School plan 2015 – 2017

Sydney Secondary College Balmain Campus
## School background 2015 - 2017

### School vision statement
Sydney Secondary College will challenge students of all abilities to achieve excellence as successful, futures 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 2015 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.

Balmain Campus is a 7-10 school comprising a Selective stream, Support Unit, Enrichment class and comprehensive classes. The school also has an off-site campus called Glebe Pathways, for students in Stage 5 who are disengaged from their learning. 3% of students are Aboriginal or Torres Strait Islander.

Balmain Campus is situated on the water front, and has large grounds, a boatshed and pontoon. It provides an excellent, broad education for students based on quality, education 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 at Balmain Campus was held during terms two and three around school planning. Staff looked at various documents, such as *Great Teaching, Inspired Learning*, *The Melbourne Declaration*, *The Quality Teaching Framework* and the *Middle Years Consultation Paper*. From this learning staff developed some draft strategic directions that later fed into the College planning process.

The school executive team evaluated the previous 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.

Individual teachers provided input via a survey and faculty and working party plans for 2015 were also utilised.

Data to inform planning was extracted from the following survey:

1. Staff surveys and focus groups
2. Parent survey re school culture
3. Consultations with community groups
4. NAPLAN and RoSA data
5. Attendance data
6. Equity, welfare and PBL data.
Purpose:
Our students will be engaged learners who strive to achieve their best in a futures focused environment. Students will be creative and critical thinkers and resourceful, collaborative lifelong learners. Our students will be empowered to be successful, empathetic and resilient individuals.

Purpose:
Our staff will be at the forefront of professional learning to ensure an ongoing Sydney Secondary College culture of high expectations. This will be based on continuous professional learning, innovative practice and collaborative leadership.

Purpose:
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 build effective learning alliances to inspire students to learn and achieve.
### Strategic Direction 1: Students

**Purpose**

Our students will be engaged learners who strive to achieve their best in a futures focused environment. Students will be creative and critical thinkers and resourceful, collaborative lifelong learners. Our students will be empowered to be successful, empathetic and resilient individuals.

**Improvement Measures**

- **An increase of 3% in students achieving expected or above expected growth in all aspects of Year 9 NAPLAN testing.**
- **Reduce the achievement gap for Aboriginal students in all literacy and numeracy domains in Year 9 NAPLAN from an average of 165 down to 135 by 2017.**
- **Reduce the gap in average attendance for Aboriginal students from 25% to less than 15%**
- **All learning areas produce evidence of effective teaching and learning (T&L) programs.**
- **More than 30% of students achieve in the top two bands in all mandatory subjects in the Record of School Achievement (RoSA).**
- **ALARM (a learning and response matrix) literacy strategy is used across the school.**
- **At least 75% of teachers report confidence in utilising technology to maximise learning in a future focused environment.**
- **Increase in the % of students submitting assessment tasks on time.**

**People**

- **Students**: Students will be explicitly taught 21st century capabilities in order to become independent, reflective, critical thinkers and productive global citizens who are responsible for their learning.
- **Staff**: Professional learning for all staff based around effective programming, assessing and reporting, ALARM strategies, Information and Communication Technologies (ICT) and the Quality Teaching Framework.
- **Parents**: Parents assisted to engage with their children’s learning through understanding the importance of high expectations and quality learning.
- **Community partners**: Ensure Sydney Secondary College (SSC) is engaged with community programs that set high expectations for our students both social and educational.
- **Leaders**: Annual development of executive and staff by senior executive to ensure staff are adequately trained in the collection, use and application of student and staff data to ensure evidence driven practices.

**Processes**

- **Build student capability to be self-directed, collaborative learners who understand and value the effectiveness of using ALARM and ICT in their learning, think deeply and critically and make relevant connections**
- **Collaborative learning across all KLAs in reference to literacy, numeracy, ICT and curriculum differentiation.**
- **Review of facilities, usage and capabilities to ensure 21st century learning environment.**
- **Parents are given timely notification about late submission of assessment tasks and students are given support to complete them.**
- **Processes are in place to monitor submission of tasks.**
- **Evidence of ALARM in all Teaching & Learning programs**
- **Annual staff and student survey re ICT and NAPLAN and RoSA data.**
- **Classroom observations demonstrate literacy, numeracy, ICT and differentiation is occurring.**
- **Regular collection, analysis and communication of data relating to attendance, behaviour and student welfare.**
- **Teachers show evidence of T&L programs during Performance and Development Plan (PDP) meetings.**
- **One Curriculum and one program review per annum.**
- **Submission rates for assessment tasks are monitored.**

**Products and Practices**

**Products**

- All teaching and learning programs have embedded literacy and numeracy strategies that are explicitly taught.
- ICT strategies that are appropriate, challenging and engaging.
- Curriculum differentiation strategies, in line with Individual Learning Plans (ILPs) and Gifted and Talented (G&T) data, are evidenced in T&L programs.
- High quality programming, assessment and feedback is produced.

**Practices**

- Teachers deliver explicit literacy and numeracy instruction that targets individual student literacy and numeracy needs.
- Curriculum differentiation occurs for all students, including Selective and Aboriginal students, at all levels, to ensure high quality learning outcomes.
- Data, both external and internal, is used to ensure high quality teaching and learning outcomes.
- Staff are engaged in 21st century teaching and learning practices.
- Students submit assessment tasks by the due date.
# Strategic Direction 2: Staff

## Purpose
Our staff will be at the forefront of professional learning to ensure an ongoing Sydney Secondary College culture of high expectations. This will be based on continuous professional learning, innovative practice and collaborative leadership.

## People

### Students:
To provide a framework that will support students in contributing to progressive feedback on teaching practices within individual classes and whole school processes.

### Staff:
Using the Performance Development Framework (PDF) teachers will identify and work towards achieving their own professional learning and development goals, linked to the school strategic directions and the Australian Professional Standards for Teachers.

### Parents:
To provide progressive feedback about the quality of teaching and learning at our school.

### Leaders:
Through targeted professional learning programs current and aspiring leaders will refine their leadership and management skills.

### Non-Teaching Staff:
Will identify and develop the skills necessary for them to address the transition to LMBR tools.

## Processes

### Executive use mentoring and coaching skills to develop SMART goals with staff.

### Use PDPs to guide the development of whole school teacher professional learning.

### Support staff undertaking accreditation through regular meetings, TPL and mentoring/coaching.

### Staff seeking promotion through merit selection are supported by the executive.

### Provide regular feedback on Quality Teaching Rounds and training for staff to participate.

### Support is provided in developing and implementing ILPs.

### Seek feedback from parents and students about the quality of teaching and learning.

## Evaluation plan:

### Maintain data on PDPs at the mid-year and annual review to assess success at achieving goals.

### Coding data is collected and analysed regarding the Quality Teaching Rounds.

### Maintain data on the number of ILPs and their implementation via classroom observation.

## Products and Practices

### Products:
- ILPs reflect increased individualised learning and curriculum differentiation.
- Published data regarding Quality Teaching Rounds.
- Staff successful in merit selection for promotion positions.
- PDPs are developed for all staff.

### Practices:
- Teachers seeking accreditation at Highly Accomplished and Lead are provided with support to do so.
- Support for teachers seeking promotion.
- Quality Teaching Rounds become embedded practice as a professional learning tool to improve teaching skills.
- Teachers regularly differentiate the curriculum for all students, including students with ILPs, Aboriginal, English as an additional dialect (EAL/D), Support and Selective students.
- Teachers create Performance and Development Plans that are aligned to the school plan and Professional Standards, developed collaboratively with their supervisor, and reviewed regularly.
- An evidence driven, dynamic and inclusive school planning and evaluation process is established.

## Improvement Measures

All staff will have developed, implemented and evaluated their individual Performance and Development Plan (PDP), in line with the Performance and Development Framework (PDF), and will have achieved established goals.

All teachers undertaking accreditation at Proficient successfully complete and maintain the process.

Increased numbers of teachers seeking accreditation at Highly Accomplished and Lead.

A majority of staff will have engaged in at least one set of Quality Teaching Rounds by 2017.

 Teachers trained in the implementation of ILPs and differentiation.
## Strategic Direction 3: Community

### Purpose
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 build effective learning alliances to inspire students to learn and achieve.

### Improvement Measures
- Increase the percentage of parents and caregivers engaging purposefully in supporting their child’s education and the life of the school.
- Quality Teaching in the Middle Years is enhanced through deeper engagement with feeder primary schools.
- Increase in the % of Aboriginal students and families participating in school functions such as ILP and transition meetings.

### People
| Students: | Students are encouraged to participate in community activities that enhance their education and the life of the school. |
| Staff: | Are encouraged to communicate with parents regularly, as well as participating in local community activities and Quality Teaching Rounds. |
| Parents: | Encouraged parents to attend all school functions and P&C, and to assist with improving links with local community. |
| Community partners: | Local primary schools participate in Quality Teaching Rounds to enhance understanding of middle years teaching and learning. |
| Leaders: | Engage parents in school decision-making and encourage their involvement in student learning and school functions. |

### Processes
- Parent representative to be involved on school committees wherever feasible.
- Parent representative to be involved in school reviews.
- Continued involvement in community organisations and programs such as the Yr9/10 Maritime course, AIME, Lend Lease, Homework Centre, TAFE, Glebe Youth Service, Peninsula Education Program, Instrumental Music Program, Social Inc., etc.
- A grant is sought and Quality Teaching Rounds occur with local primary schools to enhance best practice in the middle years.

### Products and Practices

#### Products:
- Increased % of local students enrolling in Year 7.
- Increased % of Aboriginal students and families participating in school functions such as ILP and transition meetings.
- Purposeful partnerships with community organisations and businesses are established and nurtured.
- Engagement with local primary schools provides an enhanced understanding of best practice in middle years education for the local community of schools.

#### Practices:
- Local community of schools established to encourage stronger partnerships, quality learning experiences and increased local enrolments.
- Parents and caregivers engage with and contribute to school life and improvement.
- Transition program continues to provide quality programs and activities.