

School plan 2015 – 2017

Georges River College Oatley Senior Campus 8284





School vision statement

At Georges River College Oatley Senior Campus, we aim to foster the development of each student towards the achievement of their full potential, academically, socially and in their cultural and sporting life. We are working to provide a safe, harmonious and productive young adult learning environment that values respect, responsibility and excellence,

We are committed to the continued improvement of student learning and well-being that supports them to achieve their goals and a successful future as responsible citizens.

School context

Georges River College –Oatley Senior Campus is a large co-educational, comprehensive high school enrolling students in years 11 and 12 from our three GRC middle school campuses and other state and private schools. GRC has a full range of facilities as well as specialised facilities to cater for senior learning.

Approximately 58% of the students enrolled are from a non- English speaking background, including a significant number of international students from the Asia region.

GRC Oatley offers a diverse curriculum and is recognised as offering the broadest number of courses in the state, including vocational educational courses and TAFE courses that are offered both on and offsite .We believe that students will achieve when they are doing courses that cater for their interest and needs.

The curriculum offered caters for academically gifted students with the gifted and talented program and Platinum Classes for students with a high record of achievement and high aspirations of academic success. Individual curriculum planning and the “Step to the Future Program” is designed to engage students at risk of not completing year 11.

The campus has an ethos of adult learning and andragogy which is linked to an extensive student support program, including a strong Welfare Team and Learning Support Team.

Student teacher relationships are based on Positive Behaviour for Learning and the values of respect, responsibility and excellence.

The campus has an electronic P and C and offers Parent Information Sessions on a range of topics to guide parents in offering assistance during the senior years.

Student leadership is encouraged through the SRC, student committees and prefecture that is available to all student

School planning process

The plan was developed by parents, staff and students. All stakeholders were invited to complete surveys and attend forums and/or meetings at which ideas and opinions were canvassed and discussed. Staff were able to elect to join a “strategic direction team” to develop drafts of the various elements of the plan based on submissions by parents, staff and students. The school executive evaluated and reviewed theses drafts to present back to the school community for ratification. The School Plan was endorsed by the P & C at the Annual General Meeting on 24 March 2015. The implementation of the school plan will be monitored by the project teams, reviewed by the school executive and evaluated each term. The school’s executive will have direct responsibility and accountability for the implementation of the annual whole school plan, faculty and project team plans as well as annual whole school, faculty and team evaluation reports. Georges River College is a school community consisting of 4 campuses which share a common view and approach to fostering the development of students in different contexts. Through negotiation and consultation an overarching college plan was developed which aligns our goals for improvement of student outcomes.



STRATEGIC DIRECTION 1

Achievement and
High Expectations
for Lifelong
Learning

Purpose:

To provide a high standard of educational practice and curriculum design that engages all students and empowers lifelong learners to excel through innovative andragogy and quality teaching.

STRATEGIC DIRECTION 2

Positive culture of
learning and
achievement for
students and staff

Purpose:

To work across the school community to embed a positive culture of respect, responsibility and excellence. Staff engaged in professional learning and practice to meet the diverse needs of students and develop leadership capacity. Support staff has the opportunity to engage in meaningful professional learning that supports their work with students and staff.

STRATEGIC DIRECTION 3

Strong individual
and community
values

Purpose:

To build an inclusive educational environment which connects students with the wider community, developing personal values to enhance student outcomes as learners and responsible global citizens.

Strategic Direction 1: Achievement and High Expectations for Lifelong Learning

Purpose

To provide a high standard of educational practice and curriculum design that engages all students and empowers lifelong learners to excel through innovative andragogy and quality teaching.

Improvement Measures

- ❖ % of students achieving bands 4,5,6 Increases by 10%
- ❖ 90% of target groups graduate with qualifications and transition to employment or further education and/or training and achieve their negotiated learning goals.

People

Students

access other learning opportunities provided outside their timetabled classes

work as independent, self-motivated adult learners

Staff

engage in professional learning

reflect on their own practice

develop a collaborative culture of support to achieve excellence in Teaching and Learning

Parents

engage with their child's learning

gain a deeper understanding of senior school and HSC requirements to encourage high expectations and achievements.

Community

GRC Oatley is an integral, respected and valued member of the wider local community

Processes/Projects

Implement HSC Success workshops

This will be achieved using the following strategies:

- All faculties offer HSC Success workshops
- >50% of students attend HSC Success workshops
- qualitative and quantitative data analysis

Integrated Learning

This will be achieved through:

- developing staff capacity as leading edge professional practitioners
- Implementing standardised and consistent feedback
- Students using creativity, critical thinking innovation and 21st century skills in their learning and actively reflect on and assess their own progress

ALARM

This will be achieved through:

- All staff retrained in ALARM as a T&L strategy
- ALARM imbedded in faculty programs as a learning tool
- ALARM applied to lifelong learning

Evaluation Plan

Closely monitor SCHOOL ASSESSMENT, ROSA, SMART and RAP data to analyse student performance in all courses. Faculties to develop targeted programs to address areas identified as a concern.

Products and Practices

Products

Increased attainment in the HSC in bands 4,5,6 for students

Value added achieved for all students

Students with capacity to apply ALARM strategies to learning

Practices:

The integration of ALARM as a teaching and learning practice in Quality Teaching programs

Explicit quality teaching and assessment which provides informative and reflective feedback to empower students to become self-regulating, independent learners who use critical thinking, innovation, creativity and 21 century skills

Staff professional learning to enhance and develop skills, curriculum knowledge and delivery; improve professional practice and collaboration; and support the use of technologies that enhance the learning outcomes of students.

A coordinated whole school program of HSC workshops to extend the learning opportunities and improve outcomes for students

Strategic Direction 2: Positive culture of learning and achievement for students and staff

Purpose

To work across the school community to embed a positive culture of respect, responsibility and excellence in learning and achievement.

All staff engaged in developing professional practice to meet the diverse needs of students. New staff inducted with a formalised, supportive program and opportunities created for leadership development.

Improvement Measures

- ❖ **Improved student engagement in their learning underpinned by the Positive Behaviour for Learning Framework**
- ❖ **Increase in the number of students receiving an Exit Credential**
- ❖ **All staff achieve their individual Performance and Development Plan goals**
- ❖ **Increased % of staff seeking accreditation at Highly Accomplished and Lead Teacher levels**

People

Students:

The engagement of students in PBL values and quality teaching and learning experiences that that fosters independent and autonomous learners.

Staff:

Engage in quality professional learning, mentoring and leadership in a collaborative and professional culture. To provide staff with skills and knowledge to differentiate the curriculum and embed quality teaching practices to enhance student outcomes.

Parents:

Actively engage and effectively communicate with parents to develop a collaborative learning community that supports students programs.

Community Partners

The engagement of community partners to connect students to broader employment and educational opportunities

Leaders

Through targeted professional learning and mentoring opportunities current and aspiring leaders will be responsible for their skills in leadership

Processes/Projects

Student Engagement & Achievement

This will be achieved using the following strategies and frameworks:

1. **Positive Behaviour for Learning**
2. **Lateness project**
3. **Get it Done project**

Teacher Performance and Development

This will be achieved using the following strategies:

1. **Professional Learning and Achievement**

National Professional Standards for Teaching and Performance Development Framework utilised to ensure improvement in:

- a. Professional Knowledge
- b. Professional Practice
- c. Professional Engagement

2. **Induction Program**

3. **Classroom Observations and/or Walkthroughs**

Evaluation plan:

Review action teams findings and implement recommendations. Monitor the development of student leadership groups and qualitative response in exit surveys to identify areas for development. Examine engagement data. Monitor the Professional Development Framework processes.

Products and Practices

Products

Students are autonomous and independent learners who strive for personal excellence. They value attainment of RoSA, HSC,VET and TAFE credentials

All staff have individualised Professional Learning Plans to promote quality teaching, learning and leadership.

Parents take every opportunity to participate, collaborate and support student education

Practices

Staff collaborate with supervisors to develop their Performance and Development Plan (PDP) to foster career growth aligned to the National Professional Standards for Teaching.

Mentor appointed to new staff and formalised Induction Program established

100% of staff engage in professional learning to achieve accreditation at the appropriate level and achieve their PDP goals

Increased % of staff seeking accreditation at Highly Accomplished and Lead Teacher levels

Strategic Direction 3: Strong individual and community values

Purpose

To build an inclusive educational environment which connects students with the wider community, developing personal values to enhance student outcomes as learners and responsible global citizens.

Improvement Measures

- ❖ Reduction in year 11 subject changes
- ❖ 50% of students applying for Prefecture

People

Students:

Improve capacity to achieve positive outcomes from Campus Links. Work collaboratively with staff and the school community to investigate and promote opportunities for students to volunteer.

Collaborate on the re-design of the student passport and Prefecture process.

Staff:

Provide opportunities for middle school staff and students to interact with senior students and staff.

Work collaboratively with students and the school community to investigate and promote opportunities for students to volunteer.

Collaborate on the re-design of the student passport and Prefecture process.

Parents:

Work collaboratively with students and staff to investigate and promote opportunities for students to volunteer. Collaborate on the re-design of the student passport and Prefecture process.

School Community:

Work collaboratively with students, staff and parents to provide opportunities for volunteering.

Processes/Projects

1. Campus Links

Potential students receive consistent information and instruction on curriculum, policies and processes across GRC.

2. Citizenship

- Volunteer campaign
Students become involved in activities which can lead to the granting of Prefecture.

- Prefecture rebranding
Students and staff actively utilise the student passport.

Evaluation Plan

Closely monitor post school tracking, LST student reviews, school orientation and transition programs, student exit surveys, leavers surveys, data on prefecture and subject changes and school review processes to highlight both areas of strength and areas for improvement.

Products and Practices

Practices

- All year 10 students have opportunity to engage in transition programs
- Each KLA is involved in a Campus Links program
- Middle school students are given the opportunity to be involved in GRC Oatley community programs to create an environment which connects students within the school community and to the wider community.

Products

All students will have access to quality teaching and learning which caters for individual differences, abilities and interests

An environment is created which connects students within the school community to the wider community.

Students demonstrate personal and social responsibility to become contributing members of society

