**Richmond River High School**

**School Improvement Plan 2015-2017**

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| **School vision statement** |  | **School context** |  | **School planning process** |
| Inspiring Learning for Lifelong Success |  | Richmond River High School, located in the Lismore township, has an enrolment of 851 students, including 58 Aboriginal or Torres Strait Islander students and is focused on working with a diverse community to build student engagement through the implementation of quality programs, teaching and wellbeing initiatives. The school's vision of "lifelong learning for success" is fundamental to the school's values of high expectations, collaboration, inclusivity and respectfulness and is the basis for continuing to build the capacity of staff in their endeavour to provide quality teaching and learning practices. Richmond River High School, Kadina High School and Lismore High School are operating as a college structure from the commencement of the 2015 school year.  The school has a small group of dedicated parents who form the school’s P&C association. The P&C manages the school canteen and funds raised from the canteen are used by the PCc to supplement faculty and school programs.  The has an active Student Representative Council who are actively involved in improving school amenities and fundraising. The SRC also plays an active role along with the school LEO’s club in fundraising for worthwhile community causes. |  | During 2014 the school coordinated a range of consultation processes that led to the development of the school’s vision or overall purpose as well as the priority areas contained in the school’s new strategic directions.  Focus groups for staff, parents and students were carried in 2014 to find out first-hand what each of the key stakeholders liked about the school and the things that they thought the school could do better. The school’s Student Support officer and the school’s teacher librarian facilitated a strengths, weaknesses, opportunities and threats (SWOT) analysis as the basis for feedback.  A number of school development days were devoted to redefining the school’s overall vision that resulted in a new vision statement and a values platform.  In addition staff, students and parents were then surveyed in order to further establish priority areas for 2015 and beyond. Information from these evaluation processes was then fed back to our key stake holder groups via the school’s weekly newsletter, at P&C meetings and at staff meetings.  The staff elected to attend two half day workshops during term 3 to consolidate the school’s new strategic directions and to use the new 5 P planning processes to develop and agree upon strategic direction purpose, the people specifically involved, to identify how the school is going to implement the priorities and to identify the practices and products that the school is likely to see when achievement has occurred. A number of executive and staff meetings were also used to further this work.  As a result of the planning process the school has identified specific roles for the senior executive team. Mr Harvey will oversee and mentor head teachers and teachers in the delivery of the Wellbeing strategic direction. Mr Howes will oversee and mentor head teacher and teachers in the delivery of Building Success and Opportunities and Mrs Williamson will do the same for Connected People with Effective Systems. In particular Mr Howes will oversee Curriculum and Assessment related matters, community engagement, and Aboriginal education. Mrs Williamson will oversee Year 6 to 7 and school to work transition, and Work, Health and Safety. Mr Harvey will oversee planning and budgeting, Board of Studies accreditation for teachers and the Performance and Development of Teachers. |
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| **Purpose:**  *To deliver our vision and values by implementing a range of school experiences that motivate and support engagement to maximise learning potential.* |  | **Purpose:**  *To deliver our vision and values by collaboratively developing and refining highly effective systems that promote connectedness within our learning community.* |  | **Purpose:**  *A positive school culture and environment actively supports staff and students to achieve their best by proactively promoting health, belonging, resilience, leadership, student voice and engagement.* |

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| Strategic Direction 1: Building Success and Opportunities | | | | | | |
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| **Purpose** |  | **People** |  | **Processes** |  | **Products and Practices** |
| **Why do we need this particular strategic direction and why is it important?**  *To deliver our vision and values by implementing a range of school experiences that motivate and support engagement to maximise learning potential.* |  | **How do we develop the capabilities of our people to bring about transformation?**  **Learning and Support Team:**  Deliver sustained professional learning to build the capacity of teaching staff to deliver learning adjustments.  **Executive**: investigate reporting systems that can be adapted to include adjustments and those on alternate Pathways.  **Learning and Support team:** Deliver a series of workshops for parents and online resources to build the capacity of parents in supporting individualised learning plans.  **Parents:** Undertake an increasingly active role in supporting their child with individualised learning and support plans.  **Learning Extension Committee**: To develop a program of professional learning to build the capacity of staff to engage with learning extension. There will be a focus on building the capacity of the High Achievers class teachers.  **Staff**: teachers of the High Achievers Classes undertake a coordinated program of professional learning to build their capacity to deliver differentiated programs.  **Executive**: investigate reporting systems, that address different learning outcomes for High Achievers students  **Learning Extension Committee**: will investigate broadening Personalised Interest Projects or Rich Tasks across more year groups.  **Learning Extension committee**: will investigate the processes and implications of accelerated learning within the school and The Rivers College.  **Curriculum Committee**: develops a program of professional learning and professional sharing around 21st century learning pedagogies and assessment.  **Technology Committee**: Provide develop a program of professional learning on the effective use of technologies in the classroom.  **Staff:** Overtly teach the digital code of practice and ethical standards.  **Deputy Principal**: leads a team of staff to review the study skills program with a view to extend the program across all years.  **Literacy and Numeracy:** team including the LaST is established to develop a whole school approach to embed literacy and numeracy across the curriculum.  **HT Administration:** Leads the Executive teamto coordinate an assessment calendar mapping all tasks 7-12.  **Senior Executive**: lead the Executive to develop a program of professional learning to support staff to engage with assessment  **Executive**: monitor assessment practice in faculties.  **Executive**: Review Junior Exam structure and explore the implications of introducing formal exams for 7-12. |  | **How do we do it and how will we know?**  **Learning Support**   * Time allocated for key staff to develop teacher and parent workshops * Reference Reporting structures from other schools   **Professional learning**   * Professional learning for teaching staff in making necessary adjustments to class tasks and assessments to promote greater student success * Disability Standards of Education * Data Collection training   **Learning Extension**   * Working party is established to investigate the broadening of rich tasks as well as investigate implications for acceleration.   **Professional learning**  Facilitated by the Learning Extension Committee:   * Professional learning time is provided to build the capacity of staff to engage with learning extension strategies including 21st C learning strategies and Assessment Practices   Presentation on the implications of accelerated curriculum at RRHS and/or across the Rivers.  **Student Engagement**  **Professional learning**   * Structured opportunities for staff to learn about and collaborate in developing 21st Century Learning and Assessment strategies, in particular, collaborative learning, problem solving, critical thinking, self-directed learning * A structured program of professional learning addressing * Cloud technology * Google Apps * Digital Citizenship * Using technology effectively in the classroom * Staff learning on best practice programming 7-12 high quality scope and sequence, programs, lesson design, assessment, achievement data and instructional feedback * The Literacy and Numeracy working party is provided Professional learning (release) time * A structured program of professional learning around Literacy and Numeracy is integrated into the school’s calendar of professional learning.   **Assessment**   * Assessment calendar is published across the school community   **Professional Learning**  A program of professional learning for staff around assessment is developed and integrated into the school’s professional learning calendar |  | **What is achieved and how do we measure?**  **Product**: all students will be able to successfully access the curriculum through tailored individualised approaches as required  **Practice** : all staff make learning and assessment adjustments to support students with additional learning needs  **Practice**: Student Reports are adapted to acknowledge the adjustments utilised to meet curriculum outcomes.  **Product**: All students are engaged with and supported in quality assessment practice and process.  **Product:** Parents areactively engaged with supporting their child’s individual learning needs.  **Practice:** A series of parent workshops are regularly offered and resources posted on the school’s website.  **Product**: an environment of high quality curriculum delivery and quality assessment in which gifted and talented students are extended and engaged in learning.  **Product**: Students who have participated in the High Achievers classes achieve in the upper bands for the HSC.  **Practice:** The teachers of the High Achievers class embed capabilities and create learning activities that ensure development of students as independent learners.  **Practice**: Staff prepare student reports that reflect accommodation for students undertaking learning extension  **Practice:** All students in Years 7-10 undertake rich tasks.  **Product**: Students are engaged in their learning and assessment  **Practice:** Staff align teaching and assessment to best practice with 21st Century learning in order to engage students.  **Practice:** Students develop competencies including collaboration, creativity, critical thinking, communication and digital literacy.  **Practice:** Students bring devices and use them appropriately. Students are responsible Digital Citizens.  **Practice**: Introduction of Google Apps access anything, anywhere, anytime.  actively teaching the skills such as collaboration  **Practice:** Review the Elevate Education Study Skills and Mentoring system. Senior students are supported with an individual work plan.  **Practice**: Developing a Study Skills program supporting students years Yrs 7-12  **Practice:** Literacy and Numeracy teaching strategies are evident in classroom delivery across the school  **Product:** A school culture in which students, parents and teachers hold engagement with assessment as paramount.  **Product:** a consistent whole school approach to assessment.    **Practice:** Develop cross faculty assessment timetable for all year groups.  **Practice:** Staff will develop and deliver high quality assessment  **Practice:** Students are prepared for and engage with formal examinations. Students abide by examinations protocols. |
| **Improvement Measures** |  |
| * An analysis of teaching programs indicates that teachers are making appropriate adjustments to teaching programs and assessment tasks for students identified through the Disability Data Collection process * Survey data indicates that teachers are embedding 21 Century teaching strategies into their teaching and learning programs * An analysis of HSC results indicates a correlation between HSC results and inclusion in the school’s High Achievers classes in the junior years * Analysis of student RISC data highlights fewer entries of students misusing their electronic devices in class * Survey data indicates improved satisfaction from parents and students about the clarity of assessment tasks and in relation to the assessment schedule provided to them |  |

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| Strategic Direction 2: Connected People With Effective Systems | | | | | | |
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| **Purpose** |  | **People** |  | **Processes** |  | **Products and Practices** |
| **Why do we need this particular strategic direction and why is it important?**  *To deliver our vision and values by collaboratively developing and refining highly effective systems that promote connectedness within our learning community.* |  | **How do we develop the capabilities of our people to bring about transformation?**  **Executive**: A member of the Senior Executive will lead the Executive to facilitate the alignment of curriculum offerings, timetable, alternative patterns of study and focussing on management of timetable, transition programs.  **Executive:** A team from the Executive will devise a series of guidelines to be employed in managing split classes.  **Students**: identified students will participate in School to Work preparation programs to build capacity to fulfil personal goals and career aspirations  **Transition Team**: will align the practices of the Transition Adviser, Careers Advisor, SSO, AEA, VET coordinator and ED teacher in order to more effectively support transition  **Attendance Team**: An ‘attendance’ team be formed consisting of representatives from executive, teaching and SASS staff to engage with students and staff to ascertain issues pertaining to truancy via student forums in order to provide recommendations to refine systems and reconnect students with learning.  **Executive** **Team:** Explore the implementation of recommendations from the Attendance Team and develop a program of professional learning for staff regarding attendance.  **Technology Committee:** Explore the implementation of online roll marking.  **Senior Executive**: Accommodate recommended Professional learning into the school’s Professional learning calendar. Facilitate the necessary development of student presentations around truancy.  **Staff**: (including SASS):   1. Representatives participate in the attendance team. b) Engage with implemented systems.   **Discipline Review Team**: a) To provide professional learning around the revised Discipline and Welfare policy to executive and staff  b) Embed the discipline policy with the revised reward and recognition processes  c) Develop a program of student and parent workshops online and onsite to educate students about the revised policy.  **Reward and Recognition Team**: Develop an effective R&R system. Develop a program to engage staff, parents and students with the system in line with PBL.  **Welfare Team:** Engage with the revised Reward and Recognition program and develop pathways to integrate the R&R system into Student led Year meetings and student led assemblies.  **Executive**: Align faculty discipline practices. Lead staff in the implementation of the revised discipline system.  **Students**: Understand and comply with the school’s behaviour management strategies and engage with the R&R system.     1. **Parents:** Participate in workshops or online learning regarding the revised Discipline and Reward and recognition System. Support their child in engaging with both systems.   **Aboriginal Education Team:** Tobe established to engage the local community (including other Rivers campuses) and make recommendations for the further engagement of the school with Aboriginal education.Recommendations be presented to Executive and staff meetings.  **Staff:** Reengage with an understanding of Aboriginal Education |  | **How do we do it and how will we know?**  **Curriculum Management Team leads**   * The development of the timetable that emphasises subject choice flexibility for non ATAR students * The development of guidelines that assist teachers and Head teachers in the effective management of split classes.   **Professional Learning**   * Executive to deliver training in managing shared classes to faculties   **Transition Years 10-12**   * Regular formalised liaison between VET coordinator, TAFE contacts and the local business community.   The Transition Team meets regularly and works closely with the VET team to plan for and monitor curriculum, TAFE and work options.  **Attendance**   * Identification of the reasons why students truant * Refinement of systems for tracking truancy * Professional Learning for staff on engaging students to attend all lessons   **Student and Staff Forums**  Student, parent and staff focus groups will be formed to survey why students truant, as well as review of systems.  **Professional Learning**  **Executive Team to coordinate staff Pl across the school’s PL Calendar:**   * Engagement with refined and newly established attendance monitoring systems * 21st Century Learning pedagogies * Student voice – why students at RRHS truant lessons   **Discipline and Welfare Policy**  A positive and dynamic school culture supported by:   * Review of the Discipline and Welfare Policy * Review of the Reward and Recognition program * Professional Learning for staff * PBL embedded in school processes   **Professional Learning**  Reward and Recognition Team   * Provide PL around newly established reward and recognition program   Senior executive and LaST   * Regular professional learning for all staff supporting them to engage with the management of students with a variety of discipline and behaviour issues.   Faculty Head Teachers   * Ongoing faculty PL on the student management systems   **Aboriginal Education**  Consultation with AECG and local community to develop a RRHS Aboriginal education plan.  Professional learning:   * Staff and community on Aboriginal Education * Staff presentation and sharing of 8 Ways of Aboriginal Learning |  | **What is achieved and how do we measure?**  **Product**: Students develop the necessary skills, knowledge and capability to achieve their chosen career or further study pathway.  **Product:** students engage in learning and realise their potential.  **Practice:** The timetable reflects a variety of choice in all lines for ATAR and non-ATAR students.  **Practice:** Shared classes are minimised and staff implement common strategies in managing splits.  **Practice**: Individualised alternative patterns of study are established for students  **Practice**: The school to work transition team provides innovative curriculum options to assist students to engage in a pattern of study that supports them to realise their potential in their chosen field.  **Practice**: The timetable provides students with subject choices appropriate to their career goals or aspirations.  **Product**: A set of effective and sustainable systems that underpin a school culture where students are supported to attend all lessons and whole school activities.  **Product:** Students attend most of their learning activities.  **Practice**: Staff engage with attendance monitoring systems  **Practice**: A program of professional learning will be devised in response to the above practice and delivered at staff meetings.  **Product**: A school culture in which students are supported by explicit and proactive positive behaviour for learning.  **Product:** Increased recognition of positive behaviours throughout the entire school community.  **Practice:** Students, staff and parents consistently engage with the school’s behaviour management policies.  **Practice:** Regular and consistent acknowledgement of positive behaviour to students, parents and staff.  **Product:** A plan is developed to guide the school community in implementing a cohesive approach to delivering improved outcomes for Aboriginal students.    **Product:** Aboriginal cultural competencies are embedded across the school.  **Practice:** Teachers deliver a range of strategies specifically designed to improve the outcomes for Aboriginal students |
| **Improvement Measures** |  |
| * Survey data indicates that staff are supportive of the newly developed framework for developing the school’s timetable * Year 11 course selections highlight that 90% of students received either their first or second course choices * An increased number of students are successfully enrolled in alternate patterns of study through the school’s school to work transition program * Analysis of RISC data highlights a reduction in partial truancies from 2014 to 2015 * Survey data and parent, student feedback indicates evidence of sustainable Aboriginal Education programs are developing across the school * Analysis from student, parent and staff focus group feedback identifies strong support for the newly established RAP program. |  |
| Strategic Direction 3:Wellbeing – Engaged, Healthy, Resilient people, Promoting Environmental Awareness | | | | | | |
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| **Purpose** |  | **People** |  | **Processes** |  | **Products and Practices** |
| **Why do we need this particular strategic direction and why is it important?**  *A positive school culture and environment actively supports staff and students to achieve their best by proactively promoting health, belonging, resilience, leadership, student voice and engagement.* |  | **How do we develop the capabilities of our people to bring about transformation?**  **Learning and Support Team works in collaboration with all staff to develop confidence in** the Mind Matters framework implement proactive and reactive wellbeing strategies with students emphasising student and staff wellbeing and resilience skill development, mindfulness, student voice and student leadership.  **Student Welfare Team:** Engage local consultants and community professionals to assist in developing more explicit responses for targeted groups or individuals.  **Passionate staff** are identified and trained to deliver programs directly to whole school and identified or targeted student groups.  **Students** are encouraged to engage in programs that could improve their emotional and mental development and resilience.  **Deputies:** lead the implementation of PBL and also use a range of other proactive strategies including the Recognition and Reward program.  **Year Advisors: work in collaboration with the whole school community to** implement specific strategies to promote health, wellbeing and study skills across year groups in broad and specific key areas.  **All staff** are actively involved in the role modelling and teaching students skills for life, including training for passionate staff.  **Professional Learning** for Year Advisors to develop their skills in leadership, mentoring, mental health management. creating a collaborative and cohesive Year Advisor team  **A student Voice team**: coordinates student participation in school life through the development of structured training opportunities for students so that their ideas for improving school culture and improving student wellbeing are implemented  **An Anti-racism team** is created and trained to support whole school initiatives to develop an understanding of difference, diversity and tolerance.  The **SRC** and other student leadership teams are given the opportunity to improve the whole school through the development of initiatives and review and of school policies and suggestions of improvement.  **Wellbeing Team** coordinates review of playground supervision including specific area management, training of staff in duties, and exploration of improvements. Staff are trained and actively engaged in supported in developing and maintaining a safe supervised environment.  The formation of an **Environment Team**, consisting of passionate staff, students and targeted students to develop and implement an Environment Improvement Plan. |  | **How do we do it and how will we know?**  Professional Learning for Staff on Wellbeing and Mental health.  Surveys are completed by staff, students and the community using technology and analysed to gain quality feedback to identify areas for development.  Data sets are identified and frequently analysed to set specific benchmarks Data sets identified could include, RISC, Attendance and survey data from all stakeholders  Identified Passionate staff are trained in a range of mental health and social development courses  A refined Mindfulness program is implemented across the whole school in all meeting venues and in class  The whole school engages in health and well-being by proactively promoting the positive contribution of staff and students in the wider community. Including pastoral care programs are continued or implemented that encourage whole wellbeing including social responsibility, life skills, harm prevention, mentoring, mediation, study skills and targeted support.  A review of the canteen products and the development of inclusive menu  Programs are researched and implemented to build the capacity of parents to support their children.  Exploration of the development of student voice initiatives that includes leadership at all levels, including possibly the formation of a Junior AECG, student involvement in the school improvement process and opportunities that support responsible and informed student voice initiatives, through the student team and in collaboration with the external consultant.  A program of inclusivity and supporting diversity is implemented through funding provided through District Office.  Regular meetings for SRC and LEO clubs occur to build the capacity of the students and to provide opportunity for consultation.  Members of the Wellbeing team will review and explore the current playground supervision and in consultation with staff will suggest a clear, concise systems approach to duty, including the designation of areas, definition and a training plan for staff  The Environment team will be formed to implement and monitor the Environment Improvement Plan.  Passionate students, staff and targeted students will implement beautification projects and environmental initiatives to improve the school. |  | **What is achieved and how do we measure?**  **Product:** The school promotes a culture of belonging as well as encouraging individuality.  **Practice;** confident teachers teaching and reinforcing positive student social skill development, resilience and self-reliance using a range of strategies.  **Practice:** Mindfulness is explicitly taught across the school and is part of our positive school culture.  **Product;** Staff are confident at identifying students at risk and follow set procedures.  **Practice;** Staff use set systems to refer students to possible support, this could include Year Advisors, Mentors, Learning and Support Team, and the Student Welfare Team.  **Product:** Students are resilient and are confident in seeking help, staff are supported in managing student’s mental health.  **Product:** Year Advisor Role is clearly defined.  **Product;** Students are supported and are actively provided with the opportunity to learn to build their social skills  **Practice:** Year advisors and other passionate staff deliver consistent positive and proactive strategies to build student resilience, leadership and communication skills**.**  **Product:** A wide variety of healthy and tasty food is offered through the school canteen.  **Practice;** More students using the canteen.  **Product;** Implementation and alignment with the Rivers College Wellbeing initiatives.  **Practice:** Information is provided to Parents/Carers through the many channels used in the school to reinforce health initiatives implemented at school, including the Facebook page, newsletter.  **Product**: The incidence of racism decrease, staff are confident in managing racism  **Practice**: Proactive strategies are developed and explicitly taught to students.  **Practice**: Students are actively involved in the school decision making processes through consultation.  **Product:** An environment that is friendly, clean, safe and well supervised that provides positive interaction and opportunities for student engagement in class and outside of class by extracurricular activities or organised lunch time activities.  **Practice**: Staff actively supervise and Changes to playground supervision practices are implemented  **Product:** Students take an active role in keeping their Playground area clean  **Practice:** Studentstake the lead in actively promoting a healthy and safe school environment  **Product:** Students and staff take responsibility for environmental sustainability initiatives and beautification projects. |
| **Improvement Measures** |  |
| * Analysis of RISC data indicates a reduction of off task behaviours, as well as significant reduction of short and long suspensions between 2015 and 2017 * Survey and focus group data indicates increased student engagement and satisfaction. Supported by decline in whole day and partial absences between 2015 and 2017. * Overall improvement from 2015-2017 in the number of students receiving a grade of Satisfactory and above in the Social Component of student reports. * Survey and focus group data indicates increased student participation in decision making, as well as increased student led initiatives |  |