

School plan 2018-2020

James Ruse Agricultural High School 8235



School background 2018–2020

School vision statement

James Ruse Agricultural High School seeks to provide a learning environment that both challenges and supports gifted students to pursue excellence and develop a lifelong passion for learning; and prepares them for responsible leadership and service to society. Our vision is to ensure the development of the whole child ensuring academic success combines with the development of resilience, resourcefulness, critical and creative thinking, personal and social capability and ethical and intercultural understanding. James Ruse Agricultural High School seeks to ensure all students seize opportunities to become successful learners, future leaders, and holistic men and women of wisdom.

School context

James Ruse Agricultural High School is a selective public school that endeavours to nurture the academic, physical, social and emotional well-being of students; instil the core values of acceptance, service, participation, integrity, respect and endeavour (ASPIRE), and promote the importance of Agriculture in the school and the wider community. James Ruse Agricultural High School has 841 students with 97% from non English speaking backgrounds. The school offers a differentiated curriculum with a wide range of enrichment, extension, student leadership and extra-curricular programs for highly gifted students. Our success across all areas of school life is recognised by our high profile in the International Olympiad teams, a multitude of competitions, drama and musical pursuits, presence in ARTEXPRESS, OnSTAGE, Encore, debating and public speaking awards, and zone, regional and state sporting representation. Student wellbeing and the recognition of students as global citizens is catered for by numerous proactive welfare initiatives across all years and a highlight has been the development of the successful High Resolves Leadership Program to complement a highly effective and visible Prefect body and Student Representative Council.

School planning process

Consultation involved extensive surveying of the staff, parent and student body throughout 2014 and again in 2017. Data was collected to evaluate the current 2010–2014 and 2015–2017 school plans and help set direction for the next three years (2018–2020).

The Melbourne Declaration, principles of the Australian curriculum and evidence based research in gifted education, guided our discussions. Our surveying of staff, students and parents focused on the key dispositions of the James Ruse Man and Woman. This future focused research allowed us to backward map what we need to do for our students now, to help prepare them to have the desired characteristics. The data revealed a need to focus on ensuring a balanced education to nurture the whole child. Our internal data strongly aligned with the principles of the Melbourne Declaration.

Surveying of staff to investigate what learning and assessment would and should look like in 2025 also shaped our key directions. Studying the trends in our quantitative data guided decisions.

Our 2017 self assessment and external validation experience also guided us in ensuring we align with the School Excellence Framework and ensures our learning, teaching and leading is moving towards excelling in all we do.

The staff, CoJR (P&C) and SRC have also reviewed the plan and are committed to the achievement of the strategic directions.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Differentiated Learning

Purpose:

Effectively differentiate the curriculum, both within the classroom and in co-curricular activities, ensuring all students are challenged and supported. Specifically targeting:

Highly and exceptionally gifted students.

Underachieving gifted students.

Adjustments for disability.

Embedding of Agriculture.

Literacy and Numeracy

Cross-curricular and STEAM priorities

Differentiated assessment

STRATEGIC DIRECTION 2 Explicit Teaching

Purpose:

Our purpose is to ensure all teachers have the capacity to deliver a differentiated curriculum to all learners and are also committed to identifying and implementing the most effective teaching methods to meet the needs of gifted underachievers.

STRATEGIC DIRECTION 3 Leadership and Community

Purpose:

Our purpose is to create a culture where all staff and students aim to achieve their personal best and develop the personal capabilities and values needed for future success. We aim to engage the community in the provision of a holistic education. We are committed to the development of instructional leadership to facilitate whole school improvement and the growth of leadership of all staff and students.

Strategic Direction 1: Differentiated Learning

Purpose

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Differentiated assessment

Improvement Measures

- All teaching and learning programs differentiated to meet the needs of all learners.
- All students achieve in the top bands of all literacy and numeracy components of NAPLAN (Year 9).

People

Students

Students will be committed to their learning and have an understanding of the benefits of a holistic education and are encouraged to use their voice through SRC and student groups.

Staff

Staff will understand the importance of delivering a differentiated education and will develop their capacity to create learning opportunities to support and challenge all students.

Parents/Carers

Parents and carers will be exposed to critical messages around the importance of a holistic education in their children's long term success. Parents and carers will work in partnership with the school to ensure all students are supported in their learning.

People

Specific teams / roles : to monitor, evaluate and support implementation of processes.

For example: Wellbeing, Professional Learning, Cross Curricular, Attendance and Stage 4 Review teams.

Community Partners

We will continue to build and grow essential networks to support the delivery of a differentiated education.

Processes

Continue to develop programs / projects to ensure both curriculum and co-curriculum learning is differentiated and literacy, numeracy and STEAM goals achieved.

Develop enhanced methods of ensuring adjustments are made for students.

Evaluate and monitor attendance patterns and ensure students are engaged in learning.

Continue development of formative assessment and review of new Stage 6 assessment strategies.

Continue to embed Agriculture in teaching programs and cross-curriculum programs.

Evaluation Plan

Data Analysis of both internal and external data.

Evaluation of all teaching programs through registration.

Evaluation of all cross-curriculum programs and priorities.

Practices and Products

Practices

Staff engaged in professional learning to continue to develop skills in differentiating our curriculum and build capacity to effectively make adjustments.

Staff continue to develop skills in formative assessment and embedding Agriculture.

Ongoing collaboration and development of networks in our community.

Products

Ongoing sustainable projects with neighbouring and other schools / organisations to promote improved literacy, numeracy and differentiation.

Differentiated curriculum and co-curricular programs to meet the needs of gifted learners.

Creation of effective Learner Profiles and strategies for adjustments. Programs/registers reveal record of adjustments made.

Attendance patterns of students monitored to ensure consistent learning in the classroom and all co-curricular activities (using class time) linked to enhancing learning.

Agricultural concepts embedded. STEAM options explored in Stage 4 and 5 curriculum.

Best practice for Assessment and Feedback Policy implemented.

Continued representation and success at the highest levels of achievement.

Strategic Direction 2: Explicit Teaching

Purpose

Our purpose is to ensure all teachers have the capacity to deliver a differentiated curriculum to all learners and are also committed to identifying and implementing the most effective teaching methods to meet the needs of gifted underachievers.

Improvement Measures

100% of all teachers report confidence in their capacity to differentiate the curriculum.

All identified underachieving students are on Learner Profiles and achieve their nominated short term goals.

All identified students on Learner Profiles to show improvement in learning and / or social outcomes.

People

Staff

Staff will actively engage with relevant professional learning to achieve school, faculty and personal goals.

Staff

Staff will develop their ability to provide and record adjustments.

Community Partners

Community Partners will be engaged to assist in the development of effective professional learning opportunities.

People

All stakeholders: will be committed to developing a greater understanding of the importance of emotional intelligence, developing growth mindsets and an emphasis on wellbeing.

People

Specific teams / roles : to monitor, evaluate and support implementation of processes.

Wellbeing Team, Data Team, Professional Learning Team

Processes

Develop skills in data analysis to assist in identifying underachieving students and develop the most effective strategies.

Prioritise professional learning and collegial sharing to aid differentiation of the curriculum, ensure adjustments and priorities of literacy and numeracy are achieved.

Encourage communication and support of underachieving students through the leadership of the Wellbeing Team.

Evaluation Plan

Tracking of students on Learner Profiles and review of adjustments.

Evaluation of all professional learning activities.

Evaluation of skill level and improvement of teachers in delivering differentiation.

Practices and Products

Practices

Staff will develop skills in evidence based analysis.

Staff will engage in professional learning to continue to develop skills in differentiating the curriculum for all learners.

Cross faculty sharing of differentiation and wellbeing strategies.

Greater use of Sentral by all staff.

Products

Creation of effective Learner Profiles and strategies for adjustments to meet the needs of underachieving students and students with disability.

Whole school professional learning plan implemented to ensure successful differentiation for all learners.

Professional learning focusing on ensuring literacy and numeracy targets met.

Effective use of Sentral to record and communicate wellbeing concerns.

Strategic Direction 3: Leadership and Community

Purpose

Our purpose is to create a culture where all staff and students aim to achieve their personal best and develop the personal capabilities and values needed for future success. We aim to engage the community in the provision of a holistic education. We are committed to the development of instructional leadership to facilitate whole school improvement and the growth of leadership of all staff and students.

Improvement Measures

Increase in community awareness of the importance of striving for personal best and the provision of a holistic education.

Increase in the number of leadership opportunities undertaken by staff and students.

Successful accreditation of at least one teacher at highly accomplished or lead.

Successful promotion of staff.

People

People

All Stakeholders: will continue to develop a culture where we all aim to achieve our personal best.

Students

Students will build their capacity to lead and engage with the community.

Staff

Staff will develop skills in the engagement of our community and in instructional leadership to facilitate whole school improvement.

People

Specific teams / roles : to monitor, evaluate and support implementation of processes:

For example: Wellbeing Team, Data Team, Professional Learning Team, Leadership / Coaching team.

Parents/Carers

Demonstrate an understanding of the importance of community engagement in achieving a holistic education for their child.

Community Partners

Continual development of our partners, alumni, gifted networks and the wider community to provide connections and outreach opportunities.

Processes

Focus professional learning aligned to the APST and our personal development plans on developing skills of instructional leadership in all teachers and leadership skills in all staff and students.

Through the delivery of curriculum, co-curriculum, wellbeing and leadership programs, we will endeavour to develop the personal capabilities of students and the ASPIRE values.

Utilise evidence based research and data analysis to drive school improvement and the advocacy of our gifted students.

Upskilling and development of non teaching and teaching staff to ensure successful succession planning.

Continued development of connections, networks and engagement within our school and also with the wider community.

Evaluation Plan

Survey of leadership capabilities and needs.

Survey and ongoing evaluation of attainment of personal capabilities / values of students.

Mapping of leadership opportunities for staff and students.

Tell Them From Me surveys.

Evaluation of mentoring and coaching opportunities.

Practices and Products

Practices

Expert teachers model instructional leadership including staff opportunities for reflection and goal-oriented learning with coaching and mentoring.

Data Team develop expertise in data analysis and share evidence and skills to drive change.

Advocacy for the gifted student and selective setting based on evidence based research.

Implementation of programs and curriculum to develop personal capabilities and values.

Continued development of effective community connections to ensure a holistic education.

Focus on Indigenous, gifted and Agricultural priorities in all cross-curriculum and curriculum programs within the school and wider community.

Products

Culture of collegial support and mentorship of staff and students.

Development of the personal capabilities of all students and the acquisition of the ASPIRE values.

Successful development of leaders and succession planning and the development and growth of student wellbeing and leadership programs.

Teams created to implement, evaluate and modify school plan including the

Strategic Direction 3: Leadership and Community

Practices and Products

development of a Leadership / Coaching team.

Teachers expert in data analysis and use evidence-based research to develop plans and strategies for improvement.

Upskilling of non teaching staff to ensure greater understanding of all roles.