

School Strategic Plan 2020-2024

Ringwood Secondary College (8270)



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School Strategic Plan - 2020-2024

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School vision	<p>Ringwood Secondary College fosters a learning community that caters for the development of the whole person, allowing them to flourish and reach their full potential. We do this by creating opportunities to develop the virtues of wisdom, respect, courage and creativity.</p> <p>The College is proud to provide an educational environment that ensures that all students are valued and cared for, feel they are part of the school, and can engage effectively in their learning and experience success. Every member of the College community has a right to fully participate in an educational environment that is safe, supportive and inclusive.</p> <p>A culture of high expectations ensures that students are supported to achieve their educational potential and personal best in their learning.</p>
School values	<p>The Values statement for Ringwood Secondary College is based on the four pillars of education introduced in a report presented to UNESCO by the International Commission on Education for the twenty-first century: Learning to be yourself, Learning to do, Learning to think and Learning to live together.</p> <p>The College embraces the Australian Government's nine values for Australian schools, which are:</p> <ul style="list-style-type: none">• Care and Compassion - Care for self and others• Integrity - Act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds• Doing Your Best - Seek to accomplish something worthy and admirable, try hard, pursue excellence• Respect - Treat others with consideration and regard, respect another person's point of view• Fair Go - Pursue and protect the common good where all people are treated fairly for a just society• Responsibility - Be accountable for one's own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and to civic life, take care of the environment• Freedom - Enjoy all the rights and privileges of Australian citizenship free from unnecessary interference or control, and stand up for the rights of others• Understanding, Tolerance and Inclusion - Be aware of others and their cultures, accept diversity within a democratic society, being included and including others• Honesty and Trustworthiness - Be honest, sincere and seek the truth

	<p>This Values philosophy is enacted through everyday interactions between staff, students and parents, our positive education program, our curriculum program, house system and our co-curricula program. In addition, Ringwood Secondary College has formed strong partnerships with local, national and global organisations which further enhance the education pillars.</p> <p>Ringwood Secondary College acknowledges that the behaviour of staff, parents, carers and students has an impact on our school community and culture. We acknowledge a shared responsibility to create a positive learning environment for the children and young people at our school. Our published statement of values and school philosophy outlines the values of our school community and explains the vision, mission and objectives of our college.</p> <p>Our School Strategic Plan for 2020- 2023 and subsequent Annual Implementation Plans provide our College direction for school improvement. This includes:</p> <ol style="list-style-type: none"> 1. Student learning achievement and growth. 2. Student engagement in their learning, through increasing student voice and agency and wellbeing.
<p>Context challenges</p>	<p>Context</p> <p>Ringwood Secondary College located within the Maroondah Local Government Area, provides for students from close to 50 feeder primary schools including substantial numbers from the local primary schools' network. The college maintains its numbers at capacity which is currently 1625 students. This enables a guaranteed and viable curriculum for all students and a rich array of extra curricular programs and activities, including in areas such as Music, Performing Arts and Sport. Ringwood Training, our RTO, provides specialist programs in IT, Engineering and Automotive and has been recognized in Victoria as the Small Training Provider of the Year. Our well developed House system is the basis for enabling opportunities for student leadership and participation and the delivery of our approaches to Positive Education and our Bounce program.</p> <p>All of these programs provide the opportunity for parent involvement with high level support and advice being provided by an active college council.</p> <p>The continued development of the physical environment has seen the recent establishment of newly constructed junior and senior school learning centres, that provide flexible, adaptable and fit for purpose learning spaces.</p> <p>Challenges</p> <p>Our key challenges consistent with other secondary schools, is to ensure available time and resources explicitly link the language around learning improvement to classroom practice. This includes for students whose achievement is below expected levels, refugees and highly able students. The College will continue to ensure that consistency of practice and implementation of policies is maintained across all areas, using data to inform planning and review progress.</p>

Intent, rationale and focus

Intent and Priority

The School Strategic Plan has been streamlined to focus on two key areas:

- the improvement of student achievement and learning growth
- the engagement of students in their own learning.

Rationale

An analysis of the college's NAPLAN benchmarking data identified a higher than expected proportion of students below benchmark growth. Additionally, the PRSE indicated that effective teaching practice was not yet embedded. Student feedback also indicated variations in effective practice. Therefore a focus of the SSP will be on improving student achievement and learning growth through high quality practice.

The school's student survey data (AtSS) indicated that stimulated learning and sense of confidence were lower than expected. The college PRSE reported that staff had yet to receive sufficient professional learning in student voice and agency. Initial classroom observations and discussions with students indicated that active student responsibility for learning varied across the college. Building student voice and agency is a key to improving student engagement in their learning.

The overall focus for the next 4 years will enable teachers to build their instructional capacity and leadership. Increased student ownership of their own learning, will ensure that our students are able to thrive and are well prepared for further education and training beyond school.

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Goal 1	Improve student achievement and growth in learning
Target 1.1	<p>By 2024 improve the percentages of Year 9 students achieving NAPLAN</p> <ul style="list-style-type: none"> • above benchmark growth in reading from 22% in 2019 to 27%, and decrease below benchmark growth from 31% to 25% • above benchmark growth in writing from 24% to 28%, and decrease below benchmark growth from 24% to 20% • above benchmark growth in numeracy from 20% to 26% and decrease below benchmark growth from 29% to 25%.
Target 1.2	By 2024 increase the median VCE study score from 29.9 (in 2019) to 30.5 and increase the percentage of 40+ study scores from 7% in 2019 to 9%.
Target 1.3	By 2024 the percentages of positive endorsement in the School Staff Survey (SSS) will increase for academic emphasis from 55% in 2019 to 62%, for collective efficacy from 64% in 2019 to 70% and for teacher collaboration from 44% to 60%.
Target 1.4	By 2024 the percentages of Year 7 to 10 students above expected levels according to teacher judgements, will increase for reading from 6% (2018) to 20%, for writing from 8% to 20%, and for number from 19% to 22%.
Key Improvement Strategy 1.a	Develop staff capabilities in effectively delivering high-quality practice in feedback, differentiation and metacognition

Evidence-based high-impact teaching strategies	
Key Improvement Strategy 1.b Evaluating impact on learning	Build staff capabilities to effectively select and use data to improve high-quality practice
Key Improvement Strategy 1.c Building practice excellence	Further embed the college-wide delivery of the Instructional Model
Goal 2	Improve student engagement in their learning
Target 2.1	By 2024 the percentages of positive endorsement in the Attitude to School Survey (AtSS) will increase for: <ul style="list-style-type: none"> • stimulated learning from 48% in 2019 for Years 7-9 to 60% and from 52% for Years 10-12 to 65% • for student voice and agency from 32% for Years 7-9 to 50% and from 44% for Years 10-12 to 55% • for teacher concern from 29% for Years 7-9 to 50% and from 33% for Years 10-12 to 50% • and for self-regulation and goal setting from 55% for Years 7-9 to 65% and from 60% for Years 10-12 to 68%.
Target 2.2	By 2024 the percentages of positive endorsement in the Parent Opinion Survey (POS) will increase from 74% in 2019 to 80% for student voice and agency, and from 55% to 65% for teacher communication.
Target 2.3	By 2024 improve the student Positive Learning Behaviours by 5 percentage points based upon benchmarked college data established in 2020.
Key Improvement Strategy 2.a	Build a college-wide understanding and activation of student voice and agency

Empowering students and building school pride	
Key Improvement Strategy 2.b Intellectual engagement and self-awareness	Develop accessible processes and mechanisms for all stakeholder feedback to improve learning
Key Improvement Strategy 2.c Intellectual engagement and self-awareness	Increase staff knowledge of and ability to create opportunities for students to extend positive learning behaviours
Key Improvement Strategy 2.d Health and wellbeing	Strengthen wellbeing and connectedness initiatives to increase student engagement