School plan 2015 – 2017

The Rivers Secondary College
Lismore High Campus (8124)
# School background 2015 - 2017

<table>
<thead>
<tr>
<th>School vision statement</th>
<th>School context</th>
<th>School planning process</th>
</tr>
</thead>
</table>
| **Vision Statement:** Inclusive, innovative centre of excellence. | **Lismore High Campus** has a proud tradition serving the Lismore Community and was founded in 1920 and was the first high public high school in town. The enrolment for 2016 is 365 students. The school has a support unit with 30 students. Lismore High Campus has a significant population of Aboriginal Students 20% and 5% Non-English Speaking Background. In the last three years there have been significant improvements made at the school. School attendance rates are the highest in 5 years, National Assessment Program Literacy and Numeracy (NAPLAN) growth rates are the highest in 7 years. Higher School Certificate results are the most improved in 10 years. There is a focus on improving the quality of teaching and learning taking place in the school. The school has a very strong partnership with Southern Cross University and students have access to the University facilities for wider learning. The school has a very strong partnership with Southern Cross University and students have access to the University facilities for wider learning. The school has a very strong partnership with Southern Cross University and students have access to the University facilities for wider learning. The school has a very strong partnership with Southern Cross University and students have access to the University facilities for wider learning. The school has a very strong partnership with Southern Cross University and students have access to the University facilities for wider learning. The school has a very strong partnership with Southern Cross University and students have access to the University facilities for wider learning. The school has a very strong partnership with Southern Cross University and students have access to the University facilities for wider learning. The school has a very strong partnership with Southern Cross University and students have access to the University facilities for wider learning. The school has a very strong partnership with Southern Cross University and students have access to the University facilities for wider learning. | The school planning process has involved strong input from the three key stakeholder groups, staff, students and the community. There was an initial community consultation in 2014 involving representatives from all three stakeholder groups in equal proportions. This group formulated the strategic directions for the school and involved 27 people. They were formed around the feedback from the DEC Communications Directorate on what parents were considering when sending students to public schools in the Lismore area. Underpinning our planning process was the *Melbourne Declaration on Educational Goals for Young Australians (December 2008)*.  
- The student leadership team in the school was consulted about the strategic directions.  
- Following the broad community consultation, a focus team of students and staff collaborated on turning the strategic directions into the 5P's in the school plan.  
- The staff school improvement team developed the school planning document.  
At all stages feedback from the processes were made available to staff, students and community. Feedback was provided through the Parents and Citizens association and the School Council.  
- In December 2015 the planned was reviewed with consultation with the Student Leadership and Executive and updated. |
| **At Lismore High Campus:**  
- We are creating learning environments that engage students in the learning process.  
- Building a culture of high expectations for our students  
- Developing students as contributing members of the community  
- Building strong community partnerships  
- Developing student leadership capabilities  
- Catering for the learning needs of students through differentiated learning  
- Building the capacity and skills of staff through professional learning  
- Providing equitable access for students to a high quality education  
- Success for our students is building pride in themselves and their achievements | **School context**  
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Our strategic directions are based around the building blocks of a school, which is people. Through our strategic directions we focus on the three stakeholder groups, staff, students and the school community.

**Purpose:**
Staff are the key element in making school improvement. Our school improvement is focussed on aspects of the School Excellence Framework. All teachers must maintain accreditation against the Australian Professional Standards for Teachers (APST). To ensure that students are having maximised learning opportunities. Staff professional learning is provided against the APST. Through this professional learning and leadership by staff within the school we can deliver on the goals for our students. Our teachers are focussed on providing engaging learning environments for our students that promote academic success.

**Purpose:**
We are here to improve the learning and social wellbeing of the students we have care of. Our decisions are based around providing the best opportunities for our students. We must also listen to students and cater to their own identified learning needs. By engaging with students and developing collaborative relationships we will develop a successful culture of learning and high achievement that allow us to meet the goals of the Melbourne Declaration.
Goal 1: Australian schooling promotes equity and excellence
Goal 2: All young Australians become:
   - successful learners
   - confident and creative individuals
   - active and informed citizens

**Purpose:**
Students are members of the community and as part of the Melbourne Declaration, All young Australians become:
   - successful learners
   - confident and creative individuals
   - active and informed citizens

We work collaboratively with the school community to produce students who will think critically, be responsible citizens and make a positive contribution to their school community and to society. By engaging with the community we can develop better relationships that will result in better partnerships. These partnerships ultimately produce better outcomes for our students and produce contributing members of society.
### Purpose

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### Improvement Measures

- All teachers demonstrate high-level competency at the proficient or above levels as outlined in the Australian Professional Standards for Teachers.
- All teachers and leaders have explicit professional learning goals matched to the standards and the priorities articulated in the school plan and these are attained each year.
- Teaching programs demonstrate quality curriculum adjustments.

### People

#### Students:

Will be provided with high quality learning environments that will engage their learning. A culture of high achievement and student success will support student learning.

#### Staff:

Will be professionally developed staff in Project Based Learning (Project) approaches as it is rolled out across Year 7-10 over 4 years. Project based learning will provide the platform for staff to engage in team teaching, collaborative planning, share classroom practice and reflect on their own practice. Teachers will also develop their skills using student data to provide students with engaging and relevant application of the curriculum.

#### Staff:

Will develop and enhance their skills in programming and assessment and ensure they are making appropriate adjustments for their students.

#### Staff and Leaders:

Staff and leaders recognise the critical importance of both giving and receiving feedback in a professional manner in order to build the capacity of all against the standard (APST).

#### Leaders:

The school leadership team will develop with staff through targeted professional learning the capacity to deliver a school that is inclusive, innovative and a centre of excellence.

### Processes

We develop all staff through regular professional development on Project based learning including those currently not teaching it and curriculum adjustments. To develop engaging learning environments and provide curriculum relevance for our students.

Implementation of the NSW DoE Performance and Development Framework to include:

- ongoing self-reflection by all teachers against the APST;
- development of individual teacher Professional Development Plans and setting of professional learning goals;
- regular conferences between teacher and supervisor to discuss learning goals and evidence being provided;
- classroom observations; and
- provision of targeted support for beginning and early career teachers.

School leadership team systematically builds their capacity in coaching, mentoring, provision of feedback and demonstrate the standards at highly accomplished and lead teacher standards (APST).

### Evaluation Plan

- Monitoring of DoE PDF implementation and achievement of PDP goals.
- Evaluation with students, staff and parents on teaching initiatives taking place within the school.

### Products and Practices

**Product:** All teachers demonstrate high-level competency at the proficient or above levels as outlined in the APST.

**Product:** All teachers and leaders have professional learning goals matched to the standards and the priorities articulated in the school plan and these are attained each year.

**Product:** Collaboratively developed cross faculty teaching programs and assessment tasks that engage students in learning.

**Product:** Teachers are collaboratively team teaching and sharing professional dialogue about their teaching practice.

**Practice:** School leaders demonstrate and lead by example high quality pedagogical practice and curriculum implementation directly supporting the ongoing improvement of teacher quality.

**Practice:** Teaching staff are demonstrating quality adjustments for students in their teaching programs.

**Practice:** All teachers and leaders actively engage in the giving and receiving of high quality professional feedback using the APST as the focus of discussion.

**Practice:** All teachers monitor and reflect on the progress and achievement of their own professional learning goals and professional development.
(Students) Our students are successful, learners, confident and creative individuals and active and informed citizens

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<td>We are here to improve the learning and social wellbeing of the students we have care of.</td>
<td>Students: Recognise that school is more than learning academic disciplines. That school teaches the skills to be contributing members of society. <strong>Students</strong>: Students understand the need to be active learners and have the skills to identify and seek help when they do not understand what is being taught. They will need to think deeply, logically and critically. <strong>Staff</strong>: Through professional learning staff promote with their students a culture of high expectations and student achievement. They recognise that student improvement is best measured through student growth.</td>
<td>Building a culture of high expectations and academic success is paramount in the operation of our school. Teachers must focus our data for improvement around student growth, on academic assessments. Planned implementation of the Australian Curriculum ensuring the systematic and explicit teaching of the general capabilities in all subject areas. Teaching staff will have the opportunity to collaboratively program within their faculties and across faculties and will be team teaching <strong>Syllabus general capabilities mapping of Project scope and sequence for Year 7. Developing data walls on the BOSTES continuum of learning.</strong> Student well-being practices will be reviewed by staff and where necessary consistent practice across the school will be developed. The implementation of the DoE Student Well-being framework provides the foundation of our changing practice.</td>
<td><strong>Product</strong>: Improved performance on the Higher School Certificate (HSC) for our students through the support provided by our Aspirations program. <strong>Product</strong>: Improved student engagement with schooling measured through our implementation of student well-being initiatives by the <em>Tell Them from me</em> survey. <strong>Product</strong>: The student well-being curriculum of the school, addresses the identified areas of need for students and is based on the DoE Student Well-being Framework. <strong>Product</strong>: Revised school well-being policy and procedures that reflect our school values and supports individual health and wellbeing.</td>
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<td>Our decisions are based around providing the best opportunities for our students. We must also listen to students and cater to their own identified learning needs. By engaging with students and developing collaborative relationships we will develop a successful culture of learning and high achievement that allow us to meet the goals of the Melbourne Declaration. <strong>Goal 1</strong>: Australian schooling promotes equity and excellence</td>
<td><strong>Parents/Carers</strong>: Parents and carers are aware of the different learning context of a 21st-century learner. They will gain an understanding of this to support their student's learning. <strong>Leaders</strong>: The school leadership team through professional learning and dialogue develops with staff a culture of high expectations for staff and promotes the ownership of our students as their core responsibilities.</td>
<td><strong>Evaluation Plan</strong> Teachers and faculties will be assessed regularly through the use of curriculum audits and examination of assessment tasks. These curriculum audits will ensure strategic direction being implemented effectively with staff.</td>
<td><strong>Product</strong>: Student engagement with the project based learning program at Year 7. Feedback from students and parents indicating the effectiveness of the model of learning. <strong>Practice</strong>: Students are provided with support and whole school wraparound strategies to ensure their well-being needs are being met. <strong>Practice</strong>: Teaching programs and assessments include the BOSTES best practice elements. Teachers can demonstrate they are developing the necessary skills required of a 21st-century learner.</td>
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<td><strong>Goal 2</strong>: All young Australians become: – successful learners – confident and creative individuals – active and informed citizens</td>
<td><strong>Improvement Measures</strong></td>
<td><strong>Products and Practices</strong></td>
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<td>– All teaching staff trained in the implementation of Project Based Learning and the implementation of the Student Wellbeing Framework. <strong>Update and improve our student wellbeing practices in the school following the implementation of the Student Wellbeing Framework.</strong></td>
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The Rivers Secondary College, Lismore High Campus 8124, School Plan (2016)
Planning template – V2.0
(Community) We work collaboratively with our community in partnership to produce students who make positive contributions to society

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<td>Students are members of the community and as part of the Melbourne Declaration, all young Australians become: – successful learners – confident and creative individuals – active and informed citizens</td>
<td><strong>Students:</strong> Students become proud of their school. This is done through developing with students a culture of high expectations and pride in their school and the wider community. <strong>Staff:</strong> Teachers must strive to ensure that students are the focus of our purpose. We must work collaboratively together to provide students with rich and engaging learning experiences. In our school community our teachers must be positive role models for our students. <strong>Parents/Carers:</strong> Rely on our school to provide the best education for their students. We must engage with parents and carers in being more actively involved in the learning of their students. <strong>Community Partners:</strong> The project bases learning program is encouraging community participation in the school. We are using a variety of organisations and people to help deliver the curriculum. By building new relationships and consolidating and improving current relationships, engagement with the wider community will be increased. <strong>Leaders:</strong> School leaders recognise the importance of engaging the wider school community. It is through building a school of excellence through high expectations that we will improve the learning outcomes for our students. This will also improve our community perception.</td>
<td>We will seek feedback regularly from our consultative groups the School Council and the Parents and Citizens Association on how we can improve the communication to the wider community. We will form a communications team responsible for developing and implementing a communication plan that is based from the feedback of our school community. Parents are invited and welcomed to participate in the learning processes occurring with project based learning and in all school programs. Community based learning partners are encouraged and included in the project based learning program. This increases the profile of the school and creates engagement and relevance for our students. We actively looking at opportunities to partner with the community organisations to develop relationships that are mutually beneficial. <strong>Evaluation Plan</strong> We will use data collected from stakeholders and the wider community on our reputation and the improved outcomes for our students. Parent and student satisfaction surveys.</td>
<td><strong>Product:</strong> Improved electronic communication with the school community. This will be measured through consulting with the school community to tailor an electronic communications plan that meets the information needs of the community. <strong>Product:</strong> Improved student enrolment numbers at the school over time. Developed by an increased positive reputation of the school. <strong>Product:</strong> Our teachers embedded in primary schools program to build the links between the partner primary schools and Lismore High. <strong>Product:</strong> Parental involvement through the assessment component of the project based learning. <strong>Product:</strong> Community based educators teaching students through the project based learning program. <strong>Practice:</strong> Effective communication strategies to promote the Lismore High Campus, of the Rivers Secondary College to the wider school community. <strong>Practice:</strong> We work collaboratively with our partner primary schools by embedding our teachers into their schools and classrooms. We will ensure teachers are regularly teaching in our partner primary schools to raise the profile of the school and demonstrate what we have to offer students and families.</td>
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**Improvement Measures**

- Satisfaction with the school will see increased overall enrolments in the school in 2017 compared with 2016 (380).
- Improved partnership with primary schools. Expand on the team teaching program with primary schools.

The Rivers Secondary College, Lismore High Campus 8124, School Plan (2016)