

School Excellence Plan 2022-2026

Georges River College, Oatley Senior Campus 8284

Creating Your Future



School vision and context

School vision statement

At Georges River College Oatley Senior Campus, we are committed to the continued improvement of teaching, learning and wellbeing. We work collaboratively through positive relationships to provide an environment that values respect, responsibility and excellence.

We aim to foster a culture that promotes emerging citizens who are ethically informed lifelong learners with the skills to embrace future challenges.

College vision statement

Georges River College is a learning community which embraces the responsibility to support a shared learning vision through the use of data and evidence informed practices. Collaborative networks and targeted 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.

School context

Georges River College Oatley Senior Campus is a large co-educational, comprehensive high school enrolling students in years 11 and 12. We are part of a multi-campus collegiate. The campus also has a support unit with four classes that cater for students with a moderate intellectual disability, autism and multi-categorical students.

Our current student population is 700. Our school community is culturally and linguistically diverse. The school's staffing entitlement in 2024 is 67 teaching staff and 15 non-teaching staff. Our executive staff is stable with the majority being here for more than five years.

Student teacher relationships are based on Positive Behaviour for Learning. Our core values of Respect, Responsibility and Excellence underpin our school culture. They engage students, staff and the community in working together to develop confident, socially aware and involved young adults who can make significant contributions to the broader community.

A comprehensive situational analysis has been conducted which led to development of the 2022-2026 School Excellence Plan, both of which involved genuine consultation with students, staff, parents. Through our situational analysis, we have identified three areas of focus for this Strategic Improvement Plan. It is important to note that this builds upon the work undertaken in the previous school planning cycle around teacher deep engagement with the syllabus and the quality implementation of explicit teaching using external data and internal assessment data to differentiate the curriculum. We have identified a need to use the school's equity funding to support a range of initiatives.

- **Strategic Direction 1: Student growth and attainment**

The school is committed to continually improving effective classroom practices with collaborative practice and staff professional learning being the key to ensuring this. This learning will ensure that student learning outcomes are enhanced through improved data analysis and use to deliver quality differentiated instruction to students with additional needs including those identified as high potential and gifted.

- **Strategic Direction 2: Positive Culture for Learning**

The school will strongly focus on student self-regulation to support learning by refining the PBL framework and embedding a school wide approach to the growth mindset model to improving teaching, learning and a positive culture of learning.

- **Strategic Direction 3: Inclusion, Connection and Engagement**

When conducting the analysis of the school wellbeing metrics, it was evident that student sense of belonging is an area of ongoing focus. This plan will support student wellbeing through a focus on belonging, engagement and resilience.

In 2021, the school engaged with the External Validation Process. After this process, the

School vision and context

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staff reflected on our School Excellence Plan and re-evaluated our initiatives.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to facilitate student learning and growth by providing explicit, consistent and evidence-based teaching. Teachers will assess their effectiveness and adjust their practices through high-quality, targeted professional development and use internal and external student assessments to guide teaching and ensure continuity of learning.

Improvement measures

Pathways

There is a focus on positive transitions into meaningful post school pathways.

Achieve by year: 2027

A 10% increase in the proportion of students who achieve the VET course qualification in 2027 compared to 2023.

Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2027

Maintain the average score in HSC English Standard above the Statistically Similar School Group (SSSG) through to 2027, ensuring sustained performance compared to 2023.

Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2027

Maintain the average score in HSC Mathematics Standard above the Statistically Similar School Group (SSSG) through to 2027, ensuring sustained performance compared to 2023.

Initiatives

Highly effective teaching practices

Improve classroom practice through a focus on high expectations, explicit teaching, differentiation, assessment and collaboration.

- Provide concise differentiation strategies including Learning Intentions and Success Criteria (LISC), 3-tier guide and explicit teaching to cater to individual student needs and learning goals.
- Work collaboratively to monitor student progress through formative and summative assessment and interpretation of data.
- Staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning programs.
- Build staff capacity to analyse student performance data more effectively.

Pathways for students

Implement a systematic approach for supporting the diverse range of student transition needs.

- Implement clear processes to ensure the continuity of learning and wellbeing for all students from year 10 to post school.
- Provide ongoing professional learning for middle-school teachers in the middle school to stay informed about VET course offerings.
- Course specific VET skills to be included in the subject selection skills booklet.
- Tracking of VET competencies for all students undertaking a VET course as part of their Stage 6 pattern of study.
- Utilise targeted, evidence-based strategies to ensure student success.
- Engage students and parents/carers early as essential partners in all transition processes.

Success criteria for this strategic direction

Teaching and learning programs show:

- evidence-based teaching methods including LISC, 3-tier guide and explicit teaching.
- evidence of adjustments to address individual student needs and goals, ensuring that all students are challenged.
- evidence of revisions based on feedback on teaching practices.
- continuous tracking of student progress and achievement that leads to improved teaching practice and measurable improvement of student outcomes as evidenced by:
- student progress and achievement exceeding that of students at statistically similar schools on external measures.
- ongoing teacher collaboration and professional learning within the school and across the college.

The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning.

Professional learning emphasises developing effective leadership, management skills and leadership attributes to facilitate whole school improvement and build a strong pipeline of leaders.

There is an increase in the number of students whose VET qualifications are recognised or endorsed by relevant industry.

Evaluation plan for this strategic direction

Question:

To what extent has the implementation of differentiation strategies in programs and classrooms impacted performance for stage 6 students?

Strategic Direction 1: Student growth and attainment

Improvement measures

Strategic Differentiation

Achieve by year: 2026

A 5% increase in the proportion of students' HSC results in the top three achievement bands in 2027 compared to 2022..

Evaluation plan for this strategic direction

To what extent have school processes supported students in achieving the VET course qualification by the end of Year 12?

Data:

The school will triangulate data using the following sources:

(a) Quantitative Data - Aggregate

- external student performance measures (HSC)
- internal student performance measures (formative/summative assessment)

(b) Quantitative Data - Granular

- external student performance measures (HSC)
- internal student performance measures (formative/summative assessment)
- NESA eBOS entries and VET competencies.

(c) Qualitative Data

- teaching programs
- student work samples
- student and staff surveys
- classroom observations

(d) Student Learning Data

- internal student performance measures (formative/summative assessment)
- pre-testing and post-testing
- HSC Minimum Standards
- VET Cluster Tasks
- VET Competencies tracking sheets

Analysis:

Analyse the data to determine the extent to which the

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

purpose has been achieved?

Implications:

Where do we go from here? Future directions and next steps.

Strategic Direction 2: Positive culture for learning

Purpose

Our purpose is to develop a positive, inclusive culture for learning across the school which fosters responsible citizens that are successful learners who are known, valued and cared for and are proactive members of our community.

Improvement measures

Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2027

100% of students achieving the HSC minimum standard in reading and writing for the 2027 student cohort.

Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2027

100% of students achieving the HSC minimum standard in numeracy for the 2027 student cohort.

Initiatives

Learning Support Framework

- Use transition data (e.g. Year 9 NAPLAN, Best Start Year 10, HSC Minimum Standards online tests) to identify students who are at risk of not meeting the minimum standards in literacy and numeracy.
- Implement targeted intervention through one-on-one and small group tuition, focused on developing core writing and numeracy skills aligned with the HSC minimum standard requirements.
- Schedule tuition during flexible periods (e.g. study periods, before/after school, or integrated into support classes) to ensure regular, high-impact support without disrupting core learning time.
- Embed whole school processes where all students can access and fully participate in learning tailored to meet their individual needs through specialised support plans and targeted professional learning.
- Build the capabilities of staff through PL to embed Aboriginal perspectives and contextually relevant learning into all areas of the curriculum to authentically engage and build the academic achievement of Aboriginal students and consequentially, all students.

Growth Mindset

- Provide staff with Professional Development to enable them to implement Growth Mindset strategies in the classroom and around the school.
- Parent packages using Growth Mindset for Parent Teacher Night
- Embedding a school wide approach to the growth mindset model to improving teaching, learning and a positive culture of learning.

Positive Behaviour for Learning

- Provide staff with Professional Development to enable them to implement PBL strategies in the classroom and around the school.
- Embedding a school-wide positive culture for

Success criteria for this strategic direction

Identified students regularly engage in targeted tuition based on transition data, with consistent attendance and minimal disruption to core learning.

Student progress is evident through pre- and post-assessment data, improved confidence in literacy and numeracy, and an increased percentage meeting the HSC Minimum Standards by the end of Year 12.

Student behaviour is integrated within a strategic, multi-tiered continuum of care to support all students - from the promotion of positive behaviour to proactive prevention and early intervention through to more targeted individual support, student-centred and evidence-informed policy and practice.

The implementation of whole school practices that facilitate measurable improvements in growth mindset and engagement that support student learning.

Staff design, implement and monitor individual and personalised learning and support plans (PLSPs) / ITP which result in expected growth for every student across the full range of abilities.

Professional learning focuses on building cultural awareness and strengthens understanding of how to respect and celebrate Aboriginal culture so that teachers have expert knowledge on the quality practices that support the learning of Aboriginal students.

Evaluation plan for this strategic direction

Question:

To what extent have staff implemented explicit PBL, Growth Mindset strategies, and targeted support for HSC minimum standards to build a whole school positive culture for learning?

What has been the impact of these practices and initiatives - including intervention for students at risk of not meeting the HSC minimum standards - on student

Strategic Direction 2: Positive culture for learning

Initiatives

learning by refining the Positive Behaviour for Learning framework which strongly focuses on self-regulation to support learning.

- Promoting and rewarding Positive behaviour in Students.
- Promotion of the new merit award system to students and Parents.

Evaluation plan for this strategic direction

engagement, confidence, and academic outcomes?

Data:

The school will use the following data sources to determine the level of success:

- NSW Public Schools Survey
- Minimum Standards Data
- People Matter Survey
- Year 12 Exit Poll
- Staff Feedback
- PLSPs, ITPs, and ILPs
- Sentral data
- Staff PL Data

Analysis:

Analyse the data to determine the extent to which the purpose has been achieved.

Implications:

Where do we go from here? Future directions and next steps.

Strategic Direction 3: Inclusion, connection and attainment

Purpose

Our purpose is to ensure that our community connects, succeeds and thrives through developing positive and respectful relationships that foster social, emotional, behavioural and intellectual engagement. Our teachers will use collaborative strategies to develop inclusive programs that promote a supportive environment across the whole school community to ensure that all students are known, valued and cared for.

Improvement measures

Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

The attendance rate for the school is increased by 0.8% from 2023 to 2027.

Wellbeing

Achieve by year: 2026

Increased % of students showing an improvement in their sense of belonging and engagement from 2022. The school has a comprehensive and integrated strategy in place to support the cognitive, emotional, social, physical, and spiritual wellbeing of students.

Initiatives

Highly effective wellbeing strategies and practices.

Support student wellbeing through a focus on belonging, engagement and resilience.

Wellbeing Framework

- Use data to address, and drive ongoing improvement in supporting student wellbeing.
- Analyse data to monitor and evaluate wellbeing trends
- Research and establish programs, opportunities and activities that support the needs of a diverse student body.
- Whole school focus to develop strategies and embed programs which recognise and celebrate diversity
- Provide and support quality targeted professional learning in wellbeing.

High Expectations

- Establish whole school practices and processes to monitor and analyse attendance and academic data.
- Develop whole school strategies to identify, address and support student engagement in learning.
- Investigate evidence-based strategies which improve engagement in learning and positively impact student progress

Success criteria for this strategic direction

Wellbeing and attendance targets have met or exceeded expectations.

Collaboratively developed school processes are embedded to accurately record and monitor attendance, wellbeing and engagement.

Staff analyse attendance and wellbeing data to identify and address student engagement in learning.

Data demonstrates improved sense of belonging and a positive impact on student progress through participation in school community activities.

Evidence that the school-wide implementation of evidence-based strategies has positively impacted students' progress.

Evaluation plan for this strategic direction

Question:

To what extent has students' sense of inclusion and connection improved?

To what extent has the implementation of evidence-based strategies improved the elements of engagement in learning for stage 6 students?

Data:

The school will use a combination of the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction:

- SCOUT
- Tell Them From Me
- Exit poll
- Sentral
- PL feedback
- Participation rates in school culture activities

Strategic Direction 3: Inclusion, connection and attainment

Evaluation plan for this strategic direction

- Community feedback
- Student Voice

Analysis:

Analyse the data to determine the extent to which the purpose has been achieved.

Implications:

Where do we go from here? Future directions and next steps.