School plan 2018-2020

Riverside Girls High School 8243

RIVERSIDE

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 900 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 and improvement of 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 2018 highest ATAR was 98.5. 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 involves promoting a culture of 'belonging', of high expectations of student commitment to learning and building positive learning relationships with teachers. The school community supports the 4Rs as primary 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 acting as change agents. Some opportunities include Mock Trial and membership of a committed Amnesty group. Service learning and building interrelationships with rural communities are also important.

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.

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

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

Rigour (SEF:T:C)

Implement a whole school approach to embed effective differentiated teaching and assessment practices to ensure all students are challenged and all adjustments lead to improved learning.

Provide a broad range of purposeful enrichment, extension and extra–curricular programs to provide challenging and stimulating learning experiences and opportunities that enable all students to explore and build on their potential.

Critical Thinking/Creative Thinking/

Design Thinking/social entrepreneurship

Explicitly teach students skills for critical thinking and collaboration, to enable student engagement in learning, the ability to think flexibly, to communicate well and to work in teams.

Provide opportunities for students to think creatively, innovate, solve problems, demonstrate initiative, consider ethics and use their creative abilities.

Literacy and Numeracy (SEF:L:SPM) (SEF:T:DS&U)

Develop and implement collaborative practices to effectively use data to determine students' current achievement and skill development in literacy and numeracy and design appropriate interventions, including early identification of students who may not meet HSC Minimum Standard in Literacy and Numeracy and strategies to move students

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

form the middle bands into the top two bands for NAPLAN reading, writing and numeracy.

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

Curriculum and Assessment

Formative Assessment/Feedback (SEF:T:DS&U), (SEF:L:A)

Review current assessment practices.

Implement feedback, peer and self–assessment strategies to provide data to drive learning to ensure students access support, extension and enrichment.

Use evidence of learning, including a range of formative assessments to inform teaching, adapt practice and meet learning needs of students.

Data Driven Practice

Analyse student learning and wellbeing data to know students and know how they learn. Reflect on student progress using a range of small and big data sources at key points throughout each year.

Use assessment and data in an ongoing manner to inform learning and teaching across all domains of potential: intellectual, creative, social–emotional and physical.

Use financial data for faculties to better track budgets and use Scout data to improve financial practice.

Student self–reflection/student agency

Student learning is data driven. Report outcomes reflect student progress and students, parents/carers and teachers have a clear understanding of what is required to enable students to move forward with their learning. Students are setting learning goals and a coaching approach is used for

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

learning goal setting and reflection.

Investigate e–portfolio and three way PTS conferencing

Evaluation Plan

Parent feedback
Evaluation of professional learning activitiesStudent focus groupsCreativity 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.

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

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

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 to demonstrate and advance their leadership skills

Parents/Carers

Attend school events to celebrate learning

Work closely with the school to develop holistic support for the students

Feel included in the school decision making

Processes

Wellbeing (SEF:T:DS&U), (SEF;L;W)

Implement a whole school approach to embed evidence–based practices to support students' wellbeing and engagement in learning. Clearly communicate expectations for behaviour and learning to ensure understanding by all staff, parents, students and the broader community. Establish a strategic and targeted program of interventions to promote positive wellbeing for students including topics of interest to parents.

Communication/Collaboration/Transition/Partnerships/indigenous communities (SEF:L:MP&P)

Seek opportunities for collaboration and partnerships between students, parents, carers and families, the broader community, business, Primary and Secondary schools and other education and training providers to bring mutual benefits and maximise student engagement and achievement.

Engage in a Year 6 to adult transition plan to inform and support continuity of learning for all students at transition points, to ensure all students are on a pathway towards continued success in further education, training or employment, and acquire the skills to make informed learning and employment decisions throughout their lives

Utilise a wide range of technologies to improve communication of events – social media, website, email, Sentral, as well as evening information sessions, co–organised with the school and P&C, on topics of interest to parents and relevant to

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

People

process

Support wellbeing programs through communication channels including parent portal, newsletters, information sessions and website

Processes

student learning and wellbeing.

Leadership development / PDP/teacher collaboration (SEF:T:PS); (SEF:T:L&D)

Develop an effective induction system and mentoring for ECT

Provide opportunities for all teachers to engage in leadership development to increase leadership density across the school.

Reinvigorate the PDP process to align goal setting, observations and collaborative practice, resulting in a professional learning community focused on sustained and measurable whole school improvement

Evaluation Plan

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