

Strategic Improvement Plan 2021-2024

Tuggerah Lakes Secondary College Berkeley Vale Campus 8563



School vision and context

School vision statement

Berkeley Vale Campus embraces the concepts of inclusivity, accessibility and diversity and provides high quality education to all. Our students are fully supported on their journey to becoming self-motivated learners, confident and creative individuals, fully equipped with the personal resources to maximise their potential and achieve future success and well-being. To provide this quality education, we are committed to identifying their unique needs and planning a response to these students' needs. At Berkeley Vale Campus teachers can and will meet the needs of students through syllabus adjustments, pedagogical practice and success criteria to support every student to demonstrate what they know, understand and can do.

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 student population in 2020 is 808 students with enrolment numbers growing steadily over the last few years. Berkeley Vale Campus has an ICSEA of 948 and a FOEI value of 113. There is a significant enrolment of Aboriginal students (12.7% of the student population in 2020) and 1% of students have a background where English is an additional language or dialect.

The school's staffing entitlement in 2020 was 58 full-time teaching staff and 16 non-teaching staff. The school also employs two Well-being Officers from RAM Equity funds. The current principal has been leading the school for 5 years. There is good stability in permanent classroom teachers and school administration staff with an average length of service between 10 and 11 years. 51% of staff are employed on permanent contracts with 49% being on temporary or casual contracts.

Well-being and student learning support have been key drivers for strategic improvement at Berkeley Vale Campus and, as a result, a number of learning support and behaviour programs have been established and are having a positive impact on well-being and achievement in the school. Our Positive Behaviour for Learning (PBL) processes are embedded and we are committing to continuing a focus on consistency of practice.

The College TDS program targets students who are performing at elite level in their chosen sport. These students are currently NSW or Australian representatives or playing in elite squads in state or national competitions. Students follow an individual plan to ensure they are able to achieve their sporting and academic/vocational goals. Over the past five years over 100 students have successfully graduated the program with over 95% achieving their goals competing at an elite level in state and national squads or making the successful transition to professional sport.

The College TDA program targets students who are performing at elite level in dance. Students follow an individual plan and participate in a College Company to ensure they are able to achieve their dancing and academic/vocational goals. Over the past four years over 80 students have successfully graduated the program, with many making the transition to elite national dance companies and university programs. The College Company has won awards locally and nationally. Many students have been featured dancers in national dance publications. A hallmark of the program is the capacity for students to take a lead in dance choreography.

According to research, teacher efficacy has a significant effect size and is central to lifting student achievement. As a school we support teachers with professional learning that is targeted to meet the needs of our students and, by directing this learning to match the What Works Best documentation from CESE, it is clear that a focused approach to building capacity in Classroom Management, Explicit Teaching, Differentiation and Formative Assessment will support our efforts in improving student growth and attainment. Explicit teaching and clear behaviour expectations go hand-in-hand and we can see clear

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connections between the work we do as a Positive Behaviour for Learning school and the value of clearly defined learning expectations that are regularly reflected upon through formative assessments. Our students have told us that they want to be challenged and so our differentiation approaches will need to focus on both supporting students with additional needs and on extending able learners within all classrooms. Our community has told us that they value Aboriginal perspectives and local knowledge and our teachers have indicated more professional learning is needed for them in this space to support their practice.

Whilst gains have been made in the quality of teaching and learning practices at our school, particularly with regards to supporting students with additional needs and to grow the achievement of students in the lower bands of NAPLAN, we recognise the need for further work in ensuring our students are meeting school-based and Department-determined learning targets to demonstrate 'high performance'. Continuing to build teacher capacity in the use of targeted literacy and numeracy strategies and in the use of data to plan and teach lessons will contribute to greater student achievement and engagement especially when this is amplified through the use of BVC Quality Teaching Rounds and our collaborative coaching model to drive explicit teaching.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, teachers will support students to achieve their educational potential through high expectations and effective, explicit teaching

Improvement measures

Target year: 2022

NAPLAN Top 2 Bands

- Improvement in the percentage of students achieving in the top two bands to be above the school's 2022 upper-bound system-negotiated target in Reading of 24.6% and Numeracy of 24.8% (or above the reset system-negotiated lower-bound target).

Target year: 2023

NAPLAN Expected Growth

- Improvement in the percentage of students achieving expected growth to be above the school's 2022 upper-bound system-negotiated target in Reading of 72.8% and Numeracy of 76.6% (or above the reset system-negotiated lower-bound target).

Target year: 2024

Explicit teaching

- All teachers use data to inform teaching practice and content, delivering targeted literacy and numeracy strategies to match student needs.
- Quality Teaching Rounds are embedded and collaboration is used to enhance teaching and learning planning and delivery.

Target year: 2024

NAPLAN Top 3 Bands ATSI

- Improvement in the percentage of students achieving

Initiatives

Explicit teaching and classroom collaboration

Ensure a teaching and learning culture that uses quality, valid and reliable data and on-balance judgments to plan, identify interventions and modify teaching practice

Actions

- The targeted use of explicit literacy and numeracy strategies (from Foundation Boxes and Before You Write strategy)
- Delivery of applicable literacy, numeracy and data use PL for staff at regular staff meetings (Think Tank and Item Analysis on SCOUT)

Collaborative learning discussion

Using diagnostic tools, teachers capture individual students' capabilities and needs to plan for student learning. Establish and use the HT T&L to work with teachers using data to monitor and assess student progress and design future learning on an individual, group and whole class level

Actions

- PAT tests are delivered to all students each year and the data is analysed and used to inform teaching and learning
- Teachers are engaged as authors of the QTR process to generate engagement
- Teachers focusing on collaborating to improve pedagogical practice through team-teaching, using technology to collaborate and through BVC QTR
- The school develops a funding model that supports teacher engagement in lesson observations and team-teaching

Success criteria for this strategic direction

- Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practiced expertly by teachers
- Teachers clearly understand, develop and apply a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness. 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
- The leadership team (including Head Teachers) 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
- Quality Teaching Rounds are embedded in the culture of the school, with every teacher and every leader collaboratively reflecting on best practice
- Literacy and numeracy attainment will increase as per our target measures, including growth for Aboriginal students to be equivalent to or better than non-Aboriginal students
- Higher percentage of diagnostic data on Aboriginal students for staff to use to inform their teaching practice and achieve higher growth for Aboriginal students.

Evaluation plan for this strategic direction

Questions:

- What has been the impact of using diagnostic and on-balance judgments?
- Do teachers and leaders collaborate to evaluate, reflect

Strategic Direction 1: Student growth and attainment

Improvement measures

in the top three bands to be above 43.8% Reading and 46.7% Numeracy.

Evaluation plan for this strategic direction

upon and adapt practice?

Data:

- External student performance measures (NAPLAN)
- Internal student performance measures (PAT)
- Evidence of targeted strategies in teaching programs and reflected in work samples
- Pre-classroom collaboration forms
- Classroom collaboration records and learning snapshots

These data sources will be collected and analysed by relevant teachers, leaders and teams and discussed regularly at relevant team meetings and the evidence uploaded into SPaRO

Analysis:

Review of teaching and learning programs in Week 10 of each term and modification of future programs (self-reflection from collaboration + success of targeted strategies, could be aligned with a focus e.g. spelling)

Ongoing analysis will measure the success of initiatives and identify areas for improvement or modification

- Analyse the data to determine the extent to which the purpose has been achieved
- Analyse the data to monitor progress on the agreed improvement measures

Implications:

- The findings of the analysis will inform future directions and budget allocation

Strategic Direction 2: Consistency of teaching practice and expectations

Purpose

Differentiation is a planned and decided response to every student's needs and through the use of formative assessment, technology and consistent behaviour management strategies, student outcomes will be improved. Differentiation is a positive way to develop personal and cultural identity as well as independence through the development of strengths and continual improvement

Improvement measures

Target year: 2024

Differentiation:

- All teachers use data to establish where their students are in their learning and what they need next
- All teachers communicate high expectations for students, regardless of their starting point, and students can articulate these expectations
- All teachers group students to deliver targeted interventions, and these groupings are revised regularly based on student learning
- All curriculum areas use open ended activities that allow all students to access learning and demonstrate their knowledge and skill

Target year: 2024

Positive Behaviour for Learning:

- 90% of students involved with the program will have their voice included in reporting systems
- There is a decrease of 25% in negative mentions reported over four years
- Four positive mentions to every one negative mention are recorded

Initiatives

The 5 Elements of Differentiation

Berkeley Vale Campus proactively responds to learner needs by using the "5 key elements of differentiation": outcomes, content, process, product and learning environment. BVC will develop a mindset of respect by acknowledging the identity, culture, heritage and languages of their Aboriginal students.

Actions:

- Professional learning is provided to all teachers with a targeted focus on the use of strategies within each element of differentiation and teachers' application in the classroom
- Quality Teaching Rounds (SD1) are used to monitor the fidelity of differentiation strategies being used in classrooms to improve student learning outcomes
- Incorporate Cultural Perspectives and/or 8 Ways into the teaching programs when unpacking syllabus outcomes

Positive Behaviour for Learning

Classroom management processes and the consistent use of PBL are evident across the school

Actions:

- Leader and teacher capacity is built in the PBL strategies and tools through PBL seminars, professional learning and classroom observations
- Redesign and delivery of explicit PBL lessons in classes and assemblies to all Year 7 and 8 students, and to Year 9 and 10 on a needs basis
- Continual review and improvement of data collection and analysis processes to improve PBL outcomes
- All faculties independently create and implement PBL plans that are reviewed and adjusted annually to meet the needs of students
- Increase awareness and engagement of PBL for

Success criteria for this strategic direction

- Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcomes
- All lessons are systematically planned as part of a coherent program that has been collaboratively designed. Accommodations and adjustments are made to suit needs as they arise. Lesson planning references student information including progress and achievement data, curriculum requirements, and student feedback, and provides continuous improvement for all students, across the full range of abilities
- Students can articulate their level of achievement and rate of growth and how they can move to the next level. Students can talk about their learning journey
- Positive, respectful relationships are evident and widespread among students and staff and promote student well-being to ensure optimum conditions for student learning across the whole school
- All teachers can accurately identify problematic behaviour in classrooms, apply appropriate interventions and there is a decrease in negative mention data for continued disobedience and aggressive behaviour

Evaluation plan for this strategic direction

Questions:

1. What do teacher records of differentiation strategies used tell us about the quality of differentiation in practice at BVC?
2. Can our students articulate their learning journey, levels of achievement and growth and strategies they can use to improve?

Strategic Direction 2: Consistency of teaching practice and expectations

Initiatives

parents at our school

Evaluation plan for this strategic direction

3. Are our PBL processes consistently applied across the school and evident in behavioural outcomes?
4. Are our PBL processes consistently applied across the school and evident in behavioural outcomes?
5. Do our parents actively engage with the Parent Portal to talk about positive and negative mentions with their children?

Data:

- Student writing samples of them articulating their learning journey
- Annotations on teacher programs
- Evidence of learning intentions through teacher professional learning reflections
- Student and staff focus groups
- Completed and evaluated PBL faculty plans
- Positive and negative mentions on Sentral
- Number of suspensions
- Access to the Parent Portal by families

These data sources will be collected and analysed by relevant teachers, leaders and teams and discussed regularly at relevant team meetings and the evidence uploaded into SPaRO

Analysis:

Ongoing analysis will measure the success of initiatives and identify areas for improvement or modification

- Analyse the data to determine the extent to which the purpose has been achieved
- Analyse the data to monitor progress on the agreed improvement measures

Implications:

The findings of the analysis will inform future directions and budget allocation

Strategic Direction 3: Wellbeing and support for learning

Purpose

All staff are committed to nurturing, inspiring and challenging students to find success through targeted learning support initiatives and improved student attendance. Teacher-student connections provide students a sense of belonging and promote student well-being. Our parents and community are engaged in conversations about learning that support the achievement and well-being of all students both at school and at home

Improvement measures

Target year: 2022

Attendance:

- Attendance across the school will increase from 54.8% attending 90%+ of the time to 66.7% or higher to meet the school's 2022 upper-bound system-negotiated target
- Students participating in a targeted attendance program will have a 20% increase in attendance mapped from 2020 pre-program baseline data

Target year: 2022

Wellbeing:

- TTFM Student Data to improve from a baseline of 62.8% to approach the upper-bound system-negotiated target of 72.3%, specifically targeting students' sense of belonging

Initiatives

Parent engagement

Creating effective partnerships in learning with parents, at teacher level, and structured growth conferences. All students and parents have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfill their potential

Actions:

- Creating effective partnerships in learning with parents, at the teacher level, and structured growth conferences
- Parents and carers of Aboriginal children will find the school a welcoming and respectful place
- All students and parents have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfill their potential
- All teachers demonstrate that they understand Aboriginal parents/families have high expectations for their children and all teachers work in collaboration with parents/caregivers and communities to ensure Aboriginal students achieve these expectations

Learning support

Students with additional needs are targeted and are consistently provided with the support required to improve their educational outcomes

Aboriginal students will be supported in Literacy and Numeracy targeted lessons.

Actions

- Continued school support of the dedicated Learning Centre and the targeted initiatives being led by the Learning Support team
- Development, implementation and monitoring of the Intervention Literacy and Numeracy programs by the

Success criteria for this strategic direction

- Teachers directly and regularly engage with parents to improve their understanding of student learning and strengthen student outcomes. Reporting to parents has been enhanced in response to feedback received
- Every student is engaged in a growth conference, collaborating with parents to discuss their child's learning, set goals and determine strategies used at home and school to support growth. Teachers regularly connect with parents via phone calls to discuss student learning
- Well-developed and evidence-based approaches, programs and assessment processes identify, regularly monitor and review individual student learning needs
- The Learning Support program improves academic and well-being measures for the students receiving targeted support, and the number of out-of school (and in-school) suspensions decreases
- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes

Evaluation plan for this strategic direction

Questions:

1. What has been the impact of making learning and positive well-being calls home, holding student growth conferences and developing PLPs?
2. Does analysis of student learning data for individuals accessing the Learning Centre and Aboriginal Resource Room demonstrate improvement in academic and well-being outcomes?
3. What is the impact of our new attendance approaches on student attendance data?
4. Has Aboriginal student participation and engagement increased significantly due to the Literacy and Numeracy

Strategic Direction 3: Wellbeing and support for learning

Initiatives

Aboriginal Education Team

- Development of processes to increase the proportion of in-school (compared with out-of-school) suspensions, and reduce the number of suspensions overall
- Development of a Behaviour Specialist role to support the implementation of the new Behaviour Strategy from the Department of Education

Attendance

A strategic approach to improve the number of students attending 90%+ through a context-driven, Department project management process that meets the needs of Aboriginal learners

Attendance data is regularly analysed and used to inform planning. Personalised attendance approaches are improving regular attendance rates for Aboriginal students including those at risk

Actions:

- Analysis of attendance data to gather insights and identify the causes of low student attendance
- Development of a clear set of focus areas to improve student attendance and generation of ideas and solutions to target focus areas
- Testing, selection, creation, implementation and monitoring of the most successful attendance improvement strategies including Aboriginal cultural programs

Evaluation plan for this strategic direction

Intervention?

Data:

- Teacher learning phone call sheet (conversation prompt), parent and student surveys
- Student growth conference data overview sheet and surveys
- Parent perception of their engagement in the learning process
- Number of suspensions (total) and proportion of in-school supported suspensions
- TTFM Student Data
- Aboriginal Student Survey
- Reduction in negative incidents in specific KLA
- Increased attendance/ positive incidents in specific KLA
- Number of students attending 90%+ (and analysis of targeted individuals' attendance data)