

Strategic Improvement Plan 2021-2025

Brisbane Water Secondary College Umina Campus 8513



School vision and context

School vision statement

Brisbane Water Secondary College is the first choice in educational delivery 7-12 on the Peninsula. Our community is confident that the whole student is catered for, is rich in curricula choice and provides innovative educational delivery. Our students are provided with the skills and knowledge to be successful beyond the school setting.

Brisbane Water Secondary College Umina Campus is a dynamic educational setting that provides choice and diversity in learning excellence through age appropriate learning, curriculum provision, quality pedagogy and future focused thinking.

Our purpose is that Brisbane Water Secondary College students succeed.

School context

Brisbane Water Secondary College (BWSC) was established in 2002 to expand the educational opportunities of students on the Peninsula by offering a collaborative approach from across one school with two distinct campuses. BWSC is a dynamic comprehensive, co-educational, 7-12 College established to provide pedagogy in learning environments that cater to the nature and specific needs of middle years learners and senior learners.

The middle school located in Umina has an enrolment of 875 students who are learners in Years 7-9 of which 10% are Aboriginal. The Umina Campus also has seven special education classes specialising in intellectual disabilities, multicategorical and emotional disturbance. Our inclusive focus provides high quality learning programs which focus on literacy and numeracy, future focused learning, enrichment, creative and performing arts, targeted sports and leadership. As well, the large College farm is located on the Umina Campus providing unique opportunities for all College students in Agriculture and vocational education.

In 2020 the College collaboratively conducted a situational analysis and self assessment. There was much to celebrate in the analysis, however we identified some clear areas for improvement in the 2021-2024 planning cycle. This included a focus on Aboriginal education around retention and engagement in schooling and increased academic success for all students and a community focus on attendance at school and engagement in the learning when at school. We recognise the need to enhance our administration, procedures and communication across the College to ensure students have a deep sense of belonging. Innovation and quality pedagogy continue to be a focus to ensure that all students are catered for and that curriculum and assessment is fit for purpose, rigorous and supported.

BWSC is a proud member of the Brisbane Water Learning Community (BWLC) that includes five partner primary schools. The BWLC share a commitment to the vision of a united cohesive K-12 curriculum delivery through quality teaching is the alliance mandate. We work together with our local AECG to co-create and collaborate to ensure our students achieve personal success.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

Improvement measures

Numeracy growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

Reading growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

Attendance (>90%)

Achieve by year: 2023

Attendance

Improvement in the percentage of students attending at or above 90% to be above the school's lower bound system-negotiated target of 60.8%

Initiatives

Aboriginal Education

- Develop quality teacher professional learning and implementation with a specific focus on improving learning outcomes for all Aboriginal students with each student's growth and attainment measurable in Reading and Numeracy.
- Engage in authentic collaboration with parents, students and community through strategically aligning individual data informed growth and attainment targets with PLPs and individual learning goals.
- Commit to developing cultural competencies of staff through ongoing professional learning, working with local community and reconnecting with the local AECG Koorana.

Building strong foundations for academic success

Improve effective classroom practice through developing teacher capacity in evidence based explicit teaching practice, formative assessment and differentiated teaching.

- Develop, support and embed the practice of analysis and use of data (NAPLAN, Best Start, Check in, PAT and internal data) to inform specific targets in literacy and numeracy planning and teaching practice.
- Provide professional learning to realise whole school adoption of Literacy and Numeracy Learning Progressions to inform and support maximising all student learning outcomes in Reading and Numeracy.
- Change and adjust practice using the Progressions in order to develop explicit individual learning goals, provide evidence based differentiated teaching in line with the learning goals and inform ongoing improvement for each student through quality explicit formative feedback.
- Establish collaborative support for teacher performance development, cross-faculty/College collaborations and evidence-based programs and lessons where knowledge and practice is focused on our shared community of students and families.

Brisbane Water Secondary College Umina Campus (8513) -2021-2025

Success criteria for this strategic direction

Teachers collaborate to share curriculum knowledge, data, feedback and other information about student progress and achievement which meet the learning needs of all students.

Teachers analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.

Teaching and learning programs are working documents that reflect revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

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

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.

The school identifies what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data.

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

Evaluation plan for this strategic direction

Question: What has been the impact of using consistent, explicit enquiry-based teaching protocols, on student performance? Do teachers effectively use data to regularly collaborate, evaluate, reflect on and adapt practice?

Data: External student performance measures (NAPLAN/ Best Start/ Check in), internal student performance measures (formative and summative assessment),

Strategic Direction 1: Student growth and attainment

Initiatives

- Improve student learning by engaging with colleagues to evaluate teacher practice and professional learning activities in order to explicitly and regularly monitor and reflect on teaching effectiveness.

Attendance supports student success

- Update whole-campus approach to wellbeing processes to ensure monitoring, data collection and analysis and evaluation of student behaviour, attendance, wellbeing, learning and engagement data is realised in regularly updated Individual Learning and Support Plans (ILSP) and teaching and learning programs and practice. Align these practices across the College for effective transition through information sharing.
- As a College, develop and implement a K-12 Community approach to improving cultural practices around school attendance through review of systemic processes, data analysis and community support.
- Identify Transition as providing opportunities for student growth between schools, campuses and stages. Developing pivotal points of contact that ensure the strategic and explicit sharing of information during transition will provide the foundations of support for all students.

Evaluation plan for this strategic direction

teaching programs, classroom observations, student work samples, attendance data.

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

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

Strategic Direction 2: SD 2 High expectations, professional growth and continuous improvement culture

Purpose

To support and enhance student success, we will continue to focus on high expectations in teaching and learning for all students and teachers in order to embed and sustain a culture of ongoing improvement.

Improvement measures

Achieve by year: 2025

- All teachers embed targeted literacy and numeracy strategies into their teaching practice with a specific focus on improving writing.

Achieve by year: 2025

- Staff will explicitly teach future focused skills and project based learning will be an authentic part of high impact teaching and assessment practices.

Achieve by year: 2025

- Targeted programs will reflect high impact, relevant teaching practices that are consistently evaluated and adjusted to meet the changing needs of all students so they can succeed.

Achieve by year: 2025

- All teachers, supported by the Data Team, will analyse internal and external data sources to inform their planning and demonstrate a clear understanding of the full range of assessment strategies to assess student progress and achievement and reflect on teaching effectiveness.

Achieve by year: 2025

- All staff engaged in whole school Professional Learning and implement High Performance and Gifted Education (HPGE) Policy, formative assessment and differentiated teaching and learning into their processes and practices.

Initiatives

High impact learning culture

- Create a future focused learning environment that explicitly teaches skills in collaboration, problem solving, creativity, critical thinking and communication and provides authentic project based learning opportunities (incorporating technology) for all students to develop and refine these skills.
- Ensure targeted programs -Enrichment, AVID, Targeted Sports, CAPA, ASPIRE, WICOR, Support-reflect high impact teaching practices and evolve through the evaluative process to remain current and relevant to the learning needs of the students improving their learning outcomes and achievement.
- Collaborate across the College to improve extended response writing through backward mapping HSC data, informing on explicit areas for improvement in writing and addressing these skills explicitly in Stages 4 and 5 to build competency and expertise.

High impact teaching culture

High impact teaching is achieved through targeted whole school professional learning and data driven evidence-based practice. It is consistently focused on high expectations in all areas of teaching and learning for teachers, students and the educational community and addresses issues of equity and socio-economic disadvantage to ensure all students succeed.

- Embed data analysis as a whole school practice where all teachers will analyse, interpret and extrapolate data to inform planning, identify interventions and modify teaching practice. School-wide, data will be used to identify student achievements and progress, provide the opportunity to reflect on teaching effectiveness and inform future school directions.
- Grow the Data Team to lead whole school analysis of data, support professional learning and develop a process that provides the platform for authentic evidence-based decision-making around teaching and learning for ongoing improvement.

Success criteria for this strategic direction

The school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence.

The school's curriculum provision supports high expectations for student learning and all students effectively develop their knowledge, understanding and skills.

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.

The school uses data to inform collective decisions about student learning, aligned with improvement measures in the school plan.

School staff collaborate with the school community to use student progress and achievement data to identify strategic priorities and develop and implement plans for continuous improvement.

Strategies implemented reflect research on best practice and include ongoing monitoring of success.

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.

Campus and College relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers.

Evaluation plan for this strategic direction

Questions: Are teachers analysing data to inform their

Strategic Direction 2: SD 2 High expectations, professional growth and continuous improvement culture

Initiatives

- Develop a Professional Learning culture that is supported and embedded in the school's organisational structure and is focused on Aboriginal Education, disability and inclusion, assessment and reporting, High Performance and Gifted Education (HPGE), improving writing, collaborative practice and feedback, curriculum, achieving and maintaining accreditation and effective classroom practice and management in order to inform and realise best practice in high impact teaching and learning.

Evaluation plan for this strategic direction

programming and teaching practice? Are targeted programs being regularly evaluated and then updated to reflect their evolution? Is our whole school data analysis authentically informing our planning and improving student learning outcomes and achievement? Is professional learning targeted to our students' needs? What has been the impact of targeted professional learning on improving student learning outcomes? Are students applying the future focused skills to their learning?

Data: Student work samples, teaching programs, assessment tasks, student growth and attainment data, classroom observations, student/parent/teacher surveys.

Analysis: Analyse the data to determine the extent to which the purpose has been achieved

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

Strategic Direction 3: SD 3 Quality systems and quality communication

Purpose

The situational analysis identified a need to audit systems around attendance, wellbeing and policy in order to strengthen their implementation and accurately target areas of need. Through focusing on the authentic communication of school systems and practices on all levels across the College and community, students, staff, parents and community members will be able to collaborate and work effectively together for each student's success.

Improvement measures

Achieve by year: 2025

A responsive and proactive Campus and College Team structure that targets processes and procedures at point of need is developed and embedded.

Achieve by year: 2025

Effective and engaging communication is achieved across the College and reaches all of our families.

Achieve by year: 2025

The continuum of learning is experienced by our families through quality systems and communication across the Campus, College and Brisbane Water Learning Community.

Achieve by year: 2025

Increase the proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School.

Initiatives

Alignment and collaboration

- Prioritise and align administrative and management systems and processes, focusing on attendance, enrolment, wellbeing and compliance, as well as teaching and learning and assessment, in order to bridge the information gap and improve/refine the transitions in the educational continuum across the College for student success.
- Capitalise on opportunities for staff to develop expertise in Stages 4, 5 and 6 curriculum and pedagogy across the College.
- Build effective team structures across the campus and College to support authentic school improvement through professional learning, systems and communication. Targeted professional learning around developing healthy teams supported by external coaching to realise potential.
- Establish the Efficiency Team to target systems and procedures in the school in order to audit, evaluate and plan procedures and updates compliant with current and relevant policies for improvement.
- Audit school communication and administrative platforms and procedures, both internally and externally, to improve flow, reach and quality of information to teachers, students and the community. Also provide parents and carers with opportunities to provide feedback through forums, surveys and conversations to collaborate and connect with the College as partners in learning and build authentic communication.

Quality Wellbeing systems and practice

- Audit Wellbeing systems/processes/procedures/people/practice at Umina Campus and align relevant policies to responsibilities and people. Collaborate with Woy Woy Campus to review practices across both campuses and identify commonalities/ differences/ anomalies with a view to establishing strong links that facilitate the efficient and effective sharing of

Success criteria for this strategic direction

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.

The school and leadership team evaluate administrative systems and processes to ensure they are delivering anticipated benefits to the school community and makes changes when required.

The leadership team measures school community (parent and student) satisfaction and shares its analysis and actions in response to the findings with our community.

The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning.

Teachers collaborate with staff across the College, Learning Community and other schools to share and embed good practice.

School communication platforms are established and updated to communicate regularly and effectively with the school community. The school is responsive to feedback and regularly evaluates communication systems and practice for improvement.

A school-wide approach to effective and positive classroom management is evident. Support is provided to teachers where needed, ensuring optimum learning.

Teachers regularly and directly engage with parents to improve understanding of student learning and strengthen student outcomes.

Every student can identify a staff member to whom they can confidently turn for advice and assistance at school.

The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

Strategic Direction 3: SD 3 Quality systems and quality communication

Initiatives

- data and knowledge.
 - Build robust and transparent processes around student wellbeing that is supported by effective professional learning and understood by all staff.
 - Support teachers in developing understanding, skills and knowledge in managing the learning and behaviour of complex students due to disadvantage/disability/ mental health so students can experience a sense of belonging and success at school.
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Success criteria for this strategic direction

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.

Evaluation plan for this strategic direction

Question: What has been the impact on student success when the College uses consistent communication, administration and wellbeing processes? Do teachers collaborate on curriculum across Stages 4-6 to evaluate, reflect on and adapt practice? Do our Wellbeing systems/ processes/practices/people provide the necessary supports and meet compliance regulations for all students so they can connect, succeed and thrive?

Data: Student performance measures both internal and external (NAPLAN and HSC), teaching programs, classroom observations, student work samples, coaching records, minutes of meetings, communication and parent/community feedback.

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

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