

Strategic Improvement Plan 2024-2027

Brisbane Water Secondary College Woy Woy Campus 8374



School vision and context

School vision statement

Purpose Statement - Transforming lives through learning

Brisbane Water Secondary College Woy Woy is a senior campus proudly located on Darkinjung land. We are inclusive and allow all students to achieve in a culture of holistic support and high expectations. The senior campus is staffed by skilled professionals dedicated to transforming lives through quality learning experiences. We value all post-school pathways, where success is measured individually and students leave BWSC with a love of learning and preparedness as critical thinkers and informed citizens.

School context

BWSC is a dynamic educational setting that builds strong relationships between community, teachers and students to create supportive and engaging learning environments. Teachers at BWSC thrive within a culture of high expectations and excellence, guided and supported by invested leadership. As educational leaders we create inclusive learning environments that prepare students for an ever-changing world. Our educational spaces allow our students to maximize their potential.

The senior campus located in Woy Woy on Darkinjung land has an enrolment of 706 students of which 13% are Aboriginal students. The Woy Woy Campus caters for students in Years 10-12 and provides flexible access to opportunities including in excess of 50 senior courses, Health Services training, sporting academies, multiple recording studios and over 8 vocational courses. We have six special education classes specialising in ED, intellectual disabilities and multi-categorical classes. We pride ourselves on a positive school culture to ensure all students are welcomed, celebrated and supported through a range of funded programs such as the Aboriginal Learning and Engagement Centre, Student Services and a Careers and Transition hub.

BWSC is a proud member of the Brisbane Water Learning Community (BWLC) which includes five partner primary schools. A shared commitment to the vision of a united cohesive K-12 curriculum delivery through quality teaching is the alliances mandate. Our Campus works in partnership with the Koorana AECG and P&Cs to co-create and collaborate to ensure our students achieve personal success.

The campus participated in External Validation, conducted a situational analysis and self-assessment in 2023. There was much to celebrate in the analysis, however we identified some clear areas of improvement in this school planning cycle. This included a focus on retention and engagement in schooling and increased academic success for all students. Attendance, behavioural and cognitive engagement in learning continues to be a focus as well as the need to enhance our administration, procedures, and communication across the College to ensure students have a deep sense of belonging. Innovation, quality pedagogy and action research are embedded into this school improvement plan to ensure that all students have a voice and agency over their learning and post school pathway planning and that curriculum and assessment is fit for purpose, rigorous and supported.

Strategic Direction 1: Student growth and attainment

Purpose

Student growth and attainment will be achieved through, knowing our students, collectively setting targets and then taking effective action, undergoing self-reflection and ongoing evaluation. This will be supported by deeper understanding, scrutiny of data, perseverance and a nurtured approach in which all parties - leaders, teachers, parents, and students - are active and committed to a culture of growth.

Improvement measures

Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

- Achieve an increase of 2.8% in the attendance rate, from 82.2% in 2023 to 85% in 2027

Pathways

There is a focus on positive transitions into meaningful post school pathways.

Achieve by year: 2027

A 2% increase in the proportion of students HSC results in the top two achievement bands, from 2023 to 2027

Pathways

There is a focus on positive transitions into meaningful post school pathways.

Achieve by year: 2027

Increase in the proportion of students enrolled and complete VET for Secondary Students while completing Year 12, from 89% in 2023 to 95% in 2027

Initiatives

Explicit teaching and feedback

Through collaborative practice and shared understanding of high expectations of explicit teaching and explicit feedback

We will:

- Develop and implement common *understanding and processes* that support explicit teaching and feedback in all KLA's
- Develop and implement a sequence of targeted *professional learning* to build the capacity of all teachers to deliver high quality explicit teaching and feedback strategies that are differentiated for individual students based on data analysis of external and internal evidence sets.
- Engage in learning walks and collaborative practice *programs* focussed on observable explicit teaching and differentiated instruction for identified target groups and student engagement.
- Review and evaluate school wide assessment *processes* where teachers collaborate to embed formative assessment, feedback and authentic summative assessment through data informed practice.

Targeted support

Through targeted school and community support teams and networks that drive a culture of personalised student growth and attainment through data informed practice

We will:

- Develop whole school teams that guide whole school *professional learning* and data analysis processes in identified areas for student growth and attainment. (Aboriginal, ALEC, ATL and Pathways)
- Develop and deliver *professional learning* in the use of data and evidence collection that is used to guide targeted interventions to support HSC students movement into the top three bands. (TAL Team)

Success criteria for this strategic direction

Students are achieving higher than expected growth on internal school progress and achievement data.

Teaching and learning programs across the school show evidence that they are differentiated to address individual student needs, ensuring all students are challenged and adjustments lead to improved learning.

Learning walks will demonstrate learning spaces, formative assessment and explicit teaching strategies that differentiate for the needs of individual students are present in all lessons.

All teachers analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.

All strategies implemented reflect research on best practice and include ongoing monitoring of success. Teachers identify expected growth for individual students and deliver tailored learning to support students achieving at or above expected growth.

School data demonstrates that student progress and achievement is greater than students at statistically similar schools on external measures. This is consistent with strong student progress and achievement on internal measures.

The implementation of whole school practices that facilitate measurable improvements in wellbeing and engagement that support student learning.

Students, teachers, parents and the community work together to support consistent and systematic processes that ensure absences do not impact on learning outcomes.

Progress and achievement of Aboriginal students within the school is equivalent to or greater than the progress and achievement of all students in the school.

pathways success criteria needed

Strategic Direction 1: Student growth and attainment

Initiatives

- Embed and program high impact HSC *strategies and initiatives* into teaching units and timings of scope and sequences to support student growth and attainment. (KLA's)
- Develop and implement a "bump up" *strategy* which identifies students within 1% - 3% of achieving the next band in HSC and develop explicit teaching and SSP to support attainment

Evaluation plan for this strategic direction

Question: What measurable impact can be found and leveraged in the targeted supports and collaborative practice and inquiry initiatives (explicit teaching, feedback and data informed practice)?

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

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

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

Strategic Direction 2: High expectations and continuous improvement culture

Purpose

The campus is committed to a culture of challenge and innovation, enabling highly effective teaching that promotes enthusiastic, independent learners, committed to lifelong learning. We are committed to developing a culture of designing and innovating quality teaching, learning and assessment for students' achievement in all aspects of their development. Collaborative practice and the pursuit of continuous improvement through learning alliances, professional learning and student voice.

Improvement measures

Student Voice

Achieve by year: 2027

There is a whole school focus on increasing student voice, agency and advocacy.

1. Achieve by 2027 60% uplift in students identifying voice, agency and advocacy.

Learning Alliances

Achieve by year: 2027

Learning alliances that promote a culture of continuous improvement.

- The school moves towards excelling in the 'Explicit Teaching' theme of the Effective Classroom Practice element in the School Excellence Framework Teaching domain
- The school moves towards sustaining and growing in the theme of 'Collaborative Practice and Feedback' in the Learning and Development element in the School Excellence Framework Teaching Domain.

Initiatives

Student Voice

Through a campus-wide culture that routinely fosters, values and utilises student voice, agency and advocacy:

We will:

- build *systems and process* to enable students to be self-directed aspirational learners and be authentic partners in learning.
- develop and participate in *professional learning* that enables staff and executive to elicit student contributions and this contribution is reflected in educational decision making.
- develop and use student voice *mechanisms* to foster ownership of decisions around their education including assessment, curriculum and teaching practice to maximise student voice, agency and advocacy
- plan for and proactively *engage* with students in determining opportunities for ongoing school improvement

Learning Alliances

Through a focus on learning alliances that ensure distributed leadership with a differentiated professional learning model that focuses on learning, wellbeing and behaviour:

We will:

- build the capacity of all staff through enhancing teacher collective efficacy across Key Learning Areas
- Teams leading collaborative practice support improvement in teaching practice to ensure teachers respond to data in programming, planning and lesson delivery by creating and delivering high impact *professional learning* in the focus areas of Aboriginal Education, English as an additional language or dialect, high potential and gifted

Success criteria for this strategic direction

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation including learning walks, modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school wide improvement in teaching practice and student results.

The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning.

The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.

Precision of practice across all faculties and College that articulate consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension.

The TEAM structures are collaborative, build the capabilities of all teachers and are an integral component of whole school approaches to programs and key initiatives

Teachers modify pedagogy and practice based upon information, observation of and input from students. Teachers embed mechanisms which enable students to provide feedback. Teachers respond to student feedback and reflection.

Evidence of consultation with students in developing situational analysis and strategic improvement plans.

Evaluation plan for this strategic direction

Question: What has been the impact of the learning alliances and student voice in developing precision of

Strategic Direction 2: High expectations and continuous improvement culture

Initiatives

- education, and Assessment.
- *Professional learning* will be tailored to meet the needs of each Key Learning Area and delivered by experts in each of the equity areas.
 - collect semesterised evidence of student attainment relevant to the team and report findings of data analysis to executive and staff with recommended *strategies* to address trends
 - Team specialists to collaboratively *develop* teaching and learning units which embed explicit teaching strategies in classroom practice.
 - Develop explicit *systems* that facilitate professional dialogue and collaborative practice to integrate areas of expertise in cross curricular teaching and learning programs
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Evaluation plan for this strategic direction

practice? Is there evidence of consistent, explicit inquiry-based teaching and what has been the impact on student performance?

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

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

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

Strategic Direction 3: Quality teaching and collaborative practice

Purpose

The campus will work strategically with its partner campus to build a College that is focused on continuous improvement and collaborative practice which places student progress at its core. Student progress will be ensured through effective quality administrative and communication systems across the College, collective professionalism and a culture of high expectations of curriculum provision and delivery.

Improvement measures

Confident Community

Achieve by year: 2027

Our community values, celebrates and trusts BWSC to ensure that every student learns grows and belongs.

Achieve by 2027

- 95% of students in our drawing area enrol at BWSC
- uplift of 5% of students retained (Year 7 to Year 12)

College Culture and Consistency of Practice

Achieve by year: 2027

Our College culture is founded on a shared vision and precision of practice that engages all students, staff and our community.

Achieve by 2027

- precision of practice is evident in administrative systems and curriculum provision
- % increase in college and community connections and collaborations

Initiatives

Confident, connected community

By building a connected, confident and vibrant educational community that is focussed on encouraging each individual to achieve their personal success.

We will

- Improve the equity gap through improved *processes and systems* of supporting community, student and parent voice across the College
- Increase connections and partnerships with local community groups and organisations as well as Alumni and our wider learning community.
- Prevent disconnection through quality transition *programs and processes* (all points)
- Enhance engagement and participation within the college and on campus through a targeted team to promote, communicate and celebrate success, engagement and participation
- Actively engage the community in authentic experiences with the focus of activities shifting from being centred on the school to being centred on learning.

Precision of Practice

Through building the College's leadership capacity, a focus on quality professional learning, student and parent partnerships and collaborative inquiry

We will:

- create shared *understanding* and collective responsibility for student engagement, attendance, behaviour, explicit teaching and effective feedback, assessment, data informed practice and collaboration.
- develop vertical coherence through productive dialogue and informed decision making across the college and within the campus
- grow teacher and leader expertise through high

Success criteria for this strategic direction

College professional learning is driven by student needs

Teachers use evidence of student learning to understand their students progress and map future actions

Teachers own their professional learning and recognise the knowledge and skills they need to refine.

CMG have established a shared vision of collegiate professional learning and provide resources, time and structures that enable teachers to learn and support each other across campus to deepen teaching and learning.

Teachers, leaders and school teams work and learn collaboratively to focus on student growth and seek input from internal and external experts, share knowledge, observe each others practice, ask probing questions and actively challenge others' perspectives.

There is evidence of innovation and diligence in how teachers and leaders use data to capture evidence of student learning and evaluation informs continuous refinement of classroom practice.

Shared data indicates success of our shared programs, administrative structures and curriculum that is aligned.

Strengthened partnerships with community and the Aboriginal Education Consultative Group (AECG) to support bridging the gap from Preschool to Year 12.

Strategic and tactical College professional learning and meetings evident and communicated

Targeted professional learning of developing healthy teams through support from external coaches where the gap between team performance and potential is closed and or exceeded.

Strengthen communication through the development of a central point of communication for parents

Curriculum teams across the College and within the BWLC collaborate and share curriculum knowledge, data, assessment practices.

Strategic Direction 3: Quality teaching and collaborative practice

Initiatives

- impact *professional learning* in understanding collaborative and reflective practice
 - foster opportunities across campus and in the learning community/network to share expertise in teaching and learning to raise student achievement.
 - *Review and evaluate* College curriculum and administrative systems to develop a precision of practice and *shared understanding*
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Success criteria for this strategic direction

Assessments and programs are developed and used regularly to promote consistent and comparable judgment of student learning through regular monitoring of student learning progress across the college leading to student success, increased belonging and student retention within the College.

Evaluation plan for this strategic direction

Question: What has been the impact on student success when the College uses consistent communication, administration and wellbeing processes? Do teachers have a shared understanding and practice across the college in explicit teaching?

Data: External student performance measures (HSC), internal student performance measures (NAPLAN), teaching programs, classroom observations, student work samples, coaching records, minutes of meetings, communication and parent/community feedback.

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

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