

Strategic Improvement Plan 2022-2026

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 that innovatively meets the needs of young men in years 7-10. Our school works collaboratively with the other campuses of GRC: Penshurst Girls, Peakhurst, and Oatley Senior campuses. Our college is a learning community with a shared vision for learning that embraces the responsibility of using data and evidence-informed practices. Collaborative networks and high impact 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 GRC 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 273 students
- 83% 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
- high potential and gifted education.

The school is committed to delivering quality education for all students and strives for excellence in teaching and learning. Teachers expertly differentiate the curriculum to best meet the cognitive needs of all students. Our staff is committed to effective, student wellbeing programs that empower every student 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.

Our 2022-2026 SIP proposes an evidence-based implementation strategy informed by research on effective implementation of educational initiatives (Evidence for Learning, 2020) and considers strategic use of the school's equity funding. We will continue to enhance our evaluative practices to monitor implementation and progress through planning for the collection and analysis of relevant, valid and reliable data. Regular evaluation of initiatives will continue to inform decisions about teaching, learning, professional learning, and resource allocation to achieve our school goals. Ongoing participation in the Leading

School vision and context

School vision statement

School context

Evaluation, Evidence and Data (LEED) project has continued to support approaches that underpin the Strategic Improvement Plan.

Central to this work is our culture of continuous improvement. Our professional learning structures support the individual and collective professional learning of staff, sharing practices and collective knowledge. These will be further enhanced using external expertise, where relevant, through academic and community partnerships.

Strategic Direction 1: Student growth and attainment

Purpose

To ensure every student reaches their personal best in the reading and numeracy skills needed to succeed in learning and life.

Improvement measures

Reading growth

Achieve by year: 2023

The percentage of questions answered correctly by Year 9 students in Check-in Reading remains above State average.

Numeracy growth

Achieve by year: 2023

The percentage of questions answered correctly by Year 9 students in Check-in Numeracy remains above State average.

Internal reading data

Achieve by year: 2026

The average growth of students as demonstrated from Renaissance Star Reading data to remain above one year's growth per year.

Internal numeracy data

Achieve by year: 2026

The average growth of students as demonstrated from Maths Pathway data to remain above one year's growth per year.

Initiatives

Every word counts

We will differentiate literacy instruction using a tiered approach for:

- **whole school** - teaching the specific literacy demands of every subject (Shanahan and Shanahan, 2012)
- **targeted cohorts** - dedicating classes to address identified focus areas from the components of reading (Konza, 2014)
- **individuals** - identifying and supporting students with intensive, structured reading interventions (Scammacca, et al., 2013).

Each approach will build on the foundations of effective practices, including:

- assessment of, and for, student learning
- use of data to inform teaching decisions and learning goals
- explicit teaching.

Every number counts

We will differentiate numeracy instruction using a tiered approach for:

- **whole school** - using numeracy tools, tasks, and talk in every subject (Askew, 2016)
- **targeted cohorts** - dedicating classes to address identified focus areas from the elements of numeracy (Goos, Geiger and Dole, 2012)
- **individuals** - identifying and supporting students with intensive, structured numeracy interventions (Sullivan & Gunningham, 2011).

Each approach will build on the foundations of effective practices, including:

- assessment of, and for, student learning
- use of data to inform teaching decisions and learning goals

Success criteria for this strategic direction

- All teachers will understand and explicitly teach the reading and numeracy capabilities in their subject, to students at all levels of achievement, with success that can be measured by improved student progress and achievement data.
- 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 in reading and numeracy.
- Teaching strategies are implemented to reflect evidence-based research on the explicit teaching of reading and numeracy.
- Teaching and learning programs across the school 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 reading and numeracy practice.
- 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

- In what ways have data-driven practices been embedded across the school?
- In what ways are teachers implementing explicit teaching, informed by educational research?
- In what ways are teachers differentiating their practice to support high expectations for all students?
- To what extent are teachers teaching and assessing literacy and numeracy?
- Are students improving in their reading and numeracy outcomes?

Strategic Direction 1: Student growth and attainment

Initiatives

- explicit teaching.

Evaluation plan for this strategic direction

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 through the use of external and internal data and sources including:

- NAPLAN data
- Internal performance measures
- Student focus groups
- Student work samples
- Classroom observations
- Professional learning evaluation
- Document analysis

Analysis

The evaluation plan will involve:

- Regular review of data sources to ensure we are on track to achieve 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: Every teacher, every partnership

Purpose

To provide learning opportunities that are meaningful, challenging, and connected through a collaborative learning community.

Improvement measures

Teacher Collaboration

Achieve by year: 2026

Improved teacher collaboration is demonstrated by multiple measures including Tell Them from Me and internal data sources.

Primary School Links

Achieve by year: 2026

An increased number of primary school students are involved in the Primary Links Program.

Learning and Development

Achieve by year: 2026

Self-assessment against the School Excellence Framework shows the school currently performing at excelling in the element of learning and development.

Parent Engagement

Achieve by year: 2026

An increased number of parents participating in the Parent Engagement Program.

Partnerships

Achieve by year: 2026

All teachers have worked with an academic, industry, or community partnership to provide enhanced learning opportunities.

Initiatives

Every teacher counts

We will strengthen our learning community as:

- **a campus and college** - creating and sharing expertise on what works in our school context (Reeves, 2008)
- **faculties and teams** - building our middle leaders to embed and sustain effective practices (Evidence for Learning, 2020)
- **individuals** - supporting the individual needs of all staff with coaching, mentoring, and personalised professional learning (Cole, 2012).

These structures will use the relevant stages of the collaborative teaching cycle (Sharratt & Fullan, 2012).

Every partnership counts

We will strengthen our community partnerships to enhance opportunities for:

- **communities** - strengthening relationships with parents/carers and local schools to support a continuous and connected education (CESE, 2017)
- **staff** - engaging academic partners to provide teachers with expertise to build pedagogical content knowledge (Shulman, 1986)
- **faculties and teams** - initiating industry and community partnerships to enhance the curriculum and provide challenging, real-world learning opportunities (Mann, Rehill & Kashefpakdel, 2018).

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, evaluation, and the provision of specific and timely feedback amongst teachers.
- Professional learning is informed by student needs and demonstrates an impact on student outcomes.
- 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.
- Professional learning communities display continuous improvement and strong leadership.
- 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 has teacher collaboration led to improved teaching quality?
- To what extent are professional goals informed by student needs?
- In what ways does professional learning lead to an improvement in classroom practice?
- In what ways has the school developed strong partnerships with the community?
- In what ways have the partnerships resulted in enhanced learning opportunities?

Strategic Direction 2: Every teacher, every partnership

Evaluation plan for this strategic direction

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 through the use of external and internal data and sources including:

- Tell Them From Me (TTFM) survey data
- LEED survey data and focus groups
- Document analysis
- Lesson observations
- Products (professional learning, resources)

Analysis

The evaluation plan will involve:

- Regular review of these data sources to ensure we are on track to achieve 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: Every student, every day

Purpose

To foster a safe, structured, and supportive environment that enables students to connect, succeed and thrive.

Improvement measures

Wellbeing

Achieve by year: 2023

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.

Attendance (>90%)

Achieve by year: 2023

An uplift of 6.4% of students attending >90% of the time or above.

Whole School Attendance

Achieve by year: 2026

A percentage increase in whole-school attendance is achieved.

Wellbeing Self Assessment

Achieve by year: 2026

Self-assessment against the School Excellence Framework shows the school currently performing at excelling in the element of wellbeing.

Initiatives

Every student counts

We will support wellbeing for:

- **all students** - supporting positive teacher-student relationships, sense of belonging, and advocacy through student voice and engagement in learning (Sulkowski, Demaray & Lazzarus 2012)
- **student groups** - providing support and strategies for different phases of student development (CESE, 2020)
- **individuals** - collaboratively developing supports for individual students who may be at risk (CESE, 2020).

These supports will contribute to a safe, structured, and supportive learning environment, enhanced through:

- a consistent whole-school trauma-informed practice (Australian Childhood Foundation, 2010)
- collaboration across the school, community, and with external agencies.

Every day counts

We will aim to improve attendance for:

- **all students** - establishing clear and consistent expectations that every minute of every lesson is valuable for learning and development (Hancock, 2013)
- **targeted groups** - supporting students, and their families, with 80-90% attendance (Council of Australian Governments, 2018)
- **individuals** - supporting students who may be at risk (Zubrick, 2014).

These approaches will build on consistent and whole school attendance procedures that uses data monitoring and analysis to identify trends, patterns, and students in need of attention.

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 understands, appreciates and celebrates the benefits of 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?
- In what ways have parents been engaged to support attendance and wellbeing?
- To what extent have student wellbeing outcomes and attendance improved?

Data

Strategic Direction 3: Every student, every day

Evaluation plan for this strategic direction

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 through the use of external and internal data and sources including:

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

Analysis

The evaluation plan will involve:

- Regular review of these data sources to ensure we are on track to achieve 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.