEF element "Learning Culture".

Target year: 2022

Learning walk data indicates the consistent application of classroom management strategies which resulting in a 10% decline in documented negative incidents.

Initiatives

High Impact Staff Professional Learning Models

- Processes supporting high impact professional learning across our school.
- A PDP process supporting a professional culture of high expectations and the attainment of the school's strategic improvement measures.
- A whole school program leading and mentoring early career teachers (ECTs) to promote the development of confident and well equipped educators.
- Learning Walks specifically looking at student engagement and teacher practice within the classroom.

Learning Conversations

- Every student is engaged and working towards personalised learning goals throughout each stage of their education.
- Utilisation of Learning Continuum's to reflect the school's priorities, tracked through the learning conversation processes.
- Professional learning for staff to develop a deep understanding of learning continuum data to support students in achieving their learning goals.
- Linking of student learning conversations to literacy to improve the quality of extended response writing across the school.

Success criteria for this strategic direction

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.

Teachers actively evaluate, share and discuss learning from targeted professional development with other staff in their school to improve whole school practice.

The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning.

(School Excellence Framework Elements: Effective Classroom Practice, Professional Standards, Learning and Development, Educational Leadership,)

Evaluation plan for this strategic direction

Question: Does high impact professional learning lead to successful attainment of the improvement measures leading to enhanced student outcomes? What has been the impact of student learning conversations in relation to students academic success and engagement at school?

Data: These data sources will be collected and analysed by relevant teachers, leaders and teams: external student performance measures (NAPLAN, HSC); internal student performance measures; wellbeing measures including, positive incidents and student participation in extra curricular activities. Internal staff performance measures; Learning Walk data, Tell them from Me - staff surveys, analysis of staff PDP goals.

Analysis: Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Implications: Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as

Strategic Direction 3: A learning culture driven by high expectations

Evaluation plan for this strategic direction

future school planning to provide continuous improvement, and alignment between staff and students goals and the schools improvement measures.