School plan 2015 – 2017

Randwick Boys’ High School (8161)

21st Century Learners

Guiding Young Men to Success

Quality Teaching & Learning
## School background 2015 - 2017

### School vision statement
Randwick Boys' High School provides a safe and caring environment where young men learn and grow. In guiding young men to success, Randwick Boys' High School offers a place where young men can develop their academic, sporting, social and cultural potential. Offering a diverse, challenging curriculum, well supported by a dedicated, professional staff, Randwick Boys' High School students work with honour, in a dynamic environment, to become successful members of society.

### School context
Randwick Boys' High School (Pop 685, 72% NESB, 2% Aboriginal) is situated in the Eastern Suburbs of Sydney. The school has a diverse range of students who perform at all levels of ability. The school has a strong focus on literacy and on the use of data, such as the National Assessment Program for Literacy and Numeracy (NAPLAN), to inform teaching and learning programs. There is a focus on technology in learning and on the use of Moodle in classrooms. The school operates an Independent Learning Centre, under the guidance of the Learning and Support Teacher (LAST). An excellent welfare program supports student learning. Quality Teaching, whole school literacy and numeracy, and differentiated curriculum are features of the school's planning and direction. The school has implemented an academically selected Gifted and Talented stream that will reach Year 11 during the term of this plan.

### School planning process
During 2014, the school undertook a planning process involving the staff, parent community and student leaders. Evidence was collected through NAPLAN and HSC results, surveys of staff and the community, discussions with student leaders. Other data, such as attendance and suspension data was investigated. Financial data, such as outlays for technology related expenditure was also considered in shaping the plan.

Of particular significance, a longitudinal study through a survey, known as the School Life Survey, provided historical data on students’ attitudes to school in areas such as well-being, teaching and learning, discipline and technology use.

The evidence emerging from the data guided the formation of the three focus areas and their accompanying strategic directions. These directions provide the details of the purpose (why), people and processes (how), as well as the practices and products (what) that the School Plan 2015-2017 aims to realise.

The plan was developed with input from the school staff, parents through the P&C and surveys, the student body, through the Prefects and SRC and the Executive of the school.
Purpose:
Randwick Boys’ High School is committed to the development of 21st Century learning skills by supporting the discerning use of technology, collaborative learning and engagement through high quality professional teaching.

Purpose:
Randwick Boys’ High School is committed to supporting its students on the journey to being successful, empathetic and well-rounded young men who are valued members of their communities.

Purpose:
Randwick Boys’ High School is committed to the development of high quality teaching and learning to build the academic depth of all students at all levels of ability.
### Strategic Direction 1: 21st Century Learners

#### Purpose
Randwick Boys’ High School is committed to the development of 21st Century learning skills by supporting the discerning use of technology, collaborative learning and engagement through high quality professional teaching.

#### People

**Students:**
- Develop collaborative learning skills.
- Develop effective study skills.
- Think critically and creatively to resolve problems.
- Become discerning users of technology.

**Staff:**
- Will implement Project Based Learning.
- Will incorporate 21st century learning skills to promote a problem solving approach to learning.
- Will embed higher order thinking skills in planning, delivery and assessment of learning.
- Utilise technology to link learning to school and contact with home.
- Will undertake appropriate Professional Learning, consistent with the Australian Professional Standards for Teachers to improve and hone their capacity to support 21st Century learners.

**Parents / Carers:**
- Use technology to engage with their children’s learning.
- Engage with the study skills program to promote effective learning.

**Community Partners:**
- Lead parents in engaging with technology
- Foster engagement among parents of all backgrounds with the school.

**Leaders:**
- Will deliver products and practices in relation to 21st century learning through leadership in project teams.
- Will model best practice in the use of technology, in embedding higher order thinking and in utilising project based learning.

#### Processes

- Implement Project Based Learning across the school.
- Implementation of whole school student study skills program.
- Applications (apps) are sourced or developed and used to link learning at school with home contact.

#### Products and Practices

**Products:**
- Students: use technology discerningly, think critically and creatively and work collaboratively in interdisciplinary environments, to solve problems and communicate effectively.
- Students demonstrate deeper engagement with their learning and improved learning outcomes.
- The technology platforms used enable communication between school, student and home, facilitated by appropriate technology support.

**Practices:**
- Teaching practice focuses on the development of students’ ability to learn independently supported by a scaffolded and guided approach, led by Head Teacher, Teaching and Learning.
- Teachers and students work together to embed study strategies which enhance learning and engagement.
- Technology is used to link school, learning, and home.

#### Improvement Measures
- Qualitative survey of students and teachers.
- Reduction in Band 1, 2, and 3 HSC results by 10% year on year from 2015 and corresponding increase in Band 4, 5 and 6 results by 10% year on year from 2015.
- Improved NAPLAN results
- Uptake report on use of apps.
## Strategic Direction 2: Guiding young men to success

### Purpose
Randwick Boys' High School is committed to supporting its students on the journey to being successful, empathetic and well-rounded young men who are valued members of their communities.

### People

**Students:**
- Will practice the ethos of being safe, respectful learners.
- Will develop and strengthen tolerance of differentness.
- Will develop and strengthen their capacity to lead others

**Staff:**
- Will continue to implement PBL framework throughout the school.
- Will understand, support and participate in well-being programs.
- Will foster the development of leadership in all students.
- Will promote and publicise student achievement across the full range of academic, sporting, cultural, leadership and co-curricular areas to recognise excellence.

**Parents / Carers:**
- Will be offered opportunities to understand, support and participate in well-being programs.

**Community Partners:**
- Lead parents to understand, support and participate in well-being programs.
- Foster engagement among parents of all backgrounds with the school.

**Leaders:**
- Will develop effective policies to support students’ understanding of and tolerance for differentness.
- Will model practice in understanding and tolerance of differentness.
- Will model best practice in leadership.

### Processes

- Source and plan opportunities for students to become increasingly tolerant through understanding differentness among the diverse cultural groups in the school, including, Indigenous students, Pacific Island students and those of non-English speaking backgrounds.
- Identify and provide a suite of cultural experiences that enables students to develop their understanding of the context in which Australian culture exists and the diverse elements contributing to it.
- Identify and provide a suite of leadership experiences that enables students to develop their capacities to lead.

### Products and Practices

**Products:**
- Students demonstrate increased empathy and understanding of differentness, reflected in longitudinal School Life Survey and through the cultural and well-being programs developed by the school.
- Tolerance is increased as a result of shared cultural experiences with decreasing incidents of bullying, racism and homophobia affirming the success of the Anti-bullying Policy.
- Student leadership is strengthened and diversified beyond the SRC and Prefects.

**Practices:**
- Annual School Life Survey measures improvement in attitudes to school and identifies concerns to be addressed by the Well-Being Team.
- Students, staff and parents understand, support and participate in well-being programs throughout the school.
- Young men at Randwick Boys’ High School are prepared to become leaders in their communities.

### Improvement Measures
- Students demonstrate increased empathy and understanding of differentness, reflected in longitudinal School Life Survey and through the cultural and well-being programs developed by the school.
- Student reports related to bullying, racism and homophobia decrease by 10% year on year.
- Student leadership is strengthened and diversified beyond the SRC and Prefects.

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## Strategic Direction 3: Quality teaching and learning

### Purpose
Randwick Boys’ High School is committed to the development of high quality teaching and learning to build the academic depth of all students at all levels of ability.

### People

#### Students:
- Will develop a common language to describe, question and explain literacy.
- Will develop and strengthen their literacy.
- Will develop the capacity to deconstruct text effectively to identify meaning.

#### Staff:
- Will develop a deep understanding of the Australian Professional Standards for teachers and implement these in the planning and delivery of teaching and learning programs for all students.
- Will develop and use a common language to describe and explain literacy to students.
- Will model excellence in literacy.
- Will continually review teaching, learning and assessment to ensure that it is BOSTES compliant.
- Will develop and implement effective adjustments and accommodations to support student learning at all levels.

#### Parents / Carers:
- Will develop confidence in engaging with teachers to support their sons’ learning.

#### Community Partners:
- Lead parents to engage with the school and teachers to promote quality learning in students.

#### Leaders:
- Will develop an effective program for a common language of literacy across the school.
- Will ensure that learning support is targeted, structured and evaluated.
- Will work with teachers to review teaching, learning and assessment programs to ensure BOSTES compliance.
- Will model quality teaching in their practice.

### Processes

- Provision of support for literacy across the school through the development of a whole school literacy program.
- Development of a clear model for service delivery to students with additional needs, including EAL/D through the Learning and Support Team, led by the HT, Teaching and Learning.
- Continuous review of teaching, learning and assessment to ensure that they comply with BOSTES requirements.

### Products and Practices

#### Products:
- Students are better equipped to decode and understand text successfully.
- Students with additional needs, including EAL/D are supported by planned interventions, developed, implemented and evaluated by the Learning and Support Team.
- All faculty assessment, teaching and learning programs are BOSTES compliant.

#### Practices:
- There is a common language to describe and explain literacy, to all students, used across the school.
- Learning and Support Team including ESL staff, drive priorities for support, to enable all teachers to plan and deliver high quality teaching and learning to all students.
- Rich, differentiated, high-quality assessment tasks challenge all students.

### Improvement Measures
- Students demonstrate academic growth measured through standardised testing.
- Evaluations of individual intervention plans.
- All faculty assessment, teaching and learning programs are BOSTES compliant.