

# School plan 2015-2017

## Rose Bay Secondary College 8555



# School background 2015-2017

## School vision statement

Rose Bay Secondary College develops respectful and caring young people striving for excellence through collaboration with highly motivated and professional teachers in a safe and inclusive environment.

## School context

Rose Bay Secondary College, Years 7 -12, is a partially selective, coeducational high school in the eastern suburbs of Sydney, with a student population of approximately 1050 students in 2016. The school has a focus on high academic achievement and quality teaching in a rich learning environment.

The school has a support unit, the Inclusive Education Faculty, IEF, for students with special educational needs. The College is a member of the local and very active community of schools (CoSiES) working closely with our nine partner primary schools and enjoys active and supportive parent involvement including the coordination of significant programs such as the Music Ensembles Program and debating. An extensive co-curricular program caters for diverse student interests including sport, dance, drama, debating, Duke of Edinburgh, music, Tournament of the Minds and student leadership.

The school services a multicultural community with over 50 language backgrounds other than English spoken in the home. The school has strong links with the Board of Jewish Educators to support the provision of the teaching of Hebrew language in the school.

## School planning process

In 2014 and during Term 1 2015 a planning process was undertaken across the school to review current practice and analyse data. Evidence was collected including student results in external testing (NAPLAN and HSC), school results, attendance, behaviour and participation, along with survey data from staff and students.

This evidence was used to initially clarify the three strategic directions which form the focus for the plan. Each strategic direction provides details of the purpose (why), people and processes (how), and products and practices (what) that are to be realised through the implementation of the plan.

The plan has been developed with input from the school executive, school staff, parents and community including the School Council and the student body.

# School strategic directions 2015-2017

## STRATEGIC DIRECTION 1

Students will be respectful 21st Century learners who strive to achieve personal best.

### Purpose:

To ensure students develop critical and creative thinking skills and the ability to communicate learning through high quality curriculum delivery and assessment.

To provide a collaborative learning environment that has high expectations and adds value to all students' literacy, numeracy and academic levels.

To develop students to be resourceful, flexible and resilient learners beyond the classroom and to have the ability to work independently and in teams to make sense of the world.

## STRATEGIC DIRECTION 2

Staff will be leading learners utilising quality teaching practices to nurture, inspire and engage students.

### Purpose:

To develop motivated, innovative and collaborative teachers who facilitate learning through creating an engaging, stimulating and nurturing learning environment.

To ensure all teachers are provided with the skills to demonstrate curriculum expertise, quality teaching, reflective practices and leadership capabilities that inspire learning.

To align staff professional growth to the Australian Standards for Teachers and/or Principals.

## STRATEGIC DIRECTION 3

The school will engage our community in a partnership to develop a safe, inclusive environment focused on excellence.

### Purpose:

To develop a school community that embeds inclusive values, celebrates diversity and a culture of success.

Effective student wellbeing programs are delivered to support learning for all students.

To engage all stakeholders in our school community in a collaborative and sustainable manner to contribute positively to school initiatives and support student learning.

# Strategic Direction 1: Students will be respectful 21st Century learners who strive to achieve personal best.

## Purpose

To ensure students develop critical and creative thinking skills and the ability to communicate learning through high quality curriculum delivery and assessment.

To provide a collaborative learning environment that has high expectations and adds value to all students' literacy, numeracy and academic levels.

To develop students to be resourceful, flexible and resilient learners beyond the classroom and to have the ability to work independently and in teams to make sense of the world.

## Improvement Measures

NAPLAN – Percentage of Year 9 students achieving at or above minimum standard in writing is above 88% from base of 84.5%.

Student gain from Year 7 to Year 9 is equal to gain from schools at the same starting point in reading, writing and numeracy.

HSC – Proportion of students with 2 or more Band 5-6 results increased to over 50% of cohort from base average of 46%.

ALARM (A Learning And Responding Matrix) literacy strategy is utilised across the school.

## People

### Students

Students will develop skills to become respectful 21st Century learners who strive to achieve personal best.

### Staff

Teachers will embed literacy strategies that are directed at improving students' extended writing responses.

Teachers use differentiated assessment and teaching strategies to cater for the needs of gifted and talented students and students requiring extra assistance.

Teachers will incorporate 21st Century learning skills to promote a collaborative, dynamic learning community.

### Parents/Carers

Parents will develop confidence in participating with the teaching staff in the personal best monitoring and goal setting for their children.

### Leaders

The Learning and Support Team, Gifted and Talented (GAT) team and school executive ensure personal best monitoring, goal setting and study skills are implemented for all students.

## Processes

Teaching and learning programs embed ALARM:

- embed ALARM literacy strategies that are directed at improving students' extended writing responses.
- ensure differentiated quality assessment tasks and teaching strategies cater for gifted and talented students and students requiring extra assistance.

Faculties will develop project-based learning tasks to develop critical and creative thinking skills to formulate authentic solutions to 'real world' problems.

All learning areas implement personal best monitoring, goal setting and study skills training for all students each semester in each KLA each semester.

## Evaluation Plan

Progress of initiatives linked to the strategic direction are reviewed in team or faculty meetings and formally monitored in an extended executive meeting each term. The milestone monitoring document records progress.

## Practices and Products

### Practices

Project-based learning tasks are utilised to develop critical and creative thinking skills to formulate authentic solutions to 'real world' problems.

21st Century learning skills are utilised to promote a collaborative, dynamic learning community.

Teachers will utilise the Quality Teaching Framework to engage, support and explicitly teach students how to achieve their personal best.

Students demonstrate independent learning through goal-setting and self-evaluation.

### Products

All teaching and learning programs have embedded literacy strategies that are directed at improving students' extended writing responses.

A literacy strategy addresses the professional learning needs of staff and students

Differentiated assessment and teaching strategies are embedded into programs to cater for the needs of gifted and talented students and students requiring extra assistance.

# Strategic Direction 2: Staff will be leading learners utilising quality teaching practices to nurture, inspire and engage students.

## Purpose

To develop motivated, innovative and collaborative teachers who facilitate learning through creating an engaging, stimulating and nurturing learning environment.

To ensure all teachers are provided with the skills to demonstrate curriculum expertise, quality teaching, reflective practices and leadership capabilities that inspire learning.

To align staff professional growth to the Australian Standards for Teachers and/or Principals.

## Improvement Measures

All teachers achieve professional competence level in the Australian Professional Standards for Teachers.

A collection of exemplar assessment tasks and teaching programs is regularly updated and is available for staff as a model.

## People

### Students

Students will be encouraged to take advantage of extensive offering of co-curricular activities to nurture, inspire and engage them in their schooling.

### Staff

Teachers have a deep understanding of the Australian Professional Standards for Teachers, and are actively engaged in refining their skills and progressing through the stages of these standards.

### Parents/Carers

Parents and community partners will have the opportunity to provide expertise, guidance and support in the development and implementation of co-curricular activities for students.

### Leaders

The Professional Learning Team will develop a program that ensures all teachers are provided with the skills to demonstrate curriculum expertise, quality teaching, reflective practices and leadership capabilities that inspire learning.

Head Teachers will assist teachers to devise Performance Development Plans which align professional growth to the Australian Standards for Teachers within the Performance Development Framework.

## Processes

All learning areas develop processes, specific to their KLA needs, which provide effective feedback to students.

All teachers will develop Performance Development Plans which align with the Australian Professional Standards for teachers and/or the school priorities. Professional Learning teams will meet regularly to develop and implement whole school initiatives to support teachers implement their plans, including support for observation and evidence collection. A coordinated induction program will support new staff to the school.

Provide opportunities for sharing of best practice and showcasing of student achievement at faculty and staff meetings.

## Evaluation Plan

Progress of initiatives linked to the strategic direction are monitored in team or faculty meetings and formally monitored in an extended executive meeting each term. The milestone monitoring document records progress.

## Practices and Products

### Practices

Teachers differentiate the curriculum, develop quality assessment tasks and provide effective feedback for all students.

All teachers develop a dynamic Performance Development Plans, which is revisited regularly and reviewed with executive staff.

Teachers have a deep understanding of the Australian Professional Standards for Teachers, the Performance Development Framework, and are actively engaged in refining their skills against the standards.

Teachers actively involved in Professional Learning Teams - literacy, PB4L, technology & gifted and talented.

### Products

An extensive offering of co-curricular activities nurture, inspire and engage students.

Individual teacher professional learning plans are clearly aligned to the School Plan and the national teaching standards.

A well-developed induction program operates for new teaching staff to the school.

Technology such as data projectors, IWBs and networked computers support learning in every classroom.

# Strategic Direction 3: The school will engage our community in a partnership to develop a safe, inclusive environment focused on excellence.

## Purpose

To develop a school community that embeds inclusive values, celebrates diversity and a culture of success.

Effective student wellbeing programs are delivered to support learning for all students.

To engage all stakeholders in our school community in a collaborative and sustainable manner to contribute positively to school initiatives and support student learning.

## Improvement Measures

Overall student attendance above 90% and is higher than state average.

Increase in the number of positive incidences vs decrease in the number of negative incidences recorded on Sentral recording system.

Student voice initiatives are implemented throughout the school in the areas of the leadership, arts, environment and sport.

## People

### Students

Students feel supported by the school to allow them to develop in a safe, inclusive environment focussed on excellence.

### Staff

Teachers monitor, support and recognise student progress and achievements to allow all students the opportunity to develop to their potential.

### Parents/Carers

Parents take advantage of the opportunities to participate in decision making and/or progressive feedback about the school plan and programs.

### Community Partners

Community groups are utilised in a partnership to develop a safe, inclusive environment focused on excellence.

### Leaders

The School Wellbeing Team will develop effective student wellbeing programs to support learning for all students.

All staff promote and publicise student achievement across the full range of academic, sporting, cultural, musical, leadership and co-curricular areas to recognise excellence.

## Processes

Teachers, Year Advisers and executive utilise Sentral to actively monitor student attendance and liaise closely with parents and support services.

Implement the Positive Behaviour for Learning (PB4L) initiative.

Expanded student leadership and mentoring opportunities including student led assemblies, year meetings and regular meetings with the executive and student voice opportunities around the school. The Student Representative Council (SRC) and student groups engage with community and charity groups.

## Evaluation Plan

Progress on achievement of initiatives linked to the strategic direction are reviewed in team or faculty meetings and formally monitored in an extended executive meeting each term. The milestone monitoring document records progress.

## Practices and Products

### Practices

The school discipline and wellbeing policy is embedded into practice through PB4L.

Student attendance is closely monitored and support plans implemented for identified students

Active collaboration with the School Council, P&C and partnerships with organisations and community groups assist school improvement.

Student voice is an integral component of school management.

Teachers utilise the reward system to acknowledge student achievements.

Staff and students are recognised for excellence in a range of areas including eNews, the website, local media and nomination for appropriate awards.

### Products

Student Welfare has been realigned to a Wellbeing focus incorporating PB4L.

Student attendance plans are developed for identified students

School environment is attractive and inviting for students.