

Strategic Improvement Plan 2021-2024

Northern Beaches Secondary College Manly Campus 8567



School vision and context

School vision statement

At Northern Beaches Secondary College Manly Campus our school culture is one of high expectations that fosters creative, critical and reflective learners. Our students are supported and challenged by inquiry based and explicit teaching practices. We create highly numerate and literate students who excel in the classroom and in external examinations to inform success in future pathways.

School context

Northern Beaches Secondary College Manly Campus caters for high potential and gifted students. Students enrolling at our school are selected on the basis of results in the Selective School Test conducted by the NSW Department of Education, High Performance Unit. The student population of 800 is stable, based on this enrolment process. We have very low staff turnover with an experienced executive team leading the school.

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.

We are committed to creating a rich teaching and learning environment which nurtures and celebrates academic excellence, personal best and giving back to the community. We extend our high potential and gifted students through enrichment and acceleration, and a broad range of extra curricular programs including sporting, cultural and academic opportunities.

A comprehensive situational analysis has been conducted which led to development of the 2021-2014 Strategic Improvement Plan, both of which involved genuine consultation with students, staff, parents, the local AECG.

High Impact Professional Learning for teachers will support all School Improvement Plan initiatives, incorporating a focus on the development of data literacy to support evaluative practices and student outcomes.

The performance of Higher School Certificate students will be a focus to meet system negotiated targets. This will occur through the development of faculty plans to support knowledge and skill acquisition identified as areas of improvement through data analysis processes. The performance of Stage 4 and 5 students will be enhanced through consistent teaching protocols, inquiry based learning and differentiation. Our learning programs develop our students higher order critical and creative thinking skills.

The school is also committed to the continued implementation of strategies to support the 2021 *High Potential and Gifted Education Policy* through the provision of accelerated subjects for Year 10, as well as broadened extension and enrichment opportunities for all students. To prepare students for life beyond school, they reflect upon their learning attributes through individual Manly Learner Portfolios. These attributes include learners who are: resilient and self directed, creative, critical thinkers, reflective, self aware, organised and efficient, global citizens, communicators and collaborators.

There is a valued partnership between the school and the Parents and Community through collaborative decision making and funding of school based initiatives. As equal stakeholders we are committed to working together to ensure the best outcomes for all students.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure that every student is highly engaged and shows growth in their learning through explicit, research informed teaching. Our teachers will adapt their practice through high impact targeted professional learning and effective use of assessment data to inform teaching.

Improvement measures

Target year: 2022

Improvement in the percentage of students in the top 2 NAPLAN bands to be above the school's upper bound system-negotiated target in reading of 98.6 %.

Target year: 2022

All Aboriginal students achieve in the top 2 NAPLAN bands in reading and numeracy.

Target year: 2022

Improvement in the percentage of HSC course results in the top 2 bands to the lower bound target of 94%.

Target year: 2023

Improvement in the percentage of students achieving expected growth in Year 9 NAPLAN to be above the school's negotiated targets in reading of 70.5%.

Target year: 2023

100% of Aboriginal students achieving the HSC whilst maintaining their cultural identity.

Target year: 2022

Improvement in the percentage of students in the top 2 NAPLAN bands to be above the school's upper bound system-negotiated targets in numeracy of 99.8%.

Target year: 2022

Improvement in the percentage of students achieving

Initiatives

Targeted teaching practices and support

Improve effective classroom practice to achieve top 2 bands in NAPLAN and the HSC through a focus on explicit teaching and targeted support for literacy and numeracy.

- High Impact Professional Learning on explicit reading and writing strategies in Stage 4.
- Whole school adoption of explicit reading and writing strategies in Stage 4.
- Additional support for students not obtaining NAPLAN numeracy targets.
- Faculties create strategic plans to reach individual course targets for improvement in HSC results.
- Expansion of learning support program to support faculties in achieving NAPLAN and the HSC targets.

Using data to inform practice

Effective analysis of student data and evaluative practices for the identification of learning needs.

- Improve data literacy to enhance evaluative practices.
- Develop professional capacity for analysis of NAPLAN and HSC data.
- Apply data collection and analysis to inform teaching and learning practices.
- High Impact Professional Learning on data walls informed by the work of Lynn Sharratt.
- Development and use of whole school protocols for data walls.

Success criteria for this strategic direction

- 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: Learning Domain - Student Performance Measure - Internal and External Measures Against Syllabus Standards).
- The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data (SEF: Learning Domain - Student Performance Measure - Student Growth).
- Teachers share curriculum knowledge, data and feedback about student progress to meet the learning needs of all students (SEF: Learning Domain - Curriculum - Teaching and Learning Programs).
- Progress and achievement of equity groups within the school is equivalent to the progress and achievement of all students in the school (SEF: Learning Domain - Student Performance Measure - Internal and External Measures Against Syllabus Standards).
- Learning support teams are integral to support student progress relating to NAPLAN and the HSC (SEF: Learning Domain - Student Performance Measure - Student Growth).
- All teachers have a sound understanding of student assessment and data concepts (SEF: Teaching Domain - Data Skills and Use - Data Literacy).
- Teachers clearly understand, develop and apply a full range of data strategies (SEF: Teaching Domain - Data Skills and Use - Data Use in Teaching).
- Strategies implemented reflect research on best practice and include ongoing monitoring of success. (SEF: Teaching Domain - Data Skills and Use - Data Use in Planning).

Evaluation plan for this strategic direction

Strategic Direction 1: Student growth and attainment

Improvement measures

expected growth in Year 9 NAPLAN to be above the school's negotiated targets in numeracy of 66.40%

Evaluation plan for this strategic direction

Questions:

- How are teachers using data aimed at improving teaching practice and student outcomes?
- How have all faculties contributed to the development of reading and writing skills in Stage 4?
- What high impact strategies have been used in each faculty to build teacher capacity in the delivery of explicit reading comprehension skills?
- What strategies are enhancing students outcomes in numeracy and how effective have they been?
- What strategies are ensuring Aboriginal students achieve in the top 2 HSC and NAPLAN bands and how effective have they been?

Data:

Data sources will be collected and analysed by relevant teachers, leaders and teams. Data could include: NAPLAN, Best Start, HSC RAP Analysis, teaching and learning programs, work samples and internal assessments.

Analysis:

Data is collected, analysed and triangulated to determine the extent to which the purpose and the improvement measures have been achieved.

Implications:

Analysis of the data will inform future High Impact Professional Learning. The use of data will be used to inform decision making to improve teacher practice and student outcomes.

Strategic Direction 2: Refinement and Development of Teacher Practice and Leadership Capacity

Purpose

Our purpose is to develop consistent teaching and learning protocols and to use data to effectively evaluate and deliver high quality teaching programs and assessments for High Potential and Gifted students in Stage 4 and 5. We will build instructional leadership capacity to ensure sustained and measurable whole school improvement.

Improvement measures

Target year: 2024

100% of teachers are using Learning Intentions and Success Criteria each lesson and students can articulate these.

Target year: 2024

100% of Stage 4 and 5 programs include and are informed by Pre-Testing data.

Target year: 2024

100% of Stage 4 and 5 programs include tiered differentiation activities.

Target year: 2024

One differentiated assessment task in each subject in Stage 4 and 5.

Initiatives

Collaborative teaching and learning practices

Improve collaborative classroom practice by implementing whole school teaching and learning protocols for High Potential and Gifted students, framed through David Hopkin's *Curiosity and Powerful Learning* and Lynn Sharrat's *Clarity*.

- The delivery of High Impact Professional Learning on Learning Intentions, Success Criteria and Cooperative Groups.
- The delivery of High Impact Professional Learning on Learning Walks.
- High Impact Professional Learning on Pre-Testing.
- Further development of tiered differentiation in programs.
- High Impact Professional Learning and further development of differentiated and inquiry based assessment processes.
- High Impact Professional Learning on Cooperative Grouping.

Building instructional leadership capacity

The school leadership team develops instructional leadership and supports a culture of high expectations.

- Identification and development of leadership capacity to strengthen the professional learning community.
- Further development of leadership structures and processes to underpin ongoing school improvement and the professional effectiveness of all school members.
- Expansion of mentoring structures to support teachers at all stages of their career.

Success criteria for this strategic direction

- There is a high functioning collaborative professional learning community focused on continuous improvement of teaching practice (SEF: Teaching Domain - Learning and Development - Professional Learning).
- Consistent teaching and learning protocols relating to Learning Intentions, Success Criteria, Pre-Testing and tiered differentiation are evident across the school for Stage 4 and 5 (SEF: Teaching Domain - Effective Classroom Practice - Explicit Teaching).
- Learning Walks reveal clear understanding of what is being taught and why (SEF: Teaching Domain - Learning and Development - Collaborative Practice and Feedback).
- The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning (SEF: Leading Domain- Educational Leadership- High Expectations Culture).
- The school evaluates its administrative systems and processes, ensuring that they are delivering anticipated benefits to the school community, and makes changes when required (SEF: Leading Domain- Management Practices and Processes- Administrative Systems and Processes).
- 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: Teaching Domain- Professional Standards- Improvement of Practice).

Evaluation plan for this strategic direction

Questions:

- How effectively have Learning Intentions and Success Criteria, Learning Walks and Cooperative Groups been implemented?
- Are teachers using Pre-Testing and how has it

Strategic Direction 2: Refinement and Development of Teacher Practice and Leadership Capacity

Evaluation plan for this strategic direction

informed programs?

- Is the agreed scaffold for tiered differentiation effective in providing suitable challenge in all Stage 4 and 5 programs?
- Does every faculty have suitably challenging differentiated assessment tasks in each Stage 4 and 5 subject?
- How have equitable distribution of leadership opportunities improved over time?
- What processes and structures have been put in place to identify leadership capacity in all teachers?
- How effective have mentoring structures been in supporting teachers at all stages of their career?

Data:

Data sources will be collected and analysed by relevant teachers, leaders and teams. Data could include program audits, program reflections, evidence of adjustments, work samples, Learning Walks feedback, assessment results, teaching and learning programs.

Analysis:

Data is collected, analysed and triangulated to determine the extent to which the purpose and the improvement measures have been achieved.

Implications:

Analysis of the data will inform future High Impact Professional Learning. The use of data will be used to inform decision making to improve teacher practice and student outcomes.

Strategic Direction 3: Engagement and Talent Development of High Potential and Gifted Students

Purpose

Our purpose is to engage and develop the talent of our High Potential and Gifted students through providing Stage 6 subject acceleration, consistent self-assessment and reflection practices, and targeted enrichment and extra-curricular activities.

Improvement measures

Target year: 2022

Increased percentage of students attending schools more than 90% of the time by 12%.

Target year: 2022

TTFM Wellbeing data improves to be at or above 81.06%.

Target year: 2024

75% of students are participating in an enrichment and/or extra-curricular activity.

Initiatives

Engaging and developing talent of High Potential and Gifted students

Improve engagement, wellbeing and the expectations for success of our High Potential and Gifted students through acceleration, continual improvement of their Manly Learner attributes and enrichment.

- Development of an acceleration program for Year 10 and 11 students.
- Refinement of the Manly Learner Portfolio program to include self-reflection processes for all students in Years 7-12.
- Increase participation in enrichment and extra-curricular programs across the four domains of potential in the High Potential and Gifted Education policy.

Success criteria for this strategic direction

- The school provides a broad range of Stage 6 subject acceleration opportunities (SEF: Learning Domain - Curriculum - Curriculum Provision).
- All teachers can identify Manly Learner attributes for reporting processes (SEF: Learning Domain - Reporting - Whole School Reporting).
- Students reflect on Manly Learner attributes to create individual Manly Learning Portfolios (SEF: Learning Domain - Wellbeing - Individual Learning Needs).
- Enrichment and extra-curricular activities are mapped to the four domains of potential to increase participation (SEF: Learning Domain - Curriculum - Curriculum Provision).
- TTFM data shows measurable improvements in student wellbeing and engagement (SEF: Learning Domain - Wellbeing - A Planned Approach To Wellbeing).

Evaluation plan for this strategic direction

Questions:

- What has been the impact of stage 6 acceleration on student engagement and attendance?
- How have Manly Learner attributes been embedded as part of the teaching and reporting processes?
- How effective have the self-assessment and reflective processes been in extending the Manly Learner Portfolios?
- To what extent have teachers identified Manly Learner attributes through lesson delivery and for reporting purposes?
- How have students been engaged and challenged through enrichment and extra-curricular activities?

Data:

Data sources will be collected and analysed by relevant teachers, leaders and teams. Data could include TTFM

Strategic Direction 3: Engagement and Talent Development of High Potential and Gifted Students

Evaluation plan for this strategic direction

survey, internal assessment results in accelerated subjects, reports, Manly Learner Portfolio, extra-curricular participation rates, student wellbeing and attendance data.

Analysis:

Data is collected, analysed and triangulated to determine the extent to which the purpose and the improvement measures have been achieved.

Implications:

Analysis of the data will inform future High Impact Professional Learning. The use of data will be used to inform decision making to improve engagement and student outcomes.