

Strategic Improvement Plan 2021-2024

Randwick Boys High School 8161



School vision and context

School vision statement

At Randwick Boys' High School, the whole school community is committed to improving our education of all students in an inclusive setting, to develop well rounded young men who are responsible, engaged and successful learners, focussed on regular reflection, improvement and maximum attainment for each student.

Our students are immersed in a culture of contributing to our standing within the community, valued masculinity, service to others whilst achieving to their potential in an environment that values safe, responsible, lifelong learners.

School context

Randwick Boys' High School (enrolment 660 students, including 2% Aboriginal students, 59% NESB) is a culturally diverse school servicing the eastern suburbs of Sydney and beyond. The school has a growing reputation in the community and is highly sought after in terms of many local as well as non-local enrolments. There is a strong student wellbeing focus, including a very successful dynamic High Potential and Gifted Education (HPGE) program, learning and support, and Positive Behaviour for Learning. Students excel in various sporting endeavours and we participate in the North-West Sporting Zone, catering for Boys' schools in metropolitan Sydney. Participation in Creative and Performing Arts is growing, evidenced by the large number of students who are involved in our annual production with our sister school. The school has a strong tradition of Higher School Certificate (HSC) performance, with over 75% of Year 12 students attending Tertiary Studies. An active parent body, led by a strong P & C, supports the school in all endeavours.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to create a learning culture where all students are known, challenged and engaged to both support their academic growth and attainment, in order to fully develop their potential. RBHS students will be supported using strategies that challenge their learning needs through curriculum differentiation and adjustments. Professional learning and ongoing evaluation, will assist staff to enhance their classroom practice to ensure we have a learning culture of high expectations through explicit individualised teaching focussed on delivering improved student growth and attainment.

Improvement measures

Target year: 2024

Improvement in the percentage of HSC course results in the top three bands. whilst a reduction in student achievement in the lower three bands.

Target year: 2022

Improvement in the percentage of students achieving expected growth in NAPLAN Reading and Numeracy. Improvement in the percentage of students achieving in the top two bands of Reading and Numeracy.

Initiatives

High Expectations for Learning

Continue to build a learning culture of high expectations by focusing on explicit instruction, formative assessment, engagement, challenge and reflective practice.

- Professional learning and teaching practice is informed by research such as What Works Best and High Impact Professional Learning.
- Redesign high impact professional learning for formative assessment.
- Embed the use of formative data collection and feedback and reflection on teaching effectiveness.

HPGE Teaching and Learning

Develop in-depth staff understanding and effective implementation of programs related to the High Potential and Gifted Education policy.

- Train more staff in HPGE
- Strengthen collaborative support for teacher performance development including instructional rounds, cross-faculty collaborations and evidence-based programs guided by the School Excellence Framework.

Literacy and Digital Technologies

Learning in Digital Technologies requires students to listen to, read, understand and be able to use and evaluate a range of increasingly challenging informational texts.

Digital literacy progression: the importance of digital literacy in post school environments cannot be overlooked. The range of technical ability varies greatly amongst staff and students.

Professional learning

Survey staff on their digital literacy- what can they do and teach, what they would like to learn to do and teach - provide support to staff through mentoring sessions

Success criteria for this strategic direction

- Teachers collaborate to share curriculum knowledge, data, feedback and other information about student progress and achievement which meet the learning needs of all students.
- Assessments, specifically formative assessment, success criteria and effective feedback, are developed/sourced and used regularly across the whole school to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify gaps in skills for improvement and areas for extension.
- Students are achieving expected or higher than expected growth in internal school progress and achievement data
- School data demonstrates students are achieving expected or higher than expected growth in external measures.
- Teachers demonstrate high quality skills in explicit teaching and differentiation to highly engage students
- There is a visible culture of reflective practice and professional dialogue amongst staff
- Teachers collaborate across faculties to drive innovative learning
- Teaching programs and assessments include reference to digital technologies used as well as the skills students need to achieve learning intentions. A progression of digital literacy is evident in teaching programs from 7-10.
- Production of higher quality tasks from students.
- Students successfully demonstrate digital literacy, to create and present their work for day to day lessons and assessments.
- A clear progression and improvement in students' digital capabilities becomes evident as they progress from Stage 3 to 4, Stage 4 to 5 and Stage 5 to 6.

Strategic Direction 1: Student growth and attainment

Initiatives

and/or online learning. e.g. how to use Google Classroom, how to check student work via Originality Report to check for plagiarism

Digital literacy progression to be formulated and agreed on by staff. For example, by the end of Term 1, all Year 7 students can create and edit a word document, using appropriate paragraphing, spell check and word count. Digital literacy should be a part of every faculty's suite of learning and integrated into programs where appropriate. For example:

Digital technologies or processes relevant to specific subject areas. For example:

- English- writing and editing a word document, paragraphing, how to use spell check, word count, change font size, making and editing films, recording podcasts etc.
- Science and HSIE- construction of tables, converting text to table, entering data into spreadsheets and making graphs using Excel
- TAS- Drawing in 3D using sketch up, calculations in Excel, designing using Minecraft etc.
- Maths and Science- Scientific notation and formula writing, Venn diagrams
- Project based Learning STEAM events and activities

Student learning

As part of their transition to high school, a survey is conducted to ascertain students' digital literacy, including a count of student access to digital technologies (apart from mobile phones) at home. COVID lockdown highlighted inequalities.

All Year 7 students will take part in workshops led by experienced teachers, using explicit teaching practices on how to effectively:

- Use Sentral
- Use Google Classroom and how to complete and turn in (submit) a task

Success criteria for this strategic direction

CILSP Teachers and classroom teachers

- Comparison of Numeracy and Literacy Pre-test and Post-test reveal improvement.
- Modelling of Explicit Teaching, and use LISC (Learning Intentions/Success Criteria) in every lesson.
- collaborate to reflect on assessment practices, with constructive student feedback.
- T&L programs and assessments are scaffolded to include success criteria and model responses are used for each task.
- use the differentiation tool to make adjustments to their teaching programs and assessment tasks
- collaborate across faculties to identify underperforming students and provide small group tuition, along with explicit teaching practice to support growth in their learning.

Students

- Meet expected growth targets in Literacy and Numeracy (improve by an average of 2% over 4 years)
- Meet HSC targets (improve by an average of 2% in bands, 4, 5 and 6 over 4 years)
- Feel even more supported to achieve success and more engaged with their learning.

Evaluation plan for this strategic direction

Question: What has been the impact of using consistent, explicit practice on student performance? Is there a visible learning culture of high expectations, collaboration and reflection?

Data: These data sources will be collected and analysed by relevant teachers, leaders and teams:

Strategic Direction 1: Student growth and attainment

Initiatives

- Create documents using MS word and Google Docs
- Send an Email and how to attach and send a task
- Make use of the school library

Make a task their own and understand the meaning of plagiarism

Engaged Learners

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. Teachers involve students and parents in planning to support learning, and share expected outcomes.

COVID Intensive Learning Support Program (CILSP)

- Implement the CILSP to support students who have experienced disrupted learning in 2020 and accelerate their progress through small tuition groups.

Evaluation plan for this strategic direction

- external student performance measures (HSC, NAPLAN, Check-In)
- internal student performance measures
- qualitative surveys, including internal and TTFM
- teaching programs
- assessment tasks
- classroom observations
- student work samples
- School Excellence Framework assessments.

Analysis: Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved. Teacher collaboration provides regular reflection on progress.

Data:

- External student performance measures (NAPLAN, VALID and HSC)
- Internal student performance measures (exams and assessments)
- Qualitative surveys, including internal and TTFM
- Teaching programs, assessment tasks, student work samples

Analysis:

- For Years 10-12, a reduction in the number of N-Warnings will be evident.
- A greater percentage of assessments are submitted on time and with greater accuracy.
- Programs (teaching) include evidence of use of digital devices.
- High quality skills reflected in student work, as well as better average grades.
- Staff survey: How confident are you with using or creating certain Technologies?

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

Data:

- Survey of Pre-tests and Post-tests expected growth evident in identified areas of disrupted learning.
- Check-in Assessment Data shows growth in identified students.
- External student performance measures (NAPLAN and HSC) shows growth in literacy and numeracy in identified students.
- PLAN2, Literacy and Numeracy Progression, along with internal student performance measures shows growth in identified students.
- Qualitative surveys, including internal and TTFM show improvement in student attendance, engagement and sense of belonging.
- Instructional rounds, observations and professional dialogue

Implications: Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning and high expectations are embedded in all teaching practice.

Strategic Direction 2: Wellbeing

Purpose

Our purpose is to enrich a learning environment with a strong wellbeing focus, where students feel inspired, engaged and connected. This will be underpinned by a culture of positive respectful relationships among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.

Improvement measures

Target year: 2024

Improvement in the percentage of students attending school greater than 90% of the time. Decrease in the number of students attending less than 80% of the time.

Target year: 2022

Improvement in the proportion of students reporting Expectations for Success, Advocacy and Sense of Belonging at School.

Initiatives

Sense of Belonging at School

Clear expectations of student involvement in school life. Expectations to focus students on positive behaviours that will ensure they remain safe, act respectfully and are successful learners within each area of school learning experiences.

- Students to participate in meaningful and productive experiences which maintain interest and engagement in learning.
- Students to develop confidence through positive interactions with teachers and peers that are focused on effective learning.

Positive Behaviour for Learning

- Embed the use of both external and internal formative/summative data collection to lead in changes to explicit teaching/PBL practice. Wellbeing and PBL redesign is informed by research
- Re-establish and strengthen collaborative support for the PBL program cross-faculty collaboration and evidence based lessons.
- Whole school adoption of PBL learning and culture
- Develop deep staff understanding and effective implementation of PBL.
- Develop quality wellbeing lessons through professional learning and implementation

Update and redesign new lessons

- Change and adjust present practice using improved and explicit PBL lessons
- Analyse Scout Data, Tell Them From Me Survey data, SENTRAL Data and Staff SEF Survey data to identify target areas for development of PBL lessons
- Wellbeing/teaching practice is informed by research to develop quality wellbeing lessons through

Success criteria for this strategic direction

The School has implemented evidence based change to whole school practices, resulting in measurable improvements in Wellbeing and Engagement to support student learning.

- Students feel safe to attend and know that they will be supported should they encounter any issues.
- PBL team share knowledge, data, feedback and other information about student wellbeing progress.
- Teachers collaborate information about student wellbeing to meet the needs of all students
- School data demonstrates how students benefit from positive relationships where students feel advocated for. and supported. Scout Data/Tell Them From Me Survey will provide detail.
- School data demonstrates students' positive relationships with their teachers and peers, improved academic performance and school completion, and higher levels of attendance and participation in school activities. Tell Them From Me Survey will provide detail.
- PBL program and lessons are developed/sourced and used regularly across the whole school to help promote consistent and comparable judgement of student well-being progress
- PBL team is collaborative and builds the capabilities of all teachers in fostering student wellbeing and is an integral component of whole school approaches to wellbeing.
- **Connectedness** is developed and promoted in the quality of relationships between teachers, students and school, through PBL, resulting in an increased sense of belonging, commitment to school, relationships with peers and teachers and opportunities to actively participate in the school community. Tell Them From Me Survey will provide detail.
- The school and PBL team identifies expected development of student wellbeing of students. Students are achieving improved development on internal school progress and achievement data i.e.

Strategic Direction 2: Wellbeing

Initiatives

professional learning and design

Expectations for Success

Increase student potential through a focus on developing engaged, confident and creative individuals who are self-motivated learners with the personal skills and resources for future success and wellbeing

Activities

- Leader in me program - developing positive personal skills
- Building School Connectedness - School assemblies, school events -open night, year 4 visits
- Student involvement in community events. Film by, Competition, hospital perform, volunteer work legacy
- Duke of Ed
- Establish small group projects gardening club
- Guest speakers
- Promotion and posters around school
- SRC
- Fund raising and support opportunities
- Leadership opportunities (SRC, Roll captain)
- Randwick council recycling project

Valued Masculinity

Promoting positive masculinity and developing respectful relations in Young Men

The wellbeing team administer the following annual events to promote valued masculinity and respectful behaviours in young men.

- Hosting White Ribbon Day assembly with SRC & YEAR 7 with RGHS as guests.
- Coordinating SRC representative to lead small group

Success criteria for this strategic direction

less truancy

- School data demonstrates that student progress in wellbeing is greater statistically than in previous years
- Students have a strong sense of belonging and can identify staff members who can provide advice, support and assistance with all learning and wellbeing matters.
- Students benefit from positive relationships where students feel advocated for and supported.
- Students' positive relationships with their teachers and peers, improved academic performance and school completion, and higher levels of attendance and participation in school activities.
- Reduce Truancy by 2%
- student behaviour reflects Improved sense of knowledge and understanding of key aspects of Valued Masculinity (Tell Them From Me and internal surveys).

Evaluation plan for this strategic direction

What has been the impact of a whole school approach to improving and promoting a safe, engaged and connected school environment? Do teachers collaborate to evaluate, reflect on and adapt better practise? Do students feel safe and supported?

Data:

External data assessment: Tell Them From Me (TTFM) survey, Year 7 Entry Survey and student and teacher survey

Analysis: Analyse the data to determine the extent to which the purpose has been achieved.

Staff SIP Survey

- Student wellbeing nominated as a high focus area of

Strategic Direction 2: Wellbeing

Initiatives

- discussions and group lists of Year
 - Organising the materials to facilitate peer lead discussions with Year 7
 - Arranging guest speakers, speeches and auto-visual components to support the materials addressed.
-

Evaluation plan for this strategic direction

attention and initiatives planned.

- Staff expectations for improved results indicated that, improved student wellbeing would be one of the expected improvement measures at the end of the four year plan.

Implications: where do we go from here? Future directions? Next steps?

Data: Tell them from me survey, Year 7 Entry Survey and teacher survey

Analysis: Analyse the data to determine the extent to which the purpose has been achieved.

Implications: where do we go from here? Future directions? Next steps?

Data:

- Sentral wellbeing records

Generating/filtering incident registers.

- Teaching programs

Collecting lesson implemented across KLAs with the key focal points.

- Observations and professional dialogue.
- Collecting students work samples compiled during the events/lessons.

Strategic Direction 3: Data Reflection

Purpose

Our purpose is to enhance and strengthen student engagement and performance across all KLA's, by empowering all staff to develop their skills to analyse, interpret and extrapolate data and to collaboratively use data to inform planning, identify interventions and modify teaching practice.

The *Pedagogical Progression* team will initiate professional collaboration across subject areas, providing staff with research driven, effective and explicit teaching and learning strategies and resources, supported by the National Literacy Learning Progression. Our aim is to inform, encourage and lead the consistent collection and reflection of data to inform practice, focusing on developing the reading and writing capabilities of students. Through modelling reading, maintaining high expectations and regular data analysis, teachers will support and extend student learning, leading to improved outcomes across the school.

Improvement measures

Target year: 2024

- 2 % improvement of students in the top 2 bands for HSC.
- 2 % improvement of students in the top 2 bands for NAPLAN
- All teachers demonstrate an ability to analyse and incorporate data in explicit teaching and learning
- Evidence of PLAN2 implementation
- 4% increase of student participation in competitions

Target year: 2022

The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through the collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis.

Initiatives

Data skills and use

Regularly offer opportunities for staff to participate in professional development on data analysis.

Staff PL opportunities includes:

- SCOUT
- RAP
- Best Start
- Plan 2
- Collaborative sharing

Faculties to oversee data and identify specific outcomes (NAPLAN data) and question types (HSC RAP data) that need attention with explicit teaching.

Evaluation of Data

Data is used as a tool for continuous improvement to inform teachers about student needs and adapt and adjust instruction based on data information.

- Dedicated time in staff meeting, executive meeting and faculty time to analyse existing data.
- Making connections between different data sets to gain an overall picture of students individual needs to determine teaching practices which work best for individual students.

Areas of Analysis

- Year 7 Best Start
- NAPLAN
- HSC (RAP)
- PLAN2
- Embed literacy/numeracy progressions within programs
- Analyse NAPLAN, HSC to identify areas that need

Success criteria for this strategic direction

- All teachers have a sound understanding of data concepts through professional development.
- Teachers have confidence to analyse, interpret and extrapolate data.
- Teachers collaboratively use this to inform planning, identify interventions and modify teaching practice.
- Teachers respond to trends in student achievement, at individual, faculty and whole school levels.
- HSC top 2 bands show improvement from previous years.
- NAPLAN top 2 bands show improvement from previous years.
- Learning progressions within programs.
- Increase in student participation in competitions eg. ICAS, Enrichment and Challenge competitions etc.
- Increased time dedicated to reading and comprehension in the classroom aligned with student needs
- Comprehension based lessons prepared and delivered weekly
- Evidence of backward mapping from NAPLAN marking guidelines in lessons
- Innovation and collaboration across faculties to support reading and understanding
- At least 60% of students complete the annual reflection survey.
- Second, third and fourth annual surveys display increases in time dedicated to reading on average per week
- Increased understanding of NAPLAN marking guidelines and improvements in scores
- Understand importance of and engagement in reading across subjects

Evaluation plan for this strategic direction

Strategic Direction 3: Data Reflection

Improvement measures

- All staff to understand the importance of using data to improve teaching and learning
- All staff trained in SCOUT to reflect on NAPLAN and HSC results
- All staff trained in PLAN2 to map student progress in literacy and numeracy
- Executive trained in Schools online (RAP) to identify HSC weaknesses and to plan for future learning and teaching.

Initiatives

further support.

- Review and improve the use of formative data sources, monitoring and reflecting on teaching effectiveness eg. Pre-test post-test

High Expectations for Learning

High expectations play a key role in teaching. High expectations are linked with higher achievements and performance. Creating a culture of high expectations through exposure to cocurricular activities in competitive sport and competitions.

- Increased participation across all external competitions targeting **HPGE (High Potential and Gifted Education)** classes.
- Promotion of competitive sports across all age groups.

The Pedagogical Progression - developing quality reading practice

- Research driven strategies including: reading out loud and modelling reading.
- Staff trained in explicit teaching of reading, in all KLA's
- Short story /novels/ reading resources for teachers to read aloud during DEAR.
- Reading reflection activities.
- Comprehension based proformas that teachers can complete and use as topic starters.

Student reading mentors

- Students identified as gifted and motivational readers selected as reading mentors.
- Reading mentors would be utilised during Roll Call to assist other students, model reading in each roll call.

Subscriptions and memberships

Evaluation plan for this strategic direction

Staff survey to identify percent of staff using data as an improvement

- training register for SCOUT and RAP
- Teacher reflection on the use of data and success measures.
- Implementation of professional learning opportunities (data) within faculties
- Literacy/numeracy progressions embedded within 7-10 teaching programs.
- Faculty Data analysis
- HSC data bands 5 and 6
- NAPLAN data year 9
- SCOUT Data
- Teachers to indicate confidence in using SCOUT data
- Mapping student progress in literacy and numeracy (PLAN2)
- **Data**
- Improvements in NAPLAN and HSC results across the four years
- Internal student performance measures and results reflected upon annually
- Reflection and self-perception surveys measuring confidence and attainment
- Culture of professional dialogue and collaboration supported and enhanced

Implications

Staff using data to drive programs and lesson content

Increased individualised learning

Further measuring of HSC performance

Further measuring of NAPLAN bands

Initiatives

- RBHS to subscribe to and/or join the Australian Writers' Centre and Writing NSW.
- Distributing newsletters from both organisations to HTs and access in the Library.
- Utilising specific Professional Learning
- Entering competitions, where appropriate eg Write4Fun, Randwick Library's Lionel Bowen Young Writers' Award, etc..

Extracurricular initiatives

- **Premier's Reading Challenge** - Increasing entrants into the competition over the next four years.
 - **Reader of the month/Author of the Month** promoted on media platforms and the school newsletter.
 - **Investigate Reading clubs per stage.** That is years 7/8 and 9/10
 - **Reading marathon.** Students register, parents etc. sponsor and for every book on the list they have read within a specified date, they receive house points/merits/actual prizes and so on. At each stage, the student would need to complete a questionnaire to demonstrate comprehension of the text. Money raised will be given to an appropriate charity. This program bears some similarity to the Premiers Reading Challenge, but is internal to RBHS.
 - **Guest authors.** Invited to RBHS to read to students discuss etcetera.
 - **Attendance at plays.** Organising for students to attend age appropriate plays and theatre productions during the day, on weekday evenings or weekends.
 - Relationships could be established with theatre groups, such as ATYP, The Old Fitz, etc.
-