Strategic Improvement Plan 2021-2025

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.

Balgowlah Boys Campus is recognised for its culture of high expectation which 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.

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

Attendance (>90%)
Achieve by year: 2023

Attendance

Improvement in the percentage of students attending school more than 90% of the time to be above the school's lower bound system-negotiated target of 81.1%

HSC achievement - top 2 bands
Achieve by year: 2023

HSC Top 2 Bands

Increase the percentage of HSC course results in the top two bands to be above the school's lower bound system-negotiated target of 60.9%

Reading growth
Achieve by year: 2023

School Based Targets for Reading Growth

Improvement in the percentage scores in Reading in Check-in data from **49.7** % average score in term 4 2022 to **54.7%** in term 4 2023.

Numeracy growth
Achieve by year: 2023

School Based Targets for **Numeracy Growth**

Improvement in the percentage scores in Numeracy Check-in data from **68.6** % average score in term 4 2022 to **69.9%** in term, 4 2023.

Initiatives

New and Beginning Teacher Professional Learning

- Professional Learning for New and Beginning teachers. Collaboration with expert teachers in observational rounds focusing on explicit delivery. Data sources identified (baseline and ongoing tracking) to measure impact of PL model.

Explicit Delivery of Writing

- Professional Learning for whole school explicit instruction of writing, through the school literacy team. Team identifies exemplar models and marking rubrics for each faculty. Team member works within own faculty to develop faculty members in direct instruction of exemplars.

Numeracy across school

- Numeracy Team deliver Teacher Professional Learning across school on subject-based numeracy

Literacy Across the School - Reading

- Literacy Team deliver Teacher Professional Learning across school on subject-based numeracy

Student Attendance

Attendance team to engage with our community to improve student attendance.

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.*

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

Mentoring For Student Achievement
Achieve by year: 2025

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

Wellbeing
Achieve by year: 2023

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

Referral Process
Achieve by year: 2025

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

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.

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 s*treamlined 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

Achieve by year: 2025

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

Achieve by year: 2025

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

Achieve by year: 2025

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.
- customised pathways for elite

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.

First Nations Place

Celebrate and learn fromk Aboriginal Culture

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 increasing curriculum flexibility and community*

Evaluation plan for this strategic direction

partnerships for each student. on retention. and performance.

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