School plan 2015 – 2017

NBSC - Freshwater Senior Campus - 8568

Flourishing

Connecting

Mastering
### School background 2015 - 2017

#### School vision statement

Freshwater Senior Campus is a unique senior learning environment where students have the freedom to learn, connect and flourish. We have a positive culture that values independence and engagement and a vibrant community that builds creative, authentic and resilient people. Freshwater Senior Campus leads in the development of innovative educational practice in a stage six context.

#### School context

The NBSC Freshwater Senior Campus is one of five campuses in the Northern Beaches Secondary College (NBSC). Unlike any other multi-campus college in New South Wales, each campus in the NBSC has a Stage 6 (Years 11 and 12) cohort. Students from the other four campuses have the option of completing their senior studies at their existing campus or enrolling at Freshwater. Enrolments numbers remain stable. The school’s total enrolment is approximately 630, with students coming from numerous schools, both government and non-government. As a number of these students studied courses at other College campuses and TAFE, the effective full-time enrolment was 595. International students represent only a small proportion of total enrolments.

The Campus provides students with the widest possible curriculum choices including a comprehensive range of academically challenging HSC subjects and an extensive range of TAFE courses. Students can select from over 80 courses. Our student leadership program allows students to take on a wide range of responsibilities that both develop individual leadership skills and support campus initiatives.

Facilities at the Campus are spectacular. They include general learning spaces encompassing seminar and break-out rooms adapted to meet the needs of senior students. A 250 seat Performance Theatre, national standard gymnasium and a music centre with adjoining practice rooms position us with opportunities to provide a breadth of quality learning experiences for our students. Special features of the campus curriculum include the provision of a Welfare Program structured around a timetabled Student Mentoring Program involving all students. Our students enjoy the opportunity to learn in an uncomplicated environment where the level of trust developed with their teachers encourages them to take more responsibility for their learning. "Freedom to Learn", our school motto, really does encapsulate the spirit within the school and the students readiness to prosper in an environment of high expectations.

#### School planning process

- Staff invited to form informal groups to workshop strategic directions
- Senior exec presented the group findings/ideas
- 3 strategic directions decided
- Expression of interest to lead a group
- Staff elected which strategic direction they would like to contribute to
- Individual groups met and developed strategic direction statements
- Group leaders met regularly to share and plan
- Group leaders were asked to contribute to whole school vision statement
- Groups and leaders worked on finalising 5 ps
- Senior executive drafted final vision statement
- Draft submitted to parent consultative group for feedback
- Final draft presented to whole staff
- Milestones developed after final consultation
Purpose:
To develop engaged, independent and resilient students who strive to achieve their best in a culture of mutual respect and social support.

To shape confident and healthy citizens who contribute to our community and develop their own wellbeing and the wellbeing of others.

To create a positive and supportive community that encourages the formation of authentic individuals, positive relationships and empathy.

Purpose:
To foster strong relationships between students, staff and wider community to embed creative and collaborative practices in and beyond the classroom.

Through effective communication and integration of ICT, our focus is to develop a learning culture and environment of high expectations which promotes self-aware critical thinkers.

Purpose:
Mastering skills, developing knowledge and applying understanding to shape:

Reflective learners (staff and students) who are flexible and creative in their thinking and can apply their learning in purposeful ways.

Motivated learners, who seek to reach their full potential, enjoy their learning and contribute in a meaningful way throughout their lives.

Self-directed learners who are in control of their learning and can persevere with challenging learning goals.
## Strategic Direction 1: Flourishing

### Purpose

Why do we need this particular strategic direction and why is it important?

To develop engaged, independent and resilient students who strive to achieve their best in a culture of mutual respect and social support.

To shape confident and healthy citizens who contribute to our community and develop their own wellbeing and the wellbeing of others.

To create a positive and supportive community that encourages the formation of authentic individuals, positive relationships and empathy.

### People

How do we develop the capabilities of our people to bring about transformation?

**Students:** Students are given choice in their learning to enable individual growth in a nurturing and supportive environment. Formative evaluation that is self, peer and teacher driven encourage risk-taking in learning, personal best achievement and engagement. Students contribute to formal and informal culture of mutual respect, social support and flourishing.

**Staff:** Staff is provided with opportunities and skills to develop positive relationships and pedagogical practice through formal and informal programs and activities. Staff develop processes where they reflect on assessment delivery and formative evaluation processes. Staff use evidence to develop learning goals for all students and differentiation of teaching.

**Parents/Carers:** Parents are encouraged and given opportunities to be involved in a variety of information and social events, as well as being regularly informed by email and newsletter of issues related to wellbeing. Parents are informed through a range of means to learn about and support the schools learning and wellbeing culture.

**Community Partners:** Relationships to be consolidated with key community groups to ensure timely and appropriate support and opportunities to flourish for the whole school community.

### Improvement Measures

- All students demonstrate positive value added data across their subjects.
- Average student attendance over 95%
- A 50% reduction in students submitting misadventure and/or Disability Provisions based on stress and anxiety.

### Processes

How do we do it and how will we know?

1. **Innovation in Assessment**
   - Assessment team will review assessments and assessment processes. Develop assessment processes to enable students to recognise their own strengths, increase student choice and develop as independent learners. Build staff capacity to utilise Positive Education and formative evaluation across all assessments to reduce anxiety and increase resilience, autonomy and confidence.

2. **Evidence Based Practice**
   - Consolidate and strengthen Student Wellbeing practices to ensure early identification and holistic support for all students. Analyse student resilience and wellbeing data regularly with appropriate evidence based responses and strategies. Use data to identify learning goals and differentiate teaching to meet the learning needs of all students.

3. **Continuity of Learning and Collaboration**
   - Create targeted mentoring processes which develops student and staff capacity for self-reflection and strengths identification. Develop positive relationships and create a culture of mutual respect and social support that is developed through all faculties and classes.

### Products and Practices

What is achieved and how do we measure?

**Product:**
- All students demonstrate positive value added data across their subjects.
- Average student attendance over 95%
- A 50% reduction in students submitting misadventure and/or Disability Provisions based on stress and anxiety.
- An increase in student performance and engagement in all assessments.

**Practice:**

1. **Innovation in Assessment**
   - Assessment Team and Executive produce a scope and sequence that reduces student and staff anxiety. Assessment team informs faculty practice.
   - All faculties produce formative assessment processes that encourage choice, personal bests, reflection and build on individual student strengths and confidence allowing for greater success with tasks.
   - All students are engaged, resilient and successful learners who can appreciate the value of their learning.

2. **Evidence Based Practice**
   - Individualised Education Plans in place for students at need. Data used to inform strategies to support the learning needs of students through differentiated teaching practice.
   - Students will set personal best targets based on reflection of their learning strategies, styles and performance and will become independent, engaged and resilient learners. Students will engage in a supportive culture that encourages growth, high expectations and mutual respect.

3. **Continuity of Learning and Collaboration**
   - Staff support students in setting meaningful goals based on self-reflection driven by feedback. Strong culture of continuity of learning across the senior years creates independent and resilient learners.
   - Embedded culture of resilience and flourishing in all classes and across the whole school. Staff develop positive relationships and a culture of engagement, mutual respect and social support.
   - Students will share their learning in formal and informal contexts and contribute to a shared culture of mutual support and empathy.
## Strategic Direction 2: Connecting

### Purpose

Why do we need this particular strategic direction and why is it important?

To foster strong relationships between students, staff and wider community to embed creative and collaborative practices in and beyond the classroom.

Through effective communication and integration of ICT, our focus is to develop a learning culture and environment of high expectations which promotes self-aware critical thinkers.

### Improvement Measures

- An increase in staff and students incorporating 21st Century skills in their learning.
- 100% parent satisfaction on communication Survey.
- Every staff member has an individual Professional Development Framework (PDF) informed by Australian Professional Standards for Teachers.

### People

How do we develop the capabilities of our people to bring about transformation?

- **Students:**
  - Students understand relationships between class room tasks, assessments and real world situations. They are engaged in the ongoing process of reflection and skill development to improve their learning experiences. Students obtain skills to research effectively including the use of ICT. They also continue a relationship with the school after graduating.
  - Staff:
    - Staff are supportive to obtain greater skills in best practice assessment staff are provided opportunity to access experts in teaching areas within and outside school. Staff access resources to maintain and increase 21st Century skills.

- **Parents / Carers:**
  - Parents/ Carers receive consistent and regular effective communication to enable them to engage with their students learning and schooling life.
- **Community partners:**
  - Community partners collaborate with the school community to promote connections between school activities and real world.
- **Leaders / Teams:**
  - Whole-school support for assessment development with staff consultation. Roles are developed to ensure accountability for staff and student 21st Century skills and the development of reflection processes. Support the development of relationships between school and community is provided.

### Processes

How do we do it and how will we know?

1. **Innovation in Assessment**
   - Development and use of creative teaching and learning practices that promote choice and collaboration and embed ICT. Formative assessment practices will promote critical thinking to engage staff and students in real world challenges.

2. **Evidence-based Practice**
   - Data collection and analysis is used to inform teaching practices and assist in the creation of an individual Professional Development Framework (PDF).
   - Surveys completed to target and evaluate the development of 21st Century skills.

3. **Continuity of learning and collaboration**
   - Development of strong relationships between Staff, students, parents and wider community that emphasises the significance of learning through collaboration and effective communication.
   - Fostering positive relationships through consistent and effective systems of communication within the entire school community.

### Products and Practices

What is achieved and how do we measure?

**Product:**

- An increase in staff and students incorporating 21st Century skills in their learning.
- 100% parent satisfaction on communication Survey.
- Every staff member has an individual Professional Development Framework (PDF) informed by Australian Professional Standards for Teachers.
- Learning environments are enhanced and modified to support 21st Century learning.

What are our newly embedded practices and how are they integrated and in sync with our purpose?

**Practice:**

1. **Innovation in Assessment**
   - Subject Coordinators work collaboratively in promoting choice and challenge in assessment tasks. Assessment Team and Executive oversee 21st century skills embedded in assessment practices.
   - Professional development promotes integration of learning outcomes, syllabus content, application of skills and ICT. There is a whole school / cross faculty approach to providing feedback and research skills.

2. **Evidence-based Practice**
   - There is a coordinated approach to professional development for staff based on identified teacher need and implementation of best practice informed by research.
   - Both staff and students are engaged in ongoing processes of reflection and skill-development to improve teaching and learning experiences.

3. **Continuity of learning and collaboration**
   - There is collaboration between staff through groups/teams to promote creative teaching and learning practices.
   - Staff and community expertise used to support to enhance professional development and student learning.
   - Staff and teachers are supported in the development of their 21st Century skills.
   - Positive and effective systems of communication are established within the entire school community.
   - The school environment is modified to enhance 21st Century learning.
Strategic Direction 3: Mastering

Purpose

Why do we need this particular strategic direction and why is it important?
Mastering skills, developing knowledge and applying understanding to shape:

Reflective learners who are flexible and creative in their thinking and can apply their learning in purposeful ways.

Motivated learners, who seek to reach their full potential, enjoy their learning and contribute in a meaningful way throughout their lives.

Self-directed learners who are in control of their learning and can persevere with challenging learning goals.

Improvement Measures

- Freshwater Senior Campus will become a top 100 school in relation to percentage of Band 6 results.
- Relative performance of value added data for lower, middle and higher achieving students to be at 50% above same school groups.

People

How do we develop the capabilities of our people to bring about transformation?

Students: Students are taught to be confident, self-directed learners through a process of challenging goal setting, formative assessment and reflection in a supportive environment that encourages growth. Through formative assessment processes and practices students will be supported to develop their capacity to set challenging goals, reflect on their learning and be confident, self-directed learners. Students are engaged in a process of self-evaluation, peer support and the creation of a culture of collaboration.

Staff: Through a process of training and reflection staff develop formative assessment processes that encourages reflective learning and improved performance. Data skills are developed to enhance programming and skill targeting. Through collaboration and support staff use ALARM to inform their teaching programs, their assessment and their classroom practice. All staff will be trained in formative assessment processes and 100% of staff will develop skills in feedback and reflection.

Parents/Careers: Through a suite of parent engagement strategies, parents are supported to understand the learning culture of the school and to develop their confidence and ability to contribute to their child’s goal setting, reflection and performance.

Community Partners: Through community engagement strategies, members are encouraged to contribute to the establishment of challenging goals for students. The development of personal, professional and social skills develop students’ real world engagement and ethical behaviour.

Leaders: Leaders implement and support an assessment team to deliver formative assessment processes across the whole school. Goal setting, reflection and evaluation are integrated into teaching cycle surrounding assessment. Assessments are coded using current QT and assessment framework) and developed so they are all challenging, relevant and engaging.

Processes

How do we do it and how will we know?

1. Innovation in Assessment

An assessment team is established to review assessment and develop formative assessment processes across the whole school. Goal setting, reflection and evaluation are integrated into teaching cycle surrounding assessment. Assessments are coded using current QT and assessment framework) and developed so they are all challenging, relevant and engaging.

2. Evidence Based Practice

Data collection and analysis is used to identify challenging learning goals and to differentiate learning. Faculties use data to target skills and students self-evaluate to help staff establish challenging learning goals for all students.

3. Continuity of Learning and Collaboration

ALARM is used as a framework for the development of teaching programs, formative assessment and classroom practice. There is focused development of skills through targeted training of staff, especially new teachers, with ALARM and the development of the ALARM team through collaboration and mentoring.

Evaluation Plan

Internal: Coding assessments, the development of internal data collection processes, ALARM used for programming and reflection on formative assessment. The development of a protocol for staff observation of lessons and reflection for the development of pedagogy surrounding ALARM and formative assessment.

External:

HSC results
Value Added
BOSTES Teaching Accreditation Data

Products and Practices

What is achieved and how do we measure?

Product:
- Freshwater Senior Campus will become a top 100 school in relation to percentage of Band 6 results.
- Relative performance of value added data for lower, middle and higher achieving students to be at 50% above same school groups.
- All subjects achieving HSC results above State means.
- All teachers engaging with the Australian Professional Standards for Teachers and 10% of teachers working towards Highly Accomplished or Lead Teacher.

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Practice:
1. Innovation in Assessment

Staff producing challenging and engaging assessments with formative processes embedded. Feedback routines supported through teaching and learning programs. Students are engaged in formative assessment processes. They reflect on explicit feedback and can apply their learning skills across all subjects to improve their performance.

2. Evidence Based Practice

Staff reflects on data and research to establish challenging and differentiated learning goals for all students. Students can reflect and self-evaluate to set challenging goals and then meet and exceed those expectations. Students are involved in self and peer evaluation to contribute to a culture of goal setting and motivation.

3. Continuity of Learning and Collaboration

All teachers engage with ALARM, collaborate and reflect on its use for programming, assessment and classroom practice. Staff contribute to a culture of collaboration and professional growth through the development of assessment tasks, teaching programs and classroom practice informed by the Australian Professional Standards for Teachers.

Students are in control of their own learning. They establish challenging learning goals and they learn to persevere with these goals by engaging in ALARM.