

Strategic Improvement Plan 2021-2024

Northern Beaches Secondary College Balgowlah Boys Campus 8851



School vision and context

School vision statement

Our motto "By Effort We Achieve" is imbued in the school culture creating a unique environment where personal best is expected. Our vision is to provide the type of opportunities to develop *articulate, confident young men equipped with the skills to be accomplished citizens in our global society*. Every teacher and every student will be challenged to continue to learn and improve every year.

School context

Balgowlah Boys Campus is a comprehensive boy's school of 1200 students located on the southern end of Sydney's Northern Beaches. We are part of 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. The school has an active Parents and Citizens (P&C) Association which supports the school in its provision of resources and extracurricular activities.

The school's reputation as a consistently high performing school stems from its drive for continual improvement. Balgowlah Boys has been a lighthouse school for explicit teaching strategies to build a strong foundation in literacy and numeracy.

A comprehensive situational analysis has been conducted which led to the development of the 2021-2024 Strategic Improvement Plan, both of which involved genuine consultation with students, staff, and parents. The school has committed to foster partnerships with cultural institutions, local businesses, community groups and universities to enrich the learning experience of its students and enable the best preparation for higher education and career pathways. It will introduce greater curriculum flexibility in stages 5 and 6 to be more responsive to student needs and aspirations.

The school is committed to continually improve classroom learning with teacher professional learning as the key driver. The school will further develop its "Shared Practice", a collaborative professional learning of best practice to enable and enhance teacher efficacy. To continue to develop all teachers in the explicit delivery of writing and critical thinking across the school.

The school will introduce the Teacher Mentor program and to improve student engagement in stages 4 and 5. It is committed to continually improving effective classroom environment through quality teaching practices with teacher professional learning being the key to ensuring this.

Strategic Direction 1: Student growth and attainment

Purpose

To build a culture of high expectations and a commitment to learning from both staff and students

Improvement measures

Target year: 2022

HSC Attainment

- Improvement in the percentage of HSC course results in top 2 bands by 5%

Target year: 2022

NAPLAN Attainment Reading Bands

- Improvement in the percentage of students achieving in the top 2 bands of reading by 2%.

Target year: 2022

NAPLAN Attainment Numeracy Bands

- Improvement in the percentage of students achieving in the top 2 bands of numeracy by 11%.

Target year: 2023

NAPLAN Attainment Expected Growth - Reading

- Improvement in the percentage of students achieving expected growth in reading by 5%

Target year: 2023

NAPLAN Attainment Expected Growth - Numeracy

Improvement in the percentage of students achieving expected growth in numeracy by 7%

Initiatives

Shared Practice - A focus on explicit teaching practice.

- Teacher Professional Learning (TPL) Team facilitate collaborative support for teacher performance development,
- Teachers to work in faculty groups to focus on explicit delivery of skills and content.
- New and beginning teacher team to collaborate with expert teachers in lesson observation focusing on explicit delivery.

Shared Practice - A focus on a whole school writing method

- Teacher Professional Learning (TPL) Team facilitate collaborative support for teacher performance development
- Faculty and across-faculty collaborations to focus on explicitly delivering writing.

Shared Practice - A focus on whole school critical thinking skills

- Teacher Professional Learning (TPL) Team facilitate collaborative support for teacher performance development
- Faculty and across-faculty collaborations to focus on explicit delivery of critical thinking scaffolds.

Data Analysis Informing Decision Making

Use of NAPLAN reading and numeracy, HSC and minimum standards and internal data to identify and address current target areas of improvement and adjust practice using differentiated teaching to target underperforming students, students with low to moderate disabilities, EAL/D and indigenous students.

Success criteria for this strategic direction

Teachers collaborate to identify and model effective teaching strategies and students' learning improvement is monitored.(Teaching Domain/ Learning and Development/Professional Learning.

Teachers collaborate to develop "demonstrable outcomes" for all units from stage 4-6, utilising the explicit delivery scaffold.. Evidenced in class observations during Performance Development Plan processing.(Teaching Domain/Effective Classroom Practice/Explicit Teaching)

Progress and improvement in school data of the % of students scoring in the top 2 bands of the HSC and NAPLAN. (Teaching Domain/Student Performance Measures/All)

All teachers have a sound understanding of student assessment and data concepts (e.g. causality, bias). They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.(Teaching Domain/Data Skills/Data Literacy)

Evaluation plan for this strategic direction

Question:

- What has been the impact of using consistent, explicit teaching protocols, on student performance? Do teachers collaborate to evaluate, reflect on and adapt practice?
- What has been the impact of using data analysis to inform teaching practices to improve student learning outcomes for literacy and numeracy

Data: External student performance measures (NAPLAN), internal student performance measures (Literacy and Numeracy Progressions), teaching programs, classroom observations, student work samples, coaching records..., learning walks.

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

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

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

Strategic Direction 2: Towards a Flourishing Community

Purpose

To develop whole school processes that support the wellbeing of all student and staff so they can connect, succeed and thrive.

Improvement measures

Target year: 2024

- A 5% decrease in referrals for stress and anxiety from students.
- Survey data from staff indicate a 5% decrease in stress and anxiety.

Target year: 2024

- 5% increase in "Expectations for success" data from TTFM survey.
- 5% increase in "interest and motivation" data TTFM survey.

Target year: 2022

- 9% Increase in students attending more than 90% of the time.

Target year: 2024

- 5% Increase in student self-referring and help seeking data from Sentral.

Target year: 2024

- 5% Increase in "Positive Learning Climate" data of TTFM survey.

Initiatives

Student Mentoring

- Teacher Mentoring Program - Early identification and support of disengaged students through highly trained teacher-mentors.

Whole school classroom management Professional Learning (PL)

- Develop deep staff understanding and effective classroom management focusing on approaches that utilise quality teaching and positive respectful relationships to engage boys, building wellbeing for students.
- Develop skills in staff to enable them to build positive relationships with students and to reduce stress and anxiety and promote teacher wellbeing.

Referral Process

- Developing and maintaining a streamlined and well communicated referral process for welfare and wellbeing

Success criteria for this strategic direction

Data from mentoring program is used to assist all staff developing appropriate teaching and learning opportunities that result in increased staff and student wellbeing. (Teaching Domain/Data Skills and Use/ Data in Teaching).

Data is also used to build PLP's for students in the program. Teaching Domain/Data Skills and Use/ Data in Planning).

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. (Learning/Wellbeing/Behaviour)

All staff, parents, and students are aware of and use appropriate referral systems and communications for wellbeing and welfare issues across the school. The referral process is visible and utilised. (Learning/Wellbeing/ Planned Approach)

Evaluation plan for this strategic direction

Question:

- What has been the impact of using teacher mentors to enhance student engagement?
- What has been the impact of PL for teachers to deliver quality teaching and positive respectful relationships to improve classroom management and engagement?
- What has been the impact of TPL for teachers to deliver quality teaching and positive respectful relationships to improve staff wellbeing and reduce teacher stress and anxiety?
- What has been the impact of developing and implementing a *streamlined and well communicated referral process* on de-escalation of negative student behaviour?

Data: Referral data, TTFM data. Attendance data,

Strategic Direction 2: Towards a Flourishing Community

Evaluation plan for this strategic direction

NAPLAN and minimum standards data.

Analysis: *Analyse data to determine the extent to which student mentoring, improved classroom management and tracking can re-engage them in their studies.*

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

Strategic Direction 3: Student Success Beyond Beyond Bally

Purpose

To empower students to identify and continue their learning pathway to become confident, articulate and skilled citizens.

Improvement measures

Target year: 2024

All students are able to continue and complete their learning pathway through stage 6 and beyond.

Target year: 2024

A school curriculum structure enabling flexibility to cater for all students pathways.

Target year: 2024

Increase in number of student results across HSC bands Band 4 to Band 5 by 5%

Target year: 2024

Delivery of 3 parent forums and workshops per annum to support the social development and personal growth of students

Initiatives

Flexibility in curriculum delivery

- Increased flexibility in curriculum delivery to facilitate stage 5 VET courses, acceleration and career transition through stage 6.

Enhanced community partnerships

- Partnerships with community groups including business, health and training organisations to deliver high quality, deep understanding of course content.
- Partnerships with the parent community to deliver workshops and forums to support the development of the students.

Beyond Bally Learning and Study Skills Centre

- Beyond Bally Learning and Study Skills Centre for years 7-12, mentored by teachers and ex-alumni as mentors, tutors and facilitators.
- Collaborative development of protocols and presentations for learning and studying.

Success criteria for this strategic direction

Expansion and increase in SVET subjects across the school as well as the ability to begin SVET courses across stage 5.(Leadership Domain/School Resources/Facilities)

The curriculum is enhanced by learning alliances with other organisations or community groups.(Learning Domain/Curriculum/Curriculum Provision).

The school supports students to make successful transitions to future learning and employment, with the skills to make informed contributions as citizens and leaders. (Learning/Learning Culture/Transitions)

Students engage in effective study habits and skills which allow them to experience success in the classroom daily and within examination settings. Students will then be able to transfer these skills to their education beyond their secondary schooling. Learning/Learning Culture/High Expectations)

Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve. (Learning Domain/Curriculum/Curriculum Provision).

Evaluation plan for this strategic direction

Question:

- What has been the impact increasing curriculum flexibility for each student?
- What has been the impact community partnerships on student engagement and performances?
- What has been the impact of the Beyond Bally Learning and Study Skills program on improved performance data?

Data: Attendance data, Canvas metrics, retention to year 12, HSC data.

Analysis: Analyse data to determine the impact

Strategic Direction 3: Student Success Beyond Beyond Bally

Evaluation plan for this strategic direction

increasing curriculum flexibility and community partnerships for each student. on retention. and performance.

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