

SECONDARY STRATEGIC PLAN 2015 - 2018 - Executive Summary

Bedrock Principles	Relationships	Curriculum	EOTC	Technology
Strategic Goal	<p>Develop a positive education culture through:</p> <ol style="list-style-type: none"> 1. a focus on student & staff well-being, mindfulness & balance. 2. the articulation and alignment of a CW PSE curriculum. 3. effective communication across the whole school community as a means of developing positive & trusting relationships. 	<p>Further develop a curriculum for creative and critical thinkers that is conceptual in nature and inquiry driven through:</p> <ol style="list-style-type: none"> 1. a focus on authentic classroom learning experiences that are holistic in nature. 2. enabling a culture of creative and critical thinkers. 	<p>Provide authentic learning experiences beyond the classroom that promotes confidence and resilience, develops student relationships and engages students through:</p> <ol style="list-style-type: none"> 1. providing a diverse and challenging range of experiences for students. 2. increase awareness of our beliefs about the benefits of EOTC. 	<p>Develop technology use that transforms student learning and engagement through:</p> <ol style="list-style-type: none"> 1. identification of technology opportunities within the curriculum. 2. provide professional learning opportunities to transform teaching and learning through technology.

Bedrock Principles	Strategic Goal	Key Tactics	Timeframe
Relationships <i>Big school small feel.</i>	Develop a positive education culture through: 1. a focus on student & staff well-being & balance. 2. the articulation and alignment of a CW PSE curriculum. 3. effective communication as a means of developing positive & trusting relationships.	<ul style="list-style-type: none"> enable staff professional development in Positive Education and visit schools currently using such approaches adopt Positive Education and incorporate it as part of the culture of the school articulate a PSE curriculum that promotes Social and Emotional Learning (health, balance, resilience & mindfulness) explore and implement Mindfulness programmes and techniques complete articulation of the PSE curriculum in line with the 5 strands currently identified: Personal Health; Relationships; Citizenship; Study Skills; & A Digital World enhance a culture of acknowledgement and constructive feedback further enable coaching training and opportunities review scheduling of the day to ensure optimum structure for well-being review advisory time to enable investment in relationships. See HOY Action Plan for 2015-16. provide opportunities for HD to communicate how we promote a sense of pride and belonging in the RCHK Community, through a variety of fun opportunities and activities. See HD Action Plan for 2015-16 consider effective use of meeting time to enable positive and professional communication, consultation and sharing use Parent University more consistently to educate and engage parents/guardians through the use of technology explore the use of social media as a means of timely communication, acknowledgement of students and staff, and increase transparency for parents further develop, document & promote the role of the student focus 	Years 1-3 Years 1-3 Years 1-3 Years 1-3 Years 1-3 Years 1-3 Years 1-3 Years 1 & 2 Years 1 & 2 Year 1 Year 1 Year 1 Years 1 & 2

		<p>groups, Student Council, House Captains and student feedback opportunities in incorporating student voice and developing relationships</p> <ul style="list-style-type: none"> • providing student leadership training opportunities. 	Years 1 & 2
			Years 1 & 2
Curriculum <i>Putting the learner first.</i>	Further develop a curriculum for creative and critical thinkers that is conceptual in nature and inquiry driven. 1. a focus on authentic classroom learning experiences that are holistic in nature. 2. enabling a culture of creative and critical thinkers.	<ul style="list-style-type: none"> • further develop interdisciplinary learning and opportunities/days for MYP & DP 	Years 1
		<ul style="list-style-type: none"> • address understanding and active use of the MYP & DP framework as the architecture for concept and inquiry based teaching and learning 	Years 1 & 2
		<ul style="list-style-type: none"> • articulate and implement a shared understanding of inclusion 	Years 1
		<ul style="list-style-type: none"> • adopt and adapt a wide range of teaching practices to ensure students have full access to our curriculum 	Years 1 & 2
		<ul style="list-style-type: none"> • incorporate student feedback in the design, planning and reflection of the curriculum 	Years 1 & 2
		<ul style="list-style-type: none"> • further develop the IBCP to include the additional strands of Business, Sport, Hospitality and to enable student inclusion & provide alternative pathways 	Years 1 & 2
		<ul style="list-style-type: none"> • review approaches to assessment to ensure work-life balance as well as the range and quality of assessments 	Year 1
		<ul style="list-style-type: none"> • develop assessment management systems 	Year 1
		<ul style="list-style-type: none"> • use variety of data to inform teaching and learning including transition data 	Year 1
		<ul style="list-style-type: none"> • focus on teacher feedback for students to ensure it is sufficient, appropriate and enables growth 	Years 1 & 2
		<ul style="list-style-type: none"> • explore the use of student-directed time, personalised learning opportunities, and time for reflection 	Years 1 & 2
		<ul style="list-style-type: none"> • providing students and teachers with opportunities and tools to apply creative and critical thinking skills 	Years 1 & 2
		<ul style="list-style-type: none"> • further embed ATL to enable and empower students as effective independent learners 	Year 1

		<ul style="list-style-type: none"> • explore the use of learning spaces to enhance teaching and learning and contribute to well-being • further embed continuum understandings and provide opportunities for conversation and development around transitions. 	Years 1 & 2 Years 1 - 3
EOTC EOTC - Camp EOTC - Curriculum (eg Field Trips) EOTC - ASA	Provide authentic learning experiences beyond the classroom that promotes confidence and resilience, develops student relationships and engages students. 1. providing a diverse and challenging range of experiences for students. 2. increase awareness of our beliefs about the benefits of EOTC.	<ul style="list-style-type: none"> • develop a Service in the Community aspect to EOTC • look to further align the calendar of EOTC to facilitate diversity of offering • use eportfolio to document participation and engagement in EOTC • continue to look at the diversity and challenge of overnight EOTC - Camp opportunities • engage parent/guardians through Parent University about our EOTC programmes • encourage each subject area to look at EOTC opportunities within the curriculum • incorporate student voice in further defining our ASA programme (See Student Council Proposal) 	Year 1 Year 1 Year 1 Year 1 Years 1 & 2 Year 1 Years 1 & 2

Technology	Develop technology use that transforms student learning and engagement.		
	1. identification of technology opportunities within the curriculum.	<ul style="list-style-type: none"> • systematic identification of instructional technology opportunities within the curriculum 	Year 1
		<ul style="list-style-type: none"> • adopt SAMR (Substitution, Augmentation, Modification, Redefinition) model for planning and reflecting on technology integration in units 	Years 1 & 2
		<ul style="list-style-type: none"> • identify what ICT skills students need across the curriculum and where they are used and taught 	Year 1
		<ul style="list-style-type: none"> • create scope and sequence of ICT skills 	Years 1 & 2
	2. provide professional learning opportunities to transform teaching and learning through technology.	<ul style="list-style-type: none"> • identify which subject areas where ICT skills can be further developed • develop model for professional learning & sharing opportunities to transform teaching and learning through technology • more strategic and planned use of the technology coach • investigate and further develop opportunities for STEAM/Engineering Challenges • investigate coding opportunities within the curriculum • further embed the use of eportfolio as a mechanism for student reflection and evidence breadth of learning and experiences over time 	Years 1 & 2 Years 1 & 2 Year 1 Year 1 - 3 Year 1 - 3 Year 1