School Strategic Plan for
Rowville Secondary College
Eastern Metropolitan Region
2013-2016

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<th>Endorsement by School Principal</th>
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## School Profile

### Purpose

**Rowville SC Vision 2013 - 2016**

- We will be exemplary in our passion for learning, with high expectations for achievement and a dedication to providing for diversity of talent and interest. We strive to see students leave Rowville Secondary College confident, happy and ready for success in a changing world.
- “Opportunities for all - aim high, embrace learning, reap rewards

### Values

The values at Rowville Secondary College reflect the school’s vision and highlight the pathway for success and pride:

- Respect: act as you would like to be treated
- Responsibility: brave enough to play your part
- Excellence: nothing but your best
- Community: we are all in this together
Rowville Secondary College provides a range of enterprising pathways for students to explore their talent and achieve success. Our vision of creating Opportunities For All is underpinned by our collective efforts to aim high, embrace learning and reap rewards. We are committed to equipping young people with the education, skills and values necessary to ensure a fulfilling future.

Our values - Respect, Responsibility, Excellence and Community - reflect the school’s vision and highlight the pathway for success and pride. We are exemplary in our passion for learning, with high expectations for achievement and a dedication to providing for diversity of talent and interest. We strive to see students leave Rowville Secondary College confident, happy and ready for success in a changing world.

Our school is distinguished by a central belief that every student has the ability to reach his/her full potential and we facilitate this by providing exciting and challenging programs and pathways. This has been the catalyst for significant work undertaken in relation to the high expectations that we have of all members of our learning community: students, staff and parents.

Students are involved in one of four learning programs created to focus opportunities and deliver highly specialised curriculum. Our General Excellence Program delivers a broad learning experience and 2013 will see the establishment of Learning Neighbourhoods with the introduction of a 1 to 1 iPad program at Year 7. The other highly specialised programs provide instruction in sports training and competition – Rowville Sports Academy; visual and performing arts – Rowville Institute of the Arts and mathematics and science inquiry – Rowville Maths and Science Academy. All programs are supported by partnerships with peak industry bodies and feature extended and enriched instruction in the target areas balanced by an integrated learning program for the essential core curriculum. All of these programs lead a diverse range of offerings of VCE and VCAL certificate subjects. As well, VCAL students have the opportunity to complete a School Based Apprenticeships or Traineeship (SBAT).

We are transforming our approach to providing modern, vibrant and challenging opportunities for all students, through a curriculum that dynamically incorporates students’ interests, abilities and future directions and a learning framework that promotes individual growth and development. Further improving student engagement through the differentiation of learning is a priority as we enter the next phase of our improvement journey. The college community is working collaboratively to implement our new learning management intranet to better support the learning of students and improve the connection between school and home.

We also aim to continuously improve our physical environment and facilities.

We have successfully developed partnerships with private industry that has resulted in the college possessing outstanding facilities for student use, specifically a swimming pool, artificial football pitch, performing arts centre and, soon to begin, a sports stadium, health and fitness centre and cafeteria. For the future, a health and wellbeing centre is currently in the planning phase. Our learning environments are rich in information and communications technology with interactive whiteboards a key feature of our classrooms. Netbook computers, dedicated iMac suites, PC labs and portable digital devices are available for student use across all programs. The landscaping of our extensive grounds is being renewed to improve the recreational and learning spaces available for student
and wider community use. A collaborative project with other Knox schools has resulted in the successful development of a $10M Trade Training & Science Discovery Centre located at Swinburne’s Wantirna campus and is directly connected with our curriculum. Year 7 – 10 students will have access to “discovery activities”. Year 10s will also have increased access to TAFE taster courses. Year 11 and 12 students will be able to choose from an increased range of VET subjects specifically targeted towards employment in environmental industries and specialist equipment will be available for use by students undertaking VCE science and technology studies.
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<tr>
<th>Goals</th>
<th>Targets</th>
<th>Key Improvement Strategies</th>
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<tbody>
<tr>
<td>Student Learning</td>
<td>To improve the quality and growth in student learning</td>
<td>1. To differentiate learning with high expectations and explicit teaching.</td>
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<td>2. To improve the distributed leadership model and enhance accountabilities for all staff.</td>
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<td>3. To implement an agreed literacy and numeracy improvement strategy delivered in every classroom.</td>
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<tr>
<td>1. Growth of learning of same cohort Year 7 to year 9 by NAPLAN mean scaled scores</td>
<td>Reading to improve from 29 to 40 Writing (2010*) to improve from 29.4 to 40 Numeracy to improve from 24.5 to 40</td>
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<tr>
<td>2. Proportion of year 9 students in top two bands by NAPLAN %</td>
<td>Reading to increase from 13 to 20 Writing to increase from 17 to 20 Numeracy to increase from 15 to 20</td>
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<tr>
<td>3. Proportion of year 9 students in bottom two bands by NAPLAN %</td>
<td>Reading to reduce from 25 to 15 Writing to reduce from 34 to 15 Numeracy to reduce from 23 to 15</td>
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<td>4. VCE Mean Scores</td>
<td>All study to improve from 27 to 28 English to improve from 25.8 to 27 Mathematical Methods to improve from 25.6 to 27 Further Mathematics to improve from 24.8 to 27</td>
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<td>5. GAT Adjusted Scores%</td>
<td>Greater than 1.0: To increase from 12 to 30 Between 0.0 and 1.0: To increase from 16 to 60 Between -0.1 and 0.0: To decrease from 12</td>
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<tr>
<td>Student Engagement and Wellbeing</td>
<td>To improve student engagement and wellbeing for all students.</td>
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1. **Mean student absence rate**
   - Year 9 to be reduced from 26.6 to 15.9
   - Year 10 to be reduced from 30.9 to 19.2
   - Year 7 – 12 to be reduced from 22.0 to 17.5

2. **Student Attitudes to School Survey**
   - Years 7 to 12: Classroom behavior to improve from 2.95 to 3.14
   - Years 7 to 12: Student motivation to improve from 4.25 to 4.30
   - Years 7 to 12: Student safety to improve from 4.26 to 4.37
   - To increase peer connectedness at all levels by 0.2
   - Year 11: To improve classroom behavior from 2.73 to 3.09
   - Year 11: Student safety to improve from 4.11 to 4.36

3. **Opinion Surveys**
   - The opinion of parents in respect to approachability, input and general satisfaction and staff views of parent partnerships and student behavior will also

4. **To enhance the positive relationships between all school community members especially through improved communication processes.**

**6. To improve school survey outcomes the focus will be on:**
- Learning Confidence and Stimulating Learning (Attitude to School Survey)
- Employee Development and Supportive Leadership (Staff Survey)
- Stimulating Learning and School Improvement (Parent Survey)
| Student Pathways and Transitions | To improve transition to effective pathways | 1. **Parent Opinion Surveys**  
Transitions: will increase from 4.67 to 5.33  
2. **Exit Student Data**  
Exit students Year 10 unemployed: will fall from 4.4 to 2.2%  
Exit students Year 11 unemployed: will fall from 22.8 to 8.1%  
Exit students Year 11 proceeding to education and training will increase from 60 to 69%  
Exit students Year 12 proceeding to education and training at university will increase from 37 to 40%  
3. **Opinion Surveys**  
The opinion of students in respect to student morale and teacher effectiveness and staff views on role clarity and professional interaction will also be monitored as milestones towards improvement in student pathways and transitions outcomes. | 5. To understand and support students as they move through school, especially by establishing a stronger careers and pathways program. |
# School Strategic Planner 2013- 2016: Indicative Planner

## Key Improvement Strategies
(KIS across the three student outcomes areas)

## Student Learning

1. To differentiate learning with high expectations and explicit teaching.

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<tr>
<th>Year</th>
<th>Actions</th>
<th>Achievement Milestones</th>
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| Year 1  | • Complete the development of the high expectations document and publish for all members of the community  
• Enhance the effective use of student learning data through evidence based professional learning for all teachers  
• Develop a Differentiation Resource Pack to support teachers to measure their capability in differentiating the learning of students.  
• Develop an agreed instructional framework for classroom teaching at Rowville  
• "High Expectations" will be embedded in school policy documents and will be a critical component of staff performance reviews. | • The "Look of High Expectations at RSC" will be reviewed and staff will need to demonstrate their use this of this document within their practice  
• Professional learning that focusses on differentiation and the learning framework will be delivered to all staff and will result in consistent classroom practices among teachers  
• "Learning Culture" relating to "time counts", "ready to learn", "learning environment", "work ethic" and "personal best" will be established with students understanding the associated expectations, consequences and rewards.  
• Teaching teams will have provided input into the development of the "RSC Learning Frameworks" |
| Year 2  | • Creation of targeted professional learning modules based on teacher levels in their capacity to differentiate learning.  
• Additional modules will be developed for the IT Platform enabling easy "any time" access for parents seeking information about their children's performance  
• A priority will be to ensure staff meeting forums are directed towards professional learning and school improvement | • Professional learning will have resulted in heightened staff awareness and capacity to differentiate and embed the learning framework in their teaching practice as evidenced in their planning documents and performance portfolios.  
• Individual Learning Plans will be a prominent strategy for empowering students as learners and will be developed through "First Day Conferences", reviewed through "Student Led Conferences" and will be consistent with "The Look of High Expectations at RSC"  
• Student learning data including "Learning Culture" data will be analysed to assess progress against targets and action plans adjusted in line with this data analysis |
| Year 3  | • In Year 3 we will review all prior "Actions" relating to differentiated learning, high expectations, differentiated learning and explicit teaching to assess their effectiveness in assisting the college to meet its targets | • All staff will have at least met the minimum level as described in the Differentiation Resource Pack.  
• All students will have access to their Learning Dashboard for First Day Conferences and Student led Conferences and this will be used as the basis for discussion and planning |
### Student Learning

2. To improve the distributed leadership model and enhance accountabilities for all staff

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<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
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| • To ensure staff are accountable for their published roles and responsibilities with a common focus on improvement in teaching and learning through the Direct Reports process.  
• Increase the collaboration and effectiveness of staff teams.  
• Build ownership and consistency of implementation of student engagement guidelines by teachers within the classroom and in co-curricular activities.  
• Improve internal accountability and further develop the performance and development culture using direct reports, fireside chats, support groups, class visits, coaching, “critical friends” and improved mentored induction of staff new to the school.  
• Clear expectations will be established for teaching staff in respect of assessment tasks, rubrics and performance expectations of students. | • To review and enhance our succession planning process.  
• Learning Culture data will be utilised for goal setting in staff meetings and in performance review processes.  
• Establish improved accountability processes for particular target groups such as expert teachers and responsibility position holders.  
• A priority focus will be building teacher performance in planning for meaningful learning specifically targeting the careful selection of skills driven activities as part of their sequence of teaching and learning. | • In Year 3 we will review all prior “Actions” relating to distributed leadership and enhanced accountabilities to assess their effectiveness in:  
- Performance reviews will be evidence based and will provide clear direction for teacher improvement strategies. |

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<th>Year 4</th>
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<tr>
<td>• Continue to implement those new actions identified during the Year 3 review, designed to ensure our achievement of the targets in this plan.</td>
<td>• A culture of high expectations will be evident and this will have contributed to a clear improvement to the quality and growth in student learning as evidenced in NAPLAN and VCE data with all targets met.</td>
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**The Collegiate Support & Development model will be redeveloped to ensure the establishment of a collaborative learning community. The document will clearly identify the roles and responsibilities for all members of staff.**

*The “RSC Learning Frameworks” will include strategies for student engagement.*

*The college “Direct Report” system will be further strengthened to incorporate widespread classroom visits by leaders to those reporting directly to them, while maintaining the existing evidence based development processes as part of the “Performance Portfolio”.*

*Performance reviews will be evidence based and will provide clear direction for teacher improvement strategies.*

*All staff demonstrate a clear understanding of assessment tasks, rubrics and performance expectations to inform their teaching as evidenced in their performance portfolios and professional conversations.*

**Advertised responsibility positions will attract a competitive field of applicants.**

**School results in target areas will begin to improve consistent with improved student engagement and motivation.**

**The use of student learning data against set targets is a feature of professional meetings at the college.**

**Evidence will be presented in teacher’s Understanding by Design planners of their planning for meaningful learning for all students.**

**A comprehensive and efficient resource storage will exist within the IT platform.**

**Effective use of collaborative spaces will be in evidence.**
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<tr>
<th>Year</th>
<th>Actions</th>
<th>Expected Outcomes</th>
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<tr>
<td>Year 1</td>
<td>• Audit and review current literacy and numeracy programs and practices at the college</td>
<td>• A whole school approach to literacy and numeracy will be documented and published for the whole school community.</td>
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<td>• Plan and implement strategies informed by the DEECD literacy and numeracy secretariat with reference to successful focuses at other schools</td>
<td>• QuickSmart Numeracy and QuickSmart Literacy will be active components of the school’s literacy and numeracy strategy.</td>
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<td>• Develop a literacy and numeracy evaluation plan, utilising “on demand” testing</td>
<td>• The “Student Learning Dashboard” will provide students, parents and teachers with “On Demand” test results.</td>
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<td>• Continued resourcing and implementation of the Knox Reading strategy.</td>
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<td>• “On Demand” testing will be undertaken by all students in Years 7 – 10 and will be one element in devising differentiated curriculum.</td>
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<td>Year 2</td>
<td>• Professional learning will be provided to all teachers to improve knowledge and capacity in the use of intervention tools and strategies to improve literacy and numeracy.</td>
<td>• Teachers will have access to each student’s previous learning data.</td>
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<td>• Specific feedback elements relating to literacy and numeracy will be displayed on each student’s learning dashboard and will be explicit in respect of each student’s strengths and areas for development.</td>
<td>• Improved data effect size will be evident in the analysis of the implementation of the Knox Reading Strategy.</td>
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<td>• Access will be available to all teachers through the IT Platform” to each of their student’s previous learning data.</td>
<td>• Students will be able to articulate their personalised literacy and numeracy targets during “Student Led Conferences”.</td>
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<tr>
<td>Year 3</td>
<td>• In Year 3 we will review all prior “Actions” relating to the delivery of literacy and numeracy strategies in every classroom to assess their effectiveness in assisting the college meet its targets</td>
<td>• Matched cohort data will demonstrate a reduced number of students in the bottom two bands of NAPLAN for those students involved in the Quicksmart Numeracy or Quicksmart Literacy programs</td>
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<td>• Improvement will be evident in Learning Culture, especially in “Work ethic” data.</td>
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<tr>
<td>Year 4</td>
<td>• Continue to implement those new actions identified during the Year 3 review, designed to continue our</td>
<td>• The effectiveness of the college wide literacy and numeracy strategy will be evidenced in particular by the improvements to NAPLAN</td>
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<td>effectiveness</td>
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### Student Engagement and Wellbeing

To enhance the positive relationships between all school community members, especially through improved communication processes.

#### Year 1

- Increase student leadership and voice by redefining student leadership portfolios to provide authentic leadership experiences.
- Review, plan and implement a pastoral care program.
- Increase student attendance.
- Review, plan and implement an agreed whole school student management plan.
- Increase parent partnerships including through the use of “First Day Conferences” and “Student Led Conferences” to increase student ownership of their learning and to reinforce learning culture.
- The college marketing committee will establish a plan to implement visible and consistent branding of the college vision, values and learning framework and these things will be reinforced and explicitly taught in the college pastoral care program.

#### Year 2

- Every child will be accompanied at the first day conference by a parent or guardian and where this is not possible at alternate time will be made.
- The Student Management team will recommend improved strategies for Student Leadership, Transition, Graduation, Recognition and Rewards.
- Increase student involvement in the school and community by broadening student leadership portfolios and by developing classroom based community learning activities.
- A partnership will be developed with Rowville Rotary to deliver quarterly parent forums on teenage social matters.

#### Results

- Each student will have a Learning Mentor who will support them in their learning as well as providing a first point of call if issues are impacting upon their learning. All teachers will either be a Learning Mentor or an Assistant Learning Mentor.
- Student Led Conferences will increase student voice and give students ownership of their learning.
- Support structures will be in place for the delivery of the college pastoral care program – leaders, curriculum, professional learning.
- The current “RSC Rules and Consequences” document will have been replaced by the “Learning Culture Practices and Processes” document which clearly enunciates consequences and rewards for student behaviour, with prompt notification to parents.
- Electronic noticeboards will be established to improve communication and celebrate achievement.
- An IT platform supported by SMS messaging will give parents “any time” access to student absenteeism, “Learning Culture” and levels of student performance.
- An easily accessible Student Engagement policy will be implemented (as part of the RSC Learning Frameworks”) to explicitly change practice of teachers and expectations of students.
- Learning mentors will be an embedded component of the RSC welfare program and parents will demonstrate a clear understanding of their role.
- The majority of students will have clear evidence on their “Learning Dashboard” of their improved attendance, readiness for work and work ethic.
- Parents will become more visible and measurably involved in events associated with the school.
- School surveys will identify improved student engagement and motivation.
- The time allocation and structure of the Pastoral Care program will be revisited.
| Year 3 | In Year 3 we will review all prior “Actions” relating to enhancing the positive relationships between all school community members to assess their effectiveness in assisting the college to meet its targets.  
- Student learning will involve students as researchers and co-enquirers and peer tutors.  
- All teachers will be required to incorporate formal feedback from students about teaching and learning within their portfolios (e.g. POLT). | Student voice is embedded in teacher classroom practice as demonstrated by observation of clear student-centred learning activities.  
- Students are represented and have a voice on all college decision making bodies.  
- First Day Conferences and Student Led Conferences will be reviewed to ensure that they are assisting to maximise student and parent participation and as a consequence are lifting student outcomes. |

| Year 4 | Continue to implement those new actions identified during the Year 3 review, designed to ensure our achievement of the targets in this plan. | Improved student engagement and wellbeing for all students will be reflected in enhanced relationships between all school community members which in turn will result in significantly reduced absenteeism and improved survey results with all targets having been met. |

| Student Pathways and Transitions | 5. To understand and support students as they move through school, especially by establishing a stronger careers and pathways program and developing processes to ensure student information follows the students as they move through the school. |

| Year 1 | Develop a Year 7 Learning Community based on the work of Richard Du Four and Robert Marzano. This work will involve a consistent approach to high expectations and the use of formative data and will involve a 1:1 iPad program.  
- Increase the focus on internal year level transition  
- Bring formal pathways planning forward into Year 9 by establishing a Career Action Plan.  
- Raise student awareness of their attributes through an embedded careers curriculum  
- Plan for a roll out of 1:1 computer devices initially for all Year 7 – 9 students.  
- Planning will be undertaken to improve the transition of students, especially from years 10 to 11, where a significant part of the cohort change campuses  
- MIPS planning will be reviewed and will specifically target improved outcomes for students leaving school prior to the completion of Year 12. | The Year 7 Learning Community will be established.  
- The plan for roll out of 1:1 for all Year 7 – 9 students will be completed.  
- A Careers Action Plan will be incorporated into the college curriculum including as part of the college pastoral care program. |

| Year 2 | Expand learning communities to Year 8.  
- Implement processes to focus on the transfer of student information as students move from one year level to the next.  
- Continue the focus on internal year level transition, especially at Year 11. | The Year 8 learning community will be established  
- The plan for roll out of 1:1 devices will be implemented.  
- The Learning Management System will contain accessible student information on performance, well-being, safety and security.  
- Some improvement in outcomes will be evident in Year 11 student attitudes to safety, classroom behaviour and connectedness to}
| Year 3 | In Year 3 we will review all prior “Actions” relating to understanding and supporting students as they move through the school to assess their effectiveness in assisting the college to meet its targets. | 1:1 computer devices will operate throughout the school. |
| Year 4 | Continue to implement those new actions identified during the Year 3 review, designed to ensure our achievement of the targets in this plan. | Improved transition to effective pathways for all students will occur as a result of higher levels of support being provided to students as they move through the school which will be reflected in survey and exit student data targets being met. |