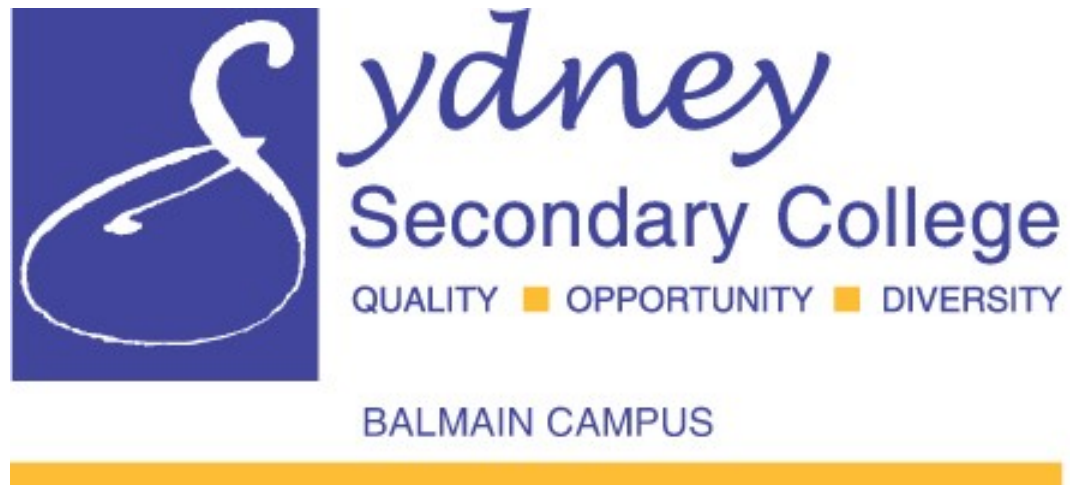


School plan 2018-2020

Sydney Secondary College Balmain Campus 8484



School background 2018–2020

School vision statement

Sydney Secondary College will challenge all students to achieve excellence as adaptable life-long learners prepared for a dynamic 21st century work environment. Engaging with a differentiated and rigorous curriculum our students will become global citizens who are resilient, responsible and independent. In partnership with parents and the community our highly motivated and professional staff will encourage each student to achieve their full potential as effective communicators, creative thinkers and problem solvers. This will occur in a structured and caring environment, based on mutual respect and collaboration.

School context

Sydney Secondary College is a vibrant and inclusive multi-campus setting in the inner city, comprising of two Years 7 – 10 campuses (Leichhardt and Balmain) and one Year 11 – 12 campus (Blackwattle Bay).

Sydney Secondary College Balmain Campus is located on the harbour at Rozelle and has a current enrolment of 790 students. The school is a culturally diverse middle school with selective, comprehensive (including enrichment and special programs) and special education streams.

All students are encouraged to achieve their personal best in an environment that provides academic challenges and artistic, cultural and sporting opportunities. Strong parental and community partnerships are a feature of the school.

The school has a commitment to middle school initiatives that enhance and improve educational outcomes with a focus on social and cultural literacy.

School planning process

The Sydney Secondary College Balmain Campus School Plan was developed using a consultative planning process during terms 2–4 2017 and term 1 2018.

A college planning team led consultation with parents, staff, students and our Aboriginal community. Surveys and focus group took place during this process of consultation.

Within the context of Sydney Secondary College planning, throughout 2017, Balmain Campus undertook a review of its vision and directions through a comprehensive consultative process. This process included:

- Workshops with staff and parents, and student focus groups.
- Evaluation of the 2015–2017 school strategic plan.
- Student, parent and staff surveys covering areas of staff and student learning and school processes.

Staff reviewed educational and academic documentation, along with the results of surveys and focus groups and a review of the previous school plan to develop draft strategic directions that fed into the college planning process.

The planning process culminated in a shared responsibility and ownership in the preparation, review and presentation of the plan by the school and college.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1

Excellence in Learning

Purpose:

Our students will be engaged learners who develop strong content knowledge and skills in literacy and numeracy. They will be creative, critical thinkers and adaptable, collaborative lifelong learners. Our students will be empowered to learn, connect, succeed, thrive and be empathetic and resilient individuals capable of demonstrating, communicating and reflecting on their learning.



STRATEGIC DIRECTION 2

Excellence in Teaching

Purpose:

Staff will ensure an on-going Sydney Secondary College culture of high expectations. This will be based on evidence based practices and evaluation, continuous professional learning, accreditation support, innovative practice and the development of collaborative learning communities.



STRATEGIC DIRECTION 3

Excellence in Leading

Purpose:

Our College will have systems, structures and processes that underpin on-going improvement. We will build the capacity of all teachers to be instructional leaders who support a culture of high expectations and community engagement. Our parents and broader community will be actively and strategically engaged in our provision of quality learning opportunities and experiences that support our strategic vision.

Strategic Direction 1: Excellence in Learning

Purpose

Our students will be engaged learners who develop strong content knowledge and skills in literacy and numeracy. They will be creative, critical thinkers and adaptable, collaborative lifelong learners. Our students will be empowered to learn, connect, succeed, thrive and be empathetic and resilient individuals capable of demonstrating, communicating and reflecting on their learning.

Improvement Measures

Increased proportion of students performing in the top two bands in literacy and numeracy in NAPLAN.

Increased proportion of students demonstrating and being recognised for self-regulation.

Increased proportion of students involved in school wide activities.

Increased proportion of students completing assessment tasks in the high achievement range.

People

Students

Empowered to positively engage in learning that enhances their subject knowledge, literacy and numeracy development and their critical, creative and collaborative skills.

Staff

Engage in ongoing professional learning to implement a culture of high expectations for all students by creating authentic, challenging and responsive learning environments that offer opportunities for success for all students.

Parents/Carers

Encouraged to attend school events and activities so as to work in partnership with the school, increasing engagement with their child's learning.

Leaders

Lead and support the implementation of effective whole school strategies to enhance student assessment, engagement and learning opportunities, leading to improved student learning outcomes.

Processes

Assessment: Consistent implementation and development of best practice with regard to student assessment, reporting and feedback.

Literacy and Numeracy: Data and research is embedded into practice to bring about ongoing improvements in student literacy and numeracy performance.

Middle Schooling and Future Focused Pedagogy: The school develops a middle schooling / future focused teaching and learning approach that includes the development of innovative learning spaces that support authentic, individualised learning where all students within the school are challenged through differentiation and high expectations.

Student Wellbeing: Implement a whole school integrated approach to student wellbeing in which students can connect, succeed and thrive at each stage of their schooling.

Evaluation Plan

Improvements towards meeting this strategic direction will be evaluated through:

- Internal assessment data
- Internal and external data of literacy and numeracy
- Staff and student surveys of learning engagement and success

Practices and Products

Practices

Students gain ongoing explicit guidance and feedback on learning and assessment and processes are in place to gather student feedback and evaluation.

Teachers reflect on literacy and numeracy performance to develop teaching and learning strategies to differentiate lessons and accommodate the learning needs of their students.

Respectful relationships are evident and widespread amongst students and staff that promote student wellbeing to ensure optimum conditions for learning across the school.

Products

Student literacy and numeracy performance demonstrates improvement.

Assessment instruments are valid and reliable and are consistently applied across the school.

Enhanced learning environments and teaching and learning programs provide for the ongoing development of future focused skills through authentic learning experiences targeting middle school learners, with high and consistent expectations for all classes.

Positive Behaviour for Learning and wellbeing strategies are explicitly taught and the language is embedded across the school community. This is supported by the authentic analysis of data.

Strategic Direction 2: Excellence in Teaching

Purpose

Staff will ensure an on-going Sydney Secondary College culture of high expectations. This will be based on evidence based practices and evaluation, continuous professional learning, accreditation support, innovative practice and the development of collaborative learning communities.

Improvement Measures

Staff satisfaction feedback regarding professional learning and support for staff professional practice.

Increased confidence and engagement in analysis of data and sharing teaching practice through observations and professional learning.

Teacher and student surveys demonstrate improvement in student engagement and achievement through the implementation of learning strategies developed through professional learning.

School processes and procedures reflect department and NESA requirements.

People

Students

Participate in learning and develop their knowledge, literacy and numeracy capabilities and their critical, creative and collaborative skills.

Staff

Engage in professional learning communities within the school to deepen their understanding and share their knowledge and practice to bring about improvements in student learning outcomes.

Staff

Teachers undertake professional learning to improve their own knowledge of practice and pedagogy, demonstrating this through sharing of practice.

Leaders

Undertake professional learning to improve their own knowledge of practice and pedagogy, demonstrating this through sharing of practice.

Parents/Carers

Encouraged to attend school events and activities so as to work in partnership with the school, increasing engagement with their child's learning.

Processes

Professional Learning Culture: Develop a professional learning plan that supports staff professional practice and engagement with learning through collegial learning initiatives, sharing exemplary practice and quality feedback to support student learning.

Culture of Improvement: Whole school implementation of a program of observations to build teacher capacity implemented through the performance and development process. This is focused on strategies to improve student learning outcomes.

Data Analysis: Build staff capacity to understand and utilise data to bring about student improvement.

Evaluation Plan

Improvements towards meeting this strategic direction will be evaluated through:

- Staff and student surveys
- Participant evaluation of professional learning sessions
- Data from the formalised system of observation of practice
- Feedback from school teams on their professional learning

Practices and Products

Practices

Staff engage in a formalised system of observation of practice that supports the ongoing development and improvement of all teachers and incorporates quality reflective feedback.

Teaching staff demonstrate and share their expertise with colleagues to support evidence based and effective teaching strategy implementation.

Consistent school processes and procedures are implemented at faculty and whole school level that support NESA compliance.

Products

Teacher professional growth and ongoing accreditation is evident in teacher performance and development planning and activity. This is supported by an observation and mentoring program across the school.

Staff demonstrate increased confidence and capacity to utilise student data and evidence based teaching strategies to inform teaching and learning practice, leading to student improvement.

Strategic Direction 3: Excellence in Leading

Purpose

Our College will have systems, structures and processes that underpin on-going improvement. We will build the capacity of all teachers to be instructional leaders who support a culture of high expectations and community engagement. Our parents and broader community will be actively and strategically engaged in our provision of quality learning opportunities and experiences that support our strategic vision.

Improvement Measures

Teacher performance and development plans reflect teacher need and positively contribute to continual improvement of practice.

Increased proportion of students involved in leadership and community learning opportunities.

Surveys indicate an increase in parental, student and staff satisfaction with school activities.

Increased proportion of staff indicating interest in higher levels of accreditation.

Staff feedback regarding professional learning opportunities and culture.

People

Students

Commit to school based and community engagement opportunities to enhance their learning and leadership.

Staff

Actively engage in professional learning and opportunities for leadership development.

Parents/Carers

Provide clear opportunities for parents/carers to engage and participate with the school community to support student learning.

Community Partners

Work together with the school to develop and establish a continuum of learning and leadership for our students.

Leaders

Support and facilitate staff and student leadership opportunities. Leaders create a strong professional learning culture to enhance learning.

Processes

Staff Leadership: The school implements strategies to actively strengthen staff leadership to sustain a culture of effective, evidence-based teaching, engagement and ongoing improvement. A strong professional learning culture supports the implementation of strategies to promote teacher engagement in the process of higher levels of accreditation.

Student Leadership: The school implements strategies to actively strengthen student leadership at all levels to sustain a culture of effective, evidence-based engagement and ongoing student voice and improvement.

Parents as Partners: Strategies are implemented to create opportunities for parents to be partners in learning, leading to increased parental involvement in school activities and events to support student learning and engagement.

Enhanced Community Links: Support the learning, engagement, leadership and aspirations of our students through the development of a partnership strategy to engage the broader community of businesses, tertiary providers, community groups and local schools in the learning initiatives of the school.

Evaluation Plan

Improvements towards meeting this strategic direction will be evaluated through:

- Staff, student and parent surveys
- Participant evaluation of professional learning sessions
- Data regarding higher levels of

Practices and Products

Practices

Staff leadership capacity is developed through increased leadership opportunities to lead whole school improvement initiatives.

Community partnerships provide authentic learning and leading opportunities, enhancing a culture of achievement.

Products

The school promotes and supports the attainment of higher levels of accreditation with an increasing proportion of teachers at preliminary stages of the higher level accreditation process.

Increased parent participation and satisfaction with school initiatives and activities.

Students are involved in a range of leadership and participation activities through community partnerships.

Leadership opportunities are developed to enhance student voice.

Strategic Direction 3: Excellence in Leading

Improvement Measures

People

Processes

- accreditation.
- Feedback from staff regarding professional learning
- Staff Professional Development Plans

Practices and Products