

# Strategic Improvement Plan 2021-2024

## Sydney Secondary College Balmain Campus 8484



**Sydney  
Secondary  
College**  
**Balmain**

# School vision and context

## School vision statement

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Sydney Secondary College Balmain Campus provides an engaging, differentiated curriculum in a middle school setting. We believe that fostering student wellbeing and providing opportunities for students to develop their critical thinking and leadership skills allows students to set goals and achieve their personal best. We develop collaborative, trusting relationships with our students, parents and college partners to create a learning environment where students can flourish academically and creatively, and develop into confident, responsible active citizens.

## School context

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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 has a current enrolment of 800 students. The school is a culturally diverse middle school with selective and comprehensive streams, along with support classes in autism and physical disabilities. Our school also delivers enrichment programs for students with high potential or giftedness in academic, creative and sporting fields, with entry into these programs via a competitiveness process in year 6.

Curriculum offerings in our middle school context are unusually broad and innovative, with subjects such as philosophy, marine biology, work education and STEM offered alongside the more traditional stage 5 electives. In 2020 we introduced the HSC acceleration program for year 10 students to begin one Preliminary HSC course, with further acceleration and extension opportunities planned within our 2021-24 Strategic Improvement Plan.

SSC Balmain Campus is located on the harbour foreshore at Rozelle, presenting both challenges and opportunities. On a sloping block rich with vibrant vegetation, students and staff navigate a number of steps around the site, supported by two lifts for those less mobile, whilst enjoying stunning harbour views. Our location does allow us to participate in unusual sports such as kayaking and rowing.

Student wellbeing is at the heart of everything we do. Working with the college team, we have developed targeted and supportive processes for successful transition from year 6 to 7 and year 10 to 11. Ongoing student support is provided through a proactive wellbeing team, comprised of the deputy principals, head teacher wellbeing, year advisors, girls and boys advisers, and school counsellors. We work with our parents to provide high levels of support for students with more serious health and wellbeing needs, as well as run regular programs for all students such as wellbeing Wednesday.

Through our situational analysis we have identified the need to use data driven practices that ensure all students are engaged in their learning and are supported by wellbeing policies and practices that promote belonging, attendance and positive behaviours. We will continue to strive for improvement in teaching and learning in particular around assessment, feedback and differentiation. Implementation of the High Performance Gifted Education policy will be a priority within our context. Through the NAPLAN gap analysis we have identified target areas in reading and numeracy and school developed targets in writing and have developed strategies to successfully achieve them.

# Strategic Direction 1: Student growth and attainment

## Purpose

Our purpose is to support student growth through evidence based and data informed programs. School wide practices will be evaluated and updated, allowing all learners to attain measurable progress and achievement targets.

## Improvement measures

**Target year: 2022**

### NAPLAN Reading Top 2 Bands

Increase the proportion of students achieving in the NAPLAN top 2 reading bands by 12.5%

**Target year: 2022**

### NAPLAN Numeracy Top 2 Bands

Increase the proportion of students achieving in the NAPLAN top 2 numeracy bands by 10%

**Target year: 2023**

### NAPLAN Reading Expected Growth

Increase in the NAPLAN expected growth in reading by 5%.

**Target year: 2023**

### NAPLAN Numeracy Expected Growth

Increase in the NAPLAN expected growth in numeracy by 7.5%.

**Target year: 2024**

### NAPLAN Writing Expected Growth

Increase in the NAPLAN expected growth in writing by 15-20% from 2019 results.

**Target year: 2024**

## Initiatives

### Student achievement in Literacy and Numeracy

- Differentiated programs to support student achievement in literacy and numeracy for students of all abilities.
- High quality professional learning for staff to build student outcomes in literacy and numeracy across all key learning areas using evidence based teaching strategies.
- Develop systems and professional capacity for analysis of diagnostic and minimum standard data to target areas as needed and monitor improvement.
- Whole school adoption and monitoring of Literacy and Numeracy Learning Progressions for personalised learning support.

## Success criteria for this strategic direction

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.

School data shows that student progress and achievement is greater than students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures.

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

School staff collaborate with the school community to use student progress and achievement data to identify strategic priorities, and develop and implement plans for continuous improvement.

Teacher efficacy evident in the utilisation of data from Best Start, NAPLAN, Literacy and Numeracy Check-ins and the Renaissance reading program to support student achievement in identified growth and attainment areas.

The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.

EAL/D and LST teams are collaborative, build the capabilities of all teachers and are an integral component of whole school approaches to, literacy and numeracy programs.

## Evaluation plan for this strategic direction

**Question:**

# Strategic Direction 1: Student growth and attainment

## Improvement measures

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### NAPLAN outcomes for Aboriginal students

Increase the percentage of Aboriginal students achieving top 3 NAPLAN bands in reading and numeracy to be above the school's lower bound system-negotiated

## Evaluation plan for this strategic direction

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Have literacy and numeracy programs supported students to meet expected growth and attainment targets?

Are staff able to utilise data to support student growth and attainment in daily lessons?

Has a whole school approach to literacy and numeracy supported student growth and attainment?

### Data:

Year 9 NAPLAN data for Literacy, Numeracy and Writing

Survey of student engagement in mentoring and literacy and numeracy initiatives

### Analysis:

Year 9 NAPLAN results in numeracy, reading and writing will be analysed by the executive team using SCOUT and PLAN2 to identify the success of individual initiatives.

### Implications:

Where do we go from here? Future directions and next steps.

# Strategic Direction 2: Student Wellbeing and Engagement

## Purpose

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To improve attendance, engagement, behaviour and belonging through a strategic and planned approach to whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

## Improvement measures

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### Target year: 2022

#### Student Attendance:

Increased percentage of students attending school more than 90% of the time by 13% from the system-negotiated baseline.

### Target year: 2024

#### Aboriginal Student Attendance:

Increased percentage of Aboriginal students attending school more than 90% of the time by 26% from the system-negotiated baseline.

### Target year: 2024

#### Student Wellbeing:

Increased percentage of students positively reporting on sense of advocacy, belonging and high expectations by 11% from the system-negotiated baseline.

### Target year: 2024

#### Staff Wellbeing:

Increase in staff engagement, belonging and work satisfaction to 95% of teaching and support staff.

### Target year: 2024

#### Student Engagement:

Reduction in the number of students not satisfactorily

## Initiatives

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### Whole school approach to wellbeing and engagement

- Implementation of whole-school wellbeing reform, informed by a review of whole-school wellbeing processes and practices to ensure alignment with the data from the Wellbeing Framework self-assessment findings.
- Developing strategies to improve monitoring, analysis and evaluation of student behaviour, attendance and wellbeing.
- Implementing and formalising of a mentoring program for ATSI students.
- Developing strategies to further support at-risk and less engaged students in learning, training or employment.
- Building the capabilities of all staff to embed the Wellbeing Framework into school culture, to incorporate Aboriginal perspectives and to incorporate PBL strategies to manage student behaviour.
- Supporting students to enable them to effectively engage with the CLP and related processes.
- Reviewing strategies to address staff wellbeing needs and implementing strategies to support staff retention and job satisfaction.

## Success criteria for this strategic direction

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

All Aboriginal students have regular opportunities to meet an identified staff member who can provide advice, support and assistance to help students fulfil their potential.

The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points, including highly mobile students and students with atypical enrolment.

All classrooms and other learning environments are well managed within a consistent, school-wide approach.

The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

Students engage effectively with the College Learning Plan through a program addressing goal setting, growth mindset, building resilience and self-efficacy.

Positive, respectful relationships are evident and widespread among students and staff and promote wellbeing to ensure optimum conditions for learning across the whole school.

## Evaluation plan for this strategic direction

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### Question:

Do whole school processes support monitoring and communication with students, families and teachers regarding attendance, wellbeing and behaviour?

Are supports provided to address the needs of the full range of students?

# Strategic Direction 2: Student Wellbeing and Engagement

## Improvement measures

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completing year 10 by 50%.

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## Evaluation plan for this strategic direction

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Are opportunities provided for staff to develop professional capabilities?

### Data:

Student attendance data (PxP as well as whole day attendance),

Suspension data (regarding days absent and types of suspension)

TTFM survey results

Student snapshot survey to replicate TTFM to create baseline data, e.g. reach out survey

Sentral entries - positives and negatives

Enrolment - overall numbers and gender balance

Number of students involved in school /community activities

N-Awards and number of apprenticeships, TAFE enrolments, etc.

Number of bronze, silver, gold awards

Student survey regarding support material for CGA implementation

Staff retention rates, absentee rates, number of staff that gain promotion positions or placements at the senior campus, People Matters Survey.

### Analysis:

Analyse the data to determine if the improvement measures have been met.

### Implications:

What further initiatives are needed to support wellbeing and attendance?

# Strategic Direction 3: Quality Teaching and Learning

## Purpose

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Our purpose is to continue adapting our collaborative culture to utilise expertise, teaching and learning and technology innovations to provide a diverse curriculum in a high stakes environment. Through differentiated curriculum and assessment, we are able to identify individual needs and create transformational impacts in order to ensure learning progressions that meet our community's expectations.

## Improvement measures

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### Target year: 2024

#### Formative Assessment:

Increase in formative assessment across all key learning areas by 20%

### Target year: 2024

#### Curriculum:

Increase the diversity of elective courses in stage 5 by ensuring a 15% increase in the variety of courses taken by students

### Target year: 2024

#### High Performance Gifted Education:

Increase in the number of students accessing accelerated programs including HSC Acceleration Program by 20%

### Target year: 2024

#### Student Goal Setting:

80% of students showing personal growth on their College Grade Average from year 7 to year 10.

### Target year: 2024

#### Technology:

## Initiatives

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### Developing a culture of high expectations

Differentiating curriculum and co-curricular activities to meet the individual learning needs of students and to facilitate students aspiring to exceed expectations in their achievement

Developing curriculum diversity to engage students through the promotion of learning autonomy and to meet individual learning needs for students with vocational educational aspirations and HPGE attributes

Enhancing consistent teacher judgement by developing policies and procedures as negotiated frameworks to support innovative assessment, reporting and feedback

Providing innovative learning experiences with the development of transformative skills for both students and staff and the provision of supporting technology through educational hardware and learning applications

## Success criteria for this strategic direction

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Whole school approaches ensure the most effective evidence based teaching methods optimising learning progression for all students, across the full range of abilities. Effective methods are identified, promoted and modelled, and student learning improvement is monitored, demonstrating growth

The school's curriculum provision supports high expectations for student learning. The curriculum is enhanced by learning alliances with the college, other schools or organisations.

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement through the CGA

Reporting to parents has been enhanced in response to feedback received.

Technology that supports learning is available and expertly integrated into lessons by teachers. The leadership team deploys teaching and non teaching staff to make best use of available expertise to meet the needs of students.

## Evaluation plan for this strategic direction

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Question:

Are we meeting the diverse learning needs of all of our students?

Do we offer a diverse curriculum that all students can engage with?

Do teachers collaborate, evaluate, reflect on and adapt practice for learning?

Are we consistent in the reporting of the progression of our students and the giving of feedback?

# Strategic Direction 3: Quality Teaching and Learning

## Improvement measures

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Reported IT issues regarding Wifi speeds and equipment issues reduced by 40% and staff BYOD increased by 15%

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## Evaluation plan for this strategic direction

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Do we have the technology knowledge and capabilities to support innovative teaching and learning?

Data:

HSC results and vocational placements for HAP students

Student and staff engagement indicators from TTFM survey

Staff satisfaction from People Matter Survey

Number of students participating in extracurricular activities

Teaching programs, student work samples, classroom observations

Capital investment in technology

Student survey regarding CGA implementation

Analysis:

Analyse the data to determine the extent to which the purpose has been achieved.

Implications:

In 4-6 years time where to from here?

More thoroughly developed identification processes to identify differentiation needs including HPGE, learning support and other modifications

Expansion of programs which ensure collaboration with college stakeholders, academic and professional institutions with the aim of expanding authentic teaching and learning opportunities with an enriched curriculum

Refinement of assessment reporting and feedback policies and procedures to better meet the needs of the community and to incorporate streamlining through new technologies



## **Evaluation plan for this strategic direction**

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Continual investment in new technologies and upskilling of staff and students to be prepared with transformative skills