

# School plan 2018-2020

## Kempsey High School 8123



# School background 2018–2020

## 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 enrolled 485 students in 2018 which included 165 (34%) 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 impacting on 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 17 member Macleay Public Schools.

## School planning process

The 2018–2020 Kempsey High School Plan draws on data from several sources:

- 241 student responses to the Tell Them From Me student survey;
- 7 parent responses to the Partners In Learning Parent Survey;
- 35 staff responses to the Staff Survey;
- four focus groups totalling 32 parents;
- a Communications Audit conducted by Communications & Engagement Directorate;
- school performance measures including attendance, behaviour and academic engagement data (Millennium), suspensions, merit awards, NAPLAN, Year 10 grading patterns and HSC results.

A draft of nine processes was mailed to all families and sent through the school text message system. Feedback was obtained from 27 parents (11 through the paid reply post system and 16 through the online text message link). Parents were invited to a meeting with the executive on 14th. December 2017 to discuss the draft processes.

The above material was presented to staff at the School Development Day on 18th. December 2017 in a series of workshops which highlighted: the critical things the school must do to develop the capabilities of students, staff and parent / carers to bring about the desired change; what things the school should do to fix the issue (processes); and how the school evaluates progress.

Parents and staff were invited through meetings and the newsletter to collaborate with the senior executive in developing, implementing and evaluating the plan. The senior executive framed the three strategic directions incorporating five processes and led teams to milestone each process while referencing the School Excellence Framework. The processes were costed and the resource implications were included. The evaluation plan was developed. The plan was submitted to the Director, School Leadership and endorsed.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1

Enhancing student reading,  
numeracy and HSC  
performance.

### Purpose:

Enhancing the reading and numeracy performance of students enables them to be interested, motivated and confident learners who have a strong academic self concept and high expectations for success.

## STRATEGIC DIRECTION 2

Enhancing students' learning  
engagement.

### Purpose:

Elevating students' attendance, wellness and positive behaviour contributes significantly to achieving strong learning outcomes. Access to modern infrastructure, teaching resources and technologies is important to achieving meaningful and safe student engagement.

## STRATEGIC DIRECTION 3

Enhancing communication with  
parents and carers.

### Purpose:

Facilitating parent / carer feedback about school performance, providing regular information about school events and their child's behaviour, development and progress builds a strong partnership with parents and carers that strengthens student learning.

# Strategic Direction 1: Enhancing student reading, numeracy and HSC performance.

## Purpose

Enhancing the reading and numeracy performance of students enables them to be interested, motivated and confident learners who have a strong academic self concept and high expectations for success.

## Improvement Measures

In reading ability, students meet or exceed one Lexia level per year.

Lift per student assessable task completions by 2% annually.

2% growth from previous year's mean score on the Intellectual Engagement composite score from the Tell Them From Me student survey.

In numeracy ability, students meet or exceed one Lexia level per year.

## People

### Students

Strengthen their skills in reading for better academic performance and appreciate the role of strong reading skills in expanding their education options.

Are supported by staff and peers to challenge themselves in their learning and excel academically in an environment of mutual respect and support.

### Staff

Effectively collaborate in a school wide consistent approach to lift academic performance.

Strengthen their capacity to raise student performance as a result effective implementation of ongoing professional learning.

### Parents/Carers

Better understand and participate in the school's structures to support their child's learning, including Personalised Learning Pathways planning, Homework Centre and the Learning & Support program.

### Leaders

Establish systems for collaborative classroom practice and observation to optimise students' academic growth.

Collaborate with teachers to reference the Teacher Professional Standards to strengthen Professional Development Plans in reading and HSC performance.

## Processes

### Teacher Professional Learning:

Implement high quality professional learning focused on raising student reading and academic performance.

### Learning and Assessment Support program:

Implement academic interventions for identified students at point of need.

## Evaluation Plan

The progress and effectiveness of the plan will be evaluated as set out in the milestone document. Appropriate baseline, benchmark and/or comparison data will be used to strengthen the claims we can make about our school improvement efforts. Data sources include:

- Lexia Program monitoring tool.
- Assessment completions.
- Tell Them From Me student survey composite measure for Intellectual Engagement.

## Practices and Products

### Practices

#### Teacher Professional Learning:

Teachers use high yield explicit teaching practices, evaluate the effectiveness of these practices and collaborate school wide to lift student performance.

Teachers understand and effectively use the Lexia program to raise student reading performance.

#### Learning and Assessment Support program:

Teachers consistently review student progress and achievement to identify point of need support for students.

### Products

#### Teacher Professional Learning:

Teacher Professional Learning programs address common teacher learning needs and incorporate coaching and observation as evidenced in PDPs.

#### Learning and Assessment Support program:

Teachers routinely use evidence of learning, including a range of formative assessments to incorporate the Learning and Assessment Support program into their practice to meet the learning needs of students.

## Strategic Direction 2: Enhancing students' learning engagement.

Purpose	People	Processes	Practices and Products
Elevating students' attendance, wellness and positive behaviour contributes significantly to achieving strong learning outcomes. Access to modern infrastructure, teaching resources and technologies is important to achieving meaningful and safe student engagement.	<b>Students</b>  Appreciate the value of maximised attendance in supporting their learning.  Expand their set of skills to regulate their behaviour and attendance to optimise their learning.  Receive support to actively respond to advice about improving learning outcomes.	<b>Attendance and Behaviour:</b>  Implement initiatives to lift student attendance and positive behaviour.  <b>Engagement:</b>  Raise students' intellectual and social engagement through upgraded infrastructure, technology, learning resources and by programs that strengthen positive social relationships.	<b>Practices</b>  <b>Attendance and Behaviour:</b>  Effective conditions and readiness for learning are explicitly, consistently and supportively applied across the school.  <b>Engagement:</b>  Teachers and students utilise infrastructure, technology, learning resources and programs to lift intellectual and social engagement of students.
Improvement Measures		<b>Evaluation Plan</b>	<b>Products</b>
<b>Attendance:</b>  Increase second semester student attendance to 84% by 2020.	<b>Staff</b>  Strengthen their capacity and skills to engage students in their learning.  Display an insistent, consistent and persistent ability to promote positive behaviour and relationships.	The progress and effectiveness of the plan will be evaluated as set out in the milestone document. Appropriate baseline, benchmark and/or comparison data will be used to strengthen the claims we can make about our school improvement efforts. Data sources include: <ul style="list-style-type: none"> <li>• second semester student attendance rates;</li> <li>• comparative per student behaviour reports;</li> <li>• Tell Them From Me student survey data about Intellectual Engagement (positive learning climate, relevance, rigour, intellectual engagement, interest and motivation) and Social Engagement (advocacy at school, advocacy outside of school, bullying, positive relationships, positive teacher – student relations and sense of belonging).</li> </ul>	<b>Attendance and behaviour:</b>  Improvement programs that enable all students to fully engage with their schooling.
<b>Behaviour:</b>  Growth in per student appropriate behaviour reports by 2% per year.	<b>Parents/Carers</b>  Partner with the school to encourage good student attendance and behaviour.  Are supported to collaborate with student attendance and behaviour improvement plans.  Understand the positive relationship between good attendance, positive behaviour and strong student learning outcomes.		<b>Engagement:</b>  Relevant, rigorous and motivating learning and wellbeing programs that utilise modern infrastructure, technology and learning resources and which build positive social relationships.
<b>Engagement:</b>  2% growth from previous year's mean score in the Tell Them From Me Student Survey measures of Intellectual Engagement (positive learning climate, relevance, rigour, intellectual engagement, interest and motivation) and Social Engagement (advocacy at school, advocacy outside of school, bullying, positive relationships, positive teacher – student relations and sense of belonging).	<b>Leaders</b>  Coalesce a set of student attendance, behaviour and engagement initiatives under a functional wellbeing framework.		

# Strategic Direction 3: Enhancing communication with parents and carers.

Purpose	People	Processes	Practices and Products
Facilitating parent / carer feedback about school performance, providing regular information about school events and their child's behaviour, development and progress builds a strong partnership with parents and carers that strengthens student learning.	<p><b>Students</b></p> <p>Increase their skills to be critical and responsible users of social media within the wider Kempsey community.</p> <p><b>Staff</b></p> <p>Provide accurate personalised information about individual student learning progress and achievement and preview plans for meeting future learning goals.</p> <p>Provide feedback to the school through their participation in the staff survey.</p> <p><b>Parents/Carers</b></p> <p>Provide feedback to the school through participation in the parent survey, parent – teacher meetings, Personalised Learning Support Pathway meetings and the Kempsey High Facebook page.</p> <p>Know how to best contribute to the overall goals of the school and support their children through productive and meaningful engagement with the school.</p> <p><b>Leaders</b></p> <p>Communicate clear expectations about staff implementation of the Kempsey High School Reporting Policy.</p> <p>Solicit, analyse and share feedback on school performance received from parents – carers.</p>	<p>Solicitation and addressing of feedback received about school performance from parent / carers.</p> <p>Provision of information to parents / carers about school events, their child's behaviour, social / emotional development, academic progress and how to support their child's learning.</p> <p><b>Evaluation Plan</b></p> <p>The progress and effectiveness of the plan will be evaluated as set out in the milestone document. Appropriate baseline, benchmark and/or comparison data will be used to strengthen the claims we can make about our school improvement efforts. Data sources include:</p> <ul style="list-style-type: none"> <li>• student, staff and parent surveys;</li> <li>• analysis of student reports;</li> <li>• parent attendance at parent – teacher evenings and Personalised Learning Plan meetings.</li> </ul>	<p><b>Practices</b></p> <p>The school solicits and addresses feedback about school performance received from parent – carers and the broader community.</p> <p>The school leadership team analyses and implements responses to school community satisfaction measures.</p> <p><b>Products</b></p> <p>Regular opportunities to express expectations and provide feedback are provided for parents and carers.</p> <p>Parents / carers are presented with clear information about school events, their child's academic performance, behaviour, social and emotional development and how to support their child's progress.</p>
Improvement Measures			
Increased contact and feedback from parents /carers and community from 2017 baselines.			
Increased number of student reports meeting Reporting Policy benchmark.			
Increased parent attendance at Parent–Teacher evenings and Personalised Learning Pathways meetings.			