Strategic Improvement Plan 2021-2025

Northern Beaches Secondary College Mackellar Girls Campus 8831

School vision and context

School vision statement

Northern Beaches Secondary College Mackellar Girls Campus strives to develop an inviting and engaging, modern and future thinking learning environment for all students, so they develop into successful learners, confident and creative individuals and active and informed citizens who will contribute positively to their community now and in the future.

There is a school culture based on the values of students striving to do their best, celebrating each other's achievements, taking personal responsibility for their actions and respecting the rights of others.

School context

Northern Beaches Secondary College Mackellar Girls Campus is a highly successful girls secondary school that has high expectations for student learning, behaviour and school values. While academic excellence is highly valued and supported, the school encourages its students to take part in a broad range of learning activities including cultural, physical and social. The school provides a broad and balanced curriculum that challenges and develops students in a safe and happy environment. The school creates and stimulates a learning environment where students are encouraged to achieve their personal best and fosters an environment where students are keen to learn.

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 population comprises girls from culturally and linguistically diverse backgrounds with 27% from a language background other than English, predominantly Chinese, Tibetan, German, Italian and Spanish.

The school's Higher School Certificate results are exemplary, placing it in the top rank of comprehensive schools in NSW. This academic excellence is supported by high results in NAPLAN and VALID tests that are well above state average.

Mackellar Girls Campus' vision of always striving for excellence has been rewarded by the school being awarded five Director General's Awards for Excellence - in Girls Education, Gifted and Talented Education, Pacific Islander program, Aboriginal Education and School Organisation and Systems.

Mackellar Girls Campus is recognised as excellent because a culture of high expectations is embedded into each of the Strategic Directions. In developing our Strategic Improvement Plan, a situational analysis was undertaken where students, parents, the local AECG and staff were consulted. As a result we have identified the following areas of focus: a system negotiated target in numeracy, quality teaching and learning and enhancing wellbeing within the school community.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to embed and implement explicit, targeted and effective learning practices resulting in enhanced student outcomes through individualised and differentiated learning programs, student engagement and the use of student assessment data to inform teaching.

Improvement measures

Reading growth
Achieve by year: 2023

An increase in Check -in Assessment for Year 8 from 11.5% (above the state) to 12% (above the state) by Term 4

Numeracy growth
Achieve by year: 2023

An increase in Check -in Assessment for Year 8 from 9.2% (above the state) to 10% (above the state) by Term 4

Data Tracking
Achieve by year: 2025

- Internal and external data is used to track students in their numeracy skill development to ensure progress and achievement via PLAN 2

Aboriginal student HSC attainment
Achieve by year: 2023

HSC Aboriginal Attainment

- Increase the percentage of Aboriginal students attaining the HSC whilst maintaining their cultural identity.

HSC achievement - top 2 bands
Achieve by year: 2023

- Increase the percentage of HSC course results in the top two bands to be above the school's lower bound system-negotiated target of 62.9%

Initiatives

Highly Effective Data Driven Teaching Practices to Support Student Achievement

1. Embed and implement explicit and effective learning practices resulting in enhanced student growth and attainment.

- Leaders empower staff to access and use data analysis of Literacy and Numeracy to continue to provide excellence in teaching and learning.
- Explicit teaching of literacy and literacy in numeracy through a whole school program.

2. Develop engaging and evidence based teaching practices and innovative delivery mechanisms, including self-reflection by students to develop lifelong learners.

- Students engaged in a range of innovative student-centred learning projects.
- Whole school utilisation of Literacy, EALD and Numeracy Progressions and PLAN2 to monitor student progress.
- HPGE reflected in differentiation of teacher practice using the Progressions, PLPs, data platforms, and formative assessment to individualise learning programs
- Use personal learning plans and explicit teaching of appropriate thinking skills to focus and engage students in order to improve literacy, numeracy, digital literacy and work skills and learning outcomes

Success criteria for this strategic direction

Teacher ensure that all lessons are systematically planned and differentiated as part of a coherent program that has been collaboratively designed and the most effective evidence-based teaching methods are employed to optimise learning progress for all students, across the full range of abilities and equity groups.

All teachers have a thorough understanding of student assessment and data concepts They triangulate, analyse, interpret and extrapolate data to collaboratively inform their planning and teaching practice.

Teachers clearly understand, develop and apply a full range of assessment strategies - assessment for, as and of learning, when determining teaching directions, monitoring and assessing student progress and achievement and reflecting on teaching effectiveness.

Evaluation plan for this strategic direction

Question: What has been the impact of using consistent, explicit quality teaching and learning on student performance?

Do all teaching programs reflect HPGE ensuring differentiation and explicit teaching and learning activities?

How do we know every teacher is competent in utilising data to inform practice?

Is Thinking Skills evident in all teaching programs?

Data: NAPLAN, RAP, Best Start, HSC Minimum Standards, check-ins, progressions, assessment, teaching programs, classroom observations, student work samples, HPGE Projects, Enrichments Days.

Analysis: Triangulate and analyse the data to determine the extent to which the purpose has been achieved.

Implications: From the data analysis, judgements about progress can be made and future directions can be

Improvement measures

- Improvement in the percentage of HSC course results in top two bands by 2%.

Evaluation plan for this strategic direction

established.

Strategic Direction 2: Quality Teaching and Learning

Purpose

Our purpose is to empower teachers with the knowledge, skills and confidence required to deliver quality lessons that are informed by research and data, to demonstrate high expectations of learning progress and achievement, underpinned by the Quality Teaching Framework(QTF), Australian Professional Standards for Teachers(APSfT) and the School Excellence Framework(SEF). This will result in students who are motivated to deliver their best and continually improve.

Improvement measures

Achieve by year: 2025

Lessons demonstrate strategies needed to improve the Teaching and Learning of students

Lessons demonstrate strategies needed to improve the Teaching and Learning of students

Achieve by year: 2025

Pre-service students employed in all KLAs

Staff continue to be provided with new opportunities to learn more about the higher accreditation process and staff engaging in the process receive ongoing support.

Accreditation process underway: teacher collection of evidence, peer TPL with newly accredited staff to share insights about the process. Beginning teachers have attained accreditation.

Initiatives

Quality teaching and learning practices

1. Through the formalisation of whole school assessment policies and quality professional learning that aligns with teacher PDPs as well as effective programming and data analysis, teachers are equipped to deliver quality teaching programs that enable the greatest impact on students.

- At key points in time, staff and faculty meetings are dedicated to analysing student data
- The continuation of quality programming and resourcing within faculties to successfully implement the new Australia Curricula and the continued reprogramming process for adjustment and improvement based on teacher evaluation
- The formalisation of a whole school assessment and feedback policy targeting student improvement through explicit feedback and explicit teaching and testing of syllabus outcomes, led by the visible learning team and ratified by the Executive Team.
- To strengthen the existing links with affiliated universities and best practices
- Staff are provided with opportunities to work towards higher accreditation and are supported in this process
- All beginning teachers are working towards accreditation at a proficient level. They participate in a quality induction program, supported with a mentor.

- Continuation of Instructional Rounds available to all teachers to improve teacher quality through reflection and adaption.

Success criteria for this strategic direction

- Teaching strategies required to improve are articulated by staff to Head Teachers apply the teaching strategies and learning activities needed resulting in improved learning outcomes.
- Programs are resourced with explicit reference to HPGE, Literacy, Numeracy and ICT policies and are implemented as evidenced by registration and teacher evaluation.
- Staff Professional Learning and subsequent faculty implementation of agreed whole school assessment and feedback policies so that there is consistency across KLAs.
- The school maintains a positive working relationship with all affiliated universities and all KLAs continuously participate in pre-service teaching programs
- Staff choose to engage in the higher accreditation process
- All beginner teachers successfully attain proficiency
- 5% of teachers have participated in Instructional Rounds resulting in enhanced teaching quality.
- Quality teaching and learning results in higher student engagement which is evidenced by higher attendance and retention rates.

Evaluation plan for this strategic direction

Question- What has been the impact of professional learning opportunities? How have policy development and program refinement impacted quality teaching practices and student learning across the school?

Data - HSC , NAPLAN, Literacy & Numeracy progressions, T & L programs, classroom observations, PDP, student work samples, participation rates in Instructional Rounds.

Analysis - From 2021, analyse the data to extract information about progress on each initiative working towards our success criteria.

Evaluation plan for this strategic direction

Implications - From the data analysis, judgments about progress can be made and future directions can be established. Visible Learning team to develop and draft a whole school assessment and feedback policy.

Strategic Direction 3: Thriving Community

Purpose

Our purpose is to ensure the wellbeing of the Mackellar community through whole school connections and an environment of inclusivity that leads to balanced wellbeing. A shared purpose, behaviour and language underpin whole school community participation. Thus creating an inclusive school that nurtures, challenges and inspires the whole community, establishes skilled, effective, creative and motivated stakeholders who are empowered.

Improvement measures

Achieve by year: 2023

- Increase SRC and Prefect Body joint activities by 3%
- Increased student participation in RAISE mentoring by 25%
- Feedback via survey from students and staff indicate enhanced wellbeing and resilience from baseline data established in 2021.

Attendance >90%
Achieve by year: 2023

The percentage of students attending school more than 90% of the time to be moving towards the school's upper bound system-negotiated target of 91.0%

Achieve by year: 2025

- Modify strategies to maximise the number of students achieving their Personal Best across the whole school.
- Build the capacity of student leadership, collaboration and facilitation of whole school, extracurricular initiatives
- Build upon and reflect on the resilience capabilities of all stakeholders
- Evaluation and reflection of existing wellbeing initiatives to ensure voices being valued
- Ongoing Monitoring of attendance data

Initiatives

Practices for Participation, Leadership

1. Increasing leadership and participation as a whole school

- Enhance communication between SRC and Prefect body for aligning activities.
- Encourage increased participation in whole school groups, clubs and activities
- Training of teaching and non-teaching staff in embedding evidence-based wellbeing programs and strategies
- Different cultural groups continue to engage with current and future programs and the gamut of opportunities.

Connected School Community

2. The school community feels valued, connected and has a shared sense of purpose

- Evaluation of wellbeing initiatives to identify target areas for the future including attendance and W@M.
- Formal and informal evaluative processes and goal setting for classroom, learning experiences, reports, personal best and character strengths
- Mentor systems with targetted mentees e.g. RAISE
- Review current communication practices between the wellbeing team, teachers, students and parents.
- Continued and strengthened partnerships with community groups including Rotary to enhance students leadership opportunities.
- Apply practices and principles of Positive Psychology
- Creative work spaces developed to encourage creative, cooperative and collaborative learning practices.
- Whole school wellbeing and resilience training and strategies to enhance student and staff wellbeing.

Success criteria for this strategic direction

- Organisational structures provide opportunities for students to meet with staff to provide advice and support to help achieve their potential.
- Effective communication with parents and students including analysis of parent and student satisfaction survey responses.
- Staff are confident in identifying, mentoring and referring specific wellbeing needs of students through internal and external agencies.

Evaluation plan for this strategic direction

Question: What has been the impact of creating an inclusive school?

What has been the impact of enhanced wellbeing and resilience programs?

How has improved attendance enhanced student engagement in learning?

Data:

- Sentral, RAP, NAPLAN, Best Start, SCOUT
- Internal: student report reflections, self-reflection journals and feedback from wellbeing interviews.
- Parent surveys

Analysis:

- All staff are consistent in a solutions-focused approach
- Data from surveys reveals increased participation in school clubs and groups

Implication:

- Students demonstrate resilience and positive education techniques in the classroom and playground
- Increased involvement of targeted groups in leadership roles

Evaluation plan for this strategic direction

- Increased students engagement in learning