

# School plan 2018-2020

## Kurri Kurri High School 8177



# School background 2018–2020

## School vision statement

Kurri Kurri High School is a community of life-long learners who are productive global citizens, inspired to excel in a complex changing world. Excellence is promoted through high expectations with a focus on individual needs. Our broad curriculum, supported by an extensive range of extra-curricular activities provides all students with the opportunity to live up to the school motto, "Making the best of ourselves".

## School context

Kurri Kurri High School was established in 1956 and serves Kurri Kurri and surrounding areas within a low socio-economic context. The school is an active member of the Kurri Kurri Learning Community which involves five partner schools – Kurri Kurri Public, Weston Public, Pelaw Main Public, Mulbring Public and Stanford Merthyr Infants Schools. These schools work together to promote a comprehensive education from Kindergarten to Year 12 in the Kurri Kurri area. Our values of **respect, excellence and safety** are consistent with our partner schools in the Learning Community.

Kurri Kurri High School has over 860 students from Years 7–12 and 65 teaching staff. There are 150 students who have identified as Aboriginal and in 2010 a Junior Aboriginal Education Consultative Group (AECG) was established in partnership with the Korreil Wonnai Aboriginal Education Consultative Group (AECG). We have a strong Junior AECG who are active in the school and local area. Our Learning Centre supports our students with academic and social outcomes, offering all day support for students across all stages of learning.

A strong link exists with the University of Newcastle. Students are provided with significant opportunities through extracurricular activities. Examples include the Manufacturing and Education (ME) program with robotics projects in Year 8 Science and robotics competitions, creative and performing arts and sport.

The P&C Association has provided strong financial support to the school, operating two minibuses for excursions and with resourcing, particularly for technology, sport, student recognition and awards and the creative and performing arts.

## School planning process

Our school is engaged in rigorous planning and reflection to assess, guide and refine our practices and processes to create world class teaching and learning. Each Deputy Principal has carriage over one of the school directions and oversees that element of the process. Every 5 weeks, executive teams meet to discuss the progress towards goals.

This year, we are in the final year of the three year cycle and have been tracking our progress towards our targets. Surveys, data collection, qualitative and quantitative measures are all accessed to make informed decisions on what we have achieved and on how best to meet our targets. This collaborative practice has helped to shift the culture of the school to one of collective ownership in 2018 and beyond.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1

Students in Stage 4 are  
successful learners

### Purpose:

Students in Stage 4 are successful learners who are actively engaged in a rigorous and academic curriculum incorporating REAL projects, while embedding a culture of consistency and achievement in Literacy and Numeracy.

## STRATEGIC DIRECTION 2

Stage 5: Global Citizens

### Purpose:

To develop students who are self-directed problem solvers who have an active voice and impact in their community.

## STRATEGIC DIRECTION 3

Successful and Productive  
Citizens

### Purpose:

Purpose

To create a Stage 6 learning culture in which students are lifelong and innovative learners equipped to thrive in their chosen post school pathway and who are productive and healthy citizens in the community.

# Strategic Direction 1: Students in Stage 4 are successful learners

Purpose	People	Processes	Practices and Products
Students in Stage 4 are successful learners who are actively engaged in a rigorous and academic curriculum incorporating REAL projects, while embedding a culture of consistency and achievement in Literacy and Numeracy.	<b>Leaders</b>  <b>Stage 4 Head Teacher:</b> is building their capacity to monitoring the consistency of practice  <b>Faculty Head Teachers:</b> are developing skills in monitoring the implementation of a rigorous academic curriculum  Are building capacity within faculty to monitor the implementation of Literacy and Numeracy through classroom observations  <b>Instructional Leaders:</b> are developing skills at Implementing whole school masterclasses to support student achievement	Literacy: Student achievement is monitored to support literacy progress. Explicit teaching of literacy strategies is evident in all Stage 4 classrooms.  Numeracy: Student achievement is monitored to support numeracy progress. Explicit teaching of Numeracy is evident in all Stage 4 classrooms.  Attendance: Student attendance is monitored through effective communication between home and school.  Future Pathways: Stage 4 curriculum is designed creating links to future career and education pathways.  Curriculum: Curriculum advisors monitor curriculum to ensure an engaging and rigorous curriculum.  Wellbeing: School Wellbeing Framework is evident through all Stage 4 curriculum and initiatives.  School Values: Explicit teaching of school values is evident in all Teaching and Learning Programs.  Professional Learning: Professional learning supports school priorities and visible in all Teaching and Learning programs.	<b>Practices</b>  Students are actively engaged in tracking and monitoring their own progress in key priority areas.  Staff are utilising data to inform their planning and practice.  Profesional learning is structured and evidenced in their ongoing teaching practice.
Improvement Measures	<b>Staff</b>  <b>Year Advisors:</b> are developing skills in monitoring attendance and wellbeing strategies, creating a wellbeing timetable for the year through active engagement in Professional Learning  <b>Teachers:</b> are enhancing their capacity to monitor the academic rigour in all Stage 4 classrooms to support NESA requirements  Are actively tracking achievements for all students in Stage 4  Are embed learning practices through ongoing partnership with EOS.  Are utilising professional learning to embed in everyday teaching and learning	<b>Evaluation Plan</b>  Ongoing monitoring of student achievement through continuous data tracking and masterclasses to support student learning development.  Staff evaluation to support implementation of key initiatives in literacy and numeracy.	<b>Products</b>  Achievement & Aspirations: Students are engaged and progressing in their basic skills in a rigorous academic curriculum, designed to inform future pathways, where learning matters.  School Values & Wellbeing: Planned whole stage wellbeing processes and initiatives to support the wellbeing of all students  Staff Learning and Development: Stage 4 staff are engaged in a structured and meaningful program of professional learning to inform and improve practice utilising and implementing evidence based teaching strategies
Literacy & Numeracy: 75% of all students achieving above Projected Growth in NAPLAN in Year 9			
Premier's Priorities: 8% increase in students achieving in top two bands in NAPLAN			
Aboriginal Priorities: 30% increase in students achieving in the top two bands of NALPAN			
Attendance: Stage 4 Attendance rate is over 90%			
Future Pathways: Stage 4 Teaching and Learning creates effective links and pathways to future education and career curriculum to support student aspirations.			
Implementation of a whole school wellbeing program having a positive impact on student wellbeing and school culture as evidenced through TTFM and Positive Psychology			
Professional Learning is evident and consistent in all staff practice as demonstrated in student work samples.			
	<b>Students</b>  Are developing their skills to become future		

# Strategic Direction 1: Students in Stage 4 are successful learners

## People

focused learners through sound embedding of literacy and numeracy across the integrated units

Are developing their capacity to track their achievement in key priority areas.

## Parents/Carers

Are developing their skills of key priority areas to become actively involved in student learning and engaged with all aspects of Stage 4 learning.

## Community Partners

Are engaging in REAL Projects to ensure that learning experiences are real and authentic to facilitate the contextualisation of student learning

## Processes

Parent surveys and focus groups to evaluate the implementation of literacy and numeracy programs.

# Strategic Direction 2: Stage 5: Global Citizens

Purpose	People	Processes	Practices and Products
<p>To develop students who are self-directed problem solvers who have an active voice and impact in their community.</p>	<p><b>Students</b></p> <p>To improve their ability to communicate using language appropriate to context. To collaborate, think critically and creatively.</p>	<p>Literacy and numeracy skills are embedded into all Stage 5 curriculum and assessment.</p>	<p><b>Practices</b></p> <p>Students are:</p> <ul style="list-style-type: none"> <li>• Attending school and engaged in their learning.</li> <li>• Communicating using language appropriate to context.</li> <li>• Producing work that reflects their place and contribution to the world.</li> </ul>
<p><b>Improvement Measures</b></p> <p>Learning: High expectations and engagement</p> <ul style="list-style-type: none"> <li>• Stage 5 Student attendance rate is over 90%</li> <li>• 15% reduction in negative wellbeing entries and suspensions over Stage 5.</li> <li>• Increase in students receiving "Always" in Attitudes to Work on reports. Reports reflect future focused learning.</li> <li>• Increase students in the top two bands by 8%.</li> <li>• 10% increase in students meeting HSC requirements by the end of Stage 5.</li> <li>• 30% increase in students achieving in the top two bands of NAPLAN</li> </ul>	<p><b>Staff</b></p> <p>Staff to develop their capacity to work collaboratively to create engaging, authentic learning experiences. To improve practice through a process of continual reflection and evaluation. Seeking feedback from all facets of the community.</p>	<p>Emphasis on academic writing skills and TEEEC to move into Stage 6 and academic work.</p>	<p>Staff are:</p> <ul style="list-style-type: none"> <li>• Working collaboratively across KLAs to produce appropriate and future focused curriculum that encourages global citizenship.</li> <li>• Setting high expectations whilst still meeting the needs of individual students.</li> <li>• Improving and expanding assessment techniques in response to student voice.</li> </ul>
<p><b>Teaching</b></p> <ul style="list-style-type: none"> <li>• An increase in Staff confidence in providing engaging problem based learning.</li> <li>• Published report outlining the findings of the Action Research Projects</li> <li>• 15% reduction in negative wellbeing entries and suspensions over Stage 5.</li> </ul>	<p><b>Leaders</b></p> <p>To lead an action research cycle to develop an engaging and innovative curriculum structure to support the development of students as global citizens.</p>	<p>Strategic approach to monitoring and improvement of attendance through high expectation relationships.</p>	<p>Professional learning is:</p> <ul style="list-style-type: none"> <li>• Supporting high expectation learning as well as the development of academic rigour.</li> </ul>
<p><b>Leading: Instructional leadership and shared practice.</b></p> <ul style="list-style-type: none"> <li>• Increase in staff presenting at professional development opportunities.</li> <li>• Increased diversity of assessment tasks</li> </ul>	<p><b>Community Partners</b></p> <p>To provide authenticity to student learning, through engagement within Kurri Kurri High School or through providing opportunities in the community.</p>	<p>Stage 5 curriculum designed, implemented and evaluated via action research model.</p>	<p><b>Products</b></p> <p>Learning: High expectations and engagement</p> <ul style="list-style-type: none"> <li>• Curriculum, assessment and programming that engages students through authentic learning experiences and differentiation.</li> <li>• Careers and Transition Team providing aspirational experiences drawn from the broader community.</li> </ul>
	<p><b>Parents/Carers</b></p> <p>Participate in high expectation conversations. Provide feedback to improve engagement and contribute to ideas around curriculum design in Stage 5.</p>	<p>Provision of experiences – diversity of careers and opportunities through positive community connections.</p>	
		<p>Structured and targeted mentoring and coaching program developed as part of School Values program.</p>	
		<p><b>Evaluation Plan</b></p> <ul style="list-style-type: none"> <li>• Monitoring and tracking Stage 5 student performance</li> <li>• Audit of programs and assessment tasks.</li> <li>• Built in feedback loop within strategic planning of professional development.</li> <li>• Targeted questions for students, staff and community within Tell Them from Me.</li> <li>• Samples of programs, assessments and work samples demonstrating emphasis on writing in Stage 5.</li> </ul>	

## Strategic Direction 2: Stage 5: Global Citizens

### Improvement Measures

("for", "of" and "as"learning)

### Practices and Products

- Student reports are reflective of the future focused skills assessed and utilised in Stage 5.

Teaching: Culture of continuous improvement

- Proactive use of data in planning
- Research driven curriculum design. Grounded in action research cycle.
- Professional learning that is strategically planned and evaluated.

Leading: Instructional leadership and shared practice.

- All staff as educational leaders and researchers.
- High expectation relationships.
- Mentoring and coaching.

# Strategic Direction 3: Successful and Productive Citizens

Purpose	People	Processes	Practices and Products
<p><b>Purpose</b></p> <p>To create a Stage 6 learning culture in which students are lifelong and innovative learners equipped to thrive in their chosen post school pathway and who are productive and healthy citizens in the community.</p>	<p><b>Students</b></p> <p>Increased levels of student achievement in the HSC, ROSA, Certificate II or above, leadership will be improved and supported by innovative learning experiences and cohesive Stage 6 support systems and teaching practices</p> <p><b>Staff</b></p> <p>Capabilities will be raised by designing and implementing innovating future focused learning programs. Stage 6 systems and structures will be implemented to support staff meet the diverse learning needs of all students</p> <p><b>Leaders</b></p> <p>Will enhance their skills to drive and support quality teaching, building cohesive school systems and structures fostering all aspects of Stage 6 student learning, achievement, wellbeing and leadership</p> <p><b>Community Partners</b></p> <p>will broaden their capacity to actively participate in a range of school based initiatives which provide relevance to syllabus learning outcomes, post school pathways and promote a positive school culture.</p>	<p><b>Learning – Academic Achievement</b></p> <ul style="list-style-type: none"> <li>• Student post school pathways identified and tracked in Studio School, Life skills and traditional HSC pathway</li> </ul> <p><b>Learning – Academic Achievement</b></p> <ul style="list-style-type: none"> <li>• Tiered learning and support interventions targeting students are reviewed and student achievement is tracked to inform continuous improvement.</li> </ul> <p><b>Teaching – Staff Professional Learning</b></p> <ul style="list-style-type: none"> <li>• Detailed internal and external data collection and analysis procedures are used and understood by all Stage 6 staff to inform practice.</li> </ul> <p><b>Teaching – Staff Professional Learning</b></p> <ul style="list-style-type: none"> <li>• Staff implement innovative, future focused learning practices and are engaged in continuous improvement to deliver the best possible preparation for HSC and post school pathways</li> </ul> <p><b>Teaching – Staff Professional Learning</b></p> <ul style="list-style-type: none"> <li>• Tiered FOW support reviews and tracks assessment procedures, tasks and student performance.</li> </ul> <p><b>Teaching – Staff Professional Learning</b></p> <ul style="list-style-type: none"> <li>• Conduct professional learning to support new syllabus implementation and delivery through Canvas LMS.</li> </ul> <p><b>Evaluation Plan</b></p> <ul style="list-style-type: none"> <li>• Monitoring and tracking Stage 6 student</li> </ul>	<p><b>Practices</b></p> <p><b>Learning – Academic Achievement</b></p> <ul style="list-style-type: none"> <li>• Establish Vocational Education Studio School SNAC</li> <li>• Stage 6 Learning and Support targeted intervention programs</li> <li>• Establish high aspirations program</li> </ul> <p><b>Teaching – Staff Professional Learning</b></p> <ul style="list-style-type: none"> <li>• Publish student performance and wellbeing profiles to inform practice</li> <li>• Improve student writing extended responses</li> <li>• Flexible curriculum delivery through Canvas and other interactive technologies</li> <li>• Professional learning masterclasses</li> </ul> <p><b>Leading</b></p> <p><b>Teachers as leaders – delivering</b></p> <ul style="list-style-type: none"> <li>• Flexible online learning for students to access HSC documents in all KLAs</li> <li>• Continuous improvement of Stage 6 teaching and learning programs using evidenced based practices</li> <li>• Promotion of Stage 6 achievement via social media, website, App and newsletters</li> </ul> <p><b>Students as leaders – delivering</b></p> <ul style="list-style-type: none"> <li>• Specific projects driven by student voice and SRC feedback</li> </ul> <p><b>Products</b></p>
<p><b>Improvement Measures</b></p> <p>HSC Band 3 or higher, and /or Certificate II or higher in 2020 HSC.</p> <p>an increase in the mean marks for extended written response by 6 points by 2020</p> <p>Positive expected growth trends in HSC performance</p> <p>Increased engagement of students, careers and teachers in the N Determination process.</p> <p>increased numbers of students gaining early University entrance</p> <p>HSC courses incorporate Canvas and/or other interactive technologies to deliver learning</p> <p>100% of Aboriginal Students attain either HSC and/or Certificate II</p>			



## Strategic Direction 3: Successful and Productive Citizens

### Processes

- performance internal assessment tasks
- Targeted student and staff items in Tell Them From Me surveys
- Professional learning efficacy continuously assessed.
- Track curriculum delivery Stage 6 Studio School
- Continuous tracking staff creating Canvas courses

### Practices and Products

#### Learning

Develop Stage 6 SNAC Voted School

Weekly monitoring and mentoring Stage 6 student learning, assessment well being and support needs through Check In (Stepup)

Scope and sequencing Aim High University of Newcastle tutoring and mentoring

#### Teaching

Analysis of data to inform teaching – HSC student performance and student learning and wellbeing profiles

Collaborative planning and observation across KKHS, CHS, MtView HS stage 6 staff Master classes and Trial HSC

Consistency of pedagogy – stage 6 writing extended HSC responses

Tracking number of courses delivered and supported teachers deliver and supported using CANVAS LMS

#### Leading

Modelled, guided , and independent activities to support teachers deliver flexible online learning, Focus on Writing and innovative assessments