

Strategic Improvement Plan 2021-2024

Georges River College Hurstville Boys Campus 8813



School vision and context

School vision statement

Georges River College (GRC), Hurstville Boys Campus educates young men to become respectful and responsible citizens who are self-motivated, confident, and resilient learners with the skills for future success.

As a middle school, we create a nurturing, inclusive environment that promotes students to strive for excellence and celebrate their success.

School context

Georges River College (GRC), Hurstville Boys Campus is a vibrant educational setting focused on innovatively meeting the needs of young men in years 7-10. Our school works collaboratively with the other schools making up GRC, comprising of Penshurst Girls, Peakhurst and Oatley Senior campuses as part of a multi-campus college. GRC is a learning community which embraces the responsibility to support a shared learning vision through the use of data and evidence informed practices. Collaborative networks and targeted professional learning across and within our campuses enhance continuous learning and wellbeing opportunities for the growth and success of our students and staff. Through a culture of high expectations, we aspire to achieve excellence for all.

At Hurstville Boys Campus, we deliver a high quality, inclusive and holistic education to maintain excellence in teaching and learning. We currently have:

- an enrolment of 320 students
- 89% students from a non-English speaking background
- a support unit that caters for students with diverse needs.

Our school prides itself on providing high quality learning programs that target:

- middle year boys' education
- literacy
- numeracy
- effective use of technology
- a high potential and gifted stream.

The school is focused on delivering a quality education to all students and strives for excellence in teaching and learning. The school proudly differentiates the curriculum to best meet the educational needs of all students. Our staff is committed to effective, whole-school student welfare programs that empower students to connect, succeed and thrive, as measured by attendance and wellbeing. Underlying these programs are the Positive Behaviour for Learning (PBL) values of respect, responsibility and excellence. These values underpin all school activities, including a range of co-curricular programs that enhance classroom learning to strengthen boys' engagement and enable success through a diversity of experiences. These include sport, science, technology, and creative and performing arts. Successful transition programs prepare students for a seamless journey from primary school to senior studies, school or work pathways.

A comprehensive situational analysis has been conducted which led to development of the 2021-2014 Strategic Improvement Plan, both of which involved genuine consultation with students, staff and parents. Through our situational analysis, we have identified a need to use the majority of the school's equity funding to support a range of initiatives.

We will centre our efforts around evaluative practices that draw on relevant and reliable

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data to make evidence-informed decisions about teaching, learning and professional development. This practice will ensure that literacy and numeracy levels can be enhanced through explicit teaching and differentiated learning. Participation in the Leading Evaluation, Evidence and Data (LEED) project will continue to support implementation of evidence-based practices that underpin the Strategic Improvement Plan.

We will develop a collaborative learning community based on high quality relationships to improve collective teacher efficacy and provide meaningful and challenging learning opportunities.

The school is committed to providing a supportive environment that fosters positive relationships and wellbeing to improve attendance.

In 2021, the school will engage with the External Validation Process. After this process, the staff will reflect on our Strategic Improvement Plan and re-evaluate our initiatives.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise reading and numeracy results for all students to ensure they have the essential skills needed for success in learning and in life.

Improvement measures

Target year: 2022

An uplift of 7.1% of students achieving in the top 2 bands in NAPLAN reading.

Target year: 2022

An uplift of 4.8% of students achieving in the top 2 bands in NAPLAN numeracy.

Target year: 2023

An uplift of 2.8 % of students achieving at or ABOVE Expected Growth in NAPLAN reading.

Target year: 2023

An uplift of 2.7 % of students achieving at or ABOVE Expected Growth in NAPLAN numeracy.

Target year: 2024

Increased percentage of students achieving at expected growth against internal reading data.

Target year: 2024

Increased percentage of students achieving at expected growth against internal numeracy data.

Initiatives

Every word counts

We will aim to improve the teaching of reading by:

- using data to make teaching decisions about student needs and the impact of classroom teacher practice
- ensuring explicit teaching is informed by strong evidenced based research
- differentiating practice to support personalised learning and high expectations for all students.

Every number counts

We will aim to improve the teaching of numeracy by:

- using data to make teaching decisions about student needs and the impact of of classroom teacher practice
- ensuring explicit teaching is informed by strong evidenced based research
- differentiating practice to support personalised learning and high expectations for all students.

Success criteria for this strategic direction

- Teachers will clearly understand, develop and apply a full range of assessment strategies in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness..
- All teachers will understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.
- Strategies implemented will reflect evidence-based research on best practice which includes ongoing monitoring of success for all students, across the full range of abilities.
- A whole school approach exist where teaching and learning programs across the school and show evidence that they are adjusted to address individual student needs, ensuring students are challenged..
- Teachers will collaborate with staff within and across the college to share and embed good practice.
- Teachers will involve students and parents in planning to support learning and share expected outcomes.
- All improvement measures and resources for this strategic direction are aligned to equity loading funding for specific students (Aboriginal, EAL/D and students with disabilities).

Evaluation plan for this strategic direction

Question

- To what extent have data driven practices been embedded across the school?
- To what extent are teachers implementing explicit teaching, informed by educational research, within their classroom?
- To what extent are teachers differentiating the curriculum to support high expectations for all students?

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- Are students improving in their reading and numeracy outcomes ?

Data

All staff will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

- External data (NAPLAN data)
- Internal performance measures (Literacy and Numeracy PLAN2 data)
- Student focus groups
- Student work samples
- Classroom observations
- Professional learning evaluation
- Documentation analysis

Analysis

The evaluation plan will involve:

- Regular review of data sources to provide clarity around that we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes (Data Skills and Use, Student Performance Measures, Assessment, Effective Classroom Practice, Professional Standards)
- Regular review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

Implications

Deep analysis of the data will guide future school planning to provide ongoing improvement to maximise student learning outcomes

Strategic Direction 2: SD 2 Every teacher, every partnership

Purpose

To ensure learning opportunities are meaningful, challenging and connected, we'll develop a collaborative learning community with quality relationships that improve collective teacher efficacy.

Improvement measures

Target year: 2024

All staff regularly participating in the collaborative teaching cycle.

Target year: 2024

Increased percentage of students reporting a successful transition to high school and or beyond..

Target year: 2024

An increased percentage of parents participating in the Tell Them From Me survey or other internal data sources.

Target year: 2024

Academic and industry partners provide enhanced learning opportunities.

Initiatives

Every teacher counts

We will aim to work collaboratively to improve classroom practice by:

- drawing on the collective expertise of teachers within the school and across the college.
- participating in the collaborative teaching cycle, including co-planning, co-teaching, co-debriefing and co-reflecting.

Every partnership counts

We will aim to strengthen our community partnerships, by working with primary schools, parents/carers and academic and industry partners to:

- support transitions to high school and beyond
- increase positive engagement
- enhance learning opportunities.

Success criteria for this strategic direction

- All lessons are systematically planned as part of a coherent program that has been designed through professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers.
- Teachers share expertise and embed good practice whilst promoting and implementing the most effective strategies to improve teaching and learning.
- Teachers trial innovative practices and processes to evaluate, refine and scale success.
- A professional learning community is established to focus on continuous improvement of teaching and learning.
- There are strong collaborations between teachers, parents, students and the wider community to inform and support continuity of learning for all students.
- All improvement measures and resources for this strategic direction are aligned to equity loading funding for specific students (Aboriginal, EAL/D and students with disabilities).

Evaluation plan for this strategic direction

Question

- To what extent are teachers sharing expertise within the school and across the college?
- To what extent are teachers collaborating on classroom practice?
- To what extent has collaboration led to improved teaching quality?
- In what ways has the school developed strong partnerships with the community?
- In what ways have the partnerships resulted in enhanced learning opportunities?

Data

All staff will use the following data sources to regularly

Strategic Direction 2: SD 2 Every teacher, every partnership

Evaluation plan for this strategic direction

analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

External and internal data and sources including:

- Tell Them From Me (TTFM) survey data
- What Works Best (WWB) survey data
- Focus groups and surveys
- Documentation analysis

Analysis

The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes (Learning Culture, Curriculum, Learning and Development, Educational Leadership)
- Review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

Implications

Deep analysis of the data will guide future school planning to provide ongoing improvement to maximise student learning outcomes.

Strategic Direction 3: SD 3 Every student, every day

Purpose

To enable students to connect, succeed and thrive, we'll cultivate a supportive environment that fosters positive relationships.

Improvement measures

Target year: 2022

An uplift of 2.7 % of students reporting positive outcomes in the Tell Them From Me data for advocacy, sense of belonging, expectations for success and other internal data sources.

Target year: 2022

An uplift of 6.4% of students attending > 90% of the time or above and other internal data sources..

Initiatives

Every student counts

We will aim to improve the wellbeing and learning of students by:

- providing support for different phases of student development and for students who may be at risk
- teaching healthy coping strategies, resilience and self-regulation
- building a safe and supportive learning environment enhanced by positive teacher/ student relationships
- embedding collaborative practices across the school, the school community, and other agencies as required.

Every day counts

We will aim to improve the attendance of students by:

- implementing a whole school approach to attendance, including individuals or cohorts needing additional support.
- analysing student attendance data to provide individualised support for students and their families
- creating a safe and supportive environment.
- establishing clear and consistent expectations that every minute of every lesson is valuable for learning.

Success criteria for this strategic direction

- The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential.
- Positive, respectful relationships are evident and widespread among students and staff who promote student wellbeing to ensure optimum conditions for student learning across the whole school.
- There are strong collaborations between parents, students and the community that inform and support continuity of learning for all students.
- Staff regularly and accurately monitor attendance and take prompt action to address issues with individual students.
- Attendance data is regularly analysed and is used to inform planning.
- Whole school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk.
- The school community celebrates regular and improved attendance.
- All improvement measures and resources for this strategic direction are aligned to equity loading funding for specific students (Aboriginal, EAL/D and students with disabilities).

Evaluation plan for this strategic direction

Question

- Are students being provided with a safe and supportive learning environment?
- To what extent have student wellbeing outcomes and attendance improved?

Data

All staff will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future

Evaluation plan for this strategic direction

directions:

External and internal data and sources including:

- Tell Them From Me (TTFM) survey data
- SCOUT attendance data
- Focus groups and surveys
- Document analysis

Analysis

The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes (Learning Culture, Wellbeing, Educational Leadership, Management Practices and Processes).
- Regular review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

Implications

Deep analysis of the data will guide future school planning to provide ongoing improvement to maximise student learning outcomes