

Strategic Improvement Plan 2021-2024

Brisbane Water Secondary College Woy Woy Campus 8374



School vision and context

School vision statement

Brisbane Water Secondary College is the first choice in educational delivery 7-12 on the Peninsular, where our community is confident that the whole student is catered for, is rich in curricula choice and dynamic and innovative in delivery, which ensures students will be successful beyond the school setting.

Brisbane Water Secondary College Woy Woy Campus is a dynamic educational setting that provides choice and diversity in learning excellence through age appropriate learning, curriculum provision, quality pedagogy and future focused thinking.

Our purpose is that BWSC students succeed.

School context

Brisbane Water Secondary College (BWSC) was established in 2002 to expand the educational opportunities of students on the Peninsula by offering a collaborative approach from across one school with two distinct campuses. BWSC is a dynamic comprehensive, co-educational, 7-12 College that was established to provide pedagogy in learning environments that caters to the nature and specific needs of middle years learners and senior learners.

The senior campus located in Woy Woy has an enrolment of 720 students of which 11% 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 a full suite of vocational courses and SBAT opportunities. We have three special education classes specialising in intellectual disabilities and a multicategorical classes.

The College conducted a situational analysis and self assessment in 2020. 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 Aboriginal retention and engagement in schooling and increased academic success for all students. Attendance, behavioral 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 and quality pedagogy and action research is embedded into this school plan to ensure that all students are catered for and that curriculum and assessment is fit for purpose, rigorous and supported.

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.

Strategic Direction 1: Student growth and attainment

Purpose

Every student every school year improves. Student growth and attainment will be achieved through, knowing our students, collectively setting targets and then taking effective action, undergo 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

Target year: 2022

The campus aims to achieve an uplift in attendance of 13%

The campus aims to achieve a 10% uplift in students with positive wellbeing

The campus aims to achieve a 10% uplift in student retention within the College by 2022

Target year: 2022

The Campus aims to achieve an uplift of 7.4% of HSC students in the top 3 bands

The Campus aims to achieve an uplift of 10% of Aboriginal students HSC attainment by 2022

The Campus aims to achieve an uplift in Aboriginal students of 8% in the HSC Top 3 bands and 5% in the Top 2 bands

Each Year 10, 11 and 12 student has an individualised learning plan articulating and guiding their learning goals and post school aspirations by 2024

Initiatives

Nurturing Student Success and Wellbeing

We will;

- develop and implement a K-12 Community approach to improving cultural practices around school attendance through review of *systemic processes*, deep data analysis and community support.
- embed PERMAH into school learning culture through ongoing staff *professional learning* in effective wellbeing/learning strategies whilst undertaking a lesson study approach used to adjust and improve practice in Stage 5.
- develop a robust transition *program* between stages, that addresses gaps in information sharing, data analysis, teaching and learning split across stages.
- update whole-campus approach to wellbeing *processes* to ensure monitoring, data analysis and evaluation of student behaviour, attendance, wellbeing, learning and engagement data is evidenced through regularly updated IEP's and teaching and learning with a consistent and aligned approach across the College.

Knowing our students

We will;

- develop *systems* that collect information and data to inform ILP for all students. It will be curated by the student and their teachers and communicated with their families. The plans will articulate what the student needs to have a psychologically safe environment, determine each student's readiness for learning, articulates multiple access points to the curriculum to increase engagement and success and co-created measurable learning goals.
- deliver differentiated *professional learning* that supports greater understanding of our students, equity provision, disability and complex needs based learning environments.
- develop *programs* that target Stage 5/6 curriculum

Success criteria for this strategic direction

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

Regular faculty and whole school meetings review and analyse student performance data against system negotiated targeted intervention that will have the greatest impact on student growth.

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

Widespread positive and respectful relationships are evident among students and staff, promoting student wellbeing and ensuring optimum learning conditions.

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

Teachers demonstrate increased expertise in teaching students with complex trauma and/or behaviour difficulties. High functioning, wellbeing, learning and support processes guide and assist teachers and parents in actively supporting students.

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.

All PLP's are authentically completed, where attendance is increased and exceeds 90%.

Evaluation plan for this strategic direction

Question: What has been the impact of using PERMAH as the foundation of our social/emotional curriculum? Do teachers embed/use PERMAH to support, reflect on and

Strategic Direction 1: Student growth and attainment

Initiatives

provision, transition between stages, support and clear pathways for individual students to achieve a HSC (including ATAR options) and/or access to further study or work.

Aboriginal Education

We will;

- re-examine and strengthen *systemically* our delivery of Aboriginal perspectives within curriculum ensuring authenticity and connection.
- commit to developing cultural competencies of staff and ensuring cultural safety within the school context through ongoing *professional learning*, working with local community and reconnecting with AECG.
- develop *programs* that engage in strong collaborations between parents, students and the community that inform and support continuity of learning.

Evaluation plan for this strategic direction

adapt practice?

Data: External student performance measures (HSC), internal student performance measures (Literacy and Numeracy Progressions, Allwell, PAT, teaching programs, classroom observations, student work samples, coaching records.

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 & 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 and professional learning.

Improvement measures

Target year: 2024

- All teaching units and lesson observations demonstrate embedded strategies of PERMAH, formative assessment and differentiation (supported, core and extension).
- All staff are using student success criteria and EQ's to improve learning, cognitive and behavioural engagement.
- All staff develop class profiles that informs teaching, learning, differentiation and assessment. It includes data driven decision making and reflections.
- Improvement as measured by the School Excellence Framework by 2024:

Learning: Curriculum - Excelling,
Assessment - Excelling
- Teaching: Effective Classroom Practice - Excelling
Data Skills and Use - Excelling
Learning and Development - Excelling

Target year: 2024

- 100% of beginning teachers are aligned to a coach/mentor with a beginning teacher plan that encourages and supports powerful learning and retention with public education.
- Staff TTFM data indicates an uplift improvement by 20% in the area of collaboration.
- All professional learning is differentiated and drives

Initiatives

Culture of highly effective teaching and learning

We will;

- embed a school culture where *systemic* strategies are developed that are based on deep data analysis and data driven reflection and actions that are responsive to student need with student success criteria.
- improve effective classroom practice through a *systemic* focus on explicit teaching practice, formative assessment, the use of literacy and numeracy progressions and targeted strategies for differentiation.
- increase *professional learning* on data literacy for all staff to inform the development and teaching of differentiated learning programs and provide experiences that meet the learning needs of students.
- identify and implement programs that ensure delivery of effective/explicit teaching methods, with the highest priority given to evidence-based teaching strategies.
- deliver *professional learning* on student assessment data to support identification of student achievements and progress, in order to reflect on teaching effectiveness.

Culture of innovation and professional collaboration

We will;

- embed a culture of agreed *systems and practices* in the delivery of quality teaching focused on the improvement for all students'.
- identify expertise within our staff and draw on their knowledge and experiences to further develop our *professional learning* community delivered through PL Hubs.
- develop action research teams that drive *programs* of innovation and practice and leverage to scale

Success criteria for this strategic direction

Teachers collaborate to share curriculum knowledge, data, feedback and other information about student progress and achievement which meets the learning needs of all students.

Assessments used across the College are developed and regularly reviewed to help promote 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

Staff monitor and analyse formative assessment data to differentiate learning at the point of instructional need resulting in continuous academic improvement for every student.

There is a high functioning professional learning community which is focused on continuous improvement of teaching and learning.

Teachers are engaged in strong collaborations to inform and support the continuity of learning for all students.

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation and the modelling of effective practice.

Evidence of commitment to high expectations and effective, explicit, evidence-based teaching to create optimal learning environments where all students are challenged and engaged to achieve their educational potential.

Evaluation plan for this strategic direction

Question: What has been the impact of using consistent, explicit enquiry-based teaching protocols, on student performance? Do teachers collaborate to evaluate, reflect

Strategic Direction 2: High expectations & continuous improvement culture

Improvement measures

- ongoing, schoolwide improvement in teaching practice and student results.
 - All teachers improve their pedagogy through embedded professional learning alliances.
-

Initiatives

- those that support student success and engagement.
 - develop a shared understanding of the importance of formative assessment and its link to student engagement and growth data through *professional learning*.
 - develop a *program* of collective leadership alliance that continually reviews data and analyses the impact of their interventions.
-

Evaluation plan for this strategic direction

on and adapt practice?

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

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 systems, communication and professional growth

Purpose

The campus will work strategically with its partner campus to build a College that is focused on continuous improvement and professional growth which places student success at its core. Student growth will be ensured through effective quality administrative and communication systems across the College, collective leadership and high standards of curriculum provision and delivery.

Improvement measures

Target year: 2024

Responsive and proactive Campus, College and BWLC teams that systemically targets processes and procedures, delivers efficiencies and improvements to ensure student success.

All staff have a deep knowledge and understanding of the learning and assessment progression from Stages 4-6.

School assessment in the School Excellence Framework (SEF) shows improvement from 'Delivering' or 'Sustaining and growing' to 'Excelling' in the following themes:

- Improvement of practice; Collaborative practice and feedback; Professional learning; Instructional leadership; High expectations culture.

Target year: 2024

The campus aims to achieve an uplift of 5% in retention of students from Year 7 by 2024.

TTFM teacher survey data shows an uplift of 5% in the following drivers of student learning: Collaboration and Learning Culture.

Effective and united communication is achieved across the College and reaches, supports and engages all our families.

The campus aims to achieve an uplift of 8% of student movement to post school destinations (University, TaFE,

Initiatives

College Alignment

We will;

- align administrative *systems* to ensure we bridge the data gap across the College. in areas such as assessment, teaching and learning, enrolment, wellbeing and compliance.
- develop leadership capacity and skills through *professional learning* to make certain our College learning culture is strong, that we collectively enrich our teams and our students and our community to meet our responsibilities.
- develop College and campus teams and *programs* to drive school improvement through collaboration, research, communication and professional growth of self and others.

College Collaboration

We will;

- strengthen administrative systems and partnerships between the campuses to ensure collaboration and professional growth thrives through leadership, financial planning and support.
- ensure *professional learning* across the College enables individuals and teams time to collaborate on curriculum, assessment and College focus areas of Aboriginal education, writing, HPGE, attendance and academic success and growth .
- enhance our transition *programs* to ensure retention, student success, wellbeing and belonging is nurtured and ensured.

Success criteria for this strategic direction

The Brisbane Water Learning Community (BWLC) is strengthened and is a positive partnership involving all partner primary schools. The literacy and numeracy teams review and implement joint programs. Success is found in a K-12 continuum development and implementation ,leading to increased student growth and outcomes.

NAPLAN, PAT and other shared data indicates success of our shared programs. The Middle Management team will lead growth in specifically targeted areas.

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

Strategically planning College professional learning through planning and implementing cross college collaborations - assessment, curriculum. L&N, ATSI and attendance.

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 (Website, Newsletter, Facebook, Third party software).

Stage 5 - data analysis, curriculum, wellbeing information is exchanged through robust transition planning. Assessment - backward mapped with a focus on grading, types of assessment and formative assessment.

Curriculum teams across the College and within the BWLC collaborate and share curriculum knowledge, data, assessment practices. 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 lading to student success, increased belonging and student retention within the College.

Strategic Direction 3: Quality systems, communication and professional growth

Improvement measures

Trade or work).

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 collaborate on curriculum across stages 4-6 to evaluate, reflect on and adapt practice?.

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.