

School plan 2018-2020

Riverstone High School 8907



School background 2018–2020

School vision statement

We are a vibrant and innovative community that is committed to quality teaching and learning. Personal responsibility in delivering excellence (PRIDE) underpins all that we do in supporting, encouraging and challenging every member of our school community to reach their full potential as active and informed global citizens.

School context

Riverstone High School has provided a quality public education for its semi-rural community for over 50 years. Students are drawn from a wide socio-economic spectrum, with many having a multi-generational connection to the school. With approximately 300 students and a staff of 45, Riverstone High School is a small school which develops the whole student through the three core values of Respect, Responsibility and Recognition. The school includes a Support Unit for up to 50 IM, IO and MC students. As a member of the Nirimba Collegiate, the school currently supports programs for students in years 7 to 10. They then have the opportunity to complete their senior years at Wyndham College. The school enjoys strong ties with our partner primary schools: Riverstone, Schofields, Marsden Park and Vineyard; most of whose students progress to Riverstone High School. The school expects substantial growth as residential developments rapidly expand within the local area, and a significant capital works program will commence in 2018 to transform existing facilities to future focussed learning spaces.

School planning process

Throughout 2017, a process was undertaken across the school to review current practices and collect evidence, including student results, attendance, behaviour and participation, along with survey data from staff, students and parents. This evidence was used to identify the priorities for the 2018 – 2020 plan. This process included a review of the strengths, opportunities and areas for future development across the school. As a result, our three key strategic directions were maintained:

- Quality teaching and learning
- High expectations
- Pride

The Riverstone High School Plan 2018 – 2020 flows from the strategic directions and sets clear improvement measures. It forms the basis for the school's improvement and development efforts for the next three years, in partnership with parents and community. Each strategic direction provides details of the purpose (why), people and processes (how), and products and practices (what) that are to be realised through the implementation of the plan.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1

Quality teaching and learning

Purpose:

To encourage collective responsibility for success by engagement in high quality and targeted professional learning, and the delivery of rich learning experiences which meet the individual needs of all members of the school community.



STRATEGIC DIRECTION 2

High expectations

Purpose:

To take personal responsibility in delivering excellence, setting a high standard of engagement and accountability in the achievement of personal best.



STRATEGIC DIRECTION 3

Pride

Purpose:

To promote a positive school culture through strong and sustainable partnerships that support and celebrate our success and achievements.

Strategic Direction 1: Quality teaching and learning

Purpose

To encourage collective responsibility for success by engagement in high quality and targeted professional learning, and the delivery of rich learning experiences which meet the individual needs of all members of the school community.

Improvement Measures

- NAPLAN performance exceeding expected growth.
- Staff completion of performance and development plans and successful achievement / maintenance of accreditation.
- Increased student engagement reflected in decreased behaviour referrals and suspensions.

People

Students

Improve levels of achievement through engagement in differentiated teaching and learning to meet the needs of all individuals.

Staff

Provide a program of personalised professional development for all teaching staff through a range of strategies that focus on feedback, self evaluation and sharing of professional practice.

Parents/Carers

Design a communication strategy to build awareness amongst parents/carers around how they can support the learning of their children.

Processes

- Literacy and numeracy initiatives
 - Literacy and Numeracy (LaN) team to engage in professional learning using progressions
 - QuickSmart Literacy and QuickSmart Numeracy withdrawal/support programs
 - team teaching using LaST staff to support integration of literacy and numeracy teaching across the curriculum
- Performance and development framework
 - performance and development plans
 - negotiated professional learning goals
 - achievement of accreditation
 - maintenance of accreditation
- Whole school professional learning
 - 7 Habits of Highly Effective People (staff)
 - The Leader In Me (staff and students)
 - literacy and numeracy learning progressions
 - STEM
 - wellbeing (staff and students)

Evaluation Plan

- Analysis of QuickSmart and team teaching data in relation to NAPLAN achievement.
- Dedicated time during meetings and school development days for the

Practices and Products

Practices

- LaN team implement a framework for consistent, high standard classroom practice in literacy and numeracy across all faculties.
- All staff actively engage in the performance and development process, develop performance and development plans, and participate in classroom observations, informal and formal meetings.
- All staff actively pursue relevant professional learning opportunities and implement changed teaching practice to more effectively engage students.

Products

- Engaging learning activities support the development of literacy and numeracy skills and are reflective of the quality teaching model.
- Professional learning caters for staff needs, is aligned with identified school priorities, and supports staff in the achievement and maintenance of accreditation.
- Whole school professional learning supports the professional and personal growth of staff and students.

Strategic Direction 1: Quality teaching and learning

Processes

- development and maintenance of PDF folders.
- Analysis of TTFM student, staff and parent survey data.

Strategic Direction 2: High expectations

Purpose

To take personal responsibility in delivering excellence, setting a high standard of engagement and accountability in the achievement of personal best.

Improvement Measures

- Increased number of applications for PRIDE class and scholarships.
- Improved engagement of students and families in the development of personalised learning pathways.
- Improved submission of assessment tasks reflected in decreased issue of N–award warnings.

People

Students

Support students to be leaders in their learning through the development of organisational effectiveness.

Staff

Build capacity through focused professional learning and development where every staff member is engaged in ongoing relevant and evidence based learning and practice at an individual and collective level.

Community Partners

Develop partnerships for involvement and inclusivity in the learning process of students and their success at and beyond school.

Processes

- GaT initiatives
 - PRIDE class application process
 - PRIDE scholarships
- project based learning initiatives for PRIDE classes and across the whole school
 - Aboriginal education
 - Aboriginal Education Team
 - AIME
 - Liven Deadly
 - Deadly Dreaming
 - exploration of alternative Aboriginal education initiatives
 - Assessment
 - review of whole school and faculty assessment practice to ensure NESA requirements are met
 - KLA quality assessment task design
 - establishment of a student review panel

Evaluation Plan

- Analysis of PRIDE class and scholarship application data.
- Analysis of student participation in cultural enrichment experiences and achievement of goals in personalised learning pathways.
- Analysis of assessment task submission rates, N–award warning and N–

Practices and Products

Practices

- PRIDE class and scholarships are actively advertised and promoted within partner primary schools.
- Engagement of Aboriginal students in cultural enrichment experiences and achievement of goals detailed in personalised learning pathways.
- Students understand and engage in the assessment process and are supported to attempt and submit assessment tasks.

Products

- Development of application / review processes and forms for scholarships and entry to PRIDE classes.
- Professional learning for staff in Aboriginal Education initiatives.
- Assessment processes meet NESA requirements and quality assessment tasks allow students to demonstrate their level of learning.

Strategic Direction 2: High expectations

Processes
determination data.

Strategic Direction 3: Pride

Purpose

To promote a positive school culture through strong and sustainable partnerships that support and celebrate our success and achievements.

Improvement Measures

- Improved student attendance and uniform compliance statistics.
- Increased enrolment of students from year 6 into 7 and improved parent attendance statistics.
- Increased number of staff and students accessing the PRIDE points system.

People

Students

Support students in planning learning goals, monitoring achievement and recognising success as learners, leaders and responsible citizens.

Staff

Build strong relationships with parents and community partners to promote the values of respect, responsibility and recognition.

Parents/Carers

Support and consolidate parent and community partnerships to value educational excellence and maximise student engagement, confidence and sense of wellbeing.

Processes

- Public profile
 - tracking and publication of student attendance statistics
 - tracking and publication of uniform compliance statistics
- Community engagement
 - regular connection with partner primary schools
 - review of year 6 transition program
 - formal tracking of parent attendance at school events
- Recognition of success
 - review of PRIDE points reward system
 - review of PRIDE assemblies (structure and attendance)
 - appointment of a media officer to establish and maintain a consistent media presence

Evaluation Plan

- Analysis of student attendance and uniform compliance data.
- Analysis of year 6 transition data and TTFM parent survey data.
- Analysis of PRIDE points data.

Practices and Products

Practices

- Students are actively supported to improve attendance and uniform compliance.
- A variety of mediums, including ICT, are utilised to connect and communicate with the wider school community.
- Achievements are recognised and communicated at PRIDE assemblies, in the newsletter and regular articles in the local media.

Products

- Development and implementation of attendance and uniform monitoring systems.
- Partner primary schools and parents are actively involved in the transition process, school activities and events.
- Staff and student success is recognised and promoted at an individual, school and community level.