School plan 2015 – 2017

Northern Beaches Secondary College Mackellar Girls Campus
8831

Teacher Excellence

Enhanced Learning Outcomes

Positive Well-being
## School background 2015 - 2017

### School vision statement

**Northern Beaches Secondary College Mackellar Girls Campus** is a highly successful girls secondary school that has high expectations for student learning, behaviour and school values. While academic excellence is highly valued and supported, the school encourages its students to take part in a broad range of learning activities including cultural, physical and social. The school provides a broad and balanced curriculum that challenges and develops students in a safe and happy environment. The school creates and stimulates a learning environment where students are encouraged to achieve their personal best and fosters an environment where students are keen to learn. It strives to develop an inviting and engaging, modern and future thinking learning environment for all students, so they develop into successful learners, confident and creative individuals and active and informed citizens who will contribute positively to their community now and in the future.

There is a school culture based on the values of students striving to do their best, celebrating each other’s achievements, taking personal responsibility for their actions and respecting the rights of others.

Mackellar Girls Campus’ vision of always striving for excellence has been rewarded by the school being awarded four Director General’s Awards for Excellence - in Girls Education, Gifted and Talented Education, Aboriginal Education and School Organisation and Systems.

### School context

Northern Beaches Secondary College Mackellar Girls Campus is a large comprehensive girls high school of over 1200 students on Sydney’s Northern Beaches, established in 1944.

The school has an ICSEA (Index of Community Socio-Educational Advantage) of 1091 (the national average is 1000) and a FOEI (Family Occupation and Education Index) of 44 (most schools are in the range of 1 – 200 with 1 being the highest index).

The school population comprises girls from culturally and linguistically diverse backgrounds with 27% from a language background other than English, predominantly Chinese, Tagalog, Tibetan, German, Tongan and Italian.

**Strengths**

The school’s Higher School Certificate results are exemplary, placing it in the top ranks of comprehensive schools in NSW. This academic excellence is supported by high results in NAPLAN and ESSA tests that are well above state average.

The school has an exemplary Gifted and Talented Program, an outstanding Middle Years of Schooling Project Based Learning Program in conjunction with our local primary schools and an effective collaboration with the schools of the Northern Beaches Secondary College. The school excels in sport and the creative and performing arts and has a strong reputation in welfare support for students.

The experience, skill, commitment and care of the staff are excellent and contribute in large part to the academic success of students and their well-being.

Whilst the largest group of students is Caucasian, significantly sized other groups of students in the school that contribute a richness to the school culture are Aboriginals, Tibetan refugees, South Pacific Islanders and International students mainly from China. The school embraces exceptional support of these students and also student groups with particular needs.

### School planning process

The planning process began in Term 4 2014 with an evaluation of the achievements of the 2012-2014 School Plan by the staff and further analysis by the Executive staff.

To fully develop the School Plan 2015 -2017 these processes were followed by an extensive consultation and analysis process, including:

- analysis of NAPLAN, HSC and school based data by teachers and the Executive team
- surveys including Tell Them from Me to gather teacher perspectives
- a questionnaire for staff on future strategic directions and their implementation
- an on-line survey of parents’ and community members’ views
- information was provided in the school newsletter for parent and community stakeholders
- student forums were conducted to gather student voice
- the Executive team undertook analysis and assessment of the school’s position in the Schools Excellence Framework
- the School Executive worked collegially to collate the various sources of information to develop the School Plan
- the School Executive worked collegially in the development of the strategic directions of the School Plan, by determining the school strengths and identified directions and areas for improvement
- the School Executive collaborated in teams, utilising all the collated information and data from all the key stakeholders for the development of the SPs – the purpose, people, processes, products and practices – for each strategic direction.
### School background 2015 - 2017

| The school has worked closely with the wider community to enhance the opportunities for students and reflect community expectations. The school has a committed P&C Association, and has fostered positive links with the wider school community. The fine reputation of Mackellar Girls Campus continues to grow. It is a school that draws its strength from the combination of its wonderful traditions, its capacity to evaluate and reflect on its practice and its ability to innovate and meet the emerging needs of the future. |
Purpose:
By implementing explicit, targeted, engaging and effective professional learning programs, teaching quality will be developed. By modelling effective practice and feedback, teacher capacity will be enhanced to drive and sustain ongoing school-wide improvement in student learning outcomes.

STRATEGIC DIRECTION 1
Teacher Excellence

Purpose:
By embedding and implementing explicit, targeted, engaging and effective learning practices, student learning outcomes will be enhanced through:
- Engagement
- Literacy and Numeracy
- Implementation of National Curriculum
- New Stage 5 Elective – Independent Research Project.

STRATEGIC DIRECTION 2
Enhanced Learning Outcomes

Purpose:
Through Positive Psychology and Education, a whole school approach on positive education and well-being will develop. Students will be engaged and successful in their learning and develop increasing independence, creativity and resilience. Students will be supported in their cognitive, emotional, social and physical well-being.

STRATEGIC DIRECTION 3
Positive Well-being
## Strategic Direction 1: Teacher Excellence

### Purpose

By implementing explicit, targeted, engaging and effective professional learning programs, teaching quality will be developed. By modelling effective practice and feedback, teacher capacity will be enhanced to drive and sustain ongoing school-wide improvement in student learning outcomes.

### Improvement Measures

- All staff develop and implement professional learning plans focusing on attainment of professional goals reflecting the Australian Professional Standards for Teachers.
- Most teachers seek accreditation at Highly Accomplished or Lead levels.
- All teachers use data to inform practice

### People

**Students:** engage actively in quality teaching and learning programs that meet the learning needs of all students.

**Staff:** Teachers target and identify professional learning needs and set goals in personal professional learning plans. Staff are provided with the opportunity and encouraged to participate in professional learning opportunities that are effective, relevant and measureable. Procedures and structures are implemented to develop professional dialogue and understanding of the Australian Professional Standards for Teachers. Mentoring practices are developed within staff to support Beginning Teachers and teachers seeking accreditation at Proficient, Highly Accomplished and Lead levels. Teachers are committed to leading learning programs and practices across all aspects of the school community. Teachers demonstrate care, kindness and respect for their students.

**Parents/Carers:** An understanding of the Australian Professional Standards for Teachers is communicated to parents/carers.

**Community Partners:** The school will liaise with outside PL providers

**Leaders:** Executive lead and support the development of Professional Learning Plans by planning and implementing targeted PL. Senior Executive support and monitor PL programs and the ongoing development and review of PLPs as part of the Teacher Performance and Development Framework. Leadership and succession opportunities are identified and provided at school and within the College.

### Processes

**Staff:** Professional learning is identified and established through individual PLPs, which are focused on personal goals and the school’s strategic directions.

Professional learning programs are supported through collaboration, the sharing of ideas and collegial discussions.

Beginning Teachers participate in an induction and mentor program.

New staff participate in an induction program.

**Leaders:** Develop professional learning programs integrating the Australian Professional Standards for Teachers, Great Teaching, Inspired Learning and succession planning.

Provide professional learning activities for staff relevant to the strategic directions of the School and the College.

Demonstrate instructional leadership promoting and modelling effective evidence based practice.

**Evaluation Plan:** Quality professional learning reflections on BOSTES and MyPL

Survey of staff

### Products and Practices

**Products:** All staff develop and implement professional learning plans focusing on attainment of professional goals reflecting the Australian Professional Standards for Teachers.

Teacher PL that is founded on the Quality Teaching Framework and is focused on meeting the needs of all students.

Induction and mentoring programs for Beginning Teachers are implemented. Induction program for new staff implemented. Beginning and new teachers develop their competencies.

Most teachers seek accreditation at Highly Accomplished and Lead levels. Leaders provide mentoring programs that develop their staff.

**Practices:** Ongoing reflection and discussion of PLPs with mentors, colleagues and Head Teachers as part of the Teacher Performance and Development Framework. Differentiation of curriculum evident in all teaching and learning programs across the school.

All teachers use data to inform practice. Induction and Mentoring program for Beginning Teachers.

Induction program for new staff. Professional Learning Program supporting staff seeking accreditation at the Highly Accomplished and Lead levels. Most Teachers seek accreditation at Highly Accomplished and Lead levels. Teachers as mentors to colleagues. All staff actively engaged in PL. Collegial sharing of PL.

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Northern Beaches Secondary College Mackellar Girls Campus 8831
## Strategic Direction 2: Enhanced Learning Outcomes

### Purpose

To embed and implement explicit, targeted, engaging and effective learning practices resulting in enhanced student learning outcomes through:
- Engagement
- Literacy and Numeracy
- Implementation of National Curriculum
- New Stage 5 Elective – Independent Research Project.

### Improvement Measures

- All students show growth in Literacy and Numeracy as reflected in internal and external assessments.
- Staff actively using innovative and engaging teaching practices, including use of critical thinking and appropriate thinking skills in the classroom.
- Relevant staff trained, supported and resourced to enable successful implementation of Stage 5 Elective - Independent Research Project.

### People

- **Students:** Use critical thinking to focus, engage student and contextualise learning beyond the classroom. Develop the ability to work independently and collaboratively.
- Use personal learning plans and explicit teaching of appropriate thinking skills to focus and engage students (including those from targeted groups such as Aboriginal, ESL, International, Pacific Islanders and refugees) in order to improve literacy and numeracy skills and learning outcomes.
- Understand and apply the National Curriculum in NSW General Capabilities to live and work successfully in the 21st Century.
- Some students engaged in the innovative Stage 5 Independent Research Project Elective.

### Processes

- **Staff:** Develop engaging and evidence-based teaching practices and innovative delivery mechanisms to assist students to become lifelong learners.
- **Leaders:** Empower staff to access and use data analysis of Literacy and Numeracy to improve teaching and learning.
- Review the process and quality of individual student personal learning plans to ensure they embed the Cross Curricular General Capabilities.
- Evaluate and refine existing Australian Curriculum in NSW programs and teaching practices to assist staff and students to embrace the ethos behind the Cross Curricular General Capabilities.
- Design, develop and submit to BOSTES Stage 5 Elective - Independent Research Project.
- Program and implement Stage 5 Elective - Independent Research Project.

### Evaluation Plan

- **Formal and informal testing:** Including anecdotal and summative evidence, and school based assessment and reporting.

### Products and Practices

- **Products:** Students actively and willingly participating in innovative and engaging classroom activities.
- All students show growth in Literacy and Numeracy as reflected in internal and external assessments.
- School-wide, collective responsibility for student learning and success including regular quality, effective feedback.
- Ongoing programming and resourcing of innovative and engaging Australian Curriculum in NSW units of work.
- All staff confidently implementing the General Capabilities of the Australian Curriculum.
- Stage 5 Elective - Independent Research Project course developed and implemented.

- **Practices:** Staff actively using innovative and engaging teaching practices, including use of critical thinking and appropriate thinking skills in the classroom.
- Data drives literacy and numeracy practice across the school and learning community.
- Members of appropriate faculties confidently implementing Australian Curriculum in NSW.
- Staff actively contribute to effective and successful completion of milestones.
- Executive team support staff to implement school plan components.
- Relevant staff trained, supported and resourced to enable successful implementation of Stage 5 Elective - Independent Research Project.
## Strategic Direction 3: Positive Well-being

**Purpose**

Through Positive Psychology and Education, a whole school focus on positive education and well-being will develop. Students will be engaged and successful in their learning and develop increasing independence, creativity and resilience. Students will be supported in their cognitive, emotional, social and physical well-being.

## Improvement Measures

- Students demonstrate resilience and positive education techniques in the classroom and playground.
- Increase in the number of students achieving personal best certificates.
- All students requiring adjustments (including Gifted and Talented – GATS) and learning support are catered for adequately.
- All Aboriginal and Torres Strait Islander students are fully engaged in learning to ‘close the gap’ including active involvement in cultural experiences and an increase in the number of students achieving their HSC and going on to further education.

## People

Collaboration between all stakeholders to develop increasing independence, creativity and resilience.

**Students:** use effective techniques to strengthen resilience, positive behaviour and citizenship.

Make positive contributions to the community through fundraising and volunteer work.

Different cultural groups continue to engage with current and future programs.

Students requiring learning adjustments and support benefit from strategic assistance in times of need.

**Staff:** consistently using school developed strategies to support students with positive education techniques across the school community.

To enable staff to work collaboratively to set high expectations that are personalised and attainable, focusing on emotional well-being.

All teachers confidently promoting learning progression of all students.

Staff confidently accessing learning support for identified students through NCCD.

**Parents:** Parents are aware of the focus on positive education and well-being.

**Community partners:** partnerships strengthened through clear communication opportunities.

**Leaders:** actively support their teams and whole school processes.

## Processes

**Students:** actively engage in strategies and techniques for positive education and well-being in directed learning experiences.

**Staff:** will engage with and embed positive education and well-being programs in their teaching practice across the school.

Staff identify students for the National Consistent Collection of Data (NCCD) and plan relevant support with the Learning Support Team through Sentral data.

**Leaders:** will support their teams to develop team capacity in positive education and well-being programs.

Targeted groups such as Aboriginal, ESL, International students, Pacific Islanders and refugees work on an individual and small group basis with current staff to guide their personal learning and cultural experiences.

Continuation of Tutorial Centre.

**Evaluation plan:** Sentral data indicates an increase in positive referrals, leadership opportunities are accessible for all students, students achieving personal best awards, academic success improves as indicated by reports and external testing, increase in the number of students in targeted groups achieving their HSC.

Increased involvement of targeted groups in leadership roles.

## Products and Practices

**Products:** Students demonstrate resilience and positive education techniques in the classroom and playground.

All staff are consistent in a solutions focused approach.

All students requiring adjustments (including Gifted and Talented – GATS) and learning support are catered for adequately.

**Practices:** All positive education and teaching strategies are reflected in classroom and whole school activities with students demonstrating their use in the classroom and playground.

Students are recognised and excellent achievement celebrated through assemblies, the MGC award system and external opportunities.

Increase in the number of students achieving Personal Best Certificates.

All Aboriginal and Torres Strait Islander students are fully engaged in learning to ‘close the gap’ including active involvement in cultural experiences and an increase in the number of students achieving their HSC and going on to further education.

Creative and attractive work spaces developed to encourage creative, cooperative and collaborative learning practices.

Staff professional learning is relevant, and underpinned by the Quality Teaching Framework and Positive Education model.