

# School plan 2018-2020

**Georges River College Hurstville Boys Campus 8813**



# School background 2018–2020

## School vision statement

Georges River College has a collective responsibility to foster collaborative networks that talk together, plan together and work together. Our learning community has a clear purpose, and common goals; is driven by teacher and student improvement; and its effectiveness is measured against system frameworks.

Our school seeks to educate young men to become successful leaders and achievers in whatever field they choose following their school career. Respect, Responsibility and Excellence are our core values and these underpin all aspects of school life.

We aim to provide each student with a focused and energetic learning environment highly suited to the needs of boys and to deliver the best possible education with an emphasis on the needs of each individual.

We strive to provide quality teaching strategies to maximise the potential of our 21st Century learners.

## School context

Georges River College Hurstville Boys Campus is the only public school in NSW that caters exclusively for boys in years 7–10.

It has an enrolment of 351 students, including 90% students from a non-English speaking background: a support unit catering for the needs of students with intellectual disability and Autism.

High quality learning programs which focus on literacy and numeracy, the increasing use of technology, quality middle year boys' education programs and a gifted and talented stream are features of the school. The school focuses on successful transition programs to prepare students for a seamless path to senior studies or school to work pathways. The school's staff is committed to effective student welfare programs, including the Positive Behaviour for Learning (PBL) initiative.

## School planning process

In 2017–18, a comprehensive process was undertaken across the school to review current practices and collect evidence, including, attendance, behaviour, participation and student results along with survey data from staff, students and parents. This process took place in a number of forums including staff and executive meetings, P&C meetings and student year meetings as well as the external validation process. This included a review of strengths, opportunities and areas for development across the school. The data collected was used to identify the priorities for the 2018–2020 school plan. As a result the three key strategic directions of Successful Students, Exemplary Teachers and Connected Communities were agreed upon.

# School strategic directions 2018–2020



## STRATEGIC DIRECTION 1 Successful Students

### Purpose:

To create productive citizens inspiring a culture of success through the values of *Respect, Responsibility and aiming for Excellence*. Students will be critical thinkers and lifelong learners, striving to achieve their personal best through engaging in rich and meaningful learning experiences.



## STRATEGIC DIRECTION 2 Exemplary Teachers

### Purpose:

To continue to create exemplary teachers who build capacity in themselves and others through contextual and focused differentiated professional learning. A collaborative culture of life long learning will be further enhanced where every staff member will be challenged and engaged in ongoing, relevant and informed teaching and learning practice.



## STRATEGIC DIRECTION 3 Connected Communities

### Purpose:

To provide widespread opportunities for students and staff to collaborate within the school, college and broader community. To ensure optimal educational experiences and outcomes for all.

# Strategic Direction 1: Successful Students

## Purpose

To create productive citizens inspiring a culture of success through the values of *Respect, Responsibility and aiming for Excellence*. Students will be critical thinkers and lifelong learners, striving to achieve their personal best through engaging in rich and meaningful learning experiences.

## Improvement Measures

- An increased number of students with high value add in literacy and numeracy across year 7–10.
- Increased number of students achieving a band 10 in NAPLAN – Reading and Writing.
- Increased number of students achieving a band 10 in NAPLAN – Numeracy.
- Reduced number of students in NAPLAN Reading, Writing and Numeracy who are below national minimum standards.
- Increased proportion of students working collaboratively and problem solving using self directed learning strategies.
- Increased number of students actively using ICT effectively in their learning.

## People

### Students

- Build skills in Literacy and Numeracy to become productive citizens.
- Build skills to promote critical thinking problem solving and independent lifelong learning.

### Staff

- Adopting a coordinated approach to new pedagogies.

### Leaders

- Adopting a coordinated approach to leading the implementation of new pedagogies.

### Community Partners

- Adopting a consistent coordinated college wide, consistent approach to the implementation of Reading for Meaning, Writing for Purpose.

### Parents/Carers

- Develop an understanding of and value the models of learning that underpin the school's educational philosophy.

## Processes

### • Literacy –Reading for Meaning, Writing with Purpose

This is a college wide program that will be delivered by all Hurstville Boys Campus teachers. Teaching and learning programs will be adapted to ensure the explicit teaching of reading and writing skills.

### • STEAM project

A challenge based learning project designed to develop students skills in problem solving, critical thinking, collaboration, creativity and communication.

### • Numeracy project

A program designed to ensure the consistent teaching of numeracy in all KLA classrooms.

## Evaluation Plan

- NAPLAN data
- OARS data
- Classroom assessment data
- Surveys

will be used to assess the evidence of impact

## Practices and Products

### Practices

- Students actively engaging in learning, utilising the skills of the reading and writing program.
- Staff explicitly teaching literacy and numeracy strategies consistently across all KLAs.
- Staff providing opportunities for collaborative learning and problem solving in their classrooms.
- Parents engaging in their sons' learning.
- Parents and community members attending and supporting student initiatives.

### Products

- All teaching and learning programs incorporate literacy and numeracy strategies.
- All students have the necessary literacy and numeracy skills to transition successfully from GRC Hurstville Boys Campus.
- A culture of high expectations of students as successful learners who value their education.
- Students using self motivated learning strategies without prompts.

# Strategic Direction 2: Exemplary Teachers

## Purpose

To continue to create exemplary teachers who build capacity in themselves and others through contextual and focused differentiated professional learning. A collaborative culture of life long learning will be further enhanced where every staff member will be challenged and engaged in ongoing, relevant and informed teaching and learning practice.

## Improvement Measures

- Increased number of Visible Thinking/ Learning strategies evidenced in teaching and learning programs.
- Increased number of teachers implementing Visible Learning/Thinking strategies in classrooms.
- Increased number of teachers engaged in leading Professional Learning across the College.
- Increasing teacher capacity and STEAM teacher quality.

## People

### Students

- Develop the ability to reflect on their own learning.

### Staff

- Build capacity to ensure every student experiences high quality teaching.
- Explicitly teach STEAM and Visible thinking and learning strategies to all students.

### Community Partners

- Develop links with local businesses to help support the STEAM curriculum.
- Foster collaborative networks that have a clear purpose and common goals.

### Leaders

- Establish a professional learning community which is focused on continuous improvement of teaching and learning.
- Maintain a focus on distributed instructional leadership to sustain a culture of effective, evidenced-based teaching and ongoing improvements for every student.

## Processes

### • REAL (Rigorous, Engaging, Authentic Learning) Project.

This incorporates Professional Learning that will be undertaken to incorporate innovative pedagogies across all KLAS with specific focus on STEAM.

### • Visible Classroom

This is a project that involves Professional Learning for staff that will assist them to modify teaching and learning practices to provide a consistent approach in all classrooms by implementing learning intentions and success criteria to achieve lesson outcomes.

## Evaluation Plan

- Student reflection strategies
- Program registration and evaluation
- Surveys
- Reciprocal observations

will be used to assess the evidence of impact.

## Practices and Products

### Practices

- Students regularly reflect on their own progress using visible learning strategies.
- Staff using visible learning strategies such as learning intentions and success criteria in lessons.
- Students are using visible thinking routines in lessons.
- Teachers collaborating to improve practice through strategic professional learning.

### Products

- Students demonstrate higher order thinking through an integrated curriculum.
- Classes where students are engaged in student centred learning.
- Collaborative, dynamic teaching staff who engage in professional discourse.
- Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning.
- High performing teaching staff as measured against the Australian Professional Standards.
- All students finish school with strong foundational knowledge in STEAM and related skills.

# Strategic Direction 3: Connected Communities

## Purpose

To provide widespread opportunities for students and staff to collaborate within the school, college and broader community. To ensure optimal educational experiences and outcomes for all.

## Improvement Measures

- Students feel more connected to their school community as measured by the Tell Them From Me Survey.
- A reduction in the number of students late to school.
- Reduced suspension rates.
- Attendance rates to be at or above state average for students.
- Increased engagement and number of wellbeing activities for staff.
- Decrease in staff absences.
- Increased participation by parents/carers in school life.

## People

### Students

- Develop a stronger connection with the school community and its community.
- Participate in building resilience and wellbeing strategies.
- Attendance is improved as students develop a greater sense of connection to the school and its community.

### Staff

- Staff develop a stronger connection with school and their community.
- Participate in building resilience and wellbeing strategies.

### Parents/Carers

- Provided with greater opportunities to connect with the school community.

### Community Partners

- Develop collaborative partnerships within Georges River College to enhance staff and student connection.
- Improved partnerships with our feeder primary schools.
- Establish mutually beneficial partnerships with community organisations to support wellbeing programs.

### Leaders

- Student leaders collaborate to develop and deliver wellbeing programs for all students.
- School executive model positive

## Processes

- Fit for Excellence

A holistic approach to improve staff and student wellbeing.

- Growth Mindset

An approach to develop a positive connection for staff and students within and across campuses and with the broader school community.

## Evaluation Plan

- Tell Them From Me survey data
- Enrolment data
- Staff sick leave data

## Sentral

- Attendance data
- Suspension data
- Positive entries

will be used to assess the evidence of impact.

## Practices and Products

### Practices

- Regular opportunities for students to meet with an identified staff member who can provide advice, support and assistance to help them fulfil their potential.
- Increase engagement of staff in wellbeing initiatives.
- Increase collaboration with families, by involving parents in school decision making, increasing parent participation in classroom activities and establishing a contact person at school for family members to communicate and work with.
- Promote social and emotional engagement, ensuring students feel connected to school and have a positive sense of belonging and connection with others.

### Products

- Positive, respectful relationships are evident and widespread among students and staff.
- Students feel connected to school and have a positive sense of belonging and connection with others.
- A school wide collective responsibility for student learning and success. Students believe that their teachers care about them and have high expectations of them.
- All students participate in a welfare program that focuses on their social and emotional development.

# Strategic Direction 3: Connected Communities

**People**  
relationships with all members of the school and its community.

- Practices and Products**
- Parents/carers engage in targeted workshops.
  - Postive respectful relationships are evident and wide spread among the school community to ensure optimum conditions for student learning.