

School Excellence Plan 2024-2027

Coffs Harbour Senior College 8272



School vision and context

School vision statement

Coffs Harbour Senior College students will be self-regulated, creative learners with a sense of agency within their changing world. They will listen and communicate their views with confidence and respect. Every teacher will establish high expectations through subject expertise, quality assessments and regular feedback. Every staff member will engage in high impact professional learning and collaborate across faculties to analyse data, share expertise and implement learning and teaching for academic excellence. Staff focus will be on the wholistic wellbeing of each student as they transition into the wider world. Parents will partner with the College in supporting students' academic progress and wellbeing.

School context

Coffs Harbour Senior College caters for students in Years 11 and 12 who are pursuing the award of the Higher School Certificate and offers an extensive range of senior courses. It is a unique educational environment in NSW and shares facilities and resources with TAFE NSW and Southern Cross University on the site known as Coffs Harbour Education Campus. Students are actively connected to their learning through meaningful, engaging learning experiences.

The student body of around 520 students, draws from a diverse range of educational backgrounds with students coming from other government schools, private schools, home-schooling backgrounds. Students choose the College for a diversity of needs and goals ranging from academic excellence, vocational opportunities, specialist resources in areas such as creative and performing arts, sport, technology. All extension subjects are offered. Coffs Harbour Senior College has extensive connections with TAFE and Southern Cross University and shares learning spaces and resources in several specialty areas including commercial kitchens, performance spaces, indoor courts and gym; technology labs, and the library. The school community endeavours to support each student on their individual learning path, through the cultivation of teaching and learning excellence in every area for achievement and success in their chosen field of study. The College is committed to developing the individual, communal and global identity of each student through an increased sense of belonging and agency within their school environment.

Strategic Direction 1: Student growth and attainment

Purpose

Coffs Harbour Senior College has a commitment to pursue equity and excellence for every student so they can grow, thrive and attain to their full potential. The focus of this strategic direction will be on student engagement through regular attendance and retention of students. This will be supported by success in appropriate chosen pathways, demonstrated through HSC band performance and vocational training. Students will be supported to engage with their learning through the enrolment and Orientation process where strong partnerships will be formed with parents and carers to support students in their transition to the College.

Improvement measures

Attendance

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

Achieve by year: 2027

Increase attendance by 0.8% which will equate to an additional 493 days of attendance over the year.

Pathways

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

Achieve by year: 2027

Increase student achievement in the HSC in the top three bands from 61.3% to 69.7%

Pathways

Achieve by year: 2027

Transitions to and from the College have been streamlined to meet the needs of diverse groups of students ranging from those choosing an academic pathway to those choosing a vocational pathway.

Initiatives

Engagement

This initiative is about encouraging regular attendance at school, building support networks between school and home for strong attendance and setting an expectation of attendance in all classes. The aim is to create a culture of learning where regular attendance is normalised and seen as imperative to student growth and attainment.

Student retention at the College is also part of this initiative. Students engage when they feel a sense of ownership and belonging to their education. Consequently a sense of belonging will be cultivated and encouraged so that students engage fully with their studies.

Pathways

The Pathways initiative includes HSC achievement for students, with a focus on improving HSC band results and increasing student achievement in the top three performance bands. This will be tied to the Future Success initiative to establish strong study habits and learning skills for students to utilise in the HSC and into the future.

VET achievement will also be a focus with greater options offered regarding vocational study patterns. This will include initiatives for students and also training for teachers in the delivery of vocational courses.

Transitions to the College through the orientation program and from the College into various post-school pathways will support students to be informed and well prepared for life beyond school.

Future Success

The Connections program for Year 11 students, Academic Counselling program for Year 12 students and combined Library and study skills for all students will supplement teaching and learning at the college and enhance student growth and attainment. These programs will equip students with necessary study skills and develop their ethical, critical and creative thinking. This

Success criteria for this strategic direction

We will measure success by:

- A culture where students feel a sense of belonging and ownership over their education.
- Students, parents and carers will feel supported and have confidence that their child is known and a valued member of the College community. This will be realised through regular school attendance and engagement in broad, inclusive and rich curriculum.
- Students will be empowered to achieve at a high level of skill in the HSC. Students will be able to articulate their learning and what they need to learn next to enable continuous improvement.
- Transitions to the College and to post-school options will enhance the educational experience for students. Students will be knowledgeable about the choice and opportunities available to them and will be able to make informed decisions for their future in alignment with their educational goals.
- Students will enjoy an environment conducive to studying and preparing for future success in their chosen pathway as an informed and responsible citizen.

Evaluation plan for this strategic direction

Question: How engaged are students in their chosen study pathway and how well prepared are they for life-long learning?

Data used to evaluate:

- Attendance data
- Student survey data
- Internal student and parent/carers surveys on belonging, ownership and engagement
- Entry and exit surveys
- Careers and VET data

Strategic Direction 1: Student growth and attainment

Improvement measures

Future Success

Achieve by year: 2027

Systems are in place for early establishment of organisational, study habits and study skills, regular student study groups; culminating in a culture of habitual study rigour.

Initiatives

initiative will assist students to feel confident and well equipped to contribute to the modern world.

Strategic Direction 2: Wellbeing

Purpose

The purpose of this strategic direction is to build strong support frameworks for students as they become increasingly self-motivated learners. The Connections and Mentoring programs, along with enrolment processes and structural team changes will be assessed for effectiveness and improved for maximum impact. Learning support, Wellbeing and Year Advisor teams will work to develop student belonging and identity through student interest groups and promotion of collective activities in shared spaces. The creation of an alumni group will also support a sense of ongoing belonging. This will equip students with personal resources for future success and wellbeing.

Improvement measures

Wellbeing structures

Achieve by year: 2027

All students have access to an effective mentoring program through Stage 6 that meets a diversity of needs. Senior Executive, Year Advisors, and Learning support staff will have clearly defined structures and lines of communication to staff for wellbeing processes.

Belonging

Achieve by year: 2027

By 2027 the sense of community and belonging to Coffs Harbour Senior College will have expanded beyond the two years of attendance to encompass alumni and greater community.

Initiatives

Wellbeing structures

The College is committed to strengthening student wellbeing and development through the continued fostering of a safe and thriving learning environment for all students. The continual improvement of the Wellbeing team and consideration of structural impact on a positive school culture will improve student support and encourage student voice.

The mentoring program will ensure each student is known and cared for during their time at the College and will assist in building a safe and inclusive environment.

Belonging and Identity

This initiative is about fostering group belonging and identity to the College to encourage greater engagement and pride in school and academic life. Through a collective sense of belonging, students will be empowered to find a greater sense of personal identity and confidence as members of wider society.

The formation of a College Alumni group will encourage longevity of identity and connect current students to a vast network of support within the wider community and beyond school. Interactions in shared spaces, and shared interest groups will also build on community within the College and the tri-sector campus to provide rich co-curricular opportunities and support networks.

Success criteria for this strategic direction

We will measure success by:

- Wellbeing team structural improvements through Year Advisors
- Mentoring program divided into Year 11 and 12 to directly target needs of each year group
- Establishment of a College Alumni group
- Inaugural Alumni event
- Increasing the exposure of shared events and interest groups

Evaluation plan for this strategic direction

Question: Do students feel a sense of belonging and identity in a safe and supportive culture when at the College?

Data used to evaluate:

- Internal surveys
- Year 12 exit surveys
- Student surveys
- Alumni data
- Advertising material
- Meeting minutes and mentor documentation

Strategic Direction 3: Teaching and Learning

Purpose

Teaching and learning will encompass two main strands; teaching with a focus on professional development for teachers and best practice in the classroom; and learning for students in the classroom to equip them with the skills they need to be life-long learners. Connections and Academic Counselling will be the two programs spearheading study skills and cross-curricular ways of thinking and writing to build students' capacity for academic study. Reading goals of students passing HSC minimum standards and acquiring important work-ready reading skills will be a focus. The aim will be for students to gain a cohesive skillset across subjects and disciplines to prepare them for future study and the workforce.

New syllabus implementation and necessary professional development for teachers will be a priority. The promotion of expertise among staff will be regular to ensure peer sharing and upskilling as routine practice.

Improvement measures

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

All 2027 student cohort achieve HSC Minimum Standard Reading test.

Reading Skills

Achieve by year: 2027

Reading skills and strategies are built into whole school programs and linked to writing success, to equip staff and students with a range of effective tools for HSC achievement.

Teaching expertise

Achieve by year: 2027

Initiatives

Learning

There is a high expectation culture of learning progress and achievement for all students. A school-wide approach to literacy through a focus on academic reading and writing skills across curriculum will ensure sustained challenge and growth for students and optimise their learning opportunities and achieve ambitious outcomes. These skills will be realised through the Connections and Academic Coaching programs and through increased library skills and resources for both year groups.

Diverse ways of thinking and metacognition will encourage critical and creative thinking in students and develop their General Capabilities and skill and understanding in the cross-curricular priorities to encourage them to be informed, curious, confident and well-equipped citizens, able to contribute to the modern world. HPGE and extra-curricular opportunities will be offered to students for enrichment and extension.

Teaching

The College will foster a strong collaborative culture of sharing of expertise among teachers through the modelling of effective classroom and assessment practice, including concentration on high leverage strategies and discriminating features of highly successful responses and HSC marking experience. Explicit teaching and visible learning will be a focus when sharing practice. Professional learning in the skills and knowledge for students will first be conducted with staff, creating greater opportunities for leadership among staff.

The HALT process will be undertaken by some staff members at the College, who will share their experiences and mentor other staff in the process to continually improve instructional and distributed leadership within the College.

Success criteria for this strategic direction

We will measure success by:

- Every learner will receive high-quality education that enables them to reach their potential through targeted, explicit instruction and differentiated support.
- Connections program will target specific reading and writing skills appropriate for Year 11
- Academic Counselling will target specific study, revision and organisation skills appropriate for Year 12
- The Library program will target reading and writing skills to improve educational outcomes longitudinally and across curriculum
- A staff culture of sharing and collaboration will be cultivated
- Increase students' ability to think critically and creatively
- Increase students' ability to take risks academically

Evaluation plan for this strategic direction

Question: Are students equipped with the necessary skills for educational success now and in the future?

Does the College have a strong culture of sharing and collaboration amongst staff to ensure explicit teaching and best classroom practice for students?

Data used to evaluate:

- Staff development day and staff meeting agendas
- Teaching programs
- Support programs - Connections, Academic Counselling and Library
- HALT data in Scout
- Data from support programs indicating student engagement

Strategic Direction 3: Teaching and Learning

Improvement measures

Teachers will be adept at sharing teaching expertise with colleagues and building teacher leadership capacity within the College.

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
