Rose Bay Secondary College 8555
2015 – 2017
School vision statement

Rose Bay Secondary College develops respectful and caring young people striving 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 1050 students. The school has a focus on high academic achievement and quality teaching in a rich learning environment.

The school has a support unit for students with special educational needs. The College is a member of the local community of schools (CoSiES) and enjoys active and supportive parent involvement including the coordination of significant programs such as the Music Ensembles Program and debating. An extensive co-curricular program caters for diverse student interests including sport, dance, drama, debating, Duke of Edinburgh, Music, 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 Hebrew within the school.

School planning process

In 2014 and during Term 1 2015 a planning process was undertaken across the school to review current practices 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 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.

The plan has been developed with input from the school executive, school staff, parents and community including the School Council and the student body.
School Vision:
Rose Bay Secondary College develops respectful and caring young people striving for excellence through collaboration with highly motivated and professional teachers in a safe and inclusive environment.

Purpose of Strategic Direction 1:
To ensure students develop critical and creative thinking skills and the ability to communicate learning through high quality curriculum delivery and assessment.
To provide a collaborative learning environment that has high expectations and adds value to all students’ literacy, numeracy and academic levels.
To develop students to be resourceful, flexible and resilient learners beyond the classroom and to have the ability to work independently and in teams to make sense of the world.

Purpose of Strategic Direction 2:
To develop motivated, innovative and collaborative teachers who lead learning through creating an engaging, stimulating and nurturing learning environment.
To ensure all teachers are provided with the skills to demonstrate curriculum expertise, quality teaching, reflective practices and leadership capabilities that inspire learning.
To align staff professional growth to the Australian Standards for Teachers and/or Principals.

Purpose of Strategic Direction 3:
To develop a school community that embeds inclusive values, celebrates diversity and a culture of success. Effective student welfare programs are delivered to support learning for all students.
To engage all stakeholders in our school community in a collaborative and sustainable manner to contribute positively to school initiatives and support student learning.
Strategic Direction 1: Students will be respectful 21st Century learners who strive to achieve personal best

<table>
<thead>
<tr>
<th>Purpose</th>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
</tr>
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<tbody>
<tr>
<td>To ensure students develop critical and creative thinking skills and the ability to communicate learning through high quality curriculum delivery and assessment.</td>
<td>Students:</td>
<td>Teaching and learning programs:</td>
<td>Product</td>
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<tr>
<td>To provide a collaborative learning environment that has high expectations and adds value to all students’ literacy, numeracy and academic levels.</td>
<td>Students will develop skills to become respectful 21st Century learners who strive to achieve personal best.</td>
<td>• embed literacy strategies that are directed at improving students’ extended writing responses.</td>
<td>All teaching and learning programs have embedded literacy strategies that are directed at improving students’ extended writing responses.</td>
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<td>To develop students to be resourceful, flexible and resilient learners beyond the classroom and to have the ability to work independently and in teams to make sense of the world.</td>
<td>Staff:</td>
<td>• ensure differentiated quality assessment tasks and teaching strategies cater for Gifted and Talented students and students requiring extra assistance.</td>
<td>A literacy strategy addresses the professional learning needs of staff and students.</td>
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<td></td>
<td>Teachers will embed literacy strategies that are directed at improving students’ extended writing responses.</td>
<td>• provide opportunities for effective feedback to students</td>
<td>Differentiated assessment and teaching strategies are embedded into programs to cater for the needs of Gifted and Talented students and students requiring extra assistance.</td>
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<td>Teachers use differentiated assessment and teaching strategies to cater for the needs of Gifted and Talented students and students requiring extra assistance.</td>
<td>• incorporate 21st Century learning skills.</td>
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<td></td>
<td>Teachers will incorporate 21st Century learning skills to promote a collaborative, dynamic learning community.</td>
<td>The Learning Support Team will coordinate a program, incorporating the Learning Centre, to support targeted students and identified areas of student need.</td>
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<td>Teachers will utilise the Quality Teaching Framework to engage, support and explicitly teach students how to achieve their personal best.</td>
<td>Faculties will develop project-based learning tasks to develop critical and creative thinking skills to formulate authentic solutions to 'real world' problems.</td>
<td>Practices</td>
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<td>Parents:</td>
<td>All Key Learning Areas implement personal best monitoring, goal setting and study skills training for all students each semester.</td>
<td>Project-based learning tasks are utilised to develop critical and creative thinking skills to formulate authentic solutions to ‘real world’ problems.</td>
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<td>Parents will develop confidence in participating with the teaching staff in the personal best monitoring and goal setting for their child.</td>
<td>Whole school approaches to the respectful use of technology, using social media and dealing with plagiarism.</td>
<td>21st Century learning skills are utilised to promote a collaborative, dynamic learning community.</td>
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<td>Leaders:</td>
<td>Teachers will utilise the Quality Teaching Framework to engage, support and explicitly teach students how to achieve their personal best.</td>
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<td>The Learning Support Team, GAT team and school executive ensure personal best monitoring, goal setting and study skills training are implemented for all students.</td>
<td>Students demonstrate independent learning through goal-setting and self-evaluation.</td>
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Improvement Measures

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

Student gain from Year 7 to Year 9 is equal to gain from schools at the same starting point in reading, writing and numeracy.

HSC – Proportion of students 2+ Band 5-6 results increased to over 50% of cohort from base average of 46%.

ALARM literacy strategy is utilised across the school.
## Strategic Direction 2: Staff will be leading learners utilising quality teaching practices to nurture, inspire and engage students

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<td>To develop motivated, innovative and collaborative teachers who lead learning through creating an engaging, stimulating and nurturing learning environment.</td>
<td>Students: Students will be encouraged to take advantage of extensive offering of co-curricular activities to nurture, inspire and engage them in their schooling. Staff: Teachers have a deep understanding of the Australian Professional Standards for Teachers, and are actively engaged in refining their skills and progressing through the stages of these standards. Parents and community partners: Parents and community partners will have the opportunity to provide expertise, guidance and support in the development and implementation of co-curricular activities for students.</td>
<td>A wide range of co-curricular and targeted programs are developed and supported by staff. Professional Learning Teams focussed on literacy, behaviour, technology, gifted and talented will:  - meet regularly to develop and implement whole school initiatives.  - regularly monitor and evaluate progress of programs. Ongoing professional learning that specifically meets the needs of staff:  - Induction training for all new staff.  - Differentiating the curriculum.  - Developing quality assessment tasks.  - Effective feedback.  - Professional learning models, such as instructional rounds, are developed.  - Technology teams provide practical support and model best practice in engaging students with technology.</td>
<td>Product: An extensive offering of co-curricular activities nurture, inspire and engage students. Individual teacher professional learning plans clearly aligned to the School Management Plan and the national teaching standards. A well-developed induction program for new staff to the school. Technology such as data projectors, IWBs and networked computers support learning in every classroom. Practices: Teachers differentiate the curriculum, develop quality assessment tasks and provide effective feedback for all students. All teachers develop a dynamic professional learning plan, which is revisited regularly and reviewed with executive staff. Teachers have a deep understanding of the Australian Professional Standards for Teachers, the Performance Management Framework, and are actively engaged in refining their skills and progressing through the stages of these standards. Teachers actively involved in Professional Learning Teams - literacy, behaviour, technology &amp; gifted and talented.</td>
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<td>To ensure all teachers are provided with the skills to demonstrate curriculum expertise, quality teaching, reflective practices and leadership capabilities that inspire learning. To align staff professional growth to the Australian Standards for Teachers and/or Principals.</td>
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<td>Malay language section for improvement measures: All teachers achieve professional competence level in the Australian Professional Standards for Teachers. A collection of exemplar assessment tasks and teaching programs is regularly updated and is available for staff as a model. Increase student participation numbers in co-curricular activities.</td>
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## Strategic direction 3: The school will engage our community in a partnership to develop a safe, inclusive environment focused on excellence

### Purpose
To develop a school community that embeds inclusive values, celebrates diversity and a culture of success.

Effective student wellbeing programs are delivered to support learning for all students.

To engage all stakeholders in our school community in a collaborative and sustainable manner to contribute positively to school initiatives and support student learning.

### Improvement Measures
- Increase in the number of positive incidences vs decrease in the number of negative incidences recorded on Sentral recording system
- Overall student attendance above 90% and is higher than state average
- Student voice initiatives are implemented throughout the school in the areas of the leadership, arts, environment and sport

### People

**Students:**
Students feel supported by the school to allow them 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.

**Parents and community partners:**
Parents take advantage of the opportunities to participate in decision making and/or progressive feedback about the school plan and programs.

Community groups are utilised in a partnership to develop a safe, inclusive environment focused on excellence.

### Processes

Teachers, Year Advisers and executive actively monitor student attendance and liaise closely with parents and support services.

A career transition program, utilising community agencies assists all students plan for a successful future.

Expanded student leadership and mentoring opportunities including student led assemblies, year meetings and regular meetings with the executive and student voice opportunities around the school. The SRC and student groups engage with community and charity groups.

Social skills and mentoring program are developed to support all students and promote a safe and inclusive school community.

Develop a Professional Learning plan for staff and parents targeted at developing an understanding of how to improve student resilience.

An effective promotion and publicity process allows for recognition of school, staff and student achievement.

### Products and Practices

#### Product
Student Welfare has been realigned to a Wellbeing focus.

Student attendance plans are developed for identified students.

School environment is attractive and inviting for students.

#### Practices
The school discipline and wellbeing policy is embedded into practice.

Student attendance is closely monitored and support plans implemented for identified students.

Active collaboration with the School Council, P&C and partnerships with organisations and community groups assist school improvement.

Student voice is an integral component of school management.

Students demonstrate pride in achieving awards, checking their award progress and actively pursuing higher levels in the award system.

Staff utilise the reward system to acknowledge student achievements.

Staff and students are recognised for excellence in a range of areas including eNews, the website, local media and nomination for appropriate awards.