

# School Strategic Plan 2018-2022

Rubicon Outdoor Centre (8294)



Submitted for review by Andrew Monson (School Principal) on 01 December, 2018 at 01:11 PM

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<p><b>School vision</b></p>	<p>Rubicon Outdoor Centre works to empower people to develop lifelong positive growth through the provision of programs that develop an enhanced understanding of self and others, and the skills required to contribute to a positive community and sustainable environment.</p>
<p><b>School values</b></p>	<p>Rubicon Outdoor Centre's values are derived from the TRIBES learning Community and comprise; personal best, mutual respect, the right to pass, no put downs, and attentive Listening. These values drive student, teacher and parent engagement and interactions at Rubicon outdoor Centre.</p>
<p><b>Context challenges</b></p>	<p>The challenges ahead for the school relate explicitly to the unique context that the school is in. These challenges, as identified by the review panel, include the changing nature of student cohorts, changing weekly and from across the system representative of all levels of student demographics and connected to the changes in demographics of the state as a whole. This is further impacted upon by the lack of clarity from the system in identifying the purpose of outdoor learning in within Victoria and it's value proposition to the state as a whole. Some of this work will be addressed within the context of the next SSP and in doing so not only improve the consistency in practice through improved partnerships with schools and greater clarity around the schools vision and values but also the intent of how the partnerships improve student outcomes. The school grapples with delivering curriculum that is understood by other schools without positioning itself into a niche area of the system and as such the alignment of the curriculum to state needs is an imperative. Lack of understanding around the importance of the school to the wider system has also resulted in the school being in a position whereby ageing facilities need to be addressed in order to support the work occurring to meet the above contexts as well as ensure contemporary spaces are provided for contemporary, evidence based teaching practice and supporting the changes in student cohorts that has occurred over the last 40 years the school has been operating.</p>
<p><b>Intent, rationale and focus</b></p>	<p>The Strategic Plan supports the work of the school in realising it's vision through ensuring that the school improves student engagement, achievement, wellbeing and the understanding of self and others. This focus is important as student engagement in learning may be increased through the focus on student voice, agency and leadership as these have a significant impact on students engagement with their learning throughout life, leading to greater independence and establishing higher expectations of themselves and others. This, coupled with an agreed and viable curriculum, underpinned by communities of practice through partnerships between schools, and consistent application of evidence based instructional practice, ensures that the learning at Rubicon is both meaningful and rigorous, enabling students to celebrate and identify their achievements within that context. While the next Strategic Plan consolidates the work to date, specifically classroom practice improvement, over the next four years the school will be prioritising its work to focus on FISO dimensions of; creating a positive climate for learning, developing excellence in teaching and</p>

	<p>learning, and securing Community engagement in learning. In the first year of the plan the school will be focusing on reviewing the school values, ensuring that they may support student agency in attending the school and support the delivery of a guaranteed and viable curriculum. This will also enable the school to evaluate the effectiveness of relationships with visiting schools and the opportunities that this raises while working through ensuring greater consistency in practice and assessment in the classroom. In the second and third year of the plan the school will look to developing a road map for effective relationships with schools and in some instances implementing this, as well as focussing on student voice in the construction of learning goals as part of curriculum unit design. This work around individual student learning goals will facilitate closer emphasis on authentic student voice and agency into the school environment and enable teachers to effectively differentiate practice based on; student prior knowledge, skills and behaviours and the nature of the partnership with their home school.</p>
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<b>Goal 1</b>	To improve student engagement
<b>Target 1.1</b>	Student opinion survey of social engagement and learner characteristics in the learning confidence, Motivation & Interest, Self-regulation and goal setting, and Student voice and Agency to be greater than 70% post visit.
<b>Target 1.2</b>	Partner and staff opinion surveys indicate the endorsement of; Teaching and learning - evaluation and implementation dimensions to be 65% or greater.
<b>Key Improvement Strategy 1.a</b> Intellectual engagement and self-awareness	Develop individual student goals based on prior knowledge and demonstrated students' skills and behaviours (IES).
<b>Key Improvement Strategy 1.b</b> Intellectual engagement and self-awareness	Foster high expectations in student learning goals and their ability to monitor and evaluate their own progress (IES).
<b>Key Improvement Strategy 1.c</b> Empowering students and building school pride	Build authentic student voice, agency and leadership that impacts program delivery (ESB).
<b>Goal 2</b>	To improve student achievement.
<b>Target 2.1</b>	75% of students achieve at or above the expected standard within the curriculum focus area.

<b>Target 2.2</b>	Increase in percentage endorsement by staff of relevant dimensions within modules practice improvement to 71%, planning to 50%, implementation and evaluation to 65%.
<b>Target 2.3</b>	Increase in student endorsement of dimensions; differentiated learning challenge, stimulated learning and effective teaching to 75% or greater.
<b>Key Improvement Strategy 2.a</b> Curriculum planning and assessment	Review and document a guaranteed and viable curriculum which reflects the values and purpose of the school (CPA).
<b>Key Improvement Strategy 2.b</b> Curriculum planning and assessment	Review and develop assessment strategies and practices to authentically evaluate and increase student learning (CPA).
<b>Key Improvement Strategy 2.c</b> Evaluating impact on learning	Track and monitor the evidence of teacher differentiation practices based on student students' skills and behaviours (EIL).
<b>Key Improvement Strategy 2.d</b> Building practice excellence	Build and develop staff capacity through the development of a whole of school professional learning plan
<b>Goal 3</b>	To improve student wellbeing and understanding of self, others and the environment.
<b>Target 3.1</b>	Increase in student opinion survey dimensions related to understanding of self and wellbeing within the survey factor of Teacher Concern, Respect for Diversity and Resilience to be greater than 70%.

<b>Target 3.2</b>	Increase in the endorsement by staff of the dimensions; collective focus on student learning to be greater than 75%, Collective efficacy and responsibility to be greater than 81%, Staff safety and wellbeing to be equal to or greater than 65%.
<b>Target 3.3</b>	Partner Teacher Opinion survey indicates an increase in endorsement of; Partnership with Rubicon supports improving student outcomes by 75%
<b>Key Improvement Strategy 3.a</b> Global citizenship	Review and develop Rubicon values and purpose that inform student outcomes.(GC)
<b>Key Improvement Strategy 3.b</b> Building communities	Review and refine effective partnerships and clear expectations and responsibilities between visiting schools and ROC. (BC)
<b>Key Improvement Strategy 3.c</b> Networks with schools, services and agencies	Review and develop a community of practice focussed on learning in the outdoors. (NSSA)