The Rivers Secondary College Plan

2016 – 2017
THE RIVERS SECONDARY COLLEGE

The Heart of Secondary Education for Lismore
**College background 2016 - 2017**

**COLLEGE VISION STATEMENT**

To build a collaborative, innovative learning community that develops successful learners who are confident, well rounded individuals.

**COLLEGE CONTEXT**

The College officially became operational at the start of the 2015 school year. The Rivers Secondary College's organisational structure developed from the desire to support a collaborative Public School Community within and around Lismore. The College is an entity that will foster unique partnerships and allow for unique, high quality collaboration that will enhance the achievement of student outcomes. The three campuses of the College include Kadina High, Lismore High and Richmond River High.

The broader learning community of The Rivers Secondary College supports the teaching, collaboration and learning of all staff employed at the three secondary campuses in Lismore, a school for specific purposes, a central school, an environmental education centre and twenty six primary schools.

The ICSEA for our learning community schools range from 837 to 1122, which demonstrates a broad cross section of social advantage.

Our college staff profile is diverse, ranging from highly experienced teaching and administrative staff to new scheme teachers and support staff.

Our three secondary campuses have a range of between 6-19% Aboriginal and Torres Strait Islander students.

**COLLEGE PLANNING PROCESS**

The College was formed after an extensive and significant local consultation phase of more than two years. The consultation included various public and selective forums, surveys to the broader College community as well as interviews with staff, students, P&C, Aboriginal Education Consultative Group (AECG), New South Wales Teachers Federation, other interest groups as well as the broader local Lismore community.

A strategic plan was developed and titled The Rivers P-12 Strategic Plan 2013-2014. This plan for The Rivers Secondary College has been the basis for the dynamic development of this new plan.

Consultation for The Rivers Secondary College plan has occurred with P&C groups, the local Aboriginal Education Consultative Group (AECG), the Principals Executive Leadership Group (PELG), The Rivers Council, The Rivers P-12 Principals Forum, and the Deputy Principal’s Leadership group. This plan is further informed by the three 2015-17 Rivers Secondary College Campus plans.
Our College purpose: “The Heart of Secondary Education for Lismore”

Guiding question: “In what ways and to what extent can we build a collaborative, innovative learning community that develops successful learners who are confident, well rounded individuals?”

**STRATEGIC DIRECTION 1**

EXCELLENCE: Ensuring a positive, community connected and collaborative learning culture that supports every student, every day to successfully engage in learning within a safe and caring learning environment.

**STRATEGIC DIRECTION 2**

INNOVATION: Leading excellence in teaching and learning through quality, personalised and innovative programs inclusive of literacy, numeracy, creative, cultural, citizenship and digital curriculums.

**STRATEGIC DIRECTION 3**

OPPORTUNITY: Develop a high quality and collaborative professional learning and leadership culture, which promotes high expectations for students and staff, providing opportunities to achieve in all educational settings.
Strategic direction 1: EXCELLENCE: Ensuring a positive, community connected and collaborative learning culture that supports every student, every day to successfully engage in learning within a safe and caring learning environment.

“In what ways and to what extent can college wide systems and structures further develop consistent, caring and cohesive positive learning environments?”

PURPOSE
To embed high quality systems supporting all students, every day to achieve learning outcomes in a safe, happy and respectful environment. Provide a caring community that provides high expectations of success.

IMPROVEMENT MEASURE/S
Partner Primary Principals and Campus wellbeing teams report a high degree of satisfaction with College transition processes. PBL audit across the College indicates that all Campuses are engaging with PBL. A decline of instances of continued disobedience across the College. Student leadership allow the full spectrum of opportunity for participation for all students.

Parental survey evidence indicates improved support and satisfaction with the outstanding pastoral care practices occurring across the college.

PEOPLE
Students: Involvement in advice around College strategies with ongoing consultation in each campus.

Staff: Expand on current cross campus teams, structures that demonstrate unity and seeking innovative approaches to be available across all campuses. United approach to changes in teaching pedagogy.

Parents: Membership of The Rivers Council and through individual campus partnerships.

Community partners: The College leadership engages with, seeks feedback and evaluation from the Lismore community.

PROCESSES
Develop coordinated processes across the college for all transition points including year 6-7 and ‘pathways to real post school options’ for students.

Professional learning for Welfare staff and senior executive re the revised Transition process.

Review and implement Positive Behaviour for Learning (PBL) across all campuses with the support of targeted professional learning.

Professional Learning: All staff engage with the DoE Student Wellbeing Framework.

Establish and support The Rivers College gifted and talented project.

College Senior executive meet regularly to establish procedures and structures to build the College. The team drives the College Improvement Plan.

Student Leadership programs

PRODUCTS AND PRACTICES
Practices:
Wellbeing practices operate across the college based on PBL systems.

Coordinated and consistent student leadership, and student participation programs operating across the college, with a strong developing citizenship program which continually reinforces the DoE Values.

Regular and valued “yarn ups” occur within and between the local community and each campus.

Products:
College structures, policies and procedures are developed to support the College operation and recorded in a centralised location.

A coordinated and integrated system of transition 5-12 is in place across the college.

PBL is used consistently across the College.

A program of strategies is developed that informs the further development of pastoral care and individualised student guidance over the next 3 years (Sentral).
available in the college are mapped; a K-12 Leadership framework is established by 2017; combined school SRC/Aboriginal leaders meetings (College & PS) are implemented; and SALM mapping of student leadership in schools is implemented.

**Evaluation plan:**

- Enrolment trends are showing an increase
- PBL is evident in all campuses
- A student citizenship program is being developed.
- Transition programs are reported as effective by students and their parents
- Parental survey evidence indicates improved support and satisfaction with pastoral care practices occurring across all campuses.

A Citizenship Program is embedded with DoE values being explicitly taught across the college.

Common learning management systems and business administration systems are aligned and supported across all campuses. (Sental)

A Citizenship continuum is developed for implementation over 3 years; The Rivers award for Citizenship is instigated.

PBL is evident in all campuses
Strategic direction 2:

**INNOVATION:** Leading excellence in teaching and learning through quality, personalised and innovative programs inclusive of literacy, numeracy, creative, cultural, citizenship and digital curriculums.

“In what ways and to what extent can the use of innovative practices with explicit instructional leadership support improved classroom practices?”

**PURPOSE**

To ensure a quality continuum of learning for our students through outstanding pedagogy and strong leadership. This will be characterised by high standards and strong values. We will embed high quality sustainable professional learning in our shared practice.

**PEOPLE**

- **Students:** Engage in self-regulating their learning behaviours with support
- **Staff:** Instructional leadership practices are used to further support classroom practice improvements.

  Project based learning (Project) is considered as one strategy to be consistent across the college by 2018 in Year 7.

  Teachers engage in professional learning aimed at increasing their capacity to use deliberate and targeted professional learning demonstrated by effective performance and development plans.

  Teachers engage collaboratively in developing personalised student learning programs.

  Teachers utilise rich data analysis of academic and learning behaviours to inform the development of individualised student learning plans after professional learning in this area.

  All staff are encouraged to develop and

**PROCESSES**

A College Innovative Practice Team is created to investigate, implement and review effective teaching practices

  Professional Learning for staff across the College is delivered on a regular basis in order to build the capacity to deliver personalised and innovative learning pedagogies.

  An audit of the knowledge and use of the Literacy / Numeracy/BOSTES syllabus continuums across the college is conducted by the end of 2017

**PRODUCTS AND PRACTICES**

- **Practices:**
  Personalised learning approaches are used for all students which are evidence informed.
  Instructional leadership trial is used to inform wider practices across the college.
  Teachers use both academically focused learning data as well as recorded learning behaviours to inform student achievement and growth to both students and their parents.
  Teachers are engaging with innovative, Futures learning practices

- **Products:**
  External testing data and internal audits of student outcomes indicate value added student attainment of outcomes.
  Campus Plans embed school improvement around innovative, futures learning, practices with an emphasis on individualised learning.
innovate with processes and procedures to improve student learning opportunities through exposure to practices currently being trialled across the college

Parents: Annual survey and focus groups provide essential feedback to school leaders

Community partners:
Leaders: Leaders continue to develop improved leadership capacity in collaborative systems across each campus as well as engagement with instructional leadership practices

Evaluation plan:
Teacher feedback on the implementation and impact of developing and utilising PDPs is highly positive

- Regular meetings of Executive across the College where professional learning is paramount.
Strategic direction 3:  
**OPPORTUNITY:** Develop a high quality and collaborative professional learning and leadership culture, which promotes high expectations for students and staff, providing opportunities to achieve in all educational settings.

“In what ways and to what extent can the collaboration of the three campuses deliver high quality sustainable learning and leadership environments?”

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| To meet the evolving needs of our students through innovation, excellence and continuous improvement. To improve positive relationships and strong partnerships between parents, students, staff, community and the AECG To ensure that there is provision of opportunities and pathways for every student to reach their full potential. | **Students:** Utilise effective systems that encourage students to participate in all aspects of school life including leadership, teaching and learning feedback to staff, school improvements, planning and student life, and citizenship programs.  
**Staff:** Student wellbeing working party leads consistency across all campuses supported by targeted professional learning options.  
All staff participates collaboratively in supporting strong Student Wellbeing Framework initiatives being used across the whole college.  
**Parents:** The provision for parental feedback via online surveys and other means will be adopted with regular community forums | An innovative practice audit is conducted to identify current 'accredited' staff for baseline data. To support the development of teacher and leadership capacity, targeted professional learning is delivered focusing on the teaching standards.  
Develop a deputy principal Collegiate who then drive strategic professional learning and Collegiate groups for all College Executive  
Senior campus leaders collaborate on the implementation of effective Performance and Development Framework and subsequent PDPs  
Senior College leaders purposefully develop relationships between executive across the College through purposeful Campus visits.. | **Practices:**  
Cross campus professional sharing of teaching materials and professional learning occurs  
Collegial teams established and led by middle executive  
Regular advertising of extra-curricular opportunities across the college and to partner primary schools  
Positive relationships between Executive staff across the College are developed.  
**Products:**  
Campus principals provide purposeful visible leadership at all campuses for assemblies, staff and executive meetings  
School executive share practices with stage/faculty leadership.  
A shared program of early career teacher support is established.  
High quality strategically planned professional |
Community partners: Increasingly strong links and relationships develop with the local AECG and Aboriginal families across the college

Also need the whole community here

Leaders: Provide strong support for the establishment and ongoing work of the Student Wellbeing Working party and their endeavours.

Evaluation plan:

Schedules of regular principal cross campus leadership established and recorded

Collegial teams established and meeting regularly with purpose

Teaching resources are shared professionally across the college

Early teacher support program effectively supporting collaborative teacher growth

Learning for teaching, non-teaching staff and leaders is apparent in all schools with deliberate, planned and differentiated professional learning opportunities for all staff reported.

Teaching programs are collaboratively developed and shared.

Purposeful collegial teams established