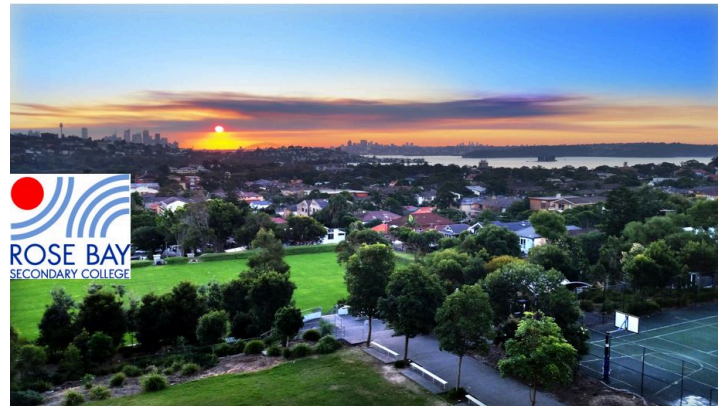




# School Excellence Plan 2022-2026

## Rose Bay Secondary College 8555



# School vision and context

## School vision statement

Rose Bay Secondary College develops respectful, responsible learners who strive for excellence through collaboration with highly motivated and professional teachers in a safe and inclusive environment.

## School context

Rose Bay Secondary College, Years 7 -12, is a partially selective, coeducational high school in the eastern suburbs of Sydney, with a student population of approximately 1150 students in 2025. The school has a focus on high academic achievement and quality teaching in a rich learning environment. The College has an enviable reputation for the breadth of its subject offerings and excellence in the HSC.

Inclusion, advocacy and opportunity are key values of the College. The College has a support unit, the Inclusive Education Faculty (IEF), for students with special educational needs. The Calmer Classrooms framework underpins a positive proactive wellbeing response to support engagement and belonging for our students. The College services a multicultural community with over 50 language backgrounds other than English spoken in the home. EAL/D support and targeted support for learning is a key delivery of the College through our Learning Hub.

The College works closely with our partner primary schools and enjoys active and supportive parent involvement including the coordination of significant programs in music (MEP), sports, homework club, chess and debating. An extensive co-curricular program caters for diverse student interests including sport, dance, drama, debating, Duke of Edinburgh, music, film and student leadership.

# Strategic Direction 1: Student growth and attainment

## Purpose

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for success, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

## Improvement measures

### Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

#### Achieve by year: 2027

To achieve an uplift of 8 points in Year 9 NAPLAN numeracy mean scaled scores by 2027.

### Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

#### Achieve by year: 2027

To achieve an uplift of 8 points in Year 9 NAPLAN reading mean scaled scores by 2027.

## Initiatives

### Numeracy Growth

#### Threading Numeracy across the curriculum

This initiative involves integrating explicit numeracy teaching strategies into all subject areas, ensuring that key numeracy skills are consistently reinforced and assessed through collaborative efforts, formative assessments, and effective feedback to enhance student understanding and application of numeracy concepts.

### Reading Growth

#### Enhancing Vocabulary Development through explicit instruction and assessment

This initiative aims to enhance students' receptive and expressive vocabulary development through explicit teaching, formative assessment and effective feedback.

## Success criteria for this strategic direction

- 1. Whole School approach to Literacy and Numeracy achievement:** Literacy: Implement a consistent approach to explicit vocabulary instruction across all subjects, ensuring that all teachers are accountable for developing students' vocabulary knowledge and usage from Year 7 to Year 12. Numeracy: Establish a shared framework for identifying and embedding key numeracy skills across the curriculum, fostering collective responsibility for student growth in numeracy outcomes. Develop a 3-year plan and align Literacy and Numeracy recommendations/goals in one document.
- 2. Effective Practices to improve student Literacy and Numeracy outcomes through Curriculum:** Literacy: All teachers conduct explicit vocabulary teaching sequences and utilise the Frayer Model to enhance understanding of Tier 3 vocabulary, supported by high-impact professional learning. Numeracy: Faculties embed explicit numeracy teaching strategies within current units of work, ensuring that best practices are implemented to strengthen students' numeracy skills.
- 3. Use of data to inform Literacy and Numeracy achievement and improvement:** Literacy: teachers will employ pre- and post-assessments, formative assessments, and interpret Check-in and NAPLAN results to monitor student vocabulary knowledge and reading comprehension. Teachers will provide effective feedback based on assessment data to inform teaching practices and support students' learning pathways. Numeracy: teachers will collect and analyse data on students' discipline-specific numeracy skills through formative assessments and ongoing evaluations, with teachers providing effective feedback to enhance student outcomes. This data will guide instructional decisions and monitor progress. Check-in and NAPLAN results will also be used to monitor numeracy achievement.

**4. Families Supported as Partners in Literacy and Numeracy Development:** Literacy & Numeracy: The College will strengthen partnerships with parents and carers by sharing information about key literacy and numeracy initiatives and supports, as well as skills and strategies that will support their children's vocabulary development and numeracy skills at home.

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### Evaluation plan for this strategic direction

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**Question:**How effectively are the implemented instructional strategies in reading and numeracy enhancing student knowledge and skills, as reflected in their performance in reading comprehension, writing, and numeric understanding, particularly through the use of formative assessments and effective feedback?

**Data:**

- **Pre- and Post-Assessments:** Collect data on student vocabulary knowledge and reading comprehension before and after explicit vocabulary instruction to measure growth.
  - **Formative Assessments:** Use formative assessments to evaluate student understanding and engagement with vocabulary and numeracy instruction.
  - **NAPLAN and Check-in Results:** Interpret Check-in and NAPLAN assessment results to monitor student numeracy, vocabulary knowledge and reading comprehension.
  - **Effective Feedback Records:** Document and review effective feedback provided to students based on assessment data to inform teaching practices and support learning pathways..
  - **Learning and Support:** interpret data to measure impact of Learning and Support programs targeting numeracy and reading improvement.
  - **Partnership initiatives:** collect feedback from parents and carers regarding the support and strategies shared for enhancing their children's literacy and numeracy skills at home.
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# Strategic Direction 2: Student Wellbeing & Engagement

## Purpose

To apply evidence based strategies that build individual strengths and take a preventative and protective approach, focusing on early intervention.

## Improvement measures

### Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

### Achieve by year: 2027

The attendance rate for the school is increased from 86.13% in 2023 to 87.13% by 2027.

## Initiatives

### Instilling student-driven behaviours

Implementing explicit teaching of practices using the Calmer Classrooms Framework to embed clear, school-wide expectations for target behaviours.

Improve communication process of data to students and engage student voice to implement positive behaviour rewards initiatives

### Challenging all learners

Conduct high impact professional learning of all teachers in catering for HPGE students focusing on talent development and underachievement.

Continue to gather student voice in Selective Stream and provide specific programs to support growth in their learning.

Gather quantitative and qualitative data across all faculties to develop a whole-school approach to 'challenge' in the classroom.

## Success criteria for this strategic direction

- Positive and respectful relationships are evident throughout the school community, promoting student wellbeing and creating an optimal environment for learning across the school. (SEF – Wellbeing)
- All classrooms and other learning environments are well managed within a consistent, school-wide approach. (SEF – Effective Classroom Practice)

## Evaluation plan for this strategic direction

Question: What impact do resilience and challenge initiatives have on student engagement, behaviour, and academic performance?

Data: Student internal and external assessment data, internal Wellbeing data, Student Voice initiatives/participation, teacher feedback, attendance data

Analysis:

Implications:

# Strategic Direction 3: Effective Classroom practice.

## Purpose

Classrooms are the heart of College practice with a focus on evidence based approaches. Learning is valued, instruction is differentiated, explicit teaching is embedded, feedback is individualised, student agency and continuous improvement is encouraged.

## Improvement measures

### Pathways

There is a focus on positive transitions into meaningful post school pathways.

### Achieve by year: 2027

- An increase in the proportion of students' HSC results in the top two achievement bands in 2027 compared to 2023 and 2022.

## Initiatives

### HSC Improvement: Effective Classroom Practice

[object Object]

### Enhancing effective feedback techniques across the school

Implementing effective feedback techniques using High Leverage Strategies to embed clear, consistent and school-wide practice.

## Success criteria for this strategic direction

- Increased student and staff engagement with effective feedback techniques that are consistent.
- Teachers support a common RBSC study skills framework, helping students understand how effective study practices contribute to their academic success.

## Evaluation plan for this strategic direction

### Question:

What has been the impact of having all staff engaging with the analysing of RAP and Scout data on student performance?

Are targeted areas of improvement for HSC students resulting in a shift in practice that improves student engagement and performance?

Did the Data provide the team with meaningful information that could inform shift in teaching practice?

### Data:

The following data will be collected and analysed by relevant teachers, leaders and teams and discussed regularly at relevant team meetings and evidence uploaded in SPaRO:

Course staff survey

Faculty Staff Survey

High Leverage Strategies students and staff

Year 11 Study Habits and Examination Strategies

**Analysis:** Analysis of data to determine the extent to which the purpose of this initiative has been achieved. Analyse the data to monitor progress on the agreed improvement measures.

### Annual Implications:

What are the strengths, weaknesses, opportunities and threats presented in the data analysis for SD3?

What aspects of the SD3 purpose and improvement measures have been met?

In what areas was the vision for the SD3 not fully realised?

Of these, which areas should be addressed in the next planning cycle?

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