

Strategic Improvement Plan 2024-2027

Northern Beaches Secondary College Freshwater Senior Campus 8568



School vision and context

School vision statement

At Freshwater Senior Campus, we empower students with a sense of agency, build community connection, and uphold a standard of individual excellence. We foster a culture of curiosity, creativity, compassion, and collaboration that enables our teachers and students to shine as self-determining and positive change-makers.

Embedded in a positive culture of high expectations, mutual respect, and inclusivity, every student is known and encouraged to actively engage and contribute to the success of our educational community. To prepare our students for a dynamic and evolving world, we deliver outstanding educational and wellbeing programs. Grounded in research-informed strategies, our approach provides an environment for individuals to excel academically, and emerge as creative problem solvers, critical thinkers, and contributors to the broader community.

The commitment to agency, community, and endeavour underpins our mission to nurture well-rounded individuals prepared for the challenges and opportunities of the future.

School context

The NBSC Freshwater Senior Campus is a comprehensive secondary school located in the Northern Beaches of Sydney. The student population of 650 has been consistent over the last five years. Our school community is drawn from a variety of both Government and non-Government schools from across the Northern Beaches. We are one of five campuses in the Northern Beaches Secondary College, which provides our students with opportunities to access the widest possible curriculum choices, including a comprehensive range of HSC subjects.

"Freedom to Learn", our school motto, encapsulates the spirit of the school and our core values of Agency, Community and Endeavour.

Facilities at the Campus are excellent and position us to provide a breadth of quality learning experiences and opportunities for our students. They include general learning spaces encompassing seminar rooms adapted to meet the needs of senior students. A performance theatre, gymnasium, commercial kitchen, dance studio, recording studio, purpose built workshop and multimedia rooms, and a music centre with adjoining practice rooms complete our first rate learning environment. Students represent the school across the metropolitan area and state in music and dance ensembles and a wide range of sporting activities.

A comprehensive situational analysis has been conducted which led to the development of the 2024-2027 Strategic Improvement Plan, both of which involved genuine consultation with students, staff and the parent community. The school is committed to continually improving effective classroom practices with staff professional learning being the key to ensuring this. There will also be a focus on Higher School Certificate performance including assessment and staff professional learning around 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.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure students achieve their personal best, using evidence-informed practice to inspire student curiosity and actions. We challenge our students to excel and become successful lifelong learners.

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 1% in the attendance rate, from 84.7% in 2023 to 85.7% in 2027

Pathways

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

Achieve by year: 2027

- The proportion of students' HSC results in the top two achievement bands is increased from 55.07% in 2023 to 60% in 2027.

Pathways

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

Achieve by year: 2027

- The proportion of students' HSC results in the top three achievement bands is increased from 88.5% in 2023 to 90% in 2027.

Improved reading outcomes

Initiatives

Endeavour Program

Provide coaching and mentoring opportunities for students to identify goals and strategies to achieve them, improving individualised support.

- Use of internal and external data to identify students for the Endeavour program.
- Deliver a quality, evidence-based coaching program where students are challenged to meet individual goals.
- Facilitate a collaborative effort between students, parents, and educators to empower students to reach their full potential and achieve personal excellence.

Strengthened Explicit Teaching and Feedback

Improve effective classroom practice by focusing on explicit teaching and formative assessment strategies.

- Faculties and staff should regularly identify goals and opportunities for maintenance and improvement in HSC results as part of an ongoing development cycle.
- Develop and implement effective cycles of professional development focusing on formative assessment, explicit teaching practices and high-leverage strategies.
- Embed high-leverage strategies, formative assessment and explicit teaching strategies into teaching and learning programs.

Individualised Learning

Strengthen effective use of differentiation and adjustment to meet learning needs and support students in aspiring to achieve personal excellence.

- Deliver evidence-based professional learning on strategies to adjust teaching and learning to meet the needs of all students.
- Establish collaborative supports for teachers to allow evidence-based planning and programming of quality

Success criteria for this strategic direction

Endeavour Program

- The school uses internal and external data to identify students for the Endeavour program systematically and regularly evaluates its impact on student achievement.
- The Endeavour Program achieves a measurable improvement in student outcomes; including improved attendance, assessment data, growth and HSC results.
- All staff coaches regularly engage in professional learning on how to conduct quality coaching conversations, consistently improving the quality of coaching conversations.

Strengthened Explicit Teaching and Feedback

- All staff regularly engage in improvement cycles, focusing on improving the quality of explicit teaching and formative assessment practices.
- Explicit teaching and formative assessment strategies are integrated into all teaching and learning programs; resulting in improved student outcomes and growth.
- Students regularly use formative and summative assessments to reflect on their goals and improve outcomes.

Individualised Learning

- Teaching and learning programs show evidence of quality differentiated adjustments for students, which are integrated into classroom practice.
- All staff engage and contribute to student IEPs as part of the NCCD process.
- All staff regularly collaborate and engage in reflective conversations on effectively adjusting learning.

Evaluation plan for this strategic direction

Questions - What has been the impact of using consistent, explicit, research informed teaching strategies

Strategic Direction 1: Student growth and attainment

Improvement measures

There is a whole school focus on demonstrating growth in reading and numeracy to improve the achievement levels of all students.

Achieve by year: 2024

- An increased proportion of students achieving the HSC Minimum Standard in Year 11.

Initiatives

adjustments.

Evaluation plan for this strategic direction

on student performance?

To what extent have the explicit teaching initiatives moved us towards excellence?

To what extent have feedback and data skills initiatives moved the school towards excellence?

Data - Staff, student and community data sources collected on the types, frequency, quality and efficacy of highly effective teaching strategies, including focus groups and surveys.

Analysis - Analyse HSC data and triangulate with other internal sources to determine the extent to which our purpose has been achieved.

Strategic Direction 2: Agency

Purpose

Our purpose is to empower students to be independent and aspirational. By being responsive, agile and reflective, they will be inspired to take ownership of goals and take the decisive steps to achieve them. Our purpose is to empower staff to pursue personal and professional excellence.

Improvement measures

Student Agency

Achieve by year: 2027

Internal survey data around student agency and TTFM demonstrates students taking ownership of their learning.

Teacher Agency

Achieve by year: 2027

Implementation of the High Impact Professional Learning framework with 100% of teachers consistently utilising a range of strategies to deliver quality teaching and learning.

Initiatives

Student Agency

Developing students' ability to take ownership of their learning and acquire the skills and knowledge necessary for success in school and beyond.

- Effective use of the ATAR Trajectory interviews at key transition points across years 11 and 12.
- Create systems that empower students to successfully complete and manage a Stage 6 workload, including major works.
- Provide professional learning to staff on research-based pedagogy that fosters student ownership.

Teacher Agency

Develop staff capacity to deliver high-impact teaching using high-leverage strategies, explicit teaching, Walkthrus, and quality differentiated adjustments.

- Implement a cycle of high-impact professional learning to maintain and improve staff capacity for collaboration and reflection.
- Provide opportunities for observations of practice to maintain and improve a culture of feedback and reflection and improve collaboration.
- Deliver quality professional learning to strengthen understanding of quality differentiated teaching practice.

Leader Agency

Provide opportunities for staff to develop their leadership capacity in the school community.

- Promote leadership across the school, guiding aspiring leaders through The School Leadership Identification Framework.
- Identify and promote opportunities for staff to engage in leadership development through the PDP process.
- Develop opportunities for staff to lead learning through the professional learning process.

Success criteria for this strategic direction

Student Agency

- Students regularly reflect on their progress towards their goals, using quality feedback and support structures to improve outcomes.
- Students take agency of their workload, including major works, ensuring they set regular goals and implement strategies to meet critical deadlines.
- Staff regularly employ research-based strategies to support students in demonstrating and developing agency, resulting in increased student ownership of learning.

Teacher Agency

- Staff regularly engage in the PDP cycle to identify opportunities for improvement in practice to achieve excellence through continuous improvement.
- PDP cycles are reflective and consultative. Staff are given opportunities to learn, reflect, and progress toward individual, faculty, and whole-school goals.
- Staff undertake regular, individualised professional learning to target specific PDP goals to work towards improving student outcomes.

Leader Agency

- Staff are provided regular opportunities to build and demonstrate leadership capacity across the school.
- The PDP process is used as a regular opportunity to support staff in demonstrating leadership growth.

Evaluation plan for this strategic direction

Questions - To what extent has our focus on student agency delivered positive growth in ATAR trajectories?

Has HIPL seen observable and measurable changes to teacher practice?

Data - ATAR trajectories, survey data, engagement in HSC Strategy PL and implementation of high leverage

Strategic Direction 2: Agency

Initiatives

- Members of the school executive are mentoring and coaching their staff as part of the PDP process.
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Evaluation plan for this strategic direction

strategies, HIPL self-reflection, observations of practice.

Analysis - Analyse trajectory data over time, alongside internal assessment data, HSC data and triangulate with data mentioned above.

Strategic Direction 3: Community

Purpose

Our purpose is to facilitate a sense of belonging, connection and safety. Our community will feel accepted, valued and connected to each other. We appreciate and celebrate the differences and similarities among us and the richness that each individual brings to our community.

Improvement measures

Student Wellbeing

Achieve by year: 2027

Processes and policies are known and implemented by 100% of staff, ensuring universal understanding of wellbeing for students.

Staff Wellbeing

Achieve by year: 2027

Decrease in absenteeism for psychosocial related injuries.

College Networks

Achieve by year: 2027

100% of staff are engaged in cross-campus networks and participate fully in college events.

Initiatives

Student Wellbeing Strategy

Developing practices and processes to support students' social and emotional wellbeing.

- Increased communication and collaboration with parents to support student learning.
- Reinvigorate student wellbeing policies and processes across the school, utilising a common language to promote student growth and development.
- Strengthen relationships with external agencies to support student wellbeing.
- Strengthen wellbeing programs, including mentoring, Life Ready, and orientation programs.

Staff Wellbeing Strategy

Embedding wellbeing into staff professional learning and reducing the administration burden.

- Increased communication and collaboration amongst staff to support wellbeing and foster improved relationships.
- Provide professional learning to manage workload and prevent psychosocial hazards.

Strengthening and Enhancing Collegiality

Strengthening professional learning communities across the Northern Beaches Secondary College network to develop the collective efficacy of teachers:

- Teachers collaborate to improve collegiality and pedagogy across the NBSC network.

Success criteria for this strategic direction

Student Wellbeing Strategy

- Improved parent communication.
- School values are consistently used as a common language throughout the school, enabling students and staff to identify and describe them.

Staff Wellbeing Strategy

- Internal survey data improves in the area of staff wellbeing.

Strengthening and Enhancing Collegiality

- Staff regularly collaborate with colleagues from the NBSC campus to share ideas, improve pedagogy and community connections.

Evaluation plan for this strategic direction

Questions - Do we have a strong culture of trust, respect and inclusion?

Data - TTFM, internal survey data

Analysis - Ongoing self-reflection on the data to ensure wellbeing is embedded into our decision-making processes.