

Strategic Improvement Plan 2022-2026

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 students unique needs and planning a response to these 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 coeducational 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 is 853 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 and 1% of students have a background where English is an additional language or dialect.

Strong wellbeing processes at Berkeley Vale Campus have a positive impact on academic outcomes for students. This is because their focus and attention is directed towards learning and problem solving rather than dealing with stress, anxiety, or other mental health concerns. Berkeley Vale Campus implements programs that promote positive mental health and students are supported and connected to their school community. This sense of belonging can lead to improved attendance and a greater investment in academic success. Ultimately, prioritising student wellbeing not only benefits the individual, but also leads to a stronger and more successful learning environment for everyone involved.

As a school we support teachers with professional learning that is targeted to meet the needs of our students 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 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.

Improvement has 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. Students are meeting school-based and Department determined targets to demonstrate 'high performance' and in continuing to build teacher capacity in the use of targeted literacy and numeracy strategies, teachers are creating lessons that will contribute to greater student achievement and engagement especially when this is amplified through the use of Berkeley Vale Campus teacher collaboration and 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

Numeracy growth

Achieve by year: 2023

All students can demonstrate numeracy growth and achievement from Term 1 from to Term 4 using PAT as a key data point.

Reading growth

Achieve by year: 2023

All students can demonstrate reading growth and achievement from Term 1 from to Term 4 using PAT as a key data point.

Initiatives

Explicit teaching

Integrate the effective use of data and evidence-based strategies to inform classroom practice in literacy and numeracy by emphasising explicit instruction, best practice, assessment, feedback, and research-based strategies.

Actions

- The identified and targeted use of explicit literacy and numeracy strategies is delivered at staff meetings.
- Delivery of applicable literacy, numeracy and data use PL for staff at regular staff meetings (Think Tank and Item Analysis on SCOUT).

Classroom collaborations

Collaborative practices will be embedded across all parts of the school, with explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers.

Actions

- PAT tests are delivered to all students each year and the data is analysed and used to inform teaching and learning.
- Teachers focusing on collaborating to improve pedagogical practice through team teaching, using technology to collaborate and through Classroom Collaborations.

Aboriginal Academic Attainment

Implement effective school-wide, classroom, and cultural practices to improve the learning outcomes, attendance, academic achievement, and well-being of Aboriginal and Torres Strait Islander (ATSI) students while preserving their cultural identity.

- Development, implementation and monitoring of the

Success criteria for this strategic direction

Teachers address the learning needs of all students using data, feedback, and other information about student progress and achievement.

All teachers comprehend and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success measurable by improved student progress and achievement data.

Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, faculties, or particular student groups. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice. The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school-wide improvement in teaching practice and student results.

Evaluation plan for this strategic direction

The Question-Data-Analysis-Implications evaluative process (Q-D-A-I) will be used to support our analysis of the extent to which our purpose has been achieved.

We will;

- *determine the impact of using data to inform practice;
- *evaluate teachers' collaborative practice;
- *analyse external student performance measures (Best Start, NAPLAN, Check-In, PAT, HSC Minimum Standards) against improvement measures;
- *analyse internal student performance measures (summative and formative assessment);
- *analyse teaching programs and classroom practice improvements through observations;

Strategic Direction 1: Student growth and attainment

Initiatives

Intervention Literacy and Numeracy tutorial groups by the Aboriginal Education Team.

Evaluation plan for this strategic direction

*incorporate student work samples, focus groups and student interviews into the evaluation of this strategic direction;

*use and analyse wellbeing-based surveys, such as Tell Them From Me.

Strategic Direction 2: Consistency of teaching practice and high expectations

Purpose

Differentiation is planned with a dedicated response to every student's needs. Through the use of formative assessment, technology and consistent behaviour management strategies, student outcomes will be improved. Teachers are committed to identifying, understanding and implementing the most effective explicit behaviour management methods, with the highest priority given to evidence-based strategies.

Improvement measures

Differentiation

Achieve by year: 2026

Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge and most students can articulate their learning and understand what they need to learn next to enable continuous improvement.

Positive Behaviour for Learning

Achieve by year: 2026

A school-wide approach to effective and positive classroom management is evident and support is provided to teachers where needed, ensuring optimum learning.

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.

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.

Positive Behaviour for Learning

Middle leaders support the principal and school staff in preparing young people for improved academic opportunities by ensuring consistency of classroom management practices and that their faculty staff are implementing PBL strategies with fidelity.

Actions:

- Leader and teacher capacity is built in the PBL strategies and tools through PBL seminars, professional learning and classroom observations.
- Head teachers lead their staff in delivering explicit PBL lessons in classes and assemblies to all cohorts.
- 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 parents at our school.

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:

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

Strategic Direction 2: Consistency of teaching practice and high expectations

Evaluation plan for this strategic direction

3. What is the evidence of whether our PBL processes are consistently applied across the school, and how is this evident in behavioural outcomes?

4. How do we know that our PBL processes are consistently applied across the school and that this positively affects behavioural outcomes?

5. What is the evidence about parents actively engaging in the parent portal to discuss positive and negative mentions with their children?

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

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 with a sense of belonging and promote student wellbeing.

Improvement measures

Attendance

Achieve by year: 2026

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

Wellbeing

Achieve by year: 2026

The school implemented evidence-based structure for wellbeing practices, resulting in measurable improvements in wellbeing and engagement to support learning.

Initiatives

A comprehensive and innovative Wellbeing Scope and Sequence

Analysis of wellbeing data from Sentral to inform the development of a sequence of relevant wellbeing themes and issues targeting each term of each academic year group, as closely as feasible aligned with the PDHPE Scope and Sequence. Planning, implementation, and delivery of planned and systematic (annual) wellbeing events based on the Wellbeing Scope and Sequence.

Actions:

- Develop Berkeley Vale Campus's Wellbeing Learning Framework that emphasises the importance of transferable skills that prepare our students to be strong, resilient learners.
- The framework, which is divided into the three main areas of Thinking, Character and Connectedness, focuses on the explicit teaching and learning of several dispositions. These include critical and creative thinking, self-regulation, empathy, resilience and interpersonal skills.

Learning support

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

Actions:

- Continued school support of the dedicated Learning Centre and the targeted initiatives being led by the Learning Support team and implementation of BVC Linked to increase the proportion of in-school (compared with out-of-school) suspensions, and reduce the number of suspensions overall.
- Development of BVC ConnectEd which is a school based suspension program that provides intervention for students on suspension who will benefit from a structured program to assist with a successful return to their school as soon as possible.

Success criteria for this strategic direction

Student Wellbeing

- Increased numbers of students reporting higher levels of advocacy and support at school. (TTFM and BVC Student Wellbeing Survey).
- Increased numbers of students reporting higher levels of sense of belonging to our school compared to previous years and against the state average. (TTFM).
- Increased numbers of students reporting higher levels of engagement with and interest in school work and learning activities compared to previous years and against the state average. (TTFM and BVC Student Survey).
- Increased numbers of students attending wellbeing days (Sentral).
- Increase the capacity of classroom teachers to deal successfully with disruptive student behaviour.

Evaluation plan for this strategic direction

Questions:

1. What has been the impact of a Wellbeing Scope and Sequence?
2. What is the student learning evidence/data telling us about the Learning Centre, ConnectEd and Aboriginal Resource Room and if this is demonstrating improvement in academic and wellbeing outcomes?
3. What is the impact of our new attendance strategies on student attendance data?

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

Strategic Direction 3: Wellbeing and support for learning

Initiatives

Attendance

Develop a strategy for school-wide monitoring, support, and improvement of attendance based on evidence and focuses on enhancing school-wide systems, communication, practises, and procedures. The effective utilisation of data, the enhancement of systems, and the implementation of evidence-based strategies on the tiered framework of support and intervention to include universal, targeted, and individualised strategies for attendance improvement.

Actions:

- Analysis of attendance data to gather insights and identify the causes of low student attendance and support provided through individualised strategies.
 - Development of a clear set of strategies to improve student attendance.
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Evaluation plan for this strategic direction

- 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)