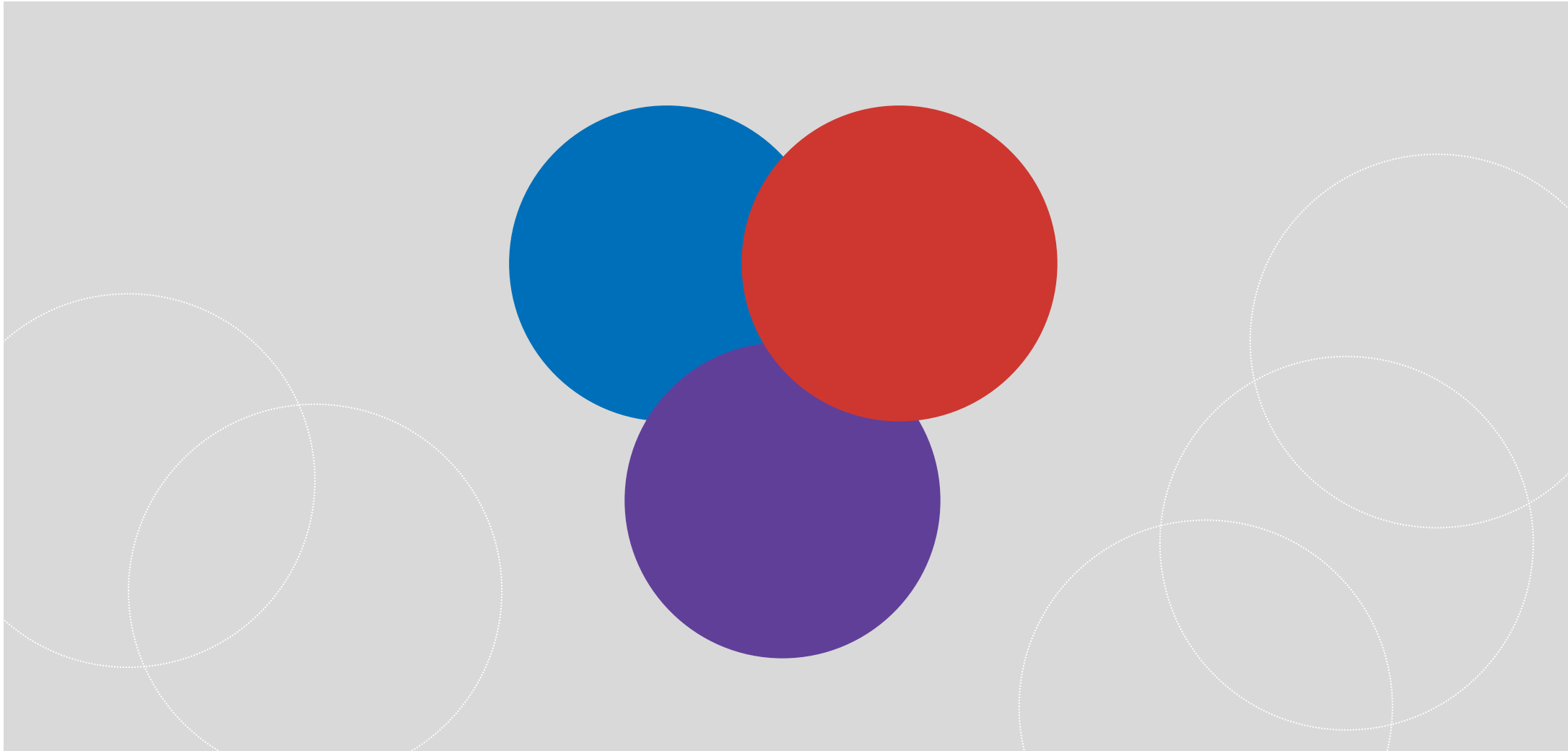


School plan 2015 – 2017

Robert Townson High





School vision statement

Our vision is to equip our students with the academic and work ready skills to enter our 21st century society. We will do this through authentic academic challenge provided by skilled and committed staff and student development program built on student needs. This will be provided in a learning environment that is valued and reflective of the 21st century world of work.

School context

Our school services the communities of Raby and St Andrews. The smaller adjoining communities of Bow Bowing and Varroville also add to our total student population. Our school also has 4 support classes for students with a diagnosed hearing disorder whose students come from a much wider drawing area. Together they combine to form a student body of around 900 individuals. Our school is situated inside the drawing of: four private schools within a small travel distance of three academic as well as performing arts selective schools. Together they provide a range of choice for parents of year 6 students. Upon entering high school students on average have literacy and numeracy results below state average though individual performances are well above these averages. NSW state schools are partially funded based on their designated Family Occupation Education Index (FOEI). The average FOEI is 100 and our school is currently 123 where a high score indicates greater socio-economic needs which are addressed via intervention programs we implement. We continue to have around 40 students who identify from and Indigenous background and collectively they achieve results in excess of state literacy and numeracy results.

School planning process

The school commenced its planning process by reviewing the strengths and areas of further development from the 2012-2014 plan. An extensive data analysis was also performed on past HSC, ROSA, Literacy, Numeracy and ESSA data by staff. This occurred in open staff meetings, after school evaluation teams and school development days. Our school executive team and aspiring leaders undertook further training in the planning process as well as more in depth analysis of the data, projects and programs that may address our needs. Concurrently the school employed the Tell Them From Me diagnostic survey to gather anonymous information from parents, students and teachers about the effectiveness of our school to date plus demographic information that helps identify our current clientele. All staff were given the data for evaluation and this was triangulated against school determined information. The Parents and Citizen body were also consulted and their input was included.



A Learning Culture

A learning culture of academic and social success for our 21st century world

High Performance and distributive leadership

Skilled teachers driving student growth through leadership and commitment

A Learning Community

A secondary school valued by all members of the wider community providing a significant secondary alternative.

Purpose:

We wish to provide an educational solution for our vocational and academic students in our local community that prepares them for the 21st century world of work in an environment that instills the values of respect, harmony, cooperation and diligence.

Purpose:

Our teachers are committed to professional growth throughout their career that is aligned to enhancing student: academic and social growth, engagement in authentic learning and effective preparation of the mind and social being.

Purpose:

We aspire to be seen as the communities' natural choice for a secondary school for their children. To do so we will provide a competitive and engaging curriculum that features a diverse range of challenging subjects and extracurricular activities to develop citizenship and leadership for our students.

Strategic Direction 1: A Learning Culture

Purpose

Why do we need this particular strategic direction and why is it important?

We wish to provide an educational solution for our vocational and academic students in our local community that prepares them for the 21st century world of work in an environment that instils the values of respect, harmony, cooperation and diligence.

Improvement Measures

- ❖ Student Progress along Literacy Continuum
- ❖ Clearly evident growth in NAPLAN results
- ❖ Analysis of SMART data linked to growth in student achievement

People

How do we develop the capabilities of our people to bring about transformation?

Students:

We expect all students to take responsibility for their own learning and strive to develop their skills for 21st century education

Staff:

A motivated, highly skilled and qualified team of teachers targeting measures to engage all students, with particular focus on literacy and numeracy

Parents/Carers:

Close communication with the community via electronic or written means and personal meetings aimed at improving student outcomes.

Community Partners:

A network of community partnerships has been cultivated to support students in the transition from school to work

Leaders:

Effective use of Teacher Professional Learning to develop leadership skills in staff. Future leaders to develop teams focussing on educational growth across all aspects of the curriculum

Processes

How do we do it and how will we know?

- Ensure staff are fully trained in determining individual student standards and needs
- Ensure that Individual Learning Plans are developed as required and the Learning Support Team regularly reflect on the effectiveness of teaching strategies.
- Ensure the school effectively communicate with parents / carers with regular contact on whole school or individual matters
- School leadership teams to meet regularly to discuss future directions in their portfolio

Evaluation Plan

Teachers meeting the standards of the Quality Teaching Framework will reflect on progress in regular meetings with their supervisor. Surveys of the school community will give quality feedback to the school in refining these programs.

Products and Practices

What is achieved and how do we measure?

Product:

- ❖ Student Progress along Literacy Continuum
- ❖ Clearly evident growth in NAPLAN results
- ❖ Analysis of SMART data linked to growth in student achievement
- ❖ Targeted students placed in an alternative school learning centre

Product:

- Student HSC and / or ROSA results will indicate growth of individuals
- Development of teachers along the teaching standards framework.

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Practice:

- Introduce a Learning Engagement team establishing protocols to develop engagement strategies

Practice:

- Initiate a Numeracy team to develop protocols matching our continued progress in literacy development.

Strategic Direction 2: High performance and distributive leadership

Purpose

Why do we need this particular strategic direction and why is it important?

Our teachers are committed to professional growth throughout their career that is aligned to enhancing student: academic and social growth, engagement in authentic learning and effective preparation of the mind and social being.

Improvement Measures

- ❖ Clearly evident growth in NAPLAN results
- ❖ Analysis of SMART data linked to growth in student achievement
- ❖ Growth of staff skill level evidenced by the quality teaching framework

People

How do we develop the capabilities of our people to bring about transformation?

Students:

Improve levels of understanding in core subjects as well as thinking deeply and critically to make relevant connections between concepts.

Staff:

Teachers will receive training to develop a differentiated curriculum to provide for student needs. The need to promote succession planning for educational leadership will provide a continuity of policies and practices.

Parents/Carers:

Continuous feedback provided to parents who can then communicate with the school supporting the needs of their children

Community Partners:

Contingency planning for alternate educational pathways such a TAFE or private providers will require regular review and sharing of information.

Leaders:

School leaders inform/train staff on new and emerging DEC reforms. Local and global issues can also be identified and addressed through curriculum modification.

Processes

How do we do it and how will we know?

- Continue professional learning to engage staff with these reforms
- Teachers engage with the new Performance Development Framework
- Develop a team to investigate cross faculty programing for stage 4 and 5.
- Review curriculum offerings and practices in line with students skills and needs
- Conduct emerging issues programs for staff and inform community of changes.
- Provide explicit feedback to our students for assessment tasks providing techniques for improved responses.

Evaluation Plan

Provide feedback to staff on program effectiveness and outcomes. Each staff member has a professional development portfolio that maps to the National standards
Present TPL evaluation summaries to staff and discuss their impact on the school plan

Products and Practices

What is achieved and how do we measure?

Product:

- ❖ Clearly evident growth in NAPLAN results
- ❖ Analysis of SMART data linked to growth in student achievement
- ❖ Growth of staff skill level evidenced by the quality teaching framework

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Practice:

- Plan for the release of staff for the development of programs and resources for the evolving curriculum
- Train all staff in 21st century pedagogy
- Review differentiation training to date and implement necessary changes

Strategic Direction 3: A learning community

Purpose

Why do we need this particular strategic direction and why is it important?

We aspire to be seen as the communities' natural choice for a secondary school for their children. To do so we will provide a competitive and engaging curriculum that features a diverse range of challenging subjects and extracurricular activities to develop citizenship and leadership for our students.

Improvement Measures

- ❖ Lower Suspension rates
- ❖ Higher numbers of participants in Leadership programs
- ❖ Increased parent contact through meetings and off site communication

People

How do we develop the capabilities of our people to bring about transformation?

Students:

We expect our students to wear their uniform with pride and be safe, respectful learners

Staff:

Parent, teacher contact and meetings to reduce attendance and behaviour issues. Ensure that staff provide guidance and direction for prospective student leaders.

Parents/Carers:

Provide meaningful feedback to parents and encourage contact with the school.

Community Partners:

Communicate with our support networks providing them with appropriate students, targeting student aspirations.

Leaders:

Identify prospective leaders in all years and provide opportunities for development

Processes

How do we do it and how will we know?

- The school clearly advertises to the community the correct uniform and provide assistance to families struggling to meet the standard. A compliance of 100% is our aim
- The school continues to promote safe, respectful learners as part of our curriculum. We aim to see a more harmonious school community
- Contact via parent teacher meetings both informal and formal allows two way information sharing. This leads to improved social awareness and academic growth by our students
- Using our website to effectively communicate school information, processes and policies to enhance community perceptions of the quality learning environment we provide.

Evaluation Plan

Parent survey to assess uniform improvement as well as analysing behaviour patterns by the executive using our student wellbeing monitoring system.
NAPLAN and SMART data will also be analysed to assess academic growth.

Products and Practices

What is achieved and how do we measure?

- ❖ Lower Suspension rates
- ❖ Higher numbers of participants in Leadership programs
- ❖ Increased parent contact through a range of communication means

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Practice:

- Transition of year 6 to year 7 to include full school uniform expectation as well as students being fully aware of being safe, respectful learners.
- Student leadership activities are mapped to years with clear identification and development of aspiring leaders
- Student and staff leadership team examine methods of building school pride and commitment to learning