

8734 Rowville Secondary College Strategic Plan 2017-2020

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Julie Kennedy[name].....[date][name].....[date]
School council: Mareena Corbett[name].....[date][name].....[date]
Delegate of the Secretary:[name].....[date][name].....[date][name].....[date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>Our current school vision is: “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.</p> <p>We strive to see students leave Rowville Secondary College confident, happy and ready for success in a changing world.”</p> <p>As part of the 2017-2020 strategic cycle, we plan to review and revise this vision statement.</p>	<p>Rowville Secondary College holds the values:</p> <ul style="list-style-type: none">• 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 <p>At RSC, we have adopted a strength’s based approach to education that values diversity and uses students’ passions to motivate individuals to achieve excellence in all aspects of learning. This approach increases student confidence, promotes self-esteem and encourages students to take risks with their learning.</p>	<p>Rowville Secondary College (RSC) is a dual campus college with 1783 students enrolled in 2017. The College is located in the Knox Local Government Area with numerous private and government secondary colleges within 10km of the school. Based on the Student Family Occupation data, the school is grouped in the mid-high range.</p> <p>Our focus is on high expectations, mastery and a strong sense of learning. Students at RSC have the option to enrol in one of four programs.</p> <p>General Excellence is a strengths-based program that is designed to offer students the widest variety of choice of curriculum and pathways of all of our four programs.</p> <p>The Maths Science Academy at Rowville Secondary College, which commenced in 2012 is the newest specialist program at the College. Research has shown that students who study STEM (Science, Technology, Engineering and Mathematics) are more creative, flexible and able to take advantage of the changes that are predicted in the workforce and workplaces of the future.</p> <p>The Rowville Institute of the Arts is a specialist program tailored to cater for the passion of students in both the performing and visual arts. The program consists of a rigorous academic curriculum and 5 arts specialisms - Dance, Drama, Media, Music and Visual Art. It is designed to give students powerful learning experiences across a range of arts and academic areas to stimulate curiosity and achieve excellence.</p> <p>The Rowville Sports Academy is a full time integrated academic and sporting program that focuses on Football (Soccer), Basketball, Golf, Aussie Rules Football, Volleyball and Netball. This program allows young male and female student athletes to develop their sporting talent while receiving their secondary education concurrently. The Academy employs highly qualified coaches and houses for all sporting programs.</p> <p>We also provide, equally value and celebrate different pathways for students, including the Victorian Certificate of Education (VCE), the Victorian Certificate of Applied Learning (VCAL), Vocational Education and Training (VET) and School Based Apprenticeship Training (SBAT).</p> <p>The curriculum in each of our 4 programs is explicitly designed to promote a student’s curiosity. It is structured to take children out of the comfort zone of what they know and what they have experienced into a wide, fascinating and often problematic world. Our teachers help students to develop the skills needed to investigate the topics they are curious about and work together to solve the problems that confront them.</p>	<p>Rowville Secondary College is a unique educational provider that focuses on helping children become happy, confident and successful adults.</p> <p>Staff, students and parents must be aligned with the school philosophy of using student’s strengths to build powerful learners who are curious, literate and numerate.</p> <p>We believe that great teachers look at each child and see the gem that is inside and communicate this vision back to the child. They look for children's strengths and interests, and use these as starting points for learning. A relationship that conveys high expectations to students helps them to believe in themselves and improves their self-esteem and confidence. Having high expectations for all students and providing the support necessary to achieve these expectations is part of the Rowville Secondary College Mission. Conveying positive and high expectations to students occurs in several ways. One of the most obvious and powerful is through personal relationships in which teachers and other school staff communicate to students, “This work is important; I know you can do it; I won't give up on you”. High achievement by every student depends on the environment we create for learning. Every teacher makes a difference when they generate and sustain authentic relationships and create an optimistic and rigorous learning environment. Positive environments value every students and ensure the classroom is a safe and secure place to learn. In that classroom, students know they will receive acceptance, respect and warmth and that teachers are aware of and interested in them as individuals.</p> <p>Rowville Secondary College teachers use curiosity to make learning more effective and enjoyable. Curious students not only ask questions, but also actively seek out the answers. There is strong evidence that students’ level of curiosity in learning is a really important part of determining how well they do in school.</p> <p>When students believe they can get smarter, they understand that effort makes them stronger. Lessons at Rowville Secondary College specifically teach powerful learning strategies and a growth mindset. This supports students to put in extra time and effort in a targeted way that leads to higher achievement and greater resilience, particularly when they are finding learning hard. The College’s instructional model ensures learning is ‘visible’ for students and creates opportunities for students to develop a ‘growth’ mindset and be more actively involved in their learning, become more intellectually engaged and self aware.</p> <p>Over the next four years we will continue to develop a guaranteed, innovative and stimulating curriculum which guides high quality and consistent teacher and team planning.</p>



		<p>The College has seen a slight decline in student enrolment from 2013 to 2017. This mirrors the declining demographic of school aged youth in the Knox area and is a major concern for our future viability. The programs approach has allowed the College to counteract this trend by attracting increasing numbers of students from outside of the local area.</p> <p>There is, however, increasing competition between local Secondary Schools as well as a growing number of local students who attend non-government schools. Anecdotal feedback from parents and community members suggest a perception that the College does not cater well for students who are not gifted and talented in sports, arts, mathematics and science. The rapid decrease in General Excellence enrolments would seem to support this perception.</p> <p>The College has a FTE of 121.2 teaching staff in 2017. 20 of these staff commenced at RSC in 2017. The last few years have seen significant turnover in teaching staff which represents a significant loss of intellectual capital developed over time through professional learning and creates a heightened need for effective induction processes. There is awareness by the leadership team that retention of high quality teachers is critical to continuous improvement in student learning outcomes.</p> <p>There is a strong belief that the condition of school buildings and facilities has a significant impact on school enrolments and the community perception of the College. Comments about the out-dated, dilapidated facilities are commonly made by current parents and prospective parents on school tours.</p> <p>Although improved engagement with the parent community has been a focus for improvement in previous strategic cycles, minimal progress has occurred. This is exacerbated by increasing enrolments from outside the local community. RSC now has 5 buses that transport students to and from school. Current students live in 132 different suburbs.</p>	<p>We will build teacher practice excellence and capacity to consistently employ evidence-based, high impact teaching strategies based on the agreed teaching and learning framework.</p> <p>We will focus on strengthening teacher data literacy to target every individual student's learning needs and their ability to triangulate data in order to make more consistent judgements so that every student is supported, challenged and achieves the expected progress or better than the expected progress.</p> <p>We will adopt a more student-centred approach which actively involves students in decision making, including staff selection panels, school council, working parties, forums and allocation of school resources. We will provide more feedback to students about their opinion in the Attitude To School Surveys and establish student action teams to seek their input into ways to improve their opinion of for example, Stimulating Learning and Teacher Effectiveness.</p> <p>We also want students to reflect deeply on their learning and give feedback to the teacher about their learning and the effectiveness of the strategies being used in the classroom.</p> <p>We will review the General Excellence specialisation so that it has its own unique identity similar to the other three specialisations.</p> <p>We will continue to build the instructional leadership capacity of all in leadership roles, including the knowledge and capabilities of emerging/aspirant leaders, so that all leaders are enabled to lead change, contribute their full potential to school improvement efforts and further support the development of the College's high expectations learning culture.</p> <p>We will establish a community of reflective practitioners focused on continuous school improvement by:</p> <ul style="list-style-type: none"> ensuring teacher practice is focused on maximising the potential of every student and growing students' learning through the Performance and Development processes and developing a strengthened culture of collaboration, shared responsibility and collective accountability in teams and across the whole school. embedding a peer observational practice program to give staff more opportunities to learn from each other, share curriculum, assessment and teaching approaches, give and receive feedback and reflect on their practice. <p>We will increase parent and broader community engagement with the school by continuing to foster productive partnerships and relationships.</p>
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Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)
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To be a provider of great education so that our students are curious and powerful learners.	Excellence in teaching and learning Building practice excellence	Relentless focus on improving the quality of Teaching and Learning	<ul style="list-style-type: none"> Naplan results of students in the top two bands increases by 2% NAPLAN Relative Growth: numbers of students in the medium to high growth bands across all domains increases each year so that 80 per cent or more of students are achieving in the medium and high growth bands by 2020. Data Walls showing differentiated student growth at below and above Successful PDP process for Teaching Teams Embedded peer observation process The whole-school (both Eastern and Western campuses) percentage endorsement of Teacher Collaboration and Guaranteed and viable curriculum, in the School Climate module of the Staff Opinion Survey (SO Survey), to reach 75 per cent or better by 2020.
	Excellence in teaching and learning Building practice excellence	Delivering lessons based on student needs and best practice	<ul style="list-style-type: none"> Successful PDP process for Teaching Teams Berry Street Education Model teaching strategies embedded in teacher practice Development and use of whole school literacy strategies Development and use of whole school numeracy strategies
	Excellence in teaching and learning Building practice excellence	Meeting or exceeding expected learning growth for every student	<ul style="list-style-type: none"> Naplan results of students demonstrating high gain Relative Growth (7-9). With an average increase of 4% in each dimension VCE predicted score matches achieved score VCE: Study scores—All study, English and Mathematics studies equal or exceed 29; an improving trend in the number of scores over 40 so that there are 6 per cent or better of scores over 40 by 2020. Victorian Curriculum Teacher Judgement data Years 7–10: Allocation of A's and B's increases each year over the period of the SSP so that 30 per cent of students are achieving at the A or B level by 2020 An average of one Victorian Curriculum level per year for one year's input for every student deemed capable across Years 7–10 and all curriculum areas. Successful PDP process for Teaching Teams
	Community engagement in learning Building Communities	Aligning our programs and pathways to meet the changing needs of our community	<ul style="list-style-type: none"> Increase in enrolments Program growth targets Changes to General Excellence program to ensure it caters for individual student strengths New vision statement
To be a great place to learn and work so that student outcomes improve.	Positive climate for learning Empowering students and building school pride	Building flexible, high quality and sustainable environments	<ul style="list-style-type: none"> Creation of a Year 7 Learning Community Maintenance issues resolved at the western campus All classrooms have learning artefacts School Vision & Values prominently displayed around the school All physical changes in line with Architectural Blueprint Improved physical environment at both campuses
	Community engagement in learning Building Communities	Communicating and consulting with our staff and providing rewards, feedback and recognition	<ul style="list-style-type: none"> The whole-school percentage endorsement of Teacher Collaboration, Collective Focus on Student Learning and Shielding and Buffering in the School Climate module of the SO Survey, to reach 80 per cent or better by 2020. Improvement in Staff retention Development of a staff retention policy Effective aspirant leaders program Redefined leadership roles that support the College priorities
	Excellence in teaching and learning Building practice excellence	Providing learning and leadership opportunities for our staff	<ul style="list-style-type: none"> The whole-school percentage endorsement of and Leading Change, Cultural Leadership, Instructional Leadership, Leaders' Support for Change and Visibility in the School Leadership module of the SO Survey, to reach 80 per cent or better by 2020. Development of a PL calendar Development of a strong induction program Explicit planning and processes developed for succession
	Community engagement in learning Building Communities	Ensuring optimal use of resources across the school	<ul style="list-style-type: none"> Clear criteria and processes around staffing and timetables Appropriate and skilled applicants for every role advertised (no 2nd round or re-advertisement necessary)
To provide a great student experience so that RSC becomes the school of choice	Positive climate for learning Empowering students and building school pride	Taking a student-centred approach which actively involves students in decision-making	<ul style="list-style-type: none"> Improvement in Attitudes to School Survey Improvement in attendance rates Student Forum data used to plan for change Student representatives on decision making bodies Effective student voice policy Program to build capacity of student leaders
	Positive climate for learning Empowering students and building school pride	Ensuring there is additional support for the most disadvantaged students in our community	<ul style="list-style-type: none"> Welfare data All students identified as disadvantaged have an ILP Hands on Learning established at the College
	Positive climate for learning Empowering students and building school pride	Ensuring students have the tools and skills to be powerful learners	<ul style="list-style-type: none"> School means for the ATS Survey measures of Stimulating Learning, Learning Confidence, Teacher Effectiveness and Teacher Empathy continuously improve across all year levels and for both males and females, reaching the 75th percentile or better by 2020. Staff Opinion Survey



			<ul style="list-style-type: none"> School means for the Parent Opinion Survey of Stimulating Learning, Learning Focus and Student Motivation be 5.8 or better by 2020. Student recognition, rewards and promotion policy Explicit approach for high achievers
	<i>Positive climate for learning</i> Empowering students and building school pride	Shared approach to positive classrooms, health, well-being and inclusion	<ul style="list-style-type: none"> Attitudes to School Survey Staff Opinion Survey Parent Opinion Survey Improvement in Resilience Survey results Structure to support learning mentors House system effectively used to connect students to the school and each other
<i>To be a great partner with parents and the community so that we work together on a shared vision.</i>	<i>Community engagement in learning</i> Building communities	Partnering with local primary schools to provide a comprehensive and integrated educational experience	<ul style="list-style-type: none"> Increase % enrolments from feeder primary schools Year 7 student Attitudes to School Survey Effective transition processes
	<i>Community engagement in learning</i> Building communities	Increasing student engagement through a strong parent-school partnership	<ul style="list-style-type: none"> Attitudes to School Survey School means for the PO Survey of School improvement, Approachability, Parent Input and General Satisfaction be 5.8 or better by 2020. Attendance at school events Opportunities developed and communicated for parents to make meaningful contributions to the school community
	<i>Community engagement in learning</i> Building communities	Partnering with community organisations to build connections and increase the services delivered inside the school gate	<ul style="list-style-type: none"> Joint Use agreements Memorandum of Understandings Increase in number of partnerships

