Northern Beaches Secondary College

School plan 2015 – 2017
## School background 2015 - 2017

**SCHOOL VISION STATEMENT**

Northern Beaches Secondary College (NBSC) was established in 2003 to expand the educational opportunities of students on the Northern Beaches by offering a collaborative approach from across one school with five distinct campuses:

As the largest school in NSW, with close to 4000 students and 300 teaching staff over the five campuses, collaboration, cooperation and resource sharing are significant approaches to ensure school effectiveness.

NBSC has developed significant ongoing partnerships with local primary schools through the Northern Beaches Learning Alliance. Other partnership links are either established or being developed with tertiary education providers and local businesses.

A Positive Education Approach is the preferred framework to enhance student, staff and school learning and wellbeing across all campuses.

- **NBSC Balgowlah Boys Campus** – Yr 7-12 boys
- **NBSC Cromer Campus** – Yr 7-12
- **NBSC Mackellar Girls Campus** – Yr 7-12 girls
- **NBSC Manly Campus** – Yr 7-12 academically selective
- **NBSC Freshwater Senior Campus** – Yr 11-12

Predominantly catering for students from a diverse local community, we are also increasingly attracting students from other areas to access particular specialist campuses.

Community educational aspirations are continually rising.

**SCHOOL CONTEXT**

- A Positive Education Approach is the preferred framework to enhance student, staff and school learning and wellbeing across all campuses.
  - **NBSC Balgowlah Boys Campus** – Yr 7-12 boys
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**SCHOOL PLANNING PROCESS**

College Management Team (CMT) conducted general discussion about the identity and purpose of NBSC and three possible strategic directions.

Synthesis of ideas then created general consensus on these.

Parent Advisory Group confirmed these general directions.

Individual campuses began the process to complete each campus plan including the strategic directions and improvement measures.

Drafting of the strategic directions continued with a working party from the CMT and CAC head teachers. A reduction to a single strategic direction with multiple projects was agreed.

Individual campus plans were finalised.

A summary of campus plans was used to synthesise common strategic directions and then correlated with earlier drafts of the NBSC plan.

A final draft was tabled to the CMT for revision and forwarded for confirmation to the Director Public Schools.
School strategic directions 2015 – 2017

As a school organised across five campuses, collaboration is crucial for the sound functioning and development of NBSC. By developing a collaborative community across the NBSC campuses, teaching and learning opportunities and student success will be enhanced for all students at all campuses.

With reference to the Public Schools NSW - School Excellence Framework, in the area of Teaching, Collaborative Practice is identified as a key element of a school which is excelling. This is also linked in the area of Learning where collaborative practices is identified as a characteristic of an excelling school. Additionally in the area of Leading from the School Excellence Framework, collaboration and partnership development are also noted as highly significant for school excellence.

It is therefore most appropriate that NBSC have a single common strategic direction for all campuses collectively to develop significant opportunities to create a collaborative community.
Strategic direction:

A Collaborative Community

**PURPOSE**

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

By enhancing a collaborative community across the NBSC campuses, teaching and learning opportunities and student success will be enhanced for all students at all campuses.

The collective responsibility of NBSC will be to provide quality educational experiences which are characterised by innovation, choice and excellence for all Northern Beaches Secondary College students at all campuses.

Deeper collaboration will serve to broaden current educational and future life opportunities, enhance the quality and breadth of teaching and learning and increase the individual and collective capabilities of student and staff.

**PEOPLE**

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

Students will develop or extend capabilities to:

- Understand and manage their own wellbeing through whole school approaches and specific interventions.
- Develop skills for 21st Century Learning via exposure to specific teaching practices and strategies.
- Show literacy and numeracy growth through the acquisition of specific and appropriate skills for each student context.

Staff will develop or extend capabilities through:

- Professional learning processes so that they acquire skills to enhance whole school student wellbeing, Solution Focused approaches, the delivery of 21st century learning skills, and the improvement of student literacy and numeracy involving differentiation.
- Training to assist the acquisition of peer coaching skills and techniques and to understand and manage their own wellbeing through whole school approaches.
- Professional development planning and implementation (at each campus) in relation to campus strategic directions and other priorities including: ALARM, Australian Curriculum and student transition.
- Networking opportunities and links within NBSC, with NBIA schools, tertiary education, business and the community.

Parents will develop or extend capabilities to:

- Understand how to assist student skills and wellbeing achievement through their participation in parent evenings.

Leaders will develop or extend capabilities to:

- Develop their personal capacity to assist the development and implementation of student

**PROCESSSES**

How do we do it and how will we know?

Program 1: Positive Education – Resilience and Wellbeing

- A whole college approach to train staff and develop understanding, skills and strategies in enhancing student resilience and wellbeing. Positive Psychology principles and Solution Focused approaches using a range of delivery methodologies are to be central. Student programs, interventions and strategies will concurrently be developed at each campus based on contextual circumstances. Sharing of methodologies and strategies will be assisted, both internally and externally of the NBSC.
- A similar approach will be undertaken to develop staff resilience, assistance provided through links to Macquarie University School of Psychology and PACE initiatives.

Program 2: Enhancing Teaching and Learning

- Collective approaches will be taken to establish the interest and needs of students, to professional learning, to provide for beginning teachers, for BOSTES accreditation and the delivery of accredited courses within NBSC.
- Opportunities will be provided for staff to collaborate on curriculum and assessment planning and related structures and processes, on developing approaches to the Australian Curriculum, teaching ALARM in Stage 5 and student transition approaches in Stage 3 and 5.
- Peer Coaching using a Solution Focused approach in teacher development will be established as a NBSC approach and will involve training and agreed protocols.
- A whole college approach to train and develop staff understanding and appropriate strategies in 21st Century Learning Skills and differentiated literacy and numeracy outcomes for students.
- Sharing of methodologies and strategies will be assisted, both internally and externally of the NBSC. Staff will be encouraged to participate in NBIA and other external networks through effective communication.

**PRODUCTS AND PRACTICES**

What is achieved and how do we know?

Products:

- Improved student resilience and wellbeing both across NBSC and within each campus. A consistent measure to be agreed and applied across all campuses.
- Increased uptake and demonstration of 21st Century Learning Skills both across NBSC and within each campus. A consistent measure to be agreed and applied across all campuses.
- Demonstrated increased literacy and numeracy skills both across NBSC and within each campus. This will be indicated by Year 9 NAPLAN data.
- Increased number and type of collaborative arrangements occurring across and within NBSC as indicated by staff survey data.

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

Practices:

- Positive Psychology and Solution Focused approaches are identifiable in classroom and whole school practice across all NBSC campuses including with and between staff.
- Collegiate structures are evident for curriculum, assessment planning, professional learning, and student transition.
- Professional learning outcomes indicate changed classroom and whole school practice in 21st Century Skills acquisition, literacy and numeracy. Australian Curriculum and ALARM delivery across all NBSC campuses.
resilience and wellbeing, 21st Century Skills and professional learning initiatives.

Community partners:

- Will be developed to enhance the quality of educational opportunities for NBSC students and to extend the available resources to teachers and students.

Leaders:

- Engage in professional learning to assist the development of strategic direction. Leaders model collaboration and assist staff to be involved in faculty and college networks, NBLA networks, business and community forums, including the allocation of resources where appropriate.
- A collective approach is demonstrated with NBLA schools, parents, tertiary education links and at community events.

Parents

- Complementary events and education opportunities for parents will be provided on resilience and wellbeing, 21st Century learning Skills, transition, literacy and numeracy to encourage synergy of parents with NBSC initiatives.

Evaluation plan:

The College Management Team meetings will include evaluation activities and additionally as necessary feedback and/or data will be sorted from other stakeholders. Processes will be developed to coordinate with various campus processes.

Professional learning structures and processes are coordinated across NBSC and are communicated to stakeholders.

School leaders are identified as having collaborative approaches across NBSC and NBLA.

Parents and the Northern Beaches community have common experiences and understandings of educational practices and priorities

Effective links are evident between NBSC and tertiary education providers.