

Runaway Bay Sport and Leadership Excellence Centre 2022 Annual Implementation Plan

Empowering students to lead THEMSELVES and positively influence OTHERS.

ANALYSIS AND DISCUSSION OF DATA

STUDENT ACHIEVEMENT DATA

Action: Establish a tool and embed a process for effectively capturing data relating to student achievement.

Strategies:

- Establish a teacher observation rubric that captures pre and post camp assessments of student performance in the areas associated with RBSLEC's Australian Curriculum aligned programs.
- Develop a plan for engaging visiting teachers and embedding opportunities in the camp schedule for making assessments on student achievement.
- Create a system for effectively capturing data across an entire camp cohort and a method for presenting individual and group data back to the visiting school.

AN EXPERT TEACHING TEAM

STRATEGIC COLLISIONS

Action: Continue to seek out evidence-based practice and grow expertise to position RBSLEC as a state school resource for teaching excellence in student leadership, well-being and athlete development.

Strategies:

- Tap into the knowledge and experience of innovative and industry-leading organisations that can offer a guide on best-practice and new initiatives.
- Seek out professional development to build PLT's knowledge and understanding in relevant fields that are of particular importance to RBSLEC programs (leadership excellence, well-being, Indigenous perspectives, student athlete development, culture etc.).
- Approach individuals and organisations that can increase the width of learning experience and add value to RBSLEC programs with authentic learning opportunities.

EFFECTIVE PEDAGOGICAL PRACTICES

PEDAGOGY – UNLOCKING THE CURRICULUM

Action: Refine RBSLEC Pedagogy and establish synergy between the different practices that are implemented at different stages of the program.

Strategies:

- Initiate all new staff on 'Experiential Learning' practices and embed opportunities for experiential learning in new activities.
- Reconnect with 'Reflective practice' as a pedagogical tool and refine best practice for utilising 'debrief opportunities' in RBSLEC programs.
- Continue to develop relevant banks of stories (particularly under the 6 Leadership Character Strengths) and source 'Story-telling' professional development for guidance on how to embed this tool as a pedagogical practice at RBSLEC.



TARGETS

- A functional assessment tool embedded in the RBSLEC program and successfully capturing individual and group data to present back to visiting schools and students while adding an important data-point to RBSLEC headline indicators.
- Connect with at least 5 field experts (such as specialist organisations and other centres) to guide program enhancements while embedding at least one new program opportunity with a new partner to offer an authentic learning experience.
- 95% of respondents indicating that they 'strongly agree' that their students received quality teaching from RBSLEC staff in the Visiting Teacher Feedback Survey.
- 80% of respondents indicating that they 'strongly agree' that their students were highly engaged in the program in the Visiting Teacher Feedback Survey.

Rob Enight
Principal

Daniel Duke
Assistant Regional Director

Rachel Barnes
P&C President

Internal Values: Reflective, Collaborative, Innovative, Inclusive
External Values: Professional, Fun, Passionate, Expertise, Nurturing