

School plan 2018-2020

Randwick Boys High School 8161



School background 2018–2020

School vision statement

Randwick Boys' High School provides a safe and caring environment where young men learn and grow. In guiding young men through their education, Randwick Boys' High School offers a place where students can develop their academic, sporting, social and cultural potential. Offering a diverse, challenging curriculum, well supported by a dedicated, professional staff. Randwick Boys' High School students work with engagement and honour, in a dynamic environment, to become successful members of society.

School context

Randwick Boys' High School (Pop 615, 72%NESB, 2% Aboriginal) is situated in the Eastern Suburbs of Sydney. The school has a diverse range of students who perform at all levels of ability. The school has a strong focus on literacy and Numeracy and on the use of some data, such as the National Assessment Program for Literacy and Numeracy (NAPLAN), to inform teaching and learning programs. There is a focus on technology in learning and on the use of Technology in classrooms. The school operates an Independent Learning Centre, under the guidance of the Learning and Support Teacher (LAST). An excellent welfare program supports student learning. Quality Teaching, whole school literacy and numeracy and differentiated curriculum, are features of the school's planning and direction. The school has implemented an academically selected Gifted and Talented stream that will have completed Year12 during the term of this plan.

School planning process

During 2017, the school undertook a planning process involving the staff, parent community and student leaders. Evidence was collected through NAPLAN and HSC results, surveys of staff and the community, discussions with student leaders and Parents.

Other data, such as attendance and suspension data was investigated. Financial data, such as outlays for technology related expenditure was also considered in shaping the plan.

Of particular significance is the data used from the 'Tell Them from Me' surveys, which provided data on students' attitudes to school in areas such as well-being, teaching and learning, discipline and technology use. Parent and staff surveys also assisted in the formation of this plan. The School Excellence Framework also drove our strategic Directions as well as evaluations of the 2015 – 2017 School Plan.

The evidence emerging from the data guided the formation of the three focus areas and their accompanying strategic directions. These directions provide the details of the purpose(why), people and processes (how), as well as the practices and products(what) that the School Plan 2018–2020 aims to realise.

The plan was developed with input from the school staff, parents through the P&C and surveys, the student body, through the Prefects and SRC and the Executive of the school.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Data

Purpose:

Randwick Boys' High School is committed to the improvement of student outcomes through the use of qualitative and quantitative data. Analysis of data and improved Teaching and Learning following strategies to address any areas of need, are key areas of exploration.

STRATEGIC DIRECTION 2 Inspired Teaching and Learning

Purpose:

Randwick Boys' High School strives for excellence in all aspects of education. Teachers are committed to providing quality teaching and learning that supports all students in achieving their personal best. Assessment and feedback are essential tools in fostering the learning and development of students. Teachers' professional development is critical in ensuring that our educational practice is future-focussed, relevant and challenging. Further, the attainment of literacy and numeracy standards is paramount in student learning and results. Teaching and learning at Randwick Boys' High School will be holistic, supportive and inspired.

STRATEGIC DIRECTION 3 Community Communication and Engagement

Purpose:

Randwick Boys' High School is committed to the development of communication and engagement by improving the community's perception of RBHS and by enhancing learning partnerships with other educational institutions and the wider community, which will be driven by innovative and dynamic communication strategies.

Strategic Direction 1: Data

Purpose

Randwick Boys' High School is committed to the improvement of student outcomes through the use of qualitative and quantitative data. Analysis of data and improved Teaching and Learning following strategies to address any areas of need, are key areas of exploration.

Improvement Measures

Qualitative survey of students, parents and teachers – Tell them from Me survey.

Improved NAPLAN results

Increase in percentage of students in top 3 bands

SCOUT data to determine baseline and value adding

Growth in both short and extended responses in external examinations.

People

Students

- Engage in the wellbeing assessment review.
- Develop and strengthen numeracy and Literacy skills and results.
- Will develop and strengthen their HSC goals.

Staff

Will evaluate existing wellbeing programs through the wellbeing assessment tool including Positive Behaviour for Learning.

- Develop skills in analysing and interpreting data
- Will model excellence in numeracy and Literacy.

Leaders

Will deliver products and practices in relation to data through leadership in project teams.

- Will model best practice in the use of collaborative planning, in embedding higher order thinking and other strategies identified from the data available.

Parents/Carers

Will be offered opportunities for consultation and collaboration.

Community Partners

Lead parents in engaging with technology

- Foster engagement among parents of

Processes

Implementation of whole school Wellbeing Framework.

Provision of support for numeracy across the school through development of a whole school numeracy and literacy program.

Utilise SCOUT to drive evidence based teaching and learning practices across the school.

Professional Learning to ensure staff have the capacity to analyse available data and implement strategies to address areas of need

Evaluation Plan

Practices and Products

Practices

Teaching practice is informed by data to link learning and wellbeing through explicit strategies.

Teachers will embed effective teaching and learning strategies and programs that focus on the explicit delivery of numeracy

Teachers will be professionally developed to incorporate Scout Data in the modification of existing teaching programs to enhance learning outcomes.

Products

Students engage in the Tell Them from Me survey in order to critically evaluate their whole school experience in relation to quality teaching and learning and wellbeing.

Students are better equipped with a range of skills and a deeper appreciation of numeracy and literacy.

Students are supported to increase HSC achievements in bands 4, 5 and 6.

Students are supported to increase NAPLAN achievements in bands 4, 5 and 6.

Strategic Direction 1: Data

People

all backgrounds with the school.

Strategic Direction 2: Inspired Teaching and Learning

Purpose

Randwick Boys' High School strives for excellence in all aspects of education. Teachers are committed to providing quality teaching and learning that supports all students in achieving their personal best. Assessment and feedback are essential tools in fostering the learning and development of students. Teachers' professional development is critical in ensuring that our educational practice is future-focussed, relevant and challenging. Further, the attainment of literacy and numeracy standards is paramount in student learning and results. Teaching and learning at Randwick Boys' High School will be holistic, supportive and inspired.

Improvement Measures

Value-added growth for students in internal assessment, NAPLAN and HSC results

All faculty assessment, teaching and learning programs are NESA compliant, including updates and regular evaluation takes place

Teachers have accrued at least 50% of their professional learning hours for accreditation

People

Students

- Will develop and strengthen their literacy and numeracy
- Will show growth in internal assessment, NAPLAN and HSC results
- Will engage in challenging, supportive and inspired learning experiences
- Will show self-direction and regulation in the completion of assessment, homework and study

Staff

Will develop a deep understanding of the Australian Professional Standards for teachers and implement these in the planning and delivery of teaching and learning programs for all students

- Will engage in professional learning that targets quality assessment, teaching and learning
- Will model excellence in literacy and numeracy instruction.
- Will collaborate with all staff to develop cross-faculty curriculum and dialogue to support excellence in the classroom

Parents/Carers

Will develop confidence in supporting their sons' learning

Processes

Engagement with a whole school literacy and numeracy program.

Targeted teaching and learning for staff to develop quality teaching and assessment practice.

Continuous review of teaching, learning and assessment to ensure that school practice challenges and develops students learning and achievement.

Evaluation Plan

Practices and Products

Practices

There is a literacy and numeracy focus throughout the school, specifically explicit instruction to ensure students are supported in their learning, development and ability to engage in all subject areas at a higher level

There is a consistent assessment practice across faculties that reflects relevant teaching programs and quality teaching practices

There is a continual focus on reflection and review of teaching practice and providing teachers with opportunities to participate in professional learning

Products

Value-added data in internal and external assessment

Collaborative and targeted professional learning is occurring across faculties, schools and the community.

All faculty assessment, teaching and learning programs are NESA compliant, including updates and are evaluated to ensure quality, challenging and inspired teaching practice.

Strategic Direction 2: Inspired Teaching and Learning

| People |
|--|
| Community Partners Develop partnerships with local primary schools to support transition and Stage 4 learning |
| Leaders –Will develop effective literacy and numeracy programs across the school · Will work with teachers to review teaching, learning and assessment programs to ensure quality teaching and NESA compliance. · Will model quality teaching in their practice · Will professionally develop staff in targeted professional learning |

Strategic Direction 3: Community Communication and Engagement

Purpose

Randwick Boys' High School is committed to the development of communication and engagement by improving the community's perception of RBHS and by enhancing learning partnerships with other educational institutions and the wider community, which will be driven by innovative and dynamic communication strategies.

Improvement Measures

Anecdotal and survey evidence regarding reputation of our school and our perceived standing in the community.

Increase in number of students attending RBHS.

Greater ongoing partnerships formed between the corporate sector and the school.

Growth in the number of ongoing partnership opportunities between RBHS and local Primary schools

People

Students

- Will wear the full school uniform with pride, at all times.
- Will participate and represent the school in whole school promotional events and programs.

Staff

- Will continue to implement the school uniform policy
- Will understand, support and participate in whole school promotional events and programs.
- Will foster the development of positive school image to the wider community.
- Will promote and publicise students' achievements and practices across a range of communication tools/channels.

Parents/Carers

- Will be offered opportunities to understand, support and be involved in community communication and engagement initiatives and programs.

Community Partners

- Lead the P&C to support and engage in events and programs involved in communication and engagement.

Processes

- Identify, plan and execute a suite of opportunities to promote and publicise RBHS in order to enhance the school image in the community.

- Source, plan and expand opportunities for the establishment and development of joint learning programs with local industry and educational institutions.

- Source, plan and expand opportunities for improved links with local primary schools.

Evaluation Plan

Practices and Products

Practices

Community Communication & Engagement Coordinators.

Media & Communication Coordinator/team

- Update and maintain website photographs events and social media.
- Data collection, analysis and evaluation of website activity, social media activity and other communications (emails/letters) to maintain the school's communication channels.
- Improve student adherence to the Uniform Policy.

Primary School Links Coordinator

- Expand involvement of local Primary schools in events, lessons/programs, projects and excursions

Community Links Coordinator

- Establish and consolidate links with local industry with a particular focus on sponsorship and joint learning programs.

Growth of existing Old – Boys Network

Products

Community Communication & Engagement Co-ordinators.

Media & Communication Co-

Strategic Direction 3: Community Communication and Engagement

| People |
|--|
| <ul style="list-style-type: none">· Work with Primary schools, other educational institutions and industry partners to establish and foster stronger links and joint learning programs with RBHS. |
| Leaders |
| <ul style="list-style-type: none">· Will develop effective policies to support communication and engagement.· Will model best practice in engaging with the community and developing a positive school image. |

| Practices and Products |
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| <p>ordinator/team.</p> <ul style="list-style-type: none">· Improved and increased school image amongst the local and wider community.· Increased exposure of RBHS to the wider community via social media and school website. |
| <p>Primary School Links Coordinator.</p> <ul style="list-style-type: none">· Improved and increased school image amongst local Primary schools. |
| <p>Community Links Co-ordinator.</p> <ul style="list-style-type: none">· Development of partnerships with educational institutions and local businesses and industry.· Continued development of existing Old-Boys Network |