

School plan 2018-2020

Tuggerah Lakes Secondary College Berkeley Vale Campus 8563



School background 2018–2020

School vision statement

Berkeley Vale Campus embraces the concepts of inclusivity, accessibility and diversity and provides high quality education to all sectors of the community. Our students are fully supported on their journey to becoming self-motivated learners, confident and creative individuals fully equipped with the personal resources to maximize their potential and achieve future success and wellbeing.

School context

Berkeley Vale Campus is a co-educational, 7–10 campus serving the communities of Killarney Vale, Berkeley Vale and Chittaway Bay on the southern side of Tuggerah Lake. Berkeley Vale Campus is part of Tuggerah Lakes Secondary College (TLSC) and is a proud member of the Tuggerah Lakes Learning Community (TLLC). The enrolment for 2018 is 749 students. Berkeley Vale Campus has an ICSEA of 965 and a FOEI value of 111. There is a significant enrolment of Aboriginal students 10% and 4.5% of the school enrolment has a language background other than English.

In 2018 the school will undertake professional learning in Positive Partnerships and we are the first high school in the state to receive this funding. Our school will also be striving to become a Trauma Sensitive school and the school has a quality teaching focus with staff working collaboratively to develop, implement and evaluate teaching and learning programs, pedagogical practices and student outcomes. There is a strong focus on staff professional learning and effective classroom practice. Berkeley Vale Campus is committed to building positive relationships between students, staff and the broader community. The campus is a Positive Behaviour for Learning school with the core values respect, responsibility and achievement. The school offers a wide range of curricular and extra-curricular programs and focuses on providing quality individualised learning for all students.

School planning process

During 2017, an extensive consultation process was undertaken to review and evaluate current practices and directions to inform and determine the school strategic directions for 2018–2020.

A School Strategic Planning team was established and data was collected from a range of sources including:

- Parent surveys & focus groups
- Student surveys & focus groups
- Staff surveys & focus groups
- Data analysis of external tests
- Data analysis of school based assessments
- External evaluations
- Analysis of student performance in a range of diagnostic tests
- Consultation with P&C and the Kurriwa AECG.

The school was successfully validated in 2015.

There are a number of significant partnerships that add value to the school. Partnerships include:

- Berkeley Vale Campus P&C
- Kurriwa AECG
- Tuggerah Lakes Learning Community
- Central Coast Secondary Schools Mentoring
- Mingara Recreation Club
- University of Newcastle

School strategic directions 2018–2020



Purpose:

Quality, professional and committed teaching staff who are experts in their teaching area and skilled in providing high quality engaging and student-focused learning.

Purpose:

To develop quality innovative curriculum structures and individualised learning that is supported by the 'best practice' approach of implementing evidenced based school wide programs.

Purpose:

Authentic community partnerships that provide opportunities for students to experience real life learning and effective parent and community relationships that enable the development of a cohesive educational community.

Strategic Direction 1: Developing high performing adolescent learners

Purpose

Quality, professional and committed teaching staff who are experts in their teaching area and skilled in providing high quality engaging and student-focused learning.

Improvement Measures

Increase the percentage of students in the top two bands in Year 7 and Year 9 in reading and numeracy combined by 10% from 16.28% (baseline 2017) to 26.28%.

The percentage of students achieving expected growth increases in reading in Yr9 from 41% to 55%, in writing from 32% to 50% and in numeracy from 36% to 51% while maintaining a value add of excelling (baseline 2017 NAPLAN – SCOUT).

People

Students

Build the skills to be motivated students and to learn to think deeply to allow them to increase their capacity and achievement.

Will know their learning goals and what they need to do to achieve them.

Staff

Understand their responsibility to engage in professional learning afternoons (PLA) that will assist in the development of teaching strategies that can be implemented in their classrooms and which will lead to improved student outcomes.

Parents/Carers

Recognise the importance of their role in supporting their children's learning at home.

Community Partners

Value their contribution as experts and critical friends to support implementation and evaluation of pedagogical practice.

Leaders

Understand the need to build their capacity to lead development, implementation and evaluation of whole school practices that improve student learning outcomes.

Processes

Implement practices that ensure all teaching and learning programs are underpinned by quality teaching elements which foster high expectations of student learning outcomes and are linked to student learning goals.

Review and continue to build teaching and learning across the school to include adjustments and individual needs, ensuring rigour and challenge for all students.

Implementation of whole school systems that facilitate the modelling of effective teaching practice, classroom observations and consistent approach to classroom management.

Evaluation Plan

Scout performance reports

NAPLAN

Progressive Achievement Test (PAT) Data

On-balance judgements and teacher discussions

Observed teaching and learning

Bright Start Learning Conference participation data

Practices and Products

Practices

Teachers embed quality teaching elements in all teaching and learning programs which are targeted to improve outcomes. Quality teaching observations occur in a systematic manner and QT elements are visible during observations.

Each student is identified and supported to reach their own individualised Literacy and Numeracy goals by the end of each year.

Planned professional learning is used to build the capacity of all staff to provide high quality learning opportunities for all students.

Products

Teachers use a flexible and innovative suite of evidence-based teaching practices to optimise learning progress and develop differentiated teaching and learning programs in partnership with the whole community.

Implementation of the literacy and numeracy learning progressions into school-wide pedagogical practice is reflected through an increase in student growth as measured through PAT and NAPLAN.

Every student articulates their learning needs, collaboratively sets clear learning goals and provides teachers with ongoing feedback on their progress.

Strategic Direction 2: Delivering quality and individualised learning

Purpose

To develop quality innovative curriculum structures and individualised learning that is supported by the 'best practice' approach of implementing evidenced based school wide programs.

Improvement Measures

Increase the percentage of Year 7 Aboriginal students in the top 2 bands of NAPLAN for Numeracy by 7.3%(Baseline 2017 NAPLAN 22.7%) and reading by 10% (Baseline 2017 NAPLAN 20%)to contribute to the state target of 30%.

Increase the percentage of Year 9 Aboriginal students in the top 2 bands of NAPLAN for Numeracy by 24.1% (Baseline 2017 NAPLAN 5.9%) and reading by 24.1%(Baseline 2017 NAPLAN 5.9%) to contribute to the state target of 30%.

The student positive relations and learning environment aspect of the Tell Them From Me survey will equal or exceed the DoE state norm. (Baseline school 78%, state 79% 2017).

The teacher inclusive school and parent involvement aspect of the Tell Them From Me survey will equal or exceed the DoE state norm. (Baseline TTFM 2018).

People

Students

Students experience their relationships at school as powerful resources for support, protection and hope. Students understand the importance of treating each other with dignity, empathy and respect.

Staff

Staff see the value of engaging with professional learning afternoons for Positive Partnerships, Trauma Informed Practice and Positive Behaviour for Learning.

Parents/Carers

Recognise the importance of engaging with school staff to create a partnership in education.

Community Partners

Understand their contribution in Positive Partnership, Trauma Informed Practice and Wellbeing are engaged in the school and support PLA for parents and teachers.

Leaders

Leaders within the school are experts in innovative curriculum and wellbeing practices.

Processes

Development and implementation of an integrated and comprehensive Learning and Engagement process so that every student, parent and teacher has the knowledge to connect with staff and support the development of personalised learning pathways.

Implement practices to ensure the learning and wellbeing needs of every Aboriginal student are met through an integrated approach to quality teaching, curriculum, assessment and wellbeing.

Implement and embed innovative curriculum opportunities through a variety of curriculum offerings and explicit teaching and modelling of the school and communities core values.

Evaluation Plan

Tell Them From Me survey data

Learning and support team referrals

Wellbeing team data

Professional learning completion rate and implementation data

Practices and Products

Practices

Early identification of students with a focus on Aboriginal students who require an individualised learning plan which is unique and specific to their needs.

The iCreate class becomes a flexible model that is used as a framework for key learning areas to implement project based learning and innovative curriculum.

Products

Collaborative partnerships with the AECG and Aboriginal community are evident with ongoing opportunities for consultation on how best to support Aboriginal students and their families.

Staff implement Project Based Learning and innovative curriculum to engage students in their learning by harnessing their individual interests to develop their learning skills.

Positive, productive and respectful relationships are evident across the whole school community resulting in a collective responsibility for student and school success.

All staff apply current evidence informed knowledge of autism spectrum disorder and better understand how it directly impacts on a young person's learning and participation and 100% of students on the ASD spectrum have a detailed Positive Partnership matrix developed, implemented and reviewed every semester.

Strategic Direction 3: Authentic and collaborative partnerships

Purpose

Authentic community partnerships that provide opportunities for students to experience real life learning and effective parent and community relationships that enable the development of a cohesive educational community.

Improvement Measures

The teacher and student effective learning time aspect of the Tell them From Me survey equals or exceeds the DoE 2017 norm. (Baseline school 6.8, state 6.2 2017).

By 2020 an increase from 41.6% of parents and caregivers interacting with the teaching and learning content area on the school portal and technology platforms to 60% as measured through Sentral data.

People

Students

Recognise the importance of identifying a future goal and developing a pathway of learning that will enable them to successfully achieve their goal/s.

Staff

Recognise the importance of using technology as a tool to enhance learning and value collaboration and connection with parents and the wider community.

Parents/Carers

Understand the importance of encouraging their children to be aspirational and the importance of the role they play working collaboratively with the school to ensure their students learning goals are achieved.

Community Partners

Feel valued and welcome as external partners, to engage with school staff, students and the community to create learning partnerships.

Leaders

Raise awareness of the importance in engaging in the Tuggerah Lakes Learning Community (TLLC) and have the skills to link this to improving student outcomes and professional learning.

Processes

Review and further develop the understanding of future focussed digital teaching and learning within the role description of all teachers and identify and create expectations of digital learning outcomes.

Review and further develop strong collaborations between students, parents and community that inform and support continuity of learning for all students at transition points.

Create and implement a stronger professional network and collegial relationship between BVC and teachers across TLLC which focus on teaching and learning through the use of critical friends, analysis of student learning and continuous and inclusive learning for all.

Evaluation Plan

Tell Them From Me DATA

Creation of flexible learning spaces

Utilisation of online teaching and learning tools

Survey data

Practices and Products

Practices

Every stage 5 student will have a detailed future pathway plan based on their performance level against the Australian Core Skills Framework.

Students and teachers engage authentically with Digital Learning platforms as tools for learning, transition and communication.

The campus identifies and utilises parent and community expertise that can be utilised to provide wider and more diverse learning experience to students.

Products

An innovative and flexible technology platform is developed that meets the needs of diverse learning environments.

Technology and social media are used to inform and actively engage parents and the community in student learning.

BVC actively participates in all TLLC Hubs and Central Coast Networks with a focus on delivering evidence-based pedagogical and wellbeing approaches with commonalities across schools for P-12 and beyond.

Every stage 5 student has a detailed future pathway plan developed based on their performance level against the Australian Core Skills Framework.