

# Strategic Improvement Plan 2022-2026

## Ballina Coast High School 8195



# School vision and context

## School vision statement

### Vision

Growing together, Creating futures

### Movement

Through working collaboratively to create a flexible and dynamic educational environment, we have created a culture that nurtures, inspires, and challenges students and staff to find the joy in learning with the skills to make informed contributions as citizens and leaders.

### Principles

Innovation is the cornerstone of our practice through:

- \* Collaborative and authentic learning communities
- \* Open, flexible, personalised, and integrated learning through a team-based approach
- \* Knowing, understanding, and supporting students to develop capabilities to achieve their personal best
- \* Building a sustainable future.

*We acknowledge the Bundjalung people, the traditional custodians of the land on which we learn and work together, and commit to building relationships, respect, and opportunities for all Aboriginal people in our community.*

### Vision

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- Open,flexible, personalised and integrated learning through a team based approach
- Knowing, understanding and supporting students to develop capabilities to achieve

## School context

Ballina Coast High School is a comprehensive secondary school with a Support Unit that has seven classes, located in Ballina in northern New South Wales. The student population is around 891 and has been heavily impacted by house prices, both for rental and buying has been increasing. Consequently, numbers have decreased over the last two years but we expect these to grow steadily again. Only 1% of students have a background where English is an additional language or dialect (EAL/D) and 17% identify as having an Aboriginal background. Students participate in a wide range of learning experiences focusing on collaborative learning for academic improvement and excellence.

The school's staffing entitlement in 2023 is 80 teaching staff and 22 non-teaching staff. The school also employs a Business Manager and two Technical Support Officers from school funds. 99% of our staff made a choice to be at this school. There is has been a significant increase in staff turnover staff at this time.

We have fostered strong partnerships with universities, Aboriginal Education Consultative Group, businesses, and community groups. The school is involved in a Memorandum Of Understanding with the council to share facilities. Students represent the school across the area in a wide range of sporting activities, with both state and regional representation.

The school's equity funding will be used to support programs. The school is committed to improving effective classroom practices with staff professional learning being the key to ensuring this. This learning will ensure that both literacy and numeracy levels can be enhanced through improved data collection, analysis, and use which underpins our belief in individualised and differentiated learning. Involvement in the Mathematics Growth Project and Covid funding will continue to support the growth of students. Through targeting attendance and effective classroom practice, consistency, and high expectations, we will improve student engagement in Stages 4 and 5. Effective classroom practices have been shown in research to lead to enhanced learning outcomes for students. There will also be a focus on Higher School Certificate performance including staff professional learning around the deeper analysis and use of data to develop both individual and group support programs. Each faculty will develop ways of deepening the knowledge base of their students

In 2023 as a result of our external validation and qualitative and quantitative data, gathered from HSC, NAPLAN, TTFM, and Scout, Ballina Coast High School has committed to two key processes to support staff and students. Firstly, The Berry Street Educational Model and Numeracy Support. We continue to have support with the Aboriginal Learning and Engagement Program and Maths for Growth Projects.

# School vision and context

## School vision statement

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their personal best

- Building a sustainable future.

## School context

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# Strategic Direction 1: Student growth and attainment

## Purpose

Our purpose is to ensure students grow in their learning through explicit, consistent and researched and informed teaching.

Through developing innovative, inclusive and purposeful teaching and learning practices we will increase student engagement and outcomes

### Australian Professional Standards for Teachers; 1, 2 and 4

1. Know students and how they learn
2. Know the content and how to teach it
4. Create and maintain safe and supportive learning environments

## Improvement measures

### HSC achievement - top 2 bands

Achieve by year: 2023

The proportion of students achieving in the top 2 bands of the HSC demonstrates an uplift beyond the system generated school baseline data.

### HSC achievement - top 3 bands

Achieve by year: 2023

The proportion of students achieving in the top 3 bands of the HSC demonstrates an uplift beyond the system generated school baseline data.

### Aboriginal student HSC attainment

Achieve by year: 2023

Increase the proportion of Aboriginal students attaining their HSC in comparison to their cohort's stage 5 enrolments while maintaining their cultural identity

### Numeracy growth

Achieve by year: 2023

## Initiatives

### Literacy and numeracy growth

**Establish and embed a culture of agreed practices in the delivery of quality teaching focused on the improvement of all students' literacy and numeracy skills supported by a team. The school provides and facilitates professional learning that builds teachers understanding of effective strategies in teaching literacy and numeracy skills and knowledge.**

High-impact professional learning on literacy and numeracy

Teaching and learning programming that differentiates to support literacy and numeracy needs of all students

Involvement with Mathematics Growth Project for two years (Eddie Woo led)

Numeracy Strategic Support

### Improving our HSC student outcomes

**In schools that excel, student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.**

Faculties look at the data over the past three years and set SMART targets to track, reflect and improve student outcomes across the HSC subjects. Data informs all decision making

Teaching and learning practices use data to improve teaching and track student processes.

Professional learning on HSC subjects accessed

## Success criteria for this strategic direction

All staff Performance and Development Plans (PDPs) explicitly demonstrate a focus on genuine improvement in teacher practice in literacy and numeracy and data literacy skills.

Literacy and Numeracy Plan established

Every Aboriginal student has a Personalised Learning Plan (PLP) that is collaboratively developed with the student, school, and parent or carer. Each PLP will identify the goals, actions, and measures of success that will result in positive engagement for every student.

All staff uses the analysis of whole-school assessment data to evaluate student learning and implement changes in teaching that lead to measurable improvement. (SEF- Whole school monitoring of student learning). All faculties can demonstrate SMART targets and the growth of these.

## Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in reading and numeracy, to post school destinations?

Data: Data sources will include

- \* Internal assessment,
- \* External assessment, e.g. NAPLAN/HSC
- \* Surveys \* Observation \* Focus Group \* Student voice \* Interview \* Document Analysis

Analysis: Ongoing analysis will measure the success of initiatives and identify areas for improvement or modification.

Implications: The findings of the analysis will inform: Future directions and budget allocation

# Strategic Direction 1: Student growth and attainment

## Improvement measures

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Increase the percentage of Year 8 and 9 students achieving expected growth in numeracy through the Check-In Assessment from the 2023 results.

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### Reading growth

Achieve by year: 2023

Increase the percentage of Year 8 and 9 students achieving expected growth in reading through the Check-In Assessment.

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# Strategic Direction 2: Quality Teaching

## Purpose

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The school situational analysis identified the need for greater teacher professional learning driven by High impact Professional Learning. Involving strong and authentic partnerships with AECG, Bunjum, parents, carers and continuing to connect with our community is central to quality teaching, learning, and collaboration. This has again been supported by the SEF -SaS in 2022

Through developing an explicit focus on excellence in teaching with strong purposeful professional development programs and collaborative relationships we will increase student engagement and learning outcomes.

### **Australian Professional Standards for Teachers; 1, 3 and 5**

1. Know students and how they learn
3. Plan for and implement effective teaching and learning
5. Assess, provide feedback and report on student learning

## Improvement measures

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Achieve by year: 2022

Data from Learning Walks informs teacher learning and practice

Collaborative practices guide and inform teaching and learning programs

What Works Best professional learning is evident in the classroom practice.

Staff use learning intentions and measures of success in all lessons

Staff gather feedback from students on their teaching to inform and reflect on where to next.

All staff use PDPs to inform practice and professional Learning

## Initiatives

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### **Quality Teaching Environments**

**The school situational analysis identified the need for an established and embed culture of agreed classroom management practices with an explicit focus on quality teaching to reflect consistency, high expectations, and underpinned by high-impact professional learning.**

The Berry Street Educational Model provides a professional learning framework to establish and facilitate Consistent Predictable Routines (CPR) i.e. brain breaks, positive primers etc

### **Curriculum Reform**

All staff are aware and begin preparedness for the new curriculum reforms being rolled out. English and Math curriculum to be planned in 2023 for a 2024 implementation. All additional new curriculum to be rolled out as per the set curriculum implementation timeline

## Success criteria for this strategic direction

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Staff implementation of CPR and Berry Street elements align with improved consistency in classroom management practices.

Collaborative practices guide and inform teaching and learning programs

What Works Best professional learning is evident in the classroom practice.

Staff gathers feedback from students on their teaching to inform and reflect on where to next.

## Evaluation plan for this strategic direction

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Q What does the school data tell us?

Data collected from the staff survey

Data collected on staff engagement in professional growth around HSC improvement and curriculum reform

What is the data leading toward future TPL?

Implications are a decrease in negative behaviours in classrooms and increased engagement, consistency of practice, and teaching/learning but overwhelmingly teachers feel safe, supported, and happy.

# Strategic Direction 2: Quality Teaching

## Improvement measures

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### **Teacher Self-Improvement**

Achieve by year: 2026

100% of staff actively engage in the Performance and Development Plan process to refine and build upon their instructional practice and professional knowledge with 80%+ demonstrating evidence of improvement.

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### **New Curriculum Reform Implementation**

Achieve by year: 2026

Staff enact with respective new curriculums implementing as per timeline in 2026, staff engage planning for additional curriculum as per timeline coordinated ready for implementation in 2027. Staff continue the process of embedding initial new curriculum reforms rolled out already.

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# Strategic Direction 3: Learning and Engagement

## Purpose

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Every student is known, valued and cared for and they attain one year's academic growth for every year at school.

## Improvement measures

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### Attendance >90%

Achieve by year: 2023

Increase student attendance rate greater than 90% to meet SSSG schools by 2023.

### Wellbeing

Achieve by year: 2023

Increase sense of wellbeing, moving towards the State average of 66% using Tell Them From Me annual data.

## Initiatives

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### Wellbeing

**In schools that excel, 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 (SEF p3)**

Continuing to highlight the importance of attendance, revision of procedures and a team to that supports improved student attendance across the school.

Drafting new Student Wellbeing and Learning processes based on reform updates (IER etc.), TTFM data, and school data.

### Know our students

**In schools that excel, evidence based change to whole school practices have measurable improvements in wellbeing and engagement to support learning.**

Walking together, Working together-Aboriginal education is everyone's business

Restorative Practices embedded

Using the Tell Them From Me data to support students

Inclusive, Engaging, and Respectful Schools

Berry Street Education Model

## Success criteria for this strategic direction

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New Student Wellbeing and Learning Procedures (IER) plus updates

Happier students from TTFM

Increased Hub attendance, celebrations, and relationships

Berry Street Education Model elements introduced

## Evaluation plan for this strategic direction

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Q In what ways and to what extent are the individual needs of students addressed?

D What data shows an array of ways to meet student needs?

What areas are showing success for students?

I What are the implications for 2024 and revisiting data and SIP??