School plan 2015 – 2017

Rutherford Technology High School - 8572
School background 2015 - 2017

School vision statement

Rutherford Technology High School will promote a culture of high expectations through a supportive and innovative environment that is the showcase for Public Education.

An atmosphere of open communication and cooperation between the whole school community, fostering adherence to the principles of democracy, freedom of expression and equality of opportunity and social justice.

Ensuring that our students have the necessary social, emotional and work ready skills that enable them to contribute as active members for an ever changing global environment. Always striving to achieve their personal best.

School context

The core values of the school community are Respect, Responsibility and Commitment. The school has a Positive Behaviour for Learning (PBL) program operating.

As a comprehensive, coeducational secondary school, of approximately 1100 students, the school services diverse and geographically widespread communities. With our partner primary schools we form a very strong and innovative Local Management Group with a strong K-12 focus.

Approximately 11% of our students are Aboriginal and Aboriginal cultural and educational programs are a strong priority.

The school receives significant socio-economic equity funding that is directed towards providing students the opportunity to reach their highest possible outcomes in all aspects of their education – academic, vocational, personal, sporting, cultural and civic. Focus on reading, writing, targeted sport, targeted CAPA and careers and transition are significant programs in the school.

Professional learning for staff is a major focus based around classroom observations, 21st century learning skills and enhancing literacy and numeracy.

An innovative Learning Support Team runs a number of highly regarded student well-being programs in the school, such as Plan-It-Youth, Peer support, and Peer mediation.

Senior students are catered for with mentoring and a fully staffed senior study area.

The school is in the process of a major $20 million upgrade which will see state of the art facilities developed.

School planning process

The school planning process was a comprehensive process throughout 2014. It was centred around a Strategic Planning team comprising school senior executive, teaching staff, SAS staff, parents, Aboriginal community members and students.

The team met on a regular basis and coordinated and collated feedback from staff, parents, students, the local business community, and partner primary schools. This took the form of surveys, focus groups and open forums.

Data was gathered and analysed on NAPLAN, HSC results, enrolment, attendance, and welfare data.

Students also completed the “Tell Them From Me” survey and staff the “Focus on Learning” survey to provide added data.

As information was gathered and steps in the process reached the team continually went back to staff, parents and students for ratification and continued feedback.
Purpose: For all members of the RTHS learning community to be engaged and continuous learners, capable of achieving their individual potential.

Purpose: To foster a culture of resilience and respect within the whole school community. Promoting an environment that enhances staff and student well-being.

Purpose: To work in collaboration with the Rutherford group of schools to build innovative partnerships, based on respect and high expectations within the wider community.
Strategic Direction 1: Quality Learning

**Purpose**
For all members of the RTHS learning community to become engaged and continuous learners, capable of achieving their individual potential.

**People**
How do we develop the capabilities of our people to bring about transformation?

**Students:**
- Developing the culture of classroom work ethic.
- Meaningful homework

**Staff:**
- Professional learning for staff in reading and writing strategies
- Professional learning for all staff in School to work strategies
- Professional learning in engagement and enrichment
- Orientation processes established.
- Executive leadership training.

**Parents/Carers:**
- Developing the culture of homework through engagement with parents
- Parent workshops target Yr 5, 6, and 7 parents – literacy, 21st century learning

**Community Partners:**
- Harvey Norman BYOD
- Industry Maths

**Leaders:**
- Focus on Reading leaders
- Writing leaders
- Stage 6 coordinator
- Study centre coordinator

**Processes**
How do we do it and how will we know?

- Writing scaffold developed and implemented across all teaching programs 7-12
- Focus on Reading literacy strategy enhanced across KLAS through programming and support
- Literacy outcome assessment and reporting strategies developed.
- BYOD implemented
- Senior study revitalised and stage 6 coordinator created.
- Future focused learning professional development continued.
- ILPs for support, literacy and enrichment students
- PLPs for Aboriginal students and strengthening of support structures for Aboriginal students.
- PLTs and lesson observation
- Walkthroughs/ instructional rounds and model for classroom observation further developed.
- School to work program written and utilised across the school.
- Quality teaching orientation and training from beginning teachers through to executive.

**Products and Practices**
What is achieved and how do we measure?

- 100% of staff teach, assess and report on KLA specific reading and writing outcomes using a common metalanguage
- 95% of students in Year 9 above NAPLAN minimum standard in both reading and writing.

**Products:**
- Reading growth in Year 9 above state average.
- Writing growth in Year 9 equal to state average.
- Increased retention of students to completion of Year 12 or until meaningful employment found.
- An upward trend in Band 5 and Band 6 student results in the HSC.
- Increased university, further education entries, and engagement in employment.

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

**Practices:**
- Students actively engaged in Focus on Reading strategies in all KLAS
- A school-wide writing strategy is implemented and valued from 7-12.
- Students see the relevance of school through clearly established school, career and exit pathways.
- Future focused learning is standard practice with teachers.
- HSC is seen as a valuable attainment by the whole school community

**Evaluation Plan**
5 weekly strategic team 1 meeting
### Strategic Direction 2: Quality Relationships

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<th>Purpose</th>
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<th>Products and Practices</th>
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<td><strong>How do we do it and how will we know?</strong></td>
<td><strong>What is achieved and how do we measure?</strong></td>
</tr>
</tbody>
</table>
| **Students:** | • Training in PBL  
• Resilience training  
• Leadership training | • Prioritise PBL implementation plan and develop individual matrices  
  o Lessons  
  o Posters  
• Revisit communication to parents, students and staff about PBL  
• Define the findings of the well-being review, and implement.  
• Implement staff matters and mind matters  
• Student voice opportunities developed.  
• Celebration opportunities broadened with parent and community involvement increased.  
• Teen positive parenting program.  
• Develop and enhance opportunities for staff, parents and students to work collaboratively  
• Develop student/staff relationships through welfare/enrichment activities in non-academic settings. | **PBL matrix established for each area of the school.**  
**Student and staff absenteeism reduced.**  
**Students, staff and parents understand and support PBL.**  
**PBL implemented across the whole learning community.**  
**Positive culture within student body with students wanting to learn.**  
**Increased parent involvement data.**  
**Decreased absenteeism.**  
**Increased commendations.** |
| **Staff:** | • Training in PBL  
• Resilience training  
• Behaviour management training  
• Positive parenting coordinator  
• School well-being team  
• Build staff capacity to work collaboratively | | |
| **Parents/Carers:** | • Communications on PBL and well-being changes  
• Positive parenting forums. | | |
| **Community Partners:** | | | |
| **Leaders:** | • Provide TPL opportunities  
• School well-being and PBL teams | | |

**Improvement Measures**
- PBL matrix established and taught for each area of the school.  
- Reduced staff and student absenteeism

**Evaluation Plan**
- 5 weekly strategic team 2 meeting

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Strategic Direction 3: Quality Community Connections

**Purpose**

To work in collaboration with the Rutherford group of schools to build partnerships, based on respect and high expectations within the wider community.

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<td></td>
<td><strong>Students:</strong></td>
<td>• Year 3 to Year 12 Careers program</td>
<td>• Increased student enrolment from partner schools</td>
</tr>
<tr>
<td></td>
<td>• SRC and Aspire leaders trained and given whole school leadership roles</td>
<td>• Develop business profiles and forums tied in with business breakfast.</td>
<td>• Products:</td>
</tr>
<tr>
<td></td>
<td>• Targeted sport and CAPA leaders developed.</td>
<td>• Revise CATS structures – careers, Stage 6, Impressions 10, WP and WE</td>
<td>• Reputation for sustainable leadership in targeted sports, CAPA, and career education in the Maitland area.</td>
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<tr>
<td></td>
<td>• Student leaders working and promoting in partner schools</td>
<td>• RTHS involvement in K-6 activities at partner schools.</td>
<td>• Collaborative partnership across the learning community.</td>
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<tr>
<td></td>
<td>• School promotions team</td>
<td>• Parent skill survey/register with opportunities for involvement e.g. working bees</td>
<td>• Increased student involvement in CAPA and targeted sports programs.</td>
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<td><strong>Staff:</strong></td>
<td></td>
<td>• Build P&amp;C support through promotion and links with partner P&amp;Cs</td>
<td>• Strong business partnerships that foster businesses who are advocates for the school.</td>
</tr>
<tr>
<td></td>
<td>• Coordinators</td>
<td>• Calendar of parent and community activities e.g. Father’s day (Carer’s day)</td>
<td>What are our newly embedded practices and how are they integrated and in sync with our purpose?</td>
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<td></td>
<td>o Web-site, Facebook, App</td>
<td>• Re-branding Learning community to coincide with upgrade launch 2016</td>
<td>Practices:</td>
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<tr>
<td></td>
<td>o CLO</td>
<td>• Review promotion processes</td>
<td>• Targeted interventions implemented at all transition stages.</td>
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<tr>
<td></td>
<td>o School promotions team</td>
<td>• Newsletter</td>
<td>• The Learning Community brand underpins school promotion.</td>
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<td></td>
<td>o Transition training and release time</td>
<td>• Facebook, web-site, App</td>
<td>• Student voice prominent in the school</td>
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<td></td>
<td>o Targeted sports</td>
<td>• Partner newsletter stories</td>
<td>• Increased business involvement in school activities, work ready programs and sponsorship.</td>
</tr>
<tr>
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<td>o Coordinator release time and training</td>
<td>• Learning community branding, banners, brochures, DVD</td>
<td>• Increased advocacy for the school by parents, staff, students, and the community</td>
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<td>o External experts</td>
<td>• Student uniform and staff dress</td>
<td>• Increased parental involvement in school activities</td>
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<td></td>
<td>o Partner school coordinators</td>
<td>• Revise and refresh student and staff handbooks</td>
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<td>• CATs team release</td>
<td>• Improve physical appearance of school in areas not touched by upgrade.</td>
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<td><strong>Parents/Carers:</strong></td>
<td><strong>Leaders:</strong></td>
<td><strong>Evaluation Plan</strong></td>
<td><strong>Improvement Measures</strong></td>
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<td></td>
<td>• School promotions team</td>
<td>5 weekly strategic team 3 meeting</td>
<td>• Increased student enrolment from partner schools</td>
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<td>• P&amp;C support network across LMG</td>
<td></td>
<td>• Increased business and parental involvement in the school</td>
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<td><strong>Community Partners:</strong></td>
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<td>• Local business directory and contact list</td>
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- Increased student enrolment from partner schools
- Increased business and parental involvement in the school