

School plan 2015-2017

Kempsey High School 8123



School background 2015–2017

School vision statement

At Kempsey High School all students will be successful learners and will learn in an environment of respect, cooperation and fairness. Students will be safe, trusted, valued and supported by staff. Teachers will provide meaningful learning tasks that cater to students' developing needs. The school will provide quality learning resources and professional learning for the staff. It will enable parents, carers and community agencies to support student learning. The school will recognise the efforts and achievements of its students, parents and staff.

School context

Kempsey High School has been located on its present site at latitude –31.1 and longitude 152.8 since 1930. The school enrolled 472 students in 2017 which included 156 (35%) Aboriginal students. 122 students (26%) were enrolled in Years 11 and 12.

The school serves public education students from across the Macleay Valley, principally those that live north and west of the Macleay River including those that reside in and around West Kempsey, Frederickton, Willawarrin and Bellbrook.

In 2017 the school had an ICSEA (Index of Community Socio–Economic Advantage) of 855 and a FOEI (Family Occupation and Education Index) of 157. These indices reflect the financial pressures of many of the school's families. In 2017, 67% of families were in the bottom income quartile and 89% of families were in the bottom half of the four income quartiles.

Kempsey High School is one of two public high schools that make up the 19 member Macleay Public Schools.

School planning process

The 2017 updated Kempsey High School Plan involved collaboration with parents through the Partners In Learning Parent Survey distributed by mail with a reply paid post facility.

232 students completed the Tell Them From Me survey during 2016.

34 staff completed the online Focus On Learning Survey in 2016.

The survey results were shared with the school community through the 2016 Annual School Report. The 2016 Annual School Report and the 2016 School Excellence Framework Self Evaluation was shared with staff through staff meetings and parents through the P&C meetings. The 2017 iteration of the plan was developed following and analysis of the 2016 School Excellence Framework self evaluation which recommended refinements to the first two strategic directions and simplification of the processes to bring about improvements.

School strategic directions 2015–2017

STRATEGIC DIRECTION 1

Student learning is improved by lifting student attendance and engagement.

Purpose:

The first strategic direction seeks to lift student attendance and engagement. Both are key elements in raising student performance measures and the learning culture at Kempsey High School. Several pieces of data indicate the importance of lifting these elements. 2016 attendance fell by 3.7% to 78.4% (11.3% below the state figure). Year 11 and 12 students received an average of 0.8 academic warning letters per student. The Tell Them From Me student survey indicated that only 35% of students said they were intellectually engaged (down 3% from 2015 and 11% below the state norm). Only 23% said they were interested and motivated, (up 4% from 2015 but 2% below the state norm). We must do better.

STRATEGIC DIRECTION 2

Teaching of reading, writing and STEM is refined.

Purpose:

The second strategic direction recognises the need to lift student attainment in reading and writing because they are essential tools to producing the successful learners the school vision statement seeks. This strategic direction recognises that the most important factor that the school can influence to maximise student learning in these areas is the quality of the teaching. It strives to embed professional learning with colleagues into the day-to-day work of all staff to lift the quality of teaching.

STRATEGIC DIRECTION 3

Leaders become better Instructional Leaders.

Purpose:

This third strategic direction seeks to build the Instructional Leadership capacity of the school's leaders.

Instructional Leadership refers to the actions which leaders at all levels take to bring about improvements in student learning. It encompasses staff professional learning, supportive and collaborative relationships and structures, team work, professional reflection and feedback.

It aligns with and complements the other two strategic directions. Indeed, the other two strategic directions rely on the conscious instructional leadership actions of the school's leaders.

Strategic Direction 1: Student learning is improved by lifting student attendance and engagement.

Purpose

The first strategic direction seeks to lift student attendance and engagement. Both are key elements in raising student performance measures and the learning culture at Kempsey High School. Several pieces of data indicate the importance of lifting these elements. 2016 attendance fell by 3.7% to 78.4% (11.3% below the state figure). Year 11 and 12 students received an average of 0.8 academic warning letters per student. The Tell Them From Me student survey indicated that only 35% of students said they were intellectually engaged (down 3% from 2015 and 11% below the state norm). Only 23% said they were interested and motivated, (up 4% from 2015 but 2% below the state norm). We must do better.

Improvement Measures

Second semester attendance above 77% (2016 semester 2).

Aboriginal students second semester attendance above 68.7% (2016 semester 2).

Reduction in warning letters from 2016 (Year 10: 265, Year 11: 121 and Year 12: 61).

Reduction in warning letters from 2016 for Aboriginal students (Year 10: 150; Year 11: 42 and Year 12: 19).

People

Students

Students' attendance, engagement, attainment and retention increase. Students will receive additional academic support through the Key Learning Area Assessment Support program (KLAAS) and the Homework Centre.

Staff

Staff will receive more information about student needs and support in lifting student engagement.

Parents/Carers

Parents / Carers will receive more information about the support the school provides for students' learning.

Community Partners

Community Partners will receive more information about the support the school provides for students' learning.

Leaders

Leaders and aspiring leaders will receive support in implementing attendance and academic engagement supports for students.

Processes

Lift Aboriginal student engagement through the Clontarf Academy and Girls Academy.

Contact parents to advise a student's referral for academic support through KLAAS.

Restructure the Learning Support Team to better support interventions to lift student attendance.

Evaluation Plan

Collection of semester two attendance and N Award warning data at the end of semester 2.

Practices and Products

Practices

Regular collection of attendance data and implementation of attendance interventions.

Reporting of academic risk by teachers.

Products

Attendance intervention records.

Records of parent contact about academic support.

Strategic Direction 2: Teaching of reading, writing and STEM is refined.

Purpose	People	Processes	Practices and Products
<p>The second strategic direction recognises the need to lift student attainment in reading and writing because they are essential tools to producing the successful learners the school vision statement seeks. This strategic direction recognises that the most important factor that the school can influence to maximise student learning in these areas is the quality of the teaching. It strives to embed professional learning with colleagues into the day-to-day work of all staff to lift the quality of teaching.</p>	<p>Students</p> <p>Students supported to become responsible active participants in the feedback process of formative assessment.</p> <p>Staff</p> <p>Collegial professional learning opportunities about reading and writing are offered more frequently and receive increased engagement by colleagues.</p> <p>Parents/Carers</p> <p>Awareness of Parents / Carers about reading and writing programs is raised through school newsletters.</p> <p>Community Partners</p> <p>Awareness of Community Partners about reading and writing programs is raised through school newsletters.</p> <p>Leaders</p> <p>Leadership of collegial professional learning improves through executive collaboration and coaching.</p>	<p>Writing: Develop a Stage 6 writing program and train teachers to use it.</p> <p>STEM: Undertake the writing of three Stage 4 units comprising 12–16 differentiated STEM lessons in Years 7 and 8.</p> <p>Reading: Train teachers to implement the targeted teaching of reading using the Lexia program to move Year 7 students along the Literacy Continuum.</p> <p>Evaluation Plan</p> <p>Measurement of the growth of Year 7 students' Reading.</p> <p>Completion of the Stage 6 Writing program.</p> <p>Evaluation of the impact of the three Stage 4 STEM units through observations of student engagement.</p>	<p>Practices</p> <p>Test, teach and retest Year 7 students at five weekly intervals as they progress through the Lexia reading program.</p> <p>Build on existing HSC improvement practices to develop a Stage 6 writing program.</p> <p>Lexia coaching program for teacher professional learning.</p> <p>Professional learning for the STEM team through collegial meetings, Sydney University STEM Academy and mentoring from STEM action school.</p> <p>Products</p> <p>Structured professional learning programs about teaching Reading and Writing.</p> <p>All students tested and placed on the Lexia reading continuum.</p> <p>Kempsey High School Writing program.</p> <p>Three Stage 4 units comprising 12–16 differentiated STEM lessons.</p>
Improvement Measures			
All students in Year 7 lift reading attainment by a minimum of one Lexia level.			
Six or more HSC course means above state mean.			
Complete writing of three Stage 4 units each comprising 12–16 differentiated STEM lessons.			

Strategic Direction 3: Leaders become better Instructional Leaders.

Purpose

This third strategic direction seeks to build the Instructional Leadership capacity of the school's leaders.

Instructional Leadership refers to the actions which leaders at all levels take to bring about improvements in student learning. It encompasses staff professional learning, supportive and collaborative relationships and structures, team work, professional reflection and feedback.

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Improvement Measures

Each faculty achieves the planned HSC student performance measure.

People

Students

Contribute to the school's vision for and effectiveness of student learning by providing feedback through formative evaluation processes.

Staff

Collaborating to achieve a shared sense of purpose about the school's strategic directions for teaching and learning. Developing an individual professional learning plan that is informed by current research and practice about improving student learning outcomes. Applying formative evaluation techniques to improve student learning outcomes.

Parents/Carers

Contribute to collaboration about the school's vision for student learning.

Community Partners

Contribute to collaboration about the school's vision for student learning.

Leaders

Creating a shared sense of purpose about the school's vision for student learning. Leading individual staff in the shared development of Performance and Development plans that are informed by current research and practice about improving student learning outcomes. Leading the application of formative evaluation techniques to improve student learning outcomes.

Processes

Coaching executive and teacher leaders to align faculty plans, teaching programs and staff Performance and Development Plans with student needs.

Evaluation Plan

Through executive supervision meetings, evaluate the implementation of faculty plans, teaching program revisions and staff Performance and Development Plans that address student needs.

Practices and Products

Practices

Using student performance data and teaching program evaluations to adapt faculty plans and teaching programs.

Staff participation in collaborative goal-setting, observation, evidence collection and evaluation through participation in the Performance

Products

Faculty Plans contain strategies and goals that raise a specific student performance measure.

Individual staff Performance and Development Plans align to personal professional and school needs.