

Strategic Improvement Plan 2021-2024

Rose Bay Secondary College 8555



School vision and context

School vision statement

Rose Bay Secondary College, the public school of choice for the Eastern Suburbs. With our rich and diverse learning community, we continue to engage all stakeholders, in the pursuit of ongoing excellence. We never want to stop asking "how good can we be?".

School context

Rose Bay Secondary College is a partially selective co-educational college blending a comprehensive local enrolment with two selective classes in each scholastic year from Year 7 to Year 10. The current enrolment is 1337 students, 43% of whom have a language other than English spoken at home and 10 of whom identify as being from an Aboriginal or Torres Strait Island background.

Students at Rose Bay Secondary College achieve academic excellence. All students are encouraged to reach their full potential through access to a uniquely broad, flexible curriculum that challenges and inspires them. Students achieve outstanding results across all key learning areas in the HSC and regularly attain a creditable ATAR ranking. The academic tradition of success is reflected in our students consistently gaining entry to the country's leading universities or employment in the field of their choice.

The college also has an Inclusive Education Faculty (IEF) with support classes for students with learning disabilities. There are two classes that support students' moderate intellectual disability (IO) and one class for students with Autism Spectrum Disorder. These students have individual education plans and learn in engaging settings with experienced special education teachers, support staff and teacher skills drawn across the curriculum..

Students' learning is enriched by an exceptionally active creative and performing arts program. Curriculum options include music, dance, drama, film and TV video production, broadcasting and visual arts. The thriving co-curricular program offers many more opportunities for extension in this area. Sport and physical activity are an integral part of the Rose Bay Secondary College experience. The college is equipped with advanced computer technology that supports our ICT learning programs including software development, robotics, film animation and special effects editing, and music composition and editing. School wide wireless technology enables teachers to design creative learning opportunities for students and gives students the ability to access resources and connect with learning opportunities beyond their classrooms.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for success, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

Improvement measures

Target year: 2022

Improvement in the percentage of students receiving targeted funding assistance (through use of equity funding) achieving at or above expected growth in NAPLAN reading and numeracy.

Target year: 2022

The percentage of students achieving in the top two NAPLAN bands in reading and numeracy will improve by 2% per annum.

Target year: 2023

Improvement in the percentage of students achieving expected growth or above in year 9 NAPLAN reading and numeracy.

Target year: 2022

Individual/Personalised Learning Plans (100 % of ATSI, EALD, students with Integration Funding with plan, high% of students meeting goals in ILPs/PLPs)

Target year: 2024

2% decrease per annum in the percentage of students with PLPs. ILPs not achieving at or above expected growth in external testing.

Initiatives

Literacy and Numeracy Strategies

Continual focus on improving the impact of effective classroom practice through a focus on explicit teaching practice, use of data to inform practice and strategic implementation of targeted reading and numeracy strategies.

- Literacy and Numeracy Working parties devise and pilot strategies as part of an evaluative whole school cycle of research and evidence based practice..
- Literacy and numeracy professional learning is informed by research and high impact professional learning.

Strategic Deployment of Human Resources

Additional targeted staffing (both teaching and non teaching) for literacy and numeracy targeted interventions.

Expand expertise and support for data analysis, synthesis and reporting.

Growth and Attainment Spreadsheet

- Develop an interactive and dynamic Growth and Attainment Spreadsheet (GaS) to support a more detailed understanding by staff of student progress.
- Further strengthening and embedding of systems for the analysis of data including Best Start, NAPLAN, PAT Reading and PAT Numeracy testing 7-10 to inform practice and allow for targeted differentiation to meet the needs of individual students.

Success criteria for this strategic direction

All students articulate, understand and achieve their literacy and numeracy goals.

Accurate, consistent teacher judgement is evident across the school.

Data and feedback inform teaching practice and direct learning and learners.

Teachers collaborate to share curriculum knowledge, data, feedback and other information about student progress and achievement which meet the learning needs of all students.

The school identifies expected growth for each student. Students are achieving expected growth or higher on internal school progress and achievement data

Progress and achievement of equity groups within the school is equivalent to or greater than the progress and achievement of all students in the school

EAL/D and LST teams are collaborative, build the capabilities of all teachers and are an integral component of whole school

Evaluation plan for this strategic direction

Have strategic, evidence based, embedded and sustained practices in teaching and learning had a positive impact on student performance in reading and numeracy? These will be informed by our data sources including PAT test, Best Start, Growth and Attainment Spreadsheet and our teacher What Works Best Survey.

Strategic Direction 2: Wellbeing & a sense of belonging and engagement

Purpose

To apply evidence based strategies that build individual strengths and take a preventative and protective approach, focusing on early intervention.

Improvement measures

Target year: 2023

Tell Them From Me survey data - 2% increase on average per annum in proportion of students reporting a sense of belonging, expectations for success and engagement in learning.

Target year: 2022

Increased percentage of students with 90% or better attendance.

Target year: 2024

Evidence of student voice and leaderships opportunities in classrooms and across the school e.g. student reflections included in school reports

Target year: 2024

Mentoring program data including student goals and their progress towards achieving them, changes in self regulated behaviour patterns at individual, class and whole school levels.

Target year: 2024

School based data from PBL evaluation tools such as the School-Wide Evaluation Tool (SET) or Tiered Fidelity Inventory (TFI) demonstrate an average of 2% less negative behaviours per annum.

Initiatives

Attendance Systems and Practices Embedded and Sustained

- Partial and whole day truancy whole school systems and procedures embedded e.g. classroom teacher attendance checks and follow up
- Targeted behaviour supports eg, check ins, check outs
- HT Wellbeing doubled to increase individual case management
- Letters for students with term attendance above 90% to positively reinforce good practice
- Documentation and case management where there is an escalation of attendance concerns requiring further intervention

Transition Team

Develop stronger and earlier relationships with primary schools to facilitate exchange of information and early intervention planning to support individual students transitioning to high school.

Combined Wellbeing and Learning Support Case Management

Proactive programs by school counsellors based on results of annual student feedback survey included in counsellor workplans following consultation with counsellors and SPE.

Student Voice

Formalise and embed sustained opportunities for formal student-led leadership groups, student reflections in reports, student-led parent/teacher conferences, students engaging with local government and initiating community partnerships or enabling students to develop and implement projects to change and improve school operations, culture, climate or practices

Success criteria for this strategic direction

Attendance data, including Scout, enrolment and attendance reports all demonstrate an increased rate of attendance for all students.

The school plans for and monitors a whole school approach to student wellbeing and engagement and school based data from PB4L evaluation tools such as the School-Wide Evaluation Tool (SET) or Tiered Fidelity Inventory (TFI) inform interventions and strategies.

Collaborative partnerships are built with students, staff, families, communities and other organisations to support and develop students and school communities.

Well-developed and evidence-based approaches, programs and assessment processes identify, regularly monitor and review individual student learning needs.

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.

Evidence of student voice, such as: students co-constructing teaching resources, formal student-led leadership groups, student reflections in reports, student-led parent/teacher conferences.

Evaluation plan for this strategic direction

Evidence of a continuum of support; universal approaches/programs for all students, targeted supports for some students and more intensive individualised approaches or programs for a few students. Data from Tell Them From Me and Attendance data will indicate increased engagement and attendance.

Initiatives

Student Led Conferencing

Personalised Learning to embed a culture that enables students to create, receive feedback and achieve their learning goals by understanding their own learning journey - Codeveloped goal and reflection.

Strategic Direction 3: A culture of high expectations

Purpose

When all members of the school community hold high expectations of our students and teachers. Learning is valued, instruction is differentiated, feedback is individualised and continuous improvement is encouraged.

Improvement measures

Target year: 2022

2% improvement on average for all staff self reporting through the annual What Works Best Survey in relation to Explicit Teaching, Classroom Management and Use of Data to Inform Practice.

Target year: 2024

2% increase on average in the total number of students achieving either a band 5 or 6 in the HSC.

Target year: 2024

2% increase in the total number of students achieving either a band 4, 5 or 6 in the HSC.

Target year: 2022

All teachers seeking accreditation at proficient and maintenance of accreditation are successful within the dedicated timeframe.

Target year: 2024

90% of students have one or less negative behaviour entries for the year.

Target year: 2022

100% of students receive one or more positive behaviour entries for the year.

Initiatives

High Expectations Curriculum Programming

What Works Best - Professional learning, individual reflection, faculty data analysis and planning.

All Career Stages Teacher Mentoring & Support

Collaborative support for teacher development occurs through: a strong performance development process where each supervisor is informed and actively supports teachers to achieve their goals; through the introduction of mentoring and professional observation programs across the spectrum of experience and position; a continual focus on high expectations for teachers and modelling of evidence of proficient teaching according the Australian Professional Standards for Teachers.

Teacher Observation Rounds

POP - Peer Observation Rounds in term 1 each year.

Rose Bay Rounds - terms 2 to 4 each year, all staff involved.

Calm Classrooms

High performing casual and temporary staff identified to back fill teachers engaged in professional learning to ensure high expectations for continuity of learning and classroom management.

Mobile phone ban in classrooms.

Explicit teaching of behaviour expectations based on PB4L behaviour entries and a consistently implemented positive reward system recognising student application and attitude to learning.

High Expectations Teacher Practice

Active supervision and support by head teachers, including pre consideration of PDP goals and active support offered to teachers to assist them to achieve their goals.

Success criteria for this strategic direction

Evidence that the school has high expectations for all students, including HPGE students who may experience additional challenge in achieving their educational potential.

Teaching programs for every subject in every KLA reflect the practices of What Works Best.

A school-wide approach to effective and positive classroom management is evident. Support is provided to teachers where needed, ensuring optimum learning.

A culture of collegial and collaborative sharing of practice and reflection including systematic, embedded and sustained processes for observations of practice to occur at least twice per annum.

Evaluation plan for this strategic direction

Have strategic, evidence based, embedded and sustained practices in programming, teaching mentoring, observation rounds, classroom management practices and teaching practice had a positive impact on student performance in reading and numeracy?

Strategic Direction 3: A culture of high expectations

Initiatives

Supervising Head Teacher, Head Teacher Teaching and LEarning and Principal observations of teacher practice with feedback specific to standards demonstrated and yet to be demonstrated embedded in all accreditation processes, e.g. proficient, maintenance.

Professional learning to support high expectations assessment task writing for stage 6 KLAs.
