



Targeted use of school resources

STRATEGY:

Accessing teaching and learning environments that are conducive to students realising their potential and maintaining student and staff wellbeing.

ACTIONS:

- Collaborate closely with council regarding a streamlined facility booking process supported by a strategic booking agreement to access sun safe venues that can be utilised to deliver appropriate elements of the RBSLEC program.
- Revisit program design to seamlessly embed opportunities to deliver aspects of the RBSLEC program at appropriate off-site venues that offer an environment that enhances student engagement and wellbeing.
- Invest in the required resources that support the logistical considerations for utilising off-site venues.

Differentiated Teaching and Learning

STRATEGY:

Effectively embed teaching and learning tools to that expand students' pathways to accessing the curriculum.

ACTIONS:

- Embed the 'Runaway Bay Academy' booklet into the RBSLEC primary leadership program to offer a visual teaching and learning tool that enhances student understanding and builds meaning around the associated curriculum concepts.
- Amend program design and identify appropriate teaching and learning spaces to ensure this curriculum support becomes entrenched as a valuable teaching aid.
- Identify appropriate program opportunities to embed ITC supports that provide induction information for team building activities in an engaging format and allow these activities to adopt a more student-centred approach

Systematic Curriculum Delivery

STRATEGY:

Identifying additional opportunities for explicit Australian Curriculum alignment across RBSLEC programs.

ACTIONS:

- Unpack the 'Critical and Creative Thinking' and 'HPE' areas of version 9 of the Australian Curriculum to identify existing links within the leadership and sport development programs.
- Identify opportunities to utilise elements of these curriculum areas to further shape RBSLEC's curriculum frameworks and program.
- Use curriculum content across the levels of learning that are relevant to RBSLEC's school partners to refine curriculum frameworks to become more targeted and age appropriate.

An Expert Teaching Team

STRATEGY:

Refine leadership capabilities across staff to enhance teaching and learning and drive centre improvement.

ACTIONS:

- Staff participate in professional development opportunities that build capacity in the skills associated with leadership.
- Establish 'trickle down' learning systems that allow staff to capture leadership learnings from their own professional development to use as a guide for enhancing student leadership capacity (leaders building leaders).
- Develop understanding of effective coaching techniques to adopt within RBSLEC's internal ways of working and as a classroom practice that can be adopted in certain situations.

MEASURABLE OUTCOMES:

- Maintaining a mean score of 9 or above to the question of student engagement in the Visiting Teacher Feedback Survey.
- Qualitative data in the Visiting Teacher Feedback Survey that suggests an improved teaching and learning environment that creates a platform for students to realise their potential.
- Maintain 100% staff agreement to the statement in the School Opinion Survey that suggests 'the wellbeing of employees is a priority for this school'.

MEASURABLE OUTCOMES:

- 'Personal and Social Capabilities' consistently identified as a curriculum focus area of all RBSLEC programs in the Visiting Teacher Feedback Survey and 90% of responders indicating that learning outcomes in this area 'exceeded expectations' or 'significantly exceeded expectations'.
- 'Learning by doing' consistently identified as key pedagogical approaches in the Visiting Teacher Feedback Survey and 95% of responders indicating that they 'agree' or 'strongly agree' that these program elements were key to enhancing student learning.
- Maintaining a mean score of 9 or above to the question of student engagement in the Visiting Teacher Feedback Survey.
- Maintaining a mean score of 9 or above to the question of an inclusive teaching and learning environment in the Visiting Teacher Feedback Survey.
- A bank of qualitative data in the form of student's written reflections that suggest growth and understanding of their strengths, how they utilised them during camp and how they can be employed beyond the camp experience.

MEASURABLE OUTCOMES:

- 'Personal and Social Capabilities' consistently identified as a curriculum focus area of all RBSLEC programs in the Visiting Teacher Feedback Survey and 90% of responders indicating that learning outcomes in this area 'exceeded expectations' or 'significantly exceeded expectations'.
- 'HPE' consistently identified as a curriculum focus area of all RBSLEC programs in the Visiting Teacher Feedback Survey and 80% of responders indicating that learning outcomes in this area 'exceeded expectations' or 'significantly exceeded expectations'.
- Maintaining a mean score of 9 or above to the question of an inclusive teaching and learning environment in the Visiting Teacher Feedback Survey.
- Maintain 100% staff agreement to the statement in the School Opinion Survey that suggests 'I use the Australian Curriculum (P-10) for planning, learning and assessment'.

MEASURABLE OUTCOMES:

- Qualitative data in the Visiting Teacher Feedback Survey that indicates an appreciation of adopting authentic best practices within RBSLEC's teaching and learning.
- Maintain 100% staff agreement to the statement in the School Opinion Survey that suggests that 'the wellbeing of employees is a priority for this school' and 'I have access to relevant professional development'.



**Reflective, Collaborative,
Innovative, Inclusive**

Rob Enright
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Regional Director

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