School plan 2018-2020

Rose Bay Secondary College 8555

School background 2018–2020

School vision statement

Rose Bay Secondary College develops respectful, responsible learners who strive 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 1270 students in 2018. 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, a wide range of sports and debating. An extensive co–curricular program caters for diverse student interests including sport, dance, drama, debating, Duke of Edinburgh, music, film, 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 2017 and during Term 1 2018 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 represents evidence–based high level and future focused educational priorities and provides details of the the 5Ps (Purpose, People, Processes, Products, Practices) 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.

The school's Executive will have direct, responsibility and accountability for the implementation and monitoring of the annual whole school plan and evaluation of it.The plan may be reviewed over the next 3 years as required in consultation with the school community.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1
Future focused learning.

STRATEGIC DIRECTION 2
Staff will be leading learners.

STRATEGIC DIRECTION 3
Positive Community Partnerships.

Purpose:

To provide a collaborative learning environment culture that develops students' literacy, numeracy and future–focused skills across all learning areas. Striving to achieve their personal best, students will become active, resourceful, creative learners and mindful global citizens capable of solving complex problems.

Purpose:

To professionally develop motivated, innovative and collaborative staff demonstrating leadership and curriculum expertise. As leading learners, staff will utilise research informed pedagogy, quality teaching and reflective practices to nurture, inspire and engage students..

Purpose:

To engage all stakeholders in our school community in a collaborative and sustainable manner to develop a culture of success and excellence by contributing positively to school initiatives, supporting student learning, embedding inclusive values and celebrating diversity. Effective student wellbeing programs are delivered to enable students to become respectful, responsible learners both at school and within the wider community.

Strategic Direction 1: Future focused learning.

Purpose

To provide a collaborative learning environment culture that develops students' literacy, numeracy and future–focused skills across all learning areas. Striving to achieve their personal best, students will become active, resourceful, creative learners and mindful global citizens capable of solving complex problems.

Improvement Measures

Improvement in students' reading, writing and numeracy skills as measured by increased percentage of NAPLAN:

- students in top two bands.

- Year 9 students achieving at or above minimum standard in Writing is above 88% from a base of 84.5%.

- Year 9 students achieving expected growth or better

HSC – Increased percentage of students achieving 2 or more Band 5–6 and E1 and E2 results from a base average of 46%.

Best practice is evident in Teaching and Learning across the school:

- PBL tasks in all Stage 4 and 5.

- Differentiation, NSWQTF, cross curricular priorities and GCAC.

People

Students

Students will develop skills in critical and creative thinking, literacy and numeracy to become future focused learners who strive to achieve personal best.

Staff

Teachers will embed literacy strategies that are directed at improving students' written responses within their programing. Teachers use differentiated teaching strategies and assessment and to cater for the needs of gifted and talented students and students requiring extra assistance. Teachers will incorporate NSW Quality Teaching Framework (NSWQTF), cross curriculum priorities and the general capabilities of the Australian Curriculum into their Teaching and Learning.

Parents/Carers

Parents will develop confidence in participating with the teaching staff in the holistic development of their children.

Leaders

The Learning Support team, Gifted and Talented (GAT) team, Writing team and school executive ensure writing and GAT strategies and personal best are implemented for all students.

Leadership team will review curriculum needs and subject and pathways offerings.

Processes

Embed school–wide evidence–based literacy and numeracy strategies in all KLAs' teaching and learning programs that are directed at improving students' written responses.

Develop exemplar T&L and assessment programs in all KLAs, modelled on the NSWQTF and GCAC. These will provide appropriate differentiation and effective feedback processes to enable students to achieve their personal best.

Develop stage appropriate project/problem based learning (PBL) units and/or tasks that allow students to develop critical and creative thinking skills and formulate authentic solutions to 'real world' problems.

Evaluation Plan

Data will be reviewed from the following sources to test improvement measures:
- SCOUT Data • SMART Data • RAP Data (HSC results)• Sentral Assessment Module (Markbook and Reporting)• Tell Them From Me Surveys• School Based Surveying (Survey Monkey, Google Forms, Microsoft Forms)• Student and parent focus groups

Practices and Products

Practices

Initiatives to improve writing, including Tactical Teaching: Writing resources, TEAL and ALARM are embedded in all T&L programs to assist students of all abilities.

Programs reflecting best practice are collaboratively developed from new NSW syllabuses. These include the implementation and use of differentiation, NSWQTF, cross–curriculum priorities and GCAC to engage, support and explicitly teach students how to achieve their personal best.

Units of work and/or tasks with a PBL focus are utilised to develop critical and creative thinking skills and to formulate authentic solutions to 'real world' problems.

Products

Key, research informed, literacy and numeracy strategies are integrated into all T&L programs.

All KLAs provide opportunities for students in each stage to develop future focused skills through collaborative tasks.

Students receive regular explicit, quality feedback from teachers to enable the attainment of personal best.

Formal and informal assessment of writing responses by students demonstrate the development of writing skills.

Purpose

To professionally develop motivated, innovative and collaborative staff demonstrating leadership and curriculum expertise. As leading learners, staff will utilise research informed pedagogy, quality teaching and reflective practices to nurture, inspire and engage students..

Improvement Measures

Development of school–wide annual review tool to track staff achievement of PDP goals and track improvement from a 2018 baseline.

Whole school roles are shared and exemplar programs are implemented to develop the leadership capacity of aspiring staff leaders.

Development of school–based NESA Accredited professional learning programs.

People

Students

Students will be offered an extensive range of educational activities across the curriculum to nurture, inspire and engage them in their schooling.

Staff

Staff will engage in collaborative practices that focus on student outcomes. These include planning, monitoring and reviewing the effectiveness of T&L programs, informed by data analysis and evidence of student progress and achievement in line with NSW DoE and NESA requirements. Staff are actively engaged in the development of their Professional Development Plans (PDPs), refining their skills and progressing through the stages of Australian Professional Standards for Teachers (APST) to maintain NESA Accreditation at levels of Professional Competence, Highly Accomplished and Lead.

Community Partners

Parents/Carers and community partners will have the opportunity to provide expertise, guidance and support in the development and implementation of educational activities for students.

Leaders

Professional Learning Teams will develop programs that ensure all teachers are provided with the skills to demonstrate curriculum expertise, quality teaching, reflective practices and leadership capabilities that inspire learning.

Processes

Use embedded and explicit systems that facilitate research informed best practice and effective collaboration between staff across faculties to promote professional growth.

Develop and lead targeted and accredited professional learning for all staff to build capacity, develop skills, embed exemplar practices into T&L programs and support the maintenance of accreditation at all levels.

Maintain a focus on distributed instructional leadership and building staff capacity. Provide mentoring and coaching support to staff.

Evaluation Plan

Data will be reviewed from the following sources to test improvement measures:
• Annual staff PDP Exit–Surveys• Cumulative NESA Accreditation Hours• Review of school–developed Accredited programs• School Based Surveying (Survey Monkey, Google Forms, Microsoft Forms)• Tell Them From Me Survey

Practices and Products

Practices

Dynamic staff PDPs, increased collaboration, professional dialogue, classroom observations, the modelling of effective practice and the provision of specific and timely feedback between staff.

Effective professional learning which is focused on continuous improvement, building leadership capacity and accreditation at required levels.

Active staff involvement in teams focused on leading professional learning related to literacy, numeracy, future– focused learning, behaviour, technology pedagogy and gifted and talented education.

Whole school and/or inter–school relationships provide mentoring and coaching support to ensure ongoing improvement and development of staff.

Products

All staff PDPs are aligned with APST and school priorities.

All staff log a minimum 20hrs professional development annually and monitor their own professional learning requirements to maintain NESA Accreditation at their specific level.

Staff develop leadership skills to lead and manage faculties and whole school initiatives.

Professional learning teams develop professional development initiatives for their peers that are aligned with APST and are NESA Accredited.

Strategic Direction 2: Staff will be leading learners.

People

Head Teachers and Senior Executive will assist teachers to devise PDPs which align professional growth to the APST, within the PDF.

Strategic Direction 3: Positive Community Partnerships.

Purpose

To engage all stakeholders in our school community in a collaborative and sustainable manner to develop a culture of success and excellence by contributing positively to school initiatives, supporting student learning, embedding inclusive values and celebrating diversity. Effective student wellbeing programs are delivered to enable students to become respectful, responsible learners both at school and within the wider community.

Improvement Measures

Within the Sentral Wellbeing module:

- Negative Behaviour incidents are reduced from an established 2018 baseline.
- Positive Behaviour incidents are increased from an established baseline and exceed Negative behaviour incidents.

More students are receiving awards at higher levels (Silver, Gold, School Medal) from an established 2018 baseline.

Overall student attendance is increased and overall student truancy is reduced.

Greater parent and community interaction with the school is evident.

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.

Teachers implement reflective practice with students to improve behavioural concerns.

Parents/Carers

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

Community groups are utilised in a partnership to develop a safe, inclusive environment focussed 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 achievement.

Processes

Develop a positive school culture of challenge and support, based on high expectations and authentic (reliable, transparent, supportive, respectful and consistent) relationships which are modelled, practised and reinforced across the school.

Ensure ongoing implementation and consistent evaluation of the positive behaviour for learning (PB4L) Framework, including student recognition and attendance and monitoring procedures.

Implement and integrate a range of strategies and initiatives that improve student engagement, leadership and wellbeing.

Ensure active collaboration with the School Council, P&C and partnerships with organisations, community groups, community of schools and other schools assist and promote school improvement across multiple platforms.

Evaluation Plan

Data will be reviewed from the following sources to test improvement measures:

- Sentral Wellbeing Data
- Sentral Attendance Data
- School Based Surveys (Survey Monkey, Google Forms, Microsoft Forms)
- Student and Parent Focus Groups
- Website and newsletter distribution/interaction data

Practices and Products

Practices

Students, staff, parents and community share the responsibility for providing a safe, supportive and respectful learning environment and are committed to the school's strategic directions and practices.

The implementation of a whole–school behavioural policy which aligns with the school's PB4L framework.

The school award system is used by all staff to consistently acknowledge student achievement inline with the school's PB4L framework. Students take pride in having their achievements recognised.

A whole school attendance policy is in place to closely monitor student attendance, with targeted interventions for at risk students.

A structured Study Skills program for Years 7–12 across the curriculum is implemented to promote independent learning through goal–setting, revision practices and self–evaluation.

The positive exploits of the school's programs and partnerships are regularly communicated with the school community via the newsletter, eNews, the website, Sentral Portal and local media.

Products

A culture of high expectations and inclusive practices that recognises the richness and diversity of the wider school community.

More students are recognised and rewarded more often for displaying respectful and responsible behaviours in all

Strategic Direction 3: Positive Community Partnerships.

Practices and Products
school activities.
Overall student attendance in improved and truancy from classes is reduced.
Greater positive interaction with the wider school community is evident.

Rose Bay Secondary College 8555 (2018-2020)