

# School Excellence Plan 2024-2027

## Northern Beaches Secondary College Cromer Campus 8511



# School vision and context

## School vision statement

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Students at Northern Beaches Secondary College Cromer Campus will be successful today and prepared for tomorrow within a supportive learning environment. We are committed to enhancing and refining expert teaching and learning practice that fosters resilient, passionate and accomplished lifelong learners.

Our students value the educational opportunities provided by our school, and are motivated by their expert teachers to strive to build upon their individual results in order to ensure a clear pathway for success.

## School context

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Northern Beaches Secondary College (NBSC) Cromer Campus is a Year 7-12 comprehensive, coeducational campus located on the Northern Beaches of Sydney with an enrollment of 1144 students and trend data indicates continued enrollment growth. This includes six support classes, four for students with mild to moderate intellectual disabilities, and a class each for multi-categorical and Autistic students..

The school enrollment is characterised by an even distribution of boys and girls. Our school community is culturally and linguistically diverse. Thirty nine percent of students have a non-English speaking background, and 27 students identify as having an Aboriginal background.

We are one of five campuses in the Northern Beaches Secondary College, which provides our students with opportunities to access a wide range of enrichment and curriculum choices, including a comprehensive range of academically challenging HSC subjects and access to a range of TAFE courses.

The school has a strong emphasis on student wellbeing programs including Positive Behaviour for Learning, established girls and boys programs and a wide range of extra curricular opportunities including, the Duke of Edinburgh program, music/band programs, dance groups, art clubs, debating and student leadership opportunities through our schools SRC.

Teaching staff at the school work collaboratively with high levels of commitment to their students. High impact teaching strategies focused on literacy are embedded across the school and have resulted in above state average results including enhanced HSC results.

NBSC Cromer Campus enjoys excellent college, community and parental support including an active and supportive P&C association. The whole school community, involving students, staff and parents were consulted in a thorough situational analysis followed by the development of this strategic improvement plan.

Through our situational analysis, we have identified the need for an ongoing emphasis on literacy and numeracy and a commitment to professional learning for teaching staff around high impact teaching strategies. This is especially important in supporting beginning and new teachers employed at our growing school. These areas of emphasis will lead to further development of effective classroom practices based on data informed decision making that research shows will lead to enhanced learning outcomes. Differentiating and supporting student learning for Aboriginal, EAL/D and high performing students to ensure every student is known, valued and cared for with an emphasis on student well-being programs, will also be a focus of this strategic improvement plan.

# Strategic Direction 1: Student growth and attainment

## Purpose

To ensure our students' academic success, we will utilise best practice teaching strategies focusing on literacy and numeracy outcomes.

## Improvement measures

### Pathways

There is a focus on positive transitions into meaningful post school pathways.

Achieve by year: 2027

An annual increase in the proportion of HSC results in the top 2 achievement bands each year from 2024 to 2027.

### Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2027

- To achieve an uplift of 10 points in Year 9 NAPLAN reading mean scaled score by 2027.

### Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2027

- To achieve an uplift of 15 points in Year 9 NAPLAN numeracy mean scaled score by 2027.

## Initiatives

### Explicit Teaching of Literacy & Numeracy

Literacy and numeracy professional learning and teaching practice informed by CESE research & resources.

Develop systems and professional capacity for analysis of NAPLAN & check-in assessment data to identify monitor improvement measures and to target areas as needed.

Whole school explicit teaching of literacy and numeracy, with a focus on reading skills.

Refining of school wide writing structures to support student writing.

### Focused teacher PL aimed at improving HSC outcomes

Develop systems and professional capacity for analysis of HSC and minimum standard data to identify monitor improvement measures and to target areas as needed.

Visible Learning, student engagement through innovative best practice classroom management processes, critical and creative thinking practices will drive improved student outcomes in every classroom.

Learning goals and success criteria in every classroom to inform student learning and to build students confidence and success in each subject.

Formative assessment used in every classroom informing teacher judgement on student learning progress.

## Success criteria for this strategic direction

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 school achieves excellent value-added results, significantly above the value added by the average school.

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement.

School data shows that student progress and achievement is greater than students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures.

## Evaluation plan for this strategic direction

**Question:** What has been impact of explicit teaching of literacy & numeracy? Are there high levels of collaborative teacher efficacy driving visible learning and classroom management practices.

**Data:** These data sources will be collected and analysed by relevant teachers, leaders and teams: external student performance measures (NAPLAN); internal student performance measures; teaching programs; classroom observations; student work samples. Tell them from Me - staff and student surveys.

**Analysis:** Data is analysed and triangulated to determine the extent to which the purpose and improvement measures have been achieved.

**Implications:** Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.

# Strategic Direction 2: Every student known, valued and cared for

## Purpose

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In order to maximise our student's learning outcomes, our teaching staff, through effective data analysis, can effectively track daily attendance and manage their students within their classrooms. Teachers know their students and how they learn, and can design and implement differentiated programs that allow all students to flourish.

## Improvement measures

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### Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

The student attendance rate for the school is increased from 86% in 2023 to 87% in 2027.

### Explicit teaching practices are used by all teaching staff leading to higher student achievement

Achieve by year: 2027

Students are well informed of post school employment and education opportunities and successfully and confidently transition from high school

Retention of students to year 12 increases by 5% from 2023 levels

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## Initiatives

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### Student attendance monitoring systems and processes

Our school has a documented and embedded approach to analysing and monitoring attendance data at both an individual student and cohort level

There is consistent encouragement for improved attendance, with student improvements in attendance acknowledged and celebrated

Teaching staff have a clear understanding of their roles and responsibilities in following up on student absence

Our school has processes in place that ensure a positive and welcoming greeting for all students each day

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### Positive Strategies Engaging Students

Whole school professional learning delivered to staff at both staff meeting and staff development days that specifically target effective classroom management strategies and techniques in line with current educational research

All staff are delivering and reinforcing school wide high expectations relating to our school values of Respect, Responsibility & Success

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### Strategies to ensure the realisation of every student's full potential

Develop deep staff understanding and effective implementation of programs related to the High Potential and Gifted Education policy

Developing, monitoring and evaluating rigorous and robust opportunities for all extension/enrichment programs

Individual learning plans for Aboriginal, EALD, refugee and support unit students

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## Success criteria for this strategic direction

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Attendance & wellbeing data is regularly analysed and is used to inform planning. Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk. Progress and achievement of equity groups within a school is equivalent or better than the progress and achievement of all students in the school.

All classrooms and other learning environments are well managed within a consistent, school-wide approach. Teachers model and share strategies for classroom management and promotion of student engagement and responsibility for learning.

The school's curriculum provision supports high expectations and is enhanced by learning alliances with other schools or organisations.

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## Evaluation plan for this strategic direction

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**Question:** Are attendance rates at our school improving? Are teachers managing their classrooms more confidently as evidenced by a reduction in negative welfare incidents?

**Data:** Data sources will be collected and analysed by relevant teachers, leaders and teams: external student performance measures (NAPLAN, HSC); internal student performance measures; wellbeing measures including attendance, negative incidents and suspensions. Tell them from Me surveys.

**Analysis:** Data is analysed and triangulated to determine the extent to which the purpose and improvement measures have been achieved.

**Implications:** Analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students unique learning needs are catered for.

# Strategic Direction 3: A learning culture driven by high expectations

## Purpose

Our teachers foster a culture of commitment and collaboration in teaching and learning, and regularly reflect on their practice. They develop within their students a culture of high expectations of excellence. Our students are actively working towards achievable personalised growth goals that ensure long term success.

## Improvement measures

### High Impact Teaching Strategies

Achieve by year: 2027

100% of teaching staff reporting achievement of their PDP goals related to the School Excellence Framework

100% staff employ high impact teaching strategy of explicit teaching evidenced by student and staff survey data and growth and attainment data (NAPLAN, HSC results)

### Growth Goal Setting

Achieve by year: 2027

The school reports we are excelling in the SEF element "Learning Culture". The excelling "Learning Culture" is underpinned by established school wide processes for writing growth learning goals and annual learning conversations between students' parents and teachers.

## Initiatives

### High Impact Professional Learning Models

Processes supporting high impact professional learning across our school using current evidence based High Impact Professional Learning (HIPL).

This includes reflective practice using data, drawing from staff expertise to deliver professional learning with a targeted focus on whole school HSC delivery and monitoring.

A PDP process supporting a professional culture of high expectations and the attainment of the school's strategic improvement measure.

A whole school program leading and mentoring early career teachers (ECTs) to promote the development of confident and well equipped educators

### Student Centred Learning Conversations and Conferences

Every student is engaged and working towards growth goals - personalised self developed learning goals throughout each subject and during each stage of their education.

Linking of student learning conversations to personalised goals with a focus on subject outcomes and improving student capacity for excellence in the HSC

### High Impact Teaching Practices

Evidence based classroom practice aligned with research requiring an analysis of internal and external HSC data, collaboration in evaluative practice and NESA provided HSC Strategy professional learning.

Focus on explicit classroom routines that are informed by high impact teaching practices in delivery of curriculum.

## Success criteria for this strategic direction

Students develop skill in writing individual growth goals that aid effective learning: attributes include self improvement, specific & challenging, positive, time-bound & measurable

The leadership team 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.

*(School Excellence Framework Elements: Student Performance Measures, Educational Leadership, Curriculum, Learning Culture.)*

## Evaluation plan for this strategic direction

**Question:** Does high impact professional learning lead to successful attainment of the improvement measures leading to enhanced student outcomes? What has been the impact of student learning conversations in relation to students academic success and engagement at school?

**Data:** Data sources will be collected and analysed by relevant teachers, leaders and teams: external student performance measures (NAPLAN, HSC); internal student performance measures; wellbeing measures including, positive incidents and student participation in extra curricular activities. Internal staff performance measures; Tell them from Me - staff surveys, analysis of staff PDP goals.

**Analysis:** Data is analysed and triangulated to determine the extent to which the purpose and improvement measures have been achieved.

**Implications:** Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, and alignment between staff and students goals and the schools improvement measures.