

# School plan 2018-2020

## Sydney Secondary College Leichhardt Campus 8507



# School background 2018–2020

## School vision statement

Sydney Secondary College will challenge students of all abilities to achieve excellence as successful, future focused learners through positive participation in a changing society. By offering a differentiated, inclusive and rigorous curriculum to our students, they will become resilient, responsible and independent people respectful of diversity and advocates of social justice. In partnership with parents and the community our highly motivated and professional staff will encourage each student to achieve their full potential as good communicators, creative thinkers and problem solvers in a disciplined and caring environment, based on mutual respect.

## School context

Sydney Secondary College, with campuses at Balmain, Leichhardt and Blackwattle Bay, is an innovative multi campus co-education public education facility. Our College caters for all learners with an academically selective stream, comprehensive stream and support classes for students with disabilities (Intellectual, Physical and Autism). The diversity of students from a multiplicity of cultural backgrounds creates the opportunity for future focused learning and authentic experiences. Located in the inner city, with two harbour side locations, students complete Year 7 – 10 education at Balmain or Leichhardt where the focus is on middle schooling. They move to the young adult learning environment of Blackwattle Bay campus for Years 11 –12 with its broad curriculum and links to TAFE and universities. Sydney Secondary College offers an invigorating range of opportunities for our students. In 2016 we have a school population of over 2200 students. We have a very supportive and proactive parent and carer community who meet regularly through P&C and Campus events. The College also has an off-site program called Glebe Pathways, for students in Stage 5 who are disengaged from their learning. Sydney Secondary College provides an excellent broad education based on quality, opportunity and diversity.

## School planning process

A college planning team led consultation with parents, students and representatives from our Aboriginal community. Staff members were also surveyed and consulted for their input. Surveys and focus groups took place during this process of consultation. Professional learning goals of staff at Leichhardt Campus are also taken into consideration. The recommendations from External Validation which took place in 2016 also formed part of our discussions as a whole staff and executive team as did our annual self evaluation against the new Schools Excellence Framework. The campus executive team evaluated the previous year's plan and identified carry over areas for inclusion as well as reviewing all the input from other stakeholders to determine priorities for inclusion in this plan. Priority areas were also identified as a result of three years of data from the whole staff survey on *The 6 Effective Practices of High Growth Schools*, based on the CESE publication.

# 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 ongoing 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 school will have systems, structures and processes that underpin ongoing school improvement. Our community will be actively and strategically engaged in providing quality learning opportunities and experiences to support the development of our diverse student cohort. Working together we will cultivate effective learning alliances to inspire students to learn and achieve.

# 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

SEF data returns to sustaining and growing value adding between 2019 and 2020

Decrease in students getting a score indicating a drop in performance in 2018 using our centralised tracking system for academic data

Increase in students achieving a sound grade or above and/or sustained academic growth as demonstrated in internal data in 2018

Teachers are engaged in professional learning and reflection to increase their understanding of the **4Cs + R** (future focused learning initiative) and the **4Cs + R** are identified in teaching and learning programs in 2018

## People

### Staff

Executive team to monitor and assist in adoption of internal data analysis across all faculties.

The **Student Led Conferencing** Working Party will be formed in 2018 and lead implementation of strategy.

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Schools of the Future team will lead the implementation of the **4Cs + R** strategy – this will be adopted by the whole school (all faculties).

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## Processes

School analyses student progress and achievement data and a range of other contextual information (e.g. Aboriginal or EALD background). Teachers respond to trends in student achievement, at individual, faculty and whole school level.

Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.

Implementation of evidence based change to improve whole school practices resulting in measurable improvements in engagement. The school's curriculum provision is enhanced by learning alliances with other schools and organisations.

## Evaluation Plan

Evaluation will take place annually in term 4

## Practices and Products

### Practices

Biannual whole school and individual faculty data analysis

Formation of **Student Led Conferencing** working party to implement pilot program in year 7 in 2018 (classes of working party members only), all stage 4 in 2019, all stage 4 plus year 9 in 2020

**4Cs + R** strategy implementation – processes to develop and assess creativity and innovation; critical thinking and problem solving; collaborative enquiry; and communication and interpersonal skills. A team participating in the DoE's **Schools of the Future Project** will develop these processes.

### Products

Centralised system (excel spreadsheet) developed and used to track internal academic data and external data (e.g. NAPLAN) and synthesise and interpret data

Development of rubrics designed with assessment of the processes and skills students use when engaged in inquiry through project based learning (**4Cs + R**)

Supplementation for traditional Student Progress Review meetings

# Strategic Direction 2: Excellence in Teaching

## Purpose

Staff will ensure an ongoing 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

Increase in proportion of students in top two **NAPLAN** bands in literacy and numeracy

In 2018, the 2017 recommendations for the Science and Mathematics faculties from the **College Faculty Review** process will be put in place.

Increase the percentage of staff who agree that we are extensively using **pre and post testing** to assess learning and guide teaching practice.

Increase the percentage of staff who agree that we are developing accessible resources to assist in differentiating the curriculum.

## People

### Staff

This will be facilitated through the literacy and numeracy sub committees of the Middle School Teams working party.

### Staff

In 2018 the CAPA and TAS faculties will undergo review and the adoption of the 2017 Review Recommendations for Mathematics and Science will be measured.

### Staff

All staff participate in the PDP process and supplement this with participation in mentoring or peer support practices.

## Processes

Explicit assessment and reporting of literacy and numeracy outcomes.

College Annual Faculty Reviews will take place focusing on two faculties per year.

The whole staff will take the 6 Effective Practices of High Growth Schools survey twice yearly, in early term 1 and late term 4.

## Evaluation Plan

Evaluation will take place annually in term 4

## Practices and Products

### Practices

Explicit teaching, assessment and reporting of both literacy and numeracy strategies and outcomes in all curriculum learning areas.

All faculties self-evaluate annually using the Sydney Secondary College Faculty Excellence Framework

Teachers mentor each other at all stages of their career and carry out lesson observations and sharing of practice through the Early Career Teacher Mentor Scheme, Leichhardt Instructional Rounds, the pre2004 Support Group and participation in the annual PDP process.

### Products

All teachers understand and explicitly teach literacy and numeracy within their own Key Learning Area curriculum to drive ongoing improvement in teaching practice and student achievement.

Embedded annual self evaluation leading to continual striving for improvement and excellence.

The school has a high performing teaching staff as measured against the Australian Professional Standards.

# Strategic Direction 3: Excellence in Leading

## Purpose

Our school will have systems, structures and processes that underpin ongoing school improvement. Our community will be actively and strategically engaged in providing quality learning opportunities and experiences to support the development of our diverse student cohort. Working together we will cultivate effective learning alliances to inspire students to learn and achieve.

## Improvement Measures

Recommendations from action research teams will be embedded in practice.

Student Learning Support Officers and School Administrative Staff achieve Performance Development Plan (PDP) goals in 2018

Academic growth for students supported by EALD, Integrated Funding Support or Aboriginal and Torres Strait Islander equity funding.

## People

### Leaders

The Head Teachers Teaching, Learning and Engagement will lead the action research model professional learning teams throughout the year.

### Leaders

The Learning and Support Teacher (LaST), the Head Teacher Special Education and the School Administrative Manager will oversee the supervision of PDPs for non teaching staff.

### Leaders

The EALD, LaST and co-ordinator of Aboriginal Education will interrogate data produced internally to determine achievement of academic growth goals.

## Processes

Professional learning communities will be established in term one. Each will focus on a different one of these staff nominated areas: future focused teaching and learning; differentiation; student wellbeing; effective use of technology in the classroom using the SAMR model; the 8 Ways of Aboriginal Learning; and literacy and numeracy.

A process will be developed in 2018 to measure effectiveness of Learning Support and deployment of non teaching staff according to their progress in meeting their PDP goals.

A team will be developed in 2018 to draft a methodology for collecting, measuring and analysing community (parent and student) feedback that is personalised to our setting (not TTFM).

## Evaluation Plan

Evaluation will take place annually in term 4

## Practices and Products

### Practices

The leadership team maintains a focus on distributed instructional leadership.

### Products

A sustained culture of effective, evidence-based teaching and striving for ongoing improvement.