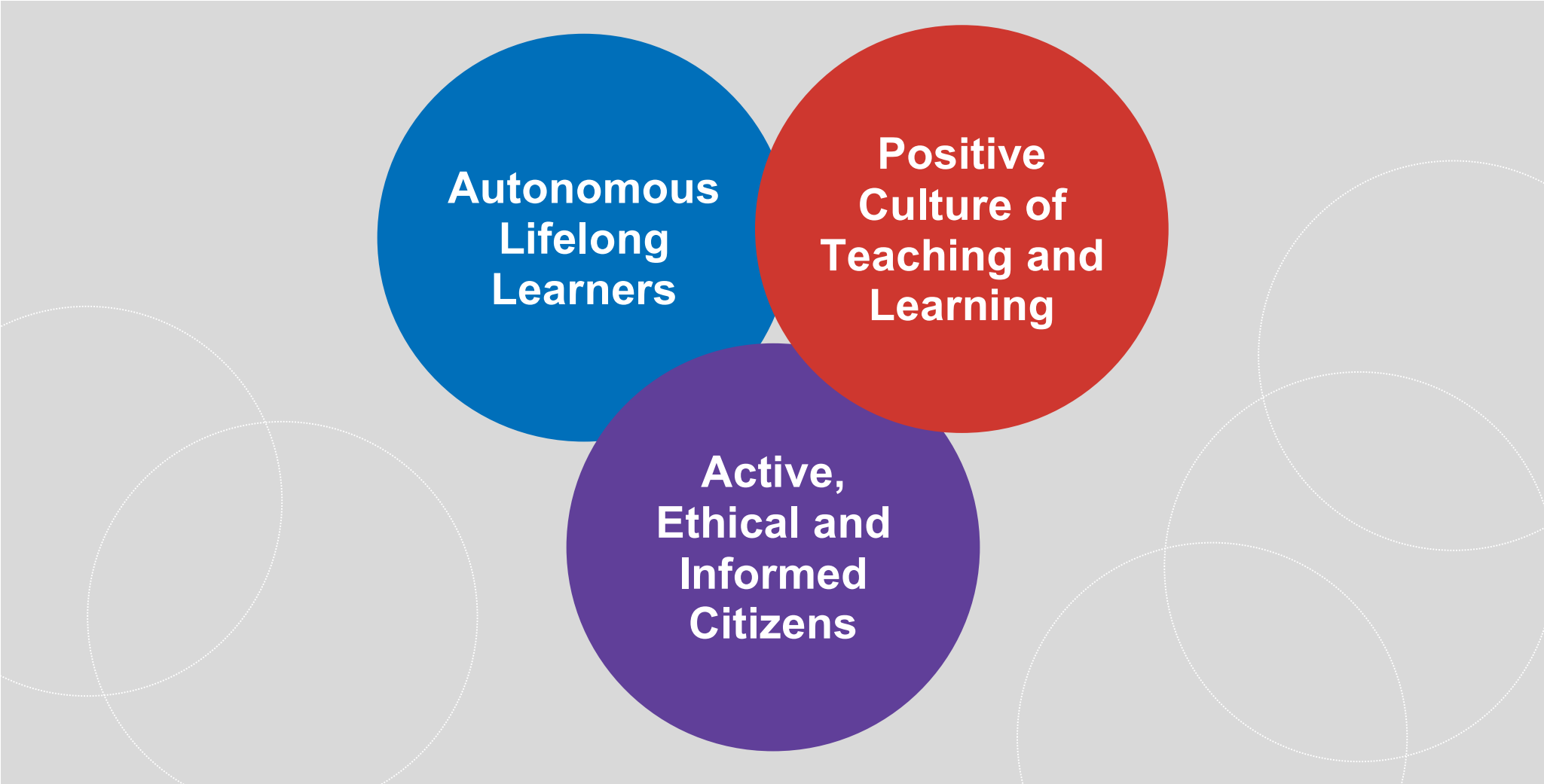


School Plan 2018 – 2020

Georges River College Oatley Senior Campus



**Autonomous
Lifelong
Learners**

**Positive
Culture of
Teaching and
Learning**

**Active,
Ethical and
Informed
Citizens**



School vision statement

Georges River College Statement of Purpose

Georges River College has a collective responsibility to foster collaborative networks that talk together, plan together and work together. Our learning community has a clear purpose, and common goals; is driven by teacher and student improvement; and its effectiveness is measured against system frameworks.

Georges River College Oatley Senior Campus Statement of Purpose

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

We aim to develop a culture that inspires students to become autonomous life-long learners who are active and informed citizens that can embrace future challenges.

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. In 2018, the school will have 85 staff and 850 students, 74% of whom are from a non-English speaking backgrounds, including 40 international students from the Asia region.

Oatley Senior Campus has a focus on providing a quality education by differentiating the curriculum to meet the needs of all students in a Stage 6 environment. The campus has an ethos of young adult learning, which is linked to extensive student support programs in Learning Support and Student Wellbeing.

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.

Student leadership is encouraged through the SRC, student committees and prefecture that is available to all student. The campus has an active P and C and offers Parent Information Sessions on a range of topics to guide parents in offering assistance during the senior years.

School planning process

The 2018 – 2020 plan was developed in conjunction with staff, students and parents.

Staff and students were invited to complete surveys and attend forums and/or meetings at which ideas and opinions were canvassed and discussed. The senior executive used professional learning time to consult staff on the vision and values of the school. These beliefs and ideas guided the strategic directions that were developed.

Staff developed drafts of the various elements of the plan based on submissions by parents, staff and students. The school executive evaluated and reviewed these drafts to present back to the school community for ratification.

The School Plan was endorsed by the parents at the P&C Meeting on 26 March 2018. The implementation of the school plan will be monitored by strategic direction 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.

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.

School Plan 2018 - 2020

STRATEGIC DIRECTION 1

Autonomous Lifelong Learners

Purpose:

To build student capacity that engenders high expectations and autonomy and that facilitates problem solving, critical thinking and intellectual risk taking in a challenging environment.

STRATEGIC DIRECTION 2

Positive Culture of Teaching and Learning

Purpose:

To enrich the quality of teacher practice where personal reflection and feedback on evidence informed practice leads to challenge, engagement and innovation for students.

STRATEGIC DIRECTION 3

Active, Ethical and Informed Citizens

Purpose:

To build an inclusive educational environment which supports wellbeing and fosters the values of respect, responsibility and excellence, in order to inspire strong community connections and develop global citizens.

Strategic Direction 1: Autonomous Lifelong Learners

Purpose

To build student capacity that engenders high expectations and autonomy and that facilitates problem solving, critical thinking and intellectual risk taking in a challenging environment.

Improvement Measures

- Increased proportion of students demonstrate active engagement in their learning.
- Increased proportion of students demonstrate high expectations, leading to improved learning progress and achievement.
- Students aiming for the HSC credential meet the national minimum literacy standards.
- Students aiming for the HSC credential meet the national minimum numeracy standards.

Evaluation Plan

The impact of each project will be measured by evidence obtained from external and internal.

Examples:

- HSC Smart and RAP data.
- Literacy and numeracy online testing
- Staff and student surveys
- Focus groups
- Destination Survey
- Exit Poll
- Tell Them from Me survey

People

Visible Learning

Teachers and Students: Build the skills and resilience of students and teachers to self-assess, self-reflect and self-direct learning, with a focus on developing a growth mindset.

Literacy

- **Teachers:** Build the knowledge and capacity of teachers to:
 - (a) integrate the stages of writing into learning sequences to enable students to write in a sustained manner.
 - (b) provide effective feedback, before, during and after the writing process.
 - (c) Support students to meet the HSC minimum standard in literacy
- **College:** The College supports a coordinated approach to improving literacy across the learning continuum.

ALARM

- **Students:** Build the skills and capability of students to apply ALARM as a response tool.
- **Teachers:** Build the knowledge and capacity of teachers to use ALARM as a method to deliver and differentiate syllabus content.

Numeracy

- **Teachers:** Using benchmarking results to support students to meet the national numeracy minimum standards
- **College:** The College supports a coordinated approach to improving numeracy across the learning continuum.

Processes

Visible Learning

Growth Mindset

- Draw on research to develop an understanding of the concept of Growth Mindset.
- Mitigate factors which impede the development of growth mindset in staff and students.
- Foster the factors that encourage a positive mindset in staff and students.

Student Autonomy

- Support continued professional learning in the areas of Formative Assessment and student Feedback.

Literacy

- Staff engage in collaborative practices to implement learning sequences across Stages 4, 5 and 6 - Reading for Meaning, Writing for Purpose Project.

ALARM

- Draw on research to develop and implement professional learning which upskills staff to use ALARM as a teaching practice.

Numeracy

- Staff engage in collaborative practices to implement learning sequences across Stages 5 and 6.

Practices

- Students develop an effective learning partnership with teachers by using feedback, formative assessment and self-reflection to inform their learning progress.
- All teachers use data, evidence based practice and effective feedback to differentiate teaching and learning.

Products

- All teaching and learning programs show evidence that they are adjusted to address individual student and/or cohort needs.
- The school has developed systematic and reliable assessment tools, which inform teaching practices and supports student autonomy. Greater proportion of students achieve academic excellence.

Strategic Direction 2: Positive Culture of Teaching and Learning

Purpose	People	Processes	Practices
<p>To enrich the quality of teacher practice where personal reflection and feedback on evidence informed practice leads to challenge, engagement and innovation for students.</p>	<p>Accreditation Teachers:</p> <ul style="list-style-type: none"> Teachers will regularly reflect on their practice and actively engage in formal and informal professional learning opportunities to achieve school, faculty and personal goals with the aim of developing skills appropriate for accreditation at proficient, HAT and LEAD. <p>Differentiation Teachers:</p> <ul style="list-style-type: none"> The Executive, together with experts from the teaching staff, coordinates a scope and sequence for the delivery of high quality professional learning that allows teachers to collaborate on best-practice in differentiation. <p>Teaching and Learning Programs Teachers:</p> <ul style="list-style-type: none"> Head Teachers coordinate the design of high quality, rigorous teaching programs, formative and summative assessments to meet NESA requirements and to challenge students. Teachers show evidence of teaching and learning program revisions based on teacher, parent and student feedback. Teachers use and respond to data to inform collective decisions about student achievement and teaching practice. <p>Students:</p> <ul style="list-style-type: none"> Students engage in providing feedback and reflection to teachers on their learning, teacher practice and teaching and learning programs. Students obtain and apply teacher feedback to improve their learning outcomes. 	<p>Accreditation</p> <ul style="list-style-type: none"> Staff engage in both teacher identified and registered professional learning to maintain accreditation Provide coaching and mentoring support to teachers seeking higher levels of accreditation. <p>Differentiation</p> <ul style="list-style-type: none"> Research high quality professional readings and practices to inform a school wide plan on differentiation. Develop a set of protocols and expectations which draw on best – practice for faculties to redesign teaching programs that explicitly integrate differentiation and rich assessment tasks (of, as and for learning) <p>Teaching and Learning Programs</p> <ul style="list-style-type: none"> Support professional learning conversations through collaboration and classroom observations to drive a review of teaching programs and practice Implement whole school professional learning to establish best-practice on formative and summative assessments. Exhibition of Practice showcasing student and teacher efficacy. Teachers routinely gather evidence of learning to inform their teaching, adapt their practice and meet learning needs of students. 	<ul style="list-style-type: none"> Staff incorporate Professional learning activities and feedback to promote and implement effective strategies to improve teaching and learning. Whole school professional learning in differentiation for students to engage in more problem solving and conceptual thinking has been implemented Teacher collaborate, demonstrate and share their expertise with staff within their school and other schools to model effective practices.
Improvement Measures			Products
<ul style="list-style-type: none"> Increased proportion of staff engage with accreditation maintenance and higher levels of accreditation Teaching and Learning programs are evidence based, differentiated for individual student learning needs showing evidence of revisions based on feedback of teaching practices. 			<p>Accreditation</p> <ul style="list-style-type: none"> HAT and LEAD will have been commenced by some teachers and Head teachers. Local schools will be accessed to build collaborative networks for aspiring HAT and LEAD candidates <p>Differentiation</p> <ul style="list-style-type: none"> Teachers will share their understanding and resources to develop greater understanding of differentiation, questioning and problem solving skills Teaching and Learning programs are evidence based, differentiated for individual student learning needs, and are based on feedback of teaching practices. <p>Teaching and Learning Programs</p> <ul style="list-style-type: none"> All teaching programs meet NESA requirements and include differentiation strategies and rigorous teaching and learning strategies All teaching programs will have higher order formative and summative assessment.
Evaluation Plan			
<p>The impact of each project will be measured by evidence obtained from external and internal.</p> <p>Examples:</p> <ul style="list-style-type: none"> Reviews of Professional Development Plans Accreditation data Data collected on professional learning undertaken by staff Staff and student feedback on teacher practice Tell Them from Me staff survey Value added data 			

Strategic Direction 3: Active, Ethical and Informed Citizens

Purpose	People	Processes	Practices
<p>To build an inclusive educational environment which supports wellbeing and fosters the values of respect, responsibility and excellence, in order to inspire strong community connections and develop global citizens.</p>	<p>Volunteering and Campus Links</p> <ul style="list-style-type: none"> • Students: Build skills to promote autonomy with a focus on communication, empathy, responsibility and teamwork. • Teachers: Adopt a coordinated approach where community engagement is valued and there is an expectation of collaboration and the development of Interpersonal and communication skills to establish links. • Community: Working collaboratively with students and staff across campuses to provide opportunities to enhance values education through community engagement. 	<p>Volunteering and Campus Links</p> <ul style="list-style-type: none"> • Investigate current practices and future possibilities to engage with the community. • Establish appropriate community links which will provide opportunities for students to demonstrate our school values. <p>Wellbeing Framework</p> <ul style="list-style-type: none"> • Assess student needs and develop a whole school approach to foster engagement and wellbeing. 	<p>Volunteering and Campus Links</p> <ul style="list-style-type: none"> • School wide leadership teams will promote and develop purposeful community links and engagement. <p>Wellbeing Framework</p> <ul style="list-style-type: none"> • Shared school wide responsibility is evident to promote and support our wellbeing programs.
Improvement Measures			Products
<ul style="list-style-type: none"> • Increased links and engagement with the school community. • Increase the proportion of students' school wide engaging in wellbeing program 			<p>Volunteering and Campus Links</p> <ul style="list-style-type: none"> • Comprehensive community database has been developed to identify opportunities for enhanced community engagement.
Evaluation Plan			
<p>The impact of each project will be measured by evidence obtained from external and internal.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Feedback from community events and programs • Tell Them from Me student and parent survey • Transition data • Evaluations of wellbeing programs • Student well-being and satisfaction surveys. 	<p>Wellbeing Framework</p> <ul style="list-style-type: none"> • Students: Build skills that promote self-efficacy, empathy and resilience. • Teachers: Adopt a holistic approach where staff recognise the importance of student wellbeing in realising social and educational outcomes. • Community: Assume collective responsibility in supporting and promoting the wellbeing processes of the school. 		<p>Wellbeing Framework</p> <ul style="list-style-type: none"> • A range of targeted wellbeing programs has been developed to meet student wellbeing needs.