School Plan 2015 – 2017

RANDWICK GIRLS’ HIGH SCHOOL

PEDAGOGY
The Learning Culture

PERSONNEL
Our Learning Community

POSITIVE PERCEPTIONS
Positioning us Positively in the Education Landscape
### School vision statement

Our community educates the girl of today to be the woman of tomorrow by the provision of a safe and caring learning community where our students are challenged and inspired to actively engage in their own learning as they achieve their best along their paths of choice to realise their best future potential.

With the motto **Facte non Verba** our whole school focus is on:

**Our Students –**

“**doing the best they can do today to be the best they can be tomorrow – empowered young women taking their rightful place, equally sharing in the leadership of the future**”

**Our Staff –**

“**leading innovation and change for optimum whole student well-being and best individual student pedagogical outcomes**”

### School context

Randwick Girls’ High School (RGHS) is situated in the Eastern Suburbs of Sydney, six kilometres from the CBD. Our learning community is socio-economically, culturally and ethnically diverse encompassing the geographical areas of Maroubra, Coogee and Clovelly Beaches together with the suburbs of Randwick, Kingsford and Kensington. As part of Randwick City Council’s Education Precinct the school has close links with the University of NSW, The Royal Hospital for Women and the Prince of Wales Hospital School. Our Memorandum of Understanding with the University of NSW provides educational and cultural opportunities for our students, including annual scholarships and library access. Candidates for RGHS gifted stream annually sit for the UNSW Gifted and Talented Test Program. As a Partnership School with UNSW School of Education we provide expert support to the next generation of teachers, with a number of our staff lecturing within the School of Education.

RGHS offers an extremely broad curriculum from first and second extension English, Mathematics, History and Languages, to a large number of dual accredited vocational enrolments across all areas of the curriculum including all Sciences, four Languages, History, English, Visual Arts, Drama, Dance, Music, PD/H/PE, Textiles and Design, Food Technology, Design and Technology and Social Sciences. With a very strong focus on the Creative and Performing Arts our students can hone their musical skills as part of our school concert band and music ensembles; while the School Show provides exciting dance, music and drama opportunities. Our comprehensive foreign languages program incorporates annual overseas immersive language study tours. Talented sportswomen benefit from our extensive gifted sportswoman program.

Our 920 students (60% LBOTE) are an extremely ethnically and culturally diverse community working together harmoniously for best learning outcomes.

### School planning process

Randwick Girls High School (RGHS) operates on a planning continuum reflecting whole school management. It is not a one-off process, but evolving and dynamic, reflecting the developing and ever-changing needs of our living school community.

It is validated through a process of reflection based on an annual cycle of ongoing data gathering, evaluation, analysis and the formulation of strategies to best meet the needs of our unique RGHS community through a consultation process with all our key community stakeholders. This consultative process, embedded in the school’s calendar, uses a wide variety of tools to gather data through annual surveys, consultative panels and anecdotal discussions ranging from:

- Annual Student SRC surveys
- Annual P&C/Parent/Community discussions
- Annual Staff/Student/Parent community on-line survey
- Parent/Student/Teacher forum, surveys (afternoon meetings)
- Annual Executive Planning Days – forum, discussions, surveys (whole day)
- Enrolment/Exit Student Surveys
- Individual Education Plan meetings
- EMSAD/SMART/ERN - enrolment/attendance data
- ACARA/mySCHOOL/NAPLAN/ESSA/HSC
- Post School Destinations/Vocational Education

From this ongoing data gathering our strategic directions for the next three years have evolved using community teams to refine the

**processes, practices and people** needed so that our **product** reflects our ongoing **purpose** of **best educational excellence and equity for each of our students**
Purpose:
The core purpose of Randwick Girls’ High School is to ensure that each individual student reaches her best academic potential by the provision of optimum teaching and learning programs which engage each student, allowing each girl to achieve personal success, taking control of her own learning, self-motivated and reflective, able to make sense of her world and engage confidently and positively as a lifelong learner.

Purpose:
The well-being of our students and staff (PERSONNEL) underpins all that we do in our school, informing all areas of our practice, providing tangible support, while engendering a climate of positive belief that all students can and will succeed. All staff must work collaboratively with this shared expectation, developing their own skills and knowledge so that students are supported in their well-being, able to progress as increasingly self-motivated, positive and creative learners, sustained in an awareness that support is always available.

Purpose:
To ensure that our school is valued across the community for what it stands for and what it offers its students so that we are accepted by our community as the outstanding deliverer of quality education for our local area. To ensure this our purpose is to build an optimum physical learning environment strategically using resources and building community capacity to develop support networks which are vital components in positioning our public school with a positive symbolic visual image to reinforce community confidence in what we do.
# Strategic Direction 1: PEDAGOGY

## Purpose
The core purpose of Randwick Girls High School is to ensure that each individual student reaches her best academic potential by the provision of optimum teaching and learning programs which engage each student, allowing each girl to achieve personal success, taking control of her own learning, self-motivated and reflective, able to make sense of her world and engage confidently and positively as a life long learner.

## Improvement Measures
- **(a)** All learning programs are in place in all KLAs reflecting National Curriculum demonstrating explicit learning and assessment outcomes with delineated feedback rubrics.
- **(b)** Value-added data in external SMART and SEF shows a consistent positive growth pattern across all years above state average.
- ATSI students:
  - raise attendance by 2%
  - increase value-added from Year 7 to Year 9 NAPLAN by 10 points in each focus area
  - all ATSI students complete Year 12 (RAM)
- All ESL students are fully integrated into school life, moving from 2nd phase to 3rd phase learners; ultimately developing full facility of language. (RAM)
- Students with special needs monitored and supported through provision of PLPs (LLAD RAM)

## People
**Staff:**
Through a focus on collaborative planning and shared pedagogic practice staff are enabled to deliver the new National Curriculum using innovative learning activities which encourage self-directed and co-operative student learning with students meaningfully engaged. Staff possess skills to utilize the latest technology in the classroom, increasingly using WIB’s for authentic teaching practice through the provision of ongoing access to Professional Learning.
All faculty staff able and committed to the production of programs specific to subject syllabi reflected in appropriate registration documentation.

**Students:**
Students feel comfortable in all aspects of their learning including contributing to class discussion, taking calculated risks with responses and being empowered to speak out and seek clarification with all staff in all subject areas. Students are aware of and understand the purpose of various tasks, as well as the syllabi relevance and associated outcomes being assessed.
Results of student surveys indicate this is taking place as well as feedback from parents during parent/teacher forums.

## Processes
**Staff:**
Staff are aware of specific needs of each student and how they learn best, catering for students through specialist programs using differentiated programming as necessary. Results in both internal and external assessments, summative and formative, pre-test and post-test, as well as anecdotal evidence are collected during lessons, to indicate value added, or areas for remediation from one task to the next are utilised.
Regularly analyse NAPLAN and HSC results to drive regular revision of teaching practices and content to ensure value added is increasing.
Analyse Smart Data to amend teaching practices as required. Clear, authentic assessment tasks with detailed rubrics and marking criteria, as well as links to relevant syllabi, assist students to comprehensively complete all tasks required. Use data to indicate any increase in student performance in all areas of external examinations including a 2% increase in Band 6’s issued to HSC students.
Substantial programs are in place to meet all new National Curriculum syllabi outcomes.

**Students:**
Feel supported in the classroom and their results reflect an upward trend in value added data both internally and externally. Are supported by all faculty programs plus specialist programs:
1. Junior Ten Percent Top Program
2. Senior School Mentor Program
3. EALD Junior and Senior Transition Support Program, “Setting In” (RAM)
4. “Dreaming for the Best Future Team” (ATSI support) (RAM)
5. “All for One” program (LLAD RAM) to monitor, build on and reflect on their own learning.

## Products and Practices
- **Product:**
  Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices and innovative delivery.

**By the Practice of:**
Learning delivered by a wide range of pedagogies tailored to individual students’ needs in a differentiated learning setting to ensure every student takes ownership of her learning empowered to take learning risks by teachers who understand her authentic learning needs.

- **Product:**
The school achieves excellent value-added results on external performance measures for all students from Year 7 – 12.

**By the Practice of:**
Evaluating and reporting student performance to all stakeholders, including ensuring all students have clear feedback and understanding of how to build on their learning underpins whole school assessment strategy where data is used to monitor achievement and areas of need in student learning thereby informing whole school pedagogic planning for all specific target groups.
Leaders:
Are able to build capacity of staff during Performance and Development Framework annual process linked to School Plan, faculty and staff meetings and student performance data evaluated by school. Both formal and informal mentoring of all staff by Head Teachers is maintained. Ensure clearly defined policies, programs and processes as well as assessment schedules for all subjects in all years are embedded across school. Publication of all documents takes place at the beginning of each school year.

Parents:
Support the values of the school and have high expectations of teaching and learning through building of networks with their daughter's teachers so that students have a shared expectation of what is expected and how they will be supported from home and school.

Leaders:
Faculty leaders regularly monitor and analyse student performance and teaching practice to ensure each student reaches her academic potential. Staff collect and store work samples to assist when assessing students in all tasks from Years 7–12. Leaders across the school actively implement the Performance and Development Frameworks so that all staff collaborate in the school's growth.

Evaluation Plan:
All staff reflect and evaluate teaching programs and lessons individually and regularly with colleagues. Analysis of results indicate an increase in student performance across all year groups and revision of teaching and learning practices are maintained or amended if targets are not met. Regular evaluation of policies, programs and processes ensure BOSTES requirements are met and amendments made as required to accommodate the new Australian Curriculum. During Performance and Development Framework conferences, evidence of policies, programs and processes are being regularly evaluated and amendments are clearly defined.

Product:
Targeted focus student groups reaching performance benchmarks aligned to whole school performance.

By the Practice of:
Systematic policies, programs and processes to address identified student learning needs.
### Strategic Direction 2: PERSONNEL # 2

#### Purpose
The well-being of our students and staff (PERSONNEL) underpins all that we do in our schools, informing all areas of our practice, providing tangible support, while engendering a climate of positive belief that all students can and will succeed. All staff must work collaboratively with this shared expectation developing their own skills and knowledge so that students are supported in their well-being, able to progress as increasingly self-motivated, positive and creative learners, sustained in an awareness that support is always available.

#### Improvement Measures
- A reduction in the number of reported incidents leading to suspension, ARCO referrals, HSLO referrals
- 5% reduction in number of students on behaviour cards
- 10% growth in the number of students gaining merit system success
- A 2% growth in full attendance for targeted low SES student group from Year 7 to Year 10 (RAM)
- Full retention of low SES target group from Year 10 to Senior School (RAM)

#### People

**Staff:**
- Staff aware and supported to make adjustments where necessary implementing differentiated learning plans for all targeted students as needed.
- All staff critically reflect on the content and delivery, trial different teaching strategies, methods, delivery, content. Staff aware of need for Professional Learning to enhance best teaching practice.

**Students:**
- Students are empowered to make informed decisions developing qualities of compassion and care by participation in school volunteering and citizenship programs.
- Students are able to take their place in society, post school, in an ever changing and challenging environment. Students set life goals and have a vision of their role as citizens of their community.

#### Processes

**Staff:**
- The Learning and Support Team regularly update staff on developing issues with all students.
- Staff plan and access ongoing professional learning, are engaged with their own professional growth and focus on innovative classroom practice in line with Australian Teaching Standards.
- In the “Our Future” program Beginning Teachers supported and monitored through focussed school programs underpinned by GTIL.

**Students:**
- Welfare programs, Peer support, Aboriginal Coordinator, International Students, Peer mediation, Year groups, anti-bullying programs, racial discrimination, under the supervision of the Learning Support Team are in place to ensure that every students’ cognitive, emotional, social, physical and spiritual wellbeing is being catered for in a supportive and caring way.

The school Merit/Demerit System reinforces a very strong positive behaviour for learning ethos with the concomitant reduction in the number of reported incidents in relation to bullying, ARCO referrals, suspensions, students completing monitoring cards and parent interviews for misbehaviour.

The Year 7 Transition Program, “Out of the Pond into the Ocean”, Year 7 Peer Support Program, Year 7 Camp, Year 7 Teams meetings, Special Year 7 roll call followed by vertical rolls in Term 2, Year 7 Parent “Meet and Greet” provides a seamless move to the high school setting for Year 7 students.

The Attendance and Engagement Project is providing incentive for enhanced student attendance. (RAM)

#### Products and Practices

- **Product:**
  The school has in place a comprehensive and inclusive framework to support the cognitive, emotional, social, physical and spiritual well-being of students, measurably improving individual and collective well-being ensuring full and positive engagement of all students.

**By the Practice of:**
- A whole school approach to well-being providing ongoing support and encouragement through clearly defined expectations embedded in negotiated teaching and learning and behaviour programs where students are individually monitored and empowered to become positive citizens of their school and community with the concomitant social and emotional skills needed to work cooperatively and collaboratively with others.

- **Product:**
  The teaching staff demonstrate shared expertise, reflect on their practice having high levels of contemporary content knowledge and teaching practices relying on evidence based teaching strategies. Professional learning identifies and promotes best practice.

**By the Practice of:**
- A culture of collaborative professional learning to build collective capacity of the staff using data to inform both individual and whole school Professional Learning focus. Explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback drives and sustains ongoing school and individual growth together with personal reflection and individual focus for improvement through Professional Learning access.
Leaders:
Leaders are aware of and encourage Professional Learning opportunities and share expertise within the faculty and across the school. Both formal and informal mentoring is valued ensuring expertise is shared and improvement in teaching and learning results. Leaders foster and understand collaboration between staff ensuring staff expertise is utilised and staff professionally developed. Build capacity of faculty leaders to support varying needs of staff as they support the welfare needs of students.

Parents:
Feel able to engage with the school, sharing and volunteering to be part of school co-curricular programs and having a voice as a part of the P&C structures.

All students are encouraged and supported to engage in school co-curricular citizenship and leadership roles including: the school Student Representative Council, sport coaching, volunteering, Counting On, Reading Recovery Programs and the School Year Book, White Ribbon Day, Year 9 Volunteering, Duke of Edinburgh Awards.

Leaders:
The Principal, Deputies and Executive work closely with the Learning Support Team, to ensure all emerging issues are correctly addressed and all students are given the opportunity to achieve to their full potential. The Learning and Support Teacher ensures students facing learning difficulties are supported with extra assistance with their learning.

Evaluation Plan
Students who require Individual Learning Plans, Risk Management Plans, differentiated learning or adjustments in their learning, are provided support and encouragement to achieve all educational outcomes to the best of their ability. Collaborative feedback and reflection by individual teachers through the Framework and by School Learning Support Team for whole school welfare programs.

- **Product:**
Students are self-aware, build positive relationships and actively contribute to the school, community and society in which they live.

**By the Practice of:**
Provision of designated programs encouraging students to recognise respect and build positive relationships within the school and community by participating as respectful and respected school citizens across all areas of school life, caring for themselves and contributing to the well-being of others and the wider community.
**Purpose**

To ensure that our school is valued across the community for what it stands for and what it offers its students so that we are accepted by our community as the outstanding deliverer of quality education for our local area. An optimum physical learning environment strategically using resources and building community capacity to develop support networks are vital components in positioning our public school with a positive symbolic visual image to reinforce community confidence in what we do.

**Improvement Measures**

- Increase by 5% local enrolments into Year 7
- Maintain and grow links with community partners
- Increase number of community partnerships

**People**

**Staff:**
- Are skilled to build networks with our parents through a range of collaborative activities to enhance school profile with positive spin-offs for student engagement.

**Students:**
- Students have opportunities to develop awareness and sensitivity to the wider community participating in a variety of co-curricular activities that extend their knowledge, understanding, skills and values of citizenship.
- The key concept of RESPECT FOR SELF and OTHERS informs all student behaviour.
- Students have pride in their school accepting that they and the school are part of a wider community.

**Leaders:**
- Are aware of methods of engaging the community positively by creating networks of schools through primary partnerships, tertiary links (UNSW) and business connections.
- Leaders actively develop strategic links to foster key projects providing educational expertise to staff so that links are created from the classroom to across the school and community.

**Processes**

**Staff:**
- Staff contribute to setting and implementing the shared vision of pride in RGHS and the entire school community.
- Staff participate actively in programs encouraging local and non-local students to attend RGHS including: Year 4 Visits, Open Night, Secondary Student for a Day, School Show Matinee, parent and student tours, newsletters sent to local Primary Schools, Annual School Year Book shared with local Primary Schools thus ensuring a stable and growing enrolment.
- Staff use their skills and interests in the provision of a very broad range of co-curricular activities: sporting, creative, musical, drama, dance, public speaking, to enrich student school life.

**Students:**
- Are proud of their school acting as positive ambassadors in the community through excellent behaviour and presentation.
- Regular extended roll calls reinforce the 20 Dignity and Respect policies operating across the school.
- Students engage with their community through participation in Volunteering, SRC, Duke of Edinburgh programs together with projects with external agencies including the UNSW, The Royal Hospital for Women, Ronald McDonald House, POW Hospital, local nursing homes and Youth Frontiers Mentor Program.

**Leaders:**
- The Senior Executive, in consultation with all staff, students, parents and the community actively and positively engage with the local community to publicise the school and its successes including reciprocal visits to partner primary schools, Principal P&C visits, school tours.
- The school leadership team has accessed resources to improve the physical layout of

**Products and Practices**

- **Product:**
  - The school population is stable or growing with at least 50% of the annual Year 7 intake of students from local partner primary schools opting for RGHS as the school of choice.
  - **By the Practice of:**
    - Enhancing positive community perception through improved school/community communication and engagement including modifying the impact of student presentation and behaviour.

- **Product:**
  - The school has strong and evolving links with our community so that networks are strengthened to the benefit of students and the support of educational and socially productive projects.
  - **By the Practice of:**
    - Encouraging student engagement through significant social projects and extra curricula learning opportunities. Enhancing existing community links and establishing new networks as are needed to strongly align with the school’s vision and values.
**Parents:**
Understand the need and willingly contribute to school life as active members of our community in co-curricular and school activities such as The Show, clubs and excursions, P&C and school management teams.

**Community partners:**
A Memorandum of Understanding with the University of NSW provides engaging learning opportunities for students accessing university facilities particularly focussing on School of Education Partnership Program, providing opportunities to see best practice in action through mentoring of pre-service teachers in reciprocal programs with students.

the school by extensive weatherproofing and modifications to provide engaging, supportive teaching and break-out spaces. Ongoing school beautification including painting, garden plantings, creating a physically attractive learning environment. The school lab revitalisation team ensure that our “Girls are Leading in Science”.

**Evaluation Team:**
Regular audit of enrolment data and analysis of composition of school population indicates that RGHS is now the school of choice for our community. Growing positive community perception of RGHS resulting in ongoing healthy student numbers and reputation within the local area. Enhanced community links and networks facilitate student positive community engagement and expansion of student volunteering and citizenship programs, including "The Partnerships for the Future Program" with UNSW.

**Product:**
The school’s physical environment reflects a sense of pride in who we are and what we offer as an environment which engages, supports and encourages a positive, productive learning community.

**By the Practice of:**
Developing a shared vision of pride in our school with the entire school community – students, staff, parents. Strategic and creative use of resources. Accessing community support and input both financial and social.