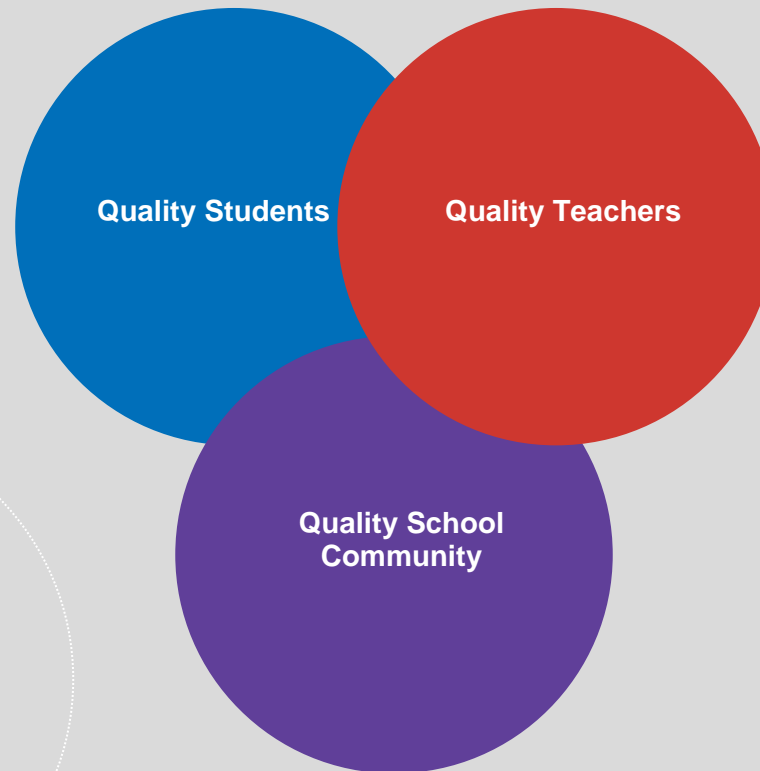


# School plan 2015 – 2017

## Georges River College Hurstville Boys Campus

*Creating Your Future*





## School vision statement

Our school seeks to educate young men to become successful leaders and achievers in whatever field they choose following their school career. Respect, Responsibility and Excellence are our core values and these underpin all aspects of school life.

We aim to provide each student with a focused and energetic learning environment highly suited to the needs of boys and to deliver the best possible education with an emphasis on the needs of each individual.

We strive to provide quality teaching strategies to maximise the potential of our 21<sup>st</sup> Century learners.

## School context

Georges River College Hurstville Boys Campus is the only public school in NSW that caters exclusively for boys in years 7-10. It has an enrolment of 331 students, including 90% students from a non-English speaking background and a multi-categorical class.

High quality learning programs which focus on literacy and numeracy, the increasing use of technology, quality middle year boys' education programs and a gifted and talented stream are features of the school.

The school focuses on successful transition programs to prepare students for a seamless path to senior studies or school to work pathways. The school's staff is committed to effective student welfare programs, including the Positive Behaviour for Learning (PBL) initiative.

## School planning process

In 2014, a comprehensive process was undertaken across the school to review current practices and collect evidence, including, attendance, behaviour, participation and student results along with survey data from staff, students and parents.

The data collected was used to identify the priorities for the 2015-2017 school plan. As a result the three key strategic directions of Quality Students, Quality Teachers and Quality School Community were agreed upon.

The process took place in a number of forums including Staff meetings, the annual executive conference, a parent teacher evening, student year meetings and included a review of strengths, opportunities and areas for development across the school.

Action teams were formed to assist to implement, monitor and evaluate the priority processes and projects. The executive team have a dedicated fortnightly focus at executive meetings to ensure continuity of collaboration and meeting the ongoing targeted milestones towards completion.



## STRATEGIC DIRECTION 1 Quality Students

### Purpose:

To create productive citizens who are critical thinkers and life-long learners, striving to achieve their personal best through engaging in meaningful and future focused learning experiences.

Literacy and Numeracy Project

Quality Assessment Project

Young Leaders Project

## STRATEGIC DIRECTION 2 Quality Teachers

### Purpose:

To create innovative teachers who build their capacity through focused and contextual professional learning. A collaborative culture of life-long learning will be established where every staff member is challenged and engaged in ongoing, relevant and informed teaching and learning practice.

Formative Assessment/QT Project

Innovative Practices Project

High Performing Teacher Project

## STRATEGIC DIRECTION 3 Quality School Community

### Purpose:

To create a collaborative school community inspiring a culture of success through instilling the values of respect, responsibility and excellence. The focus will be on the well-being and resilience of students and staff as well as providing opportunities for student and community voice, to ensure that Hurstville Boys Campus is the school of choice for local boys.

School of Choice Project

Uniting our Community Project

Resilience and Well- Being (RAW) Project

# Strategic Direction 1: Quality Students

## Purpose

Why do we need this particular strategic direction and why is it important?

To create productive citizens who are, critical thinkers and life-long learners striving to achieve their personal best through engaging in meaningful and future focused learning experiences.

## Improvement Measures

- ❖ Increased number of students exceeding expected growth rates against the targeted aspect of the literacy and numeracy continuums.
- ❖ Increased number of students involved in leadership opportunities
- ❖ Significant increase in students submitting quality assessment tasks
- ❖ Increased number of students including Aboriginal and LBOTE exceeding expected growth rates in Year 9 NAPLAN and VALID (*Validation of Assessment 4 Learning and Individual Development*) compared to Year 7

## People

How do we develop the capabilities of our people to bring about the transformation?

**Students'** level of achievement and participation will be improved through the development of engaging, differentiated teaching and learning.

**Staff** personalise, monitor and assess student progress and learning.

**Parents** and teachers collaborate through various communication mediums to support student engagement and learning.

**Community Partners** including our collegiate of schools will be made aware of the needs of the students at our Campus to collaboratively support the development of quality students.

**Leaders** will mentor and support staff in developing leadership capabilities of staff and students.

## Processes/Projects

How do we do it and how will we know?

- ❖ Develop and implement whole school literacy and numeracy programs informed by data analysis.
  - numeracy audit
  - NAPLAN/VALID (*Validation of Assessment 4 Learning and Individual Development*) analysis.
- ❖ Embed formative and summative assessment strategies in classroom pedagogy and improve explicit teaching of the understanding of marking rubrics.
- ❖ Young Leaders leadership opportunities for all students.

## Evaluation Plan

- Literacy and numeracy continuum
- NAPLAN data
- Classroom Walkthroughs
- Tell Them From Me (TTFM) Survey
- GRC College exam data
- GRC HBC Exam data

## Products and Practices

What is achieved and how do we measure it?

- ❖ Increased number of students exceeding expected growth rates against the targeted aspect of the literacy and numeracy continuums.
- ❖ Increased number of students involved in leadership opportunities

What are our newly embedded practices and how are they integrated and aligned with our purpose?

## Practices

- ❖ Staff provide meaningful, coherent feedback which students respond to and modify learning practices.
- ❖ Students are self-directed lifelong learners with improved literacy and numeracy skills to achieve their personal best.
- ❖ Students are able to plan activities, using leadership skills, collaborate, work in teams, problem solve and make connections with their learning and the real world.
- ❖ To use NAPLAN and VALID data to inform teaching and learning.

# Strategic Direction 2: Quality Teachers

## Purpose

Why do we need this particular strategic direction and why is it important?

To create innovative teachers who build their capacity through focused and contextual professional learning. A collaborative culture of life-long learning will be established where every staff member is challenged and engaged in ongoing, relevant and informed teaching and learning practice.

## Improvement Measures

- ❖ All staff have embedded formative assessment into programs, assessment and classroom pedagogy.
- ❖ All staff have engaged in reciprocal observations and classroom walkthroughs to increase innovative engaging practice.
- ❖ Teaching practices are aligned to National Professional Teaching Standards and are shared through collaborative, quality professional learning experiences.

## People

How do we develop the capabilities of our people to bring about the transformation?

**Students** Level of achievement and participation will be improved through the development and delivery of engaging, ICT focused, differentiated teaching and learning.

**Staff** engage in personalised professional development using a range of innovative strategies including peer observation, data analysis and conferencing with a focus on the NPTS contributing to a culture of sharing and responsibility.

**Parents/ Community Partners** are supported to understand the importance of teacher professional learning.

**Leaders** will mentor and support staff through timely and meaningful feedback, professional dialogue and regular professional meetings.

Drive the development of a transparent learning culture.

Develop and contribute to a dynamic learning environment using the school Excellence Framework, the Performance and Development Framework as well as the National Professional Teaching Standards for supporting continuous improvement and collaboration

## Processes/Projects

How do we do it and how will we know?

- ❖ Formative Assessment/QT Project including:
  - Teacher reflection and self assessment
  - Feedback
  - Reciprocal observations
  - Classroom walkthroughs
- ❖ Build upon the culture of sharing and understanding expectations of innovative, engaging practice for, teaching, learning and leading.
  - Focus on Reading
  - Project based learning
  - Visible thinking strategies
  - web tools/ICT
- ❖ Build staff capacity to align practice to the NPTS to ensure improved outcomes for all students.

## Evaluation Plan

- ❖ Tell them from Me (TTFM) Teacher survey
- ❖ Performance and Development framework
- ❖ Teachers and executive seek roles beyond the classroom and school and seek appropriate levels of accreditation.

## Products and Practices

What is achieved and how do we measure it?

- ❖ All programs have formative assessment embedded into programs, assessment and classroom pedagogy.
- ❖ All staff have engaged in reciprocal observations and classroom walkthroughs to increase innovative engaging practice.
- ❖ Teaching practices are aligned to National Professional Teaching Standards and are shared through collaborative, quality professional learning experiences.

What are our newly embedded practices and how are they integrated and aligned with our purpose?

## Practices

- ❖ Professional learning is embedded into classroom practice with all teachers contributing to a culture of continuous improvement.
- ❖ Teachers participate in reciprocal observations of classroom practice, self-reflection and feedback to individually and collaboratively evaluate the effectiveness of their teaching.

# Strategic Direction 3: Quality School Community

## Purpose

Why do we need this particular strategic direction and why is it important?

To create a collaborative school community inspiring a culture of success through instilling the values of respect, responsibility and excellence. The focus will be on the wellbeing and resilience of students and staff and to provide opportunities for student and community voice, ensuring Hurstville Boys Campus is a school of choice for local boys.

## Improvement Measures

- ❖ Increase in student enrolments from local primary schools.
- ❖ Increased collaboration between the Collegiate, feeder primary schools, university and vocational education partnerships.
- ❖ Increased sense of community spirit and satisfaction, improving the health and wellbeing of staff and students.

## People

How do we develop the capabilities of our people to bring about the transformation?

**Students** develop a deeper understanding of their role within the school and wider community.

**Staff** make real life connections in their teaching using community links.

**Parents** will be provided with a range of opportunities to be actively involved in their child's school life and to participate in educational programs in the school.

**Community Partners** will be invited to be actively involved in the educational programs in the school.

**Leaders** will demonstrate higher order communication, interpersonal and strategic planning skills to build stronger school and community partnerships.

## Processes/Projects

How do we do it and how will we know?

- ❖ Provide opportunities for positive contributions to improve community perception of HBC.
  - Primary links transition Program
  - HBC Roadshow
  - P BL matrix/lessons
  - Primary school parent excursion to HBC
  - Open afternoon for Primary school principals and Teaching staff.
- ❖ Engage local feeder primary schools in mutually beneficial educational opportunities.
  - community of schools PL
  - Yr 10 PASS HPS student coaching
  - Focus on Reading with HPS
- ❖ Students, staff and the broader school community understand the behaviours, attitudes and expectations that enhance well-being and improve school culture
  - Positive Behaviour for Learning

## Evaluation Plan

TTFM Parent/Teacher/Student Survey  
Enrolment data  
Collaborative community activity data  
Website and newsletter "hits"  
GRC Transition/ school to work data  
LMBR data

## Products and Practices

What is achieved and how do we measure it?

- ❖ Increase in student enrolments from local primary schools.
- ❖ Increased collaboration between the Collegiate, feeder primary schools, university and vocational education partnerships.
- ❖ Increased sense of community spirit and satisfaction, improving the health and wellbeing of staff and students.

What are our newly embedded practices and how are they integrated and aligned with our purpose?

## Practices

- ❖ Providing opportunities to develop collaborative practices across and within the school community.
  - Parents/students/ community partners/local schools/GRC
- ❖ Provide opportunities to improve the health and wellbeing of staff and students.