



# School plan 2018-2020

**Riverside Girls High School 8243**

**RIVERSIDE**  

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**GIRLS HIGH SCHOOL**

# School background 2018–2020

## School vision statement

Riverside is a school that enables young women to become creators who will positively shape their world.

This will be achieved by using the skills and strengths developed as active learners and as caring citizens. The school has high expectations of every student and staff member and expects commitment to effort and growth.

Purpose: to challenge young women so they are prepared to forge their own futures in a world that is changing dramatically yet full of opportunity for creative and critical thinkers.

To ensure teachers are excited to come to school every day knowing that they are valued and supported in their professional development. They see themselves as the facilitators of future design thinkers.

## School context

Riverside Girls High is a comprehensive public high school for girls, population 930 students, 50% with a language background other than English.

Since 1934, when established as a domestic science school, the school's motto has been FACTA NON VERBA (deeds not words). Students are actively engaged in many programs and initiatives that provide them with the skills to make a significant contribution to the school and to the broader community.

The graduates of Riverside are confident, independent and creative young women. There is a whole school focus on growth, developing personal strengths, improvement and of developing future focused skills including creative and critical thinking, collaboration, design thinking and the extensive use of technology.

The school consistently achieves excellent academic results. The 2017 highest ATAR was 99.65. The school is one of seven DET STEM Action Schools and a partner of the University of Sydney's STEM Enrichment Academy.

Student wellbeing programs are underpinned with positive psychology principles. The AB project is where "B" stands for promoting a culture of belonging, of high expectations to commit to learning and to building positive learning relationships with teachers. The school community supports the 4Rs as values – respect, responsibility, resilience and reflection.

Riverside is a school of outstanding opportunity – there is a strong musical and performance program and a wide range of sports available. Students are articulate and passionate about having a voice and making things happen. Service learning and building relationships with rural communities are important. Opportunities also include Mock Trial, and membership of a committed Amnesty group.

## School planning process

The process included extensive consultation with all members of the school community including:

- an evaluation of the previous school plan;
- data analysis using NAPLAN and HSC data;
- use of the Results Analysis Package (RAP) from NESA by all teachers led by the head teachers;
- surveys of students, staff and parents;
- focus groups with students;
- analysis of school wellbeing data including student and teacher responses to the 'Tell Them from Me' survey;
- discussion at Parent & Citizens' meetings;
- breakfast and dinner meetings to which all parents and SRC members were invited
- discussions at staff, professional learning team and wellbeing team meetings
- executive discussions
- executive consideration of international and national research from the state principals' conference to develop the directions; and
- review of the draft directions with executive and keen aspiring leaders via support from the Principal School Liaison Officer.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1 INQUIRE

### **Purpose:**

To continue to build teacher capacity to challenge students to extend their ideas, demonstrate their thinking and support this with evidence and argument

Students and teachers will ask the questions that lead to deep learning and understanding. Students will develop their critical thinking skills and be more engaged in learning as they recognise it has purpose in their world. Teachers add rigour to learning and students will choose courses that extend their knowledge.

All students will master the key skills in writing and in numeracy to solve complex problems.

## STRATEGIC DIRECTION 2 EMPOWER

### **Purpose:**

To enable students and teachers to show initiative and make decisions in a trusting and inclusive environment. To cultivate mindsets and capabilities needed to identify and respond to new opportunities and problems in a changing world.

Students become active participants in their learning, leading to increased interest and motivation. They take charge of their learning, and responsibility for their learning. They are willing to face a challenge and be given a chance to surprise and to show their capabilities and their creativity.

Teachers are empowered to be innovative and to use data frequently to reflect on practice so that they can gain higher levels of accreditation and improve practice.

## STRATEGIC DIRECTION 3 CONNECT

### **Purpose:**

To create avenues of connection within the school and the broader community.

Staff and students and the school community will build positive relationships through meaningful, solution focused communication and collaboration. The school culture is built on a foundation of trust and a celebration of diversity.

Each member of the RGHS community will feel supported, valued and respected and participate actively in school opportunities. Staff and students will be confident to lead a balanced lifestyle and seek out opportunities to develop strengths and challenge themselves to do better.

Communication has clear expectations and there is transparent decision making.

# Strategic Direction 1: INQUIRE

## Purpose

To continue to build teacher capacity to challenge students to extend their ideas, demonstrate their thinking and support this with evidence and argument

Students and teachers will ask the questions that lead to deep learning and understanding. Students will develop their critical thinking skills and be more engaged in learning as they recognise it has purpose in their world. Teachers add rigour to learning and students will choose courses that extend their knowledge.

All students will master the key skills in writing and in numeracy to solve complex problems.

## Improvement Measures

Internal data measures such as work samples and observations are used to track progress of each student

Literacy and numeracy increase in proportion of students in the top two NAPLAN bands

Self assessment shows some elements in School Excellence Framework Version 2 as 'excelling'.

Data. Student interest and motivation results improve in Tell Them from Me survey

## People

### Students

Foster skills to articulate the thinking process and to connect knowledge across subjects

Use portfolios to select the work that shows their improvement

### Staff

Publicise performance benchmarks to encourage students to pursue higher levels of achievement

Foster cross disciplinary collaboration

Develop more investigative open ended tasks that require reasoning and justification

Show students what success looks like and break down the steps required to achieve success

Provide authentic experiences

### Leaders

Foster a learning culture that celebrates thinking and values process of learning including time to reflect and knowledge of how to grow

Maintain a focus on instructional leadership

Promote a culture of high expectations across the school

Raise syllabus awareness for writing and numeracy outcomes across faculties and provide 'share fest' professional learning

## Processes

### Students

Engage in self reflection and reflective journalling

Participate in goal setting and monitor their own growth

### Staff

Establish a numeracy team and build a whole school approach to the teaching of numeracy, challenging students to see the relevance of numeracy across subjects

Continue to build on the teaching of higher order literacy demands such as argumentation, justification and evaluation to support investigation, problem solving and analysis.

Implement a literacy program based on writing for pleasure and writing for reflection.

Foster a 'culture of thinking' across school and explicitly teach critical thinking skills.

Use the language of process ( ideation, drafting, resubmission, risk) consistently.

Include open ended inquiry tasks into faculty programs

### Leaders

Maintain a multi discipline focus of learning and provide a broad range of extracurricular activities

Monitor the impact of programs and their significance to student and school development

## Practices and Products

### Practices

Increased opportunities for professional dialogue about teaching and learning

Data is used as the basis for professional discussions, including how assessment data helps identify and address students' needs

Teachers team teach and teach concepts across faculties

Reports show evidence of reflection and next steps are outlined

There is a refocus on assessment and time tabling to support broader conceptual based teaching

### Products

An increased proportion of students will achieve the minimum HSC standard prior to commencing their senior studies

Literacy strategies evident in programs and in classroom practice

All learning experiences are rigorous, challenging and valued (not just assessment tasks)

Improved HSC results

Students achieve higher than expected growth in internal and external data

Work samples are shared amongst teachers to ensure that assessment expectations are consistent

Students question beyond the lesson and are self motivated to explore further and

# Strategic Direction 1: INQUIRE

**People**

**Parents/Carers**

Share their expertise in the classrooms to add to real world experiences for students and staff

**Processes**

Use student reports as opportunities for reflection and of ' where to next ?' conversations

**Evaluation Plan**

Continuous tracking of student progress

Feedback from students in portfolios and focus groups

Student writing samples

Visible signs of engagement in classroom

**Practices and Products**

drive their own inquiry

Feedback from students on their learning derived from assessments informs further teaching

# Strategic Direction 2: EMPOWER

## Purpose

To enable students and teachers to show initiative and make decisions in a trusting and inclusive environment. To cultivate mindsets and capabilities needed to identify and respond to new opportunities and problems in a changing world.

Students become active participants in their learning, leading to increased interest and motivation. They take charge of their learning, and responsibility for their learning. They are willing to face a challenge and be given a chance to surprise and to show their capabilities and their creativity.

Teachers are empowered to be innovative and to use data frequently to reflect on practice so that they can gain higher levels of accreditation and improve practice.

## Improvement Measures

Value added data

Parent and student feedback on student ePortfolios

Data. Student interest and motivation results improve in 'Tell Them from Me' survey

## People

### Students

Understand the difference between collaboration and teamwork

Develop a curiosity to seek out and identify problems worth solving

They look at problems as opportunities and apply their creativity and talents to develop innovative ideas and solutions

### Staff

Evaluate practice and increase the challenging aspects of the work provided to students

Understand need for more facilitation than direction to gain student interest and effort

Explore a variety of feedback strategies

Foster opportunities for active student participation in lessons

Provide parents with overviews of what students are learning in class

### Leaders

Support teachers to trial innovative or evidenced based, future-focussed practices

Foster a transparent, collaborative and supportive culture

Provide time for forward planning and collaboration

### Parents/Carers

## Processes

### Students

Integrate their passions into learning concepts

Participate in decision making and curriculum design including more choice in activities and in how they demonstrate their learning

Take leadership roles through their own initiative

### Staff

Engage with a student agency project involving professional learning to build the learning power of students

Teachers move between being directors of learning to facilitators; students from reciters to creators and sharers of information. Teachers and students co-design what is learned, how it is assessed and how this is shared

Use formative assessment and a variety of feedback strategies

Explicitly teach collaboration

Use different grouping techniques

### Leaders

Seek entrepreneurial education opportunities provided by tertiary institutions and external providers

Use a creativity rubric to measure creativity so it can be celebrated

Share survey results with the student

## Practices and Products

### Practices

Each student is listened to, supported in expressing their views, and their views are taken into account. They feel like they have a genuine stake in the decision-making processes

Students are given time to explore and to discover

Students develop personalised learning goals (in conjunction with parents) which include academic, student agency and leadership intentions

Effective teaching methods are promoted and modelled

Formative assessment is practised school wide

Feedback focuses on improving tasks, processes and student self-regulation

There is a supportive Personal Development Plan process with structures and dedicated professional learning

Formal mentoring or coaching is provided to develop aspiring leaders

### Products

Increase in proportion of students reporting high expectations of success and of advocacy at school

Students' voices are evident in teaching and learning practices

Students are more interested and motivated in their learning.

# Strategic Direction 2: EMPOWER

## People

Develop an understanding of various styles of assessment/learning tasks and their purpose

## Processes

community and use the feedback to improve teaching practice

## Evaluation Plan

Parent feedback  
Evaluation of professional learning activities  
Student focus groups  
Creativity and effort awards

## Practices and Products

Teachers collaborate with each other and with staff in other schools to share and embed good practice.

A set of guidelines for positive rewards for positive behaviours and effort is used consistently.

# Strategic Direction 3: CONNECT

## Purpose

To create avenues of connection within the school and the broader community.

Staff and students and the school community will build positive relationships through meaningful, solution focused communication and collaboration. The school culture is built on a foundation of trust and a celebration of diversity.

Each member of the RGHS community will feel supported, valued and respected and participate actively in school opportunities. Staff and students will be confident to lead a balanced lifestyle and seek out opportunities to develop strengths and challenge themselves to do better.

Communication has clear expectations and there is transparent decision making.

## Improvement Measures

Sentral Data

Survey Data

Staff and student leadership interest and participation

Parent and community involvement

Staff, student and parent knowledge of systems and processes

Staff, Student, Parent and Community recognition

## People

### Students

Develop resilience, take learning risks and develop growth mindset; value participation

Foster positive relationships with their peers, staff and wider community

Enhance their leadership skills by embracing opportunities to work effectively within the school and the community

Develop strategies for building resilience

### Staff

Cultivate trusting and supportive relationships with peers, students, parents and the community

Actively engaged in the positive psychology; solutions driven wellbeing programs

Create inclusive respectful learning environments

Collaborate on teams to deliver the school plan and drive improvement

Focus on positive and productive feedback to all stakeholders

### Leaders

All leadership teams to build positive relationships across the school community

Model positive connections and ensure that all stakeholders feel valued and respected

Provide opportunities for staff and students

## Processes

### Students

AB project

Participate in personalised learning relationships where students have regular opportunities to meet with staff for support and assistance

Continue to develop a proactive and positive SRC

### Staff

Participate in cross faculty sharing and observations

Mentoring opportunities

Consistently and supportively implementing student management systems (STAGES)

Incorporate explicit feedback into the teaching and learning cycle

Collaborate with the community and staff in other schools to provide authentic learning opportunities and share and embed good practice

Participate in professional learning opportunities

### Leaders

School wide consistent implementation of wellbeing programs, AB project, 4Rs (values) and RISE (anti bullying program)

Use of solution focused conversations

Support collaborative practice

## Practices and Products

### Practices

All staff willingly engage in the holistic support of students and have greater confidence in doing so

Staff and students have greater shared responsibility and are valued and recognised for the contributions they make

School processes are clearly evaluated, communicated and implemented

### Products

A school wide systems approach for supporting students (including complex students) underpinned by a common language, processes and procedures, and common values. This includes ongoing collaboration and training with all staff, parents, students and the broader community

Diversity is celebrated and acceptance is obvious across the school. All members of the broader school community spend time communicating effectively and forging positive, productive and supportive relationships



# Strategic Direction 3: CONNECT

<b>People</b>
to demonstrate and advance their leadership skills
<b>Parents/Carers</b>
Attend school events to celebrate learning
Work closely with the school to develop holistic support for our students
Feel included in the school decision making process
Support wellbeing programs through communication channels including parent portal, newsletters, information sessions and website
Effectively use organisations and have role models deliver wellbeing programs, workshops in the school
Model positive connections ensuring all stakeholders feel valued and respected

<b>Processes</b>
Increased communication between the school community through the use of technologies
Events celebrated with the broader community through website and increased social media presence
Providing increased leadership opportunities for staff and students
Communicate clear expectations and transparent decision making
<b>Evaluation Plan</b>
Feedback from parents in parent portal, surveys and evaluations of parent information evenings
Staff, student and parent surveys
Review of Sentral data
Informal observations
Effective use of systems and processes