

School Strategic Plan 2020-2024

Rowville Secondary College (8734)



ROWVILLE SECONDARY COLLEGE

Submitted for review by Julie Kennedy (School Principal) on 21 March, 2022 at 10:54 AM

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Endorsed by Gavin Nash (School Council President) on 21 March, 2022 at 11:12 AM

School Strategic Plan - 2020-2024

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School vision	Nurturing Strengths to Grow Curious and Powerful Learners
School values	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
Context challenges	<p>The college, as a multicampus school, with four distinct specialised programs, had a complexity of operation that provided challenges for consistency and high-quality practices to meet the needs of all students. The Panel noted that percentages of students achieving at and above NAPLAN benchmark growth were not improving. VCE results were also stagnant with the mean study score not improving between 2018 to 2020. The college's PRSE noted a lack of continuity of practice across classrooms and campuses.</p> <p>Initial classroom observations on the Validation Day showed that the use of agreed teaching frameworks and evidence-based practice was inconsistent across the college. The Panel observed variance in how this flow was applied in classrooms to lead students through the learning process. Learning intentions and success criteria were not always evident in classrooms. Some were written on whiteboards, with most on college learning management system presentations. Many students could refer to them, though not in all classes. The Panel observed a variety in quality of learning intentions and success criteria. Learning intentions ranged from descriptors from the Victorian Curriculum to generic statements. Success criteria were often seen in terms of task completion, and even if in terms of learning outcomes, did not show a range of differentiated achievement.</p> <p>Classroom instruction ranged from highly engaged student-led activities to teacher-centred and teacher-directed learning tasks. Students remarked that the quality of the engagement varied among teachers, and with some, they did not often know what stages of a lesson they were up to. The main variations in engagement levels were between specialism and academic subjects. This included the clarity of expectations and how students could enter into the learning process. Some students remarked that leave or exit passes, or any reflection on success criteria and the outcomes of the class, were often neglected. This lack of reflection processes meant many students did not consolidate the learning from a lesson for themselves.</p> <p>The college also used the language of curiosity and powerful learning when considering pedagogy. This was designed so that students would be literate, numerate, and curious. As powerful learners, students need the ability to respond successfully to the tasks that are set and the tasks they set themselves. The Panel observed varying applications of this understanding. Particularly in the Rowville Institute of the Arts (RIA) and the Rowville Sports Academy (RSA), the Panel observed the application of curiosity and powerful learning where staff and students were more invested in the programs.</p>

Learning area leaders operated across both campuses. Their key roles were in supporting staff with curriculum development and delivery, and assessment analysis. They were less clear about their roles in monitoring and supporting pedagogy, and the grey area between student learning and student behaviour management. They expressed the need to have more time to work with staff on building consistency, particularly across campuses. This would assist in the development of common rubrics and moderation processes. Learning specialists played an important role in coaching and modelling good practice. This could be further developed through focussed peer observations. Staff cross-over between campuses was also limited which contributed to the lack of consistent understanding and implementation of initiatives.

While the college had provided professional learning in supporting its initiatives, the impact of this also varied. Key initiatives outlined to the Panel included, UbD, learner strengths, curiosity and powerful learning, high impact teaching strategies (HITS), Berry Street Education Model (BSEM), school wide positive behaviour support (SWPBS), and Respectful Relationships. Some staff remarked that they did not know how these elements fitted together in an overall plan. Others were clear on some of the initiatives but not on others. This varied within staff groups and across campuses. The Panel concluded that all staff would benefit from a clear exposition of priorities and the college's strategic direction at the beginning of each year.

Discussion with leadership indicated that while the various levels of staff meetings, leadership roles and responsibilities were documented, they were not yet fully aligned to bring about effective implementation of the college's priorities. Monitoring of teacher practice and the implementation of initiatives were yet to be fully developed, having been hampered by COVID restrictions in 2020. The challenge was to keep reinforcing the key initiatives of the college and the reasons behind them, and to provide the support and monitoring for ongoing implementation.

In conclusion, the Panel found there were variations in consistency in the use of the instructional model and quality teaching practices. These variations had impacted meeting student learning needs, and the opportunities for students to understand the teaching and learning processes were not yet embedded in all classrooms. The Panel agreed that there could be a focus on the instructional model beyond learning intentions and success criteria, with fidelity to the agreed framework. This could be supported by revisiting the model for all staff, supporting practice through coaching and peer observations, and the monitoring of its effective implementation, be a feature of the next strategic plan.

Initial observations by the Panel on the Validation Day indicated that practices were often teacher-centred in many classrooms with a lack of active student engagement. Student feedback in a focus group also indicated variation in effective teacher practices. The 2019 AtSS factors student voice and agency and teacher concern and stimulated learning were lower than expected.

In its PRSE the college also indicated that there was variation across campuses and that the embedding of clear expectations for practice was still developing.

Classroom instruction ranged from highly engaged student-led activities to teacher-centred and teacher-directed learning tasks. Students remarked that the quality of the engagement varied among teachers, and they did not often know what stages of a lesson they were up to. This limited their capacity to be engaged in the tasks to support their own learning.

While staff felt supported by leadership and were generally aware of the overall directions of the college, many staff were unclear of

	<p>how some of these roles intersected and supported the initiatives of the college. For example, it was unclear how the roles of directors of learning and teaching, learning specialists, and instructional coaches monitored and supported pedagogy. The Panel considered that clarity and communication of the interplay of these roles and responsibilities, particularly in regard to college initiatives, would support staff understanding and participation.</p> <p>Some staff felt they spent a lot of time following up on issues such as speaking with parents or students, developing ILPs, when they may not even teach the student. Some also indicated that they needed more expertise to deal with some of the wellbeing challenges presented by students. The Panel concluded that clarity of roles and further embedding of SWPBS and Respectful Relationships practices would enhance wellbeing and connection practices across the college.</p>
<p>Intent, rationale and focus</p>	<p>Goal 1- Improve learning outcomes for all students</p> <p>Rationale</p> <p>The percentages of students achieving at and above NAPLAN benchmark growth were not improving. VCE results were also stagnant with the mean study score not improving between 2018 to 2020. Fieldwork revealed a lack of consistency in delivering high-quality instructional practices. The Panel agreed that a focus on consistent instructional practices supported by coaching and peer observations, and the monitoring of its effective implementation, be a key direction in the next school strategic plan.</p> <p>Focus</p> <p>Embed an instructional model that delivers effective differentiation and feedback for all students</p> <p>Build instructional leadership capabilities across the college</p> <p>Goal 2- Enhance student agency in their learning</p> <p>Rationale</p> <p>The 2019 AtSS factors student voice and agency and sense of confidence were lower than expected. Student feedback in a focus group indicated that they had choice in their learning but in some classes were limited in their agency and the Panel observed inconsistent approaches to engaging students during fieldwork. The Panel concluded that the next level of work was to build student agency to empower them as active, independent learners.</p> <p>Focus</p> <p>Build a common understanding of active student learning</p> <p>Review and enhance the learning pathways across the college</p> <p>Goal 3- Enrich student pride and connection in the college</p> <p>Rationale</p> <p>The college was a multicampus, multi pathway learning environment with a complexity that challenged effective communications and consistency of initiatives and expectations. The Panel concluded that reviewing and developing suitable pathways and student wellbeing and engagement processes, given this context, and with the support of parents and the wider community, would enhance student connection and success within the college.</p> <p>Focus</p>

	<p>Embed school wide positive behaviour support across the college Develop a shared understanding of the college's strategic narrative Further enhance college-wide partnerships in learning</p>
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Goal 1	Improve learning outcomes for all students
Target 1.1	By 2024 increase the percentage of students achieving above benchmark growth in NAPLAN based on 2017 - 2019 average figures for: <ul style="list-style-type: none">• reading from 22% to 24% or above• writing from 14% to 21% or above• numeracy from 17% to 22% or above
Target 1.2	By 2024 decrease the percentage of students achieving below benchmark growth in NAPLAN based on 2017 - 2019 average figures for writing from 36% to 27% or below
Target 1.3	By 2024 improve the VCE mean study score from 25 in 2020 to 29. Increase the English study score range 29-36 from 23% in 2020 to 30% or above
Target 1.4	By 2024 90% of students will attain at least 12 months growth for 12 months learning according to teacher judgements

Key Improvement Strategy 1.a Building practice excellence	Embed an instructional model that delivers effective differentiation and feedback for all students
Key Improvement Strategy 1.b Instructional and shared leadership	Build instructional leadership capabilities across the college
Goal 2	Enhance student agency in their learning
Target 2.1	By 2024 the percentage of positive responses in the Attitudes to School Survey, based on 2019 figures, to increase from: <ul style="list-style-type: none"> • 40% to 46% for student voice and agency • 60% to 63% for self-regulation and goal setting • 50% to 58% for differentiated learning challenge
Target 2.2	By 2024 increase the percentage of positive responses in the School Staff Survey (SSS) factors based on 2020 figures from: <ul style="list-style-type: none"> • 44% to 50% for teacher collaboration • 35% to 45% for academic emphasis • 66% to 72% for use student feedback to improve practice • 63% to 73% for plan differentiated learning activities
Target 2.3	By 2024 100% of students will have Career Action Plans by the beginning of Year 10

Target 2.4	By 2024 improve the percentages on the learner habits report, based on 2021 data
Key Improvement Strategy 2.a Empowering students and building school pride	Build a common understanding of active student learning
Key Improvement Strategy 2.b Setting expectations and promoting inclusion	Review and enhance the learning pathways across the college
Goal 3	Enrich student pride and connection in the college
Target 3.1	By 2024 the percentage of positive responses in the Attitudes to School Survey, based on 2019 figures, to increase from: <ul style="list-style-type: none"> • 57% to 61% or above for motivation and interest • 53% to 55% or above for sense of connectedness
Target 3.2	By 2024 reduce the 20+ absence days percentages for Year 9 students from 41% in 2019 to 30%, and for Year 10 students from 39% in 2019 to 30%
Target 3.3	By 2024 improve the percentages in the Tiered Fidelity Inventory (TFI), based on 2021 figures, to 70% across the tiers and 80% or more for the self-assessment survey

Key Improvement Strategy 3.a Health and wellbeing	Embed school wide positive behaviour support across the college
Key Improvement Strategy 3.b Vision, values and culture	Develop a shared understanding of the college's strategic narrative
Key Improvement Strategy 3.c Setting expectations and promoting inclusion	Further enhance college-wide partnerships in learning