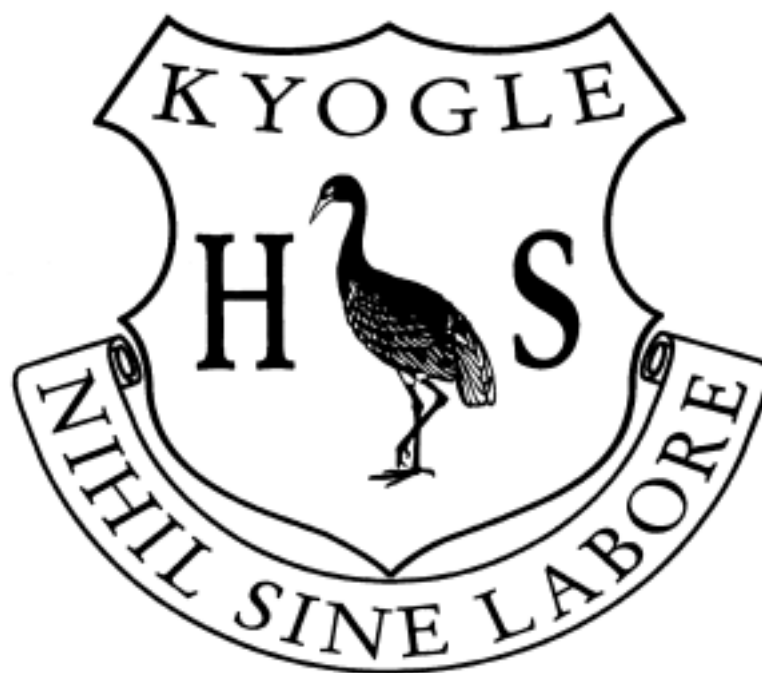


# School plan 2018-2020

## Kyogle High School 8189



# School background 2018–2020

## School vision statement

Kyogle High School is a Positive Behaviour for Learning school where Leadership, Respect, Fairness & Opportunity, Making a Difference, Accountability & Integrity and Working Together are valued.

## School context

Kyogle High School is a comprehensive high school located in the township of Kyogle. The student population is diverse; ranging from family members who have lived in the district for generations to those who have recently moved to the area. The demographics include 10% Aboriginal and Torres Strait Islander students and 2% ESL.

Through a broad curriculum, staffs ensure that students achieve their personal best. Special attention is given to students with diverse academic, social and language needs. Through professional development, teachers work collaboratively to develop a well-rounded school experience for all students at Kyogle High School.

The teaching staffs at Kyogle High School are committed to the delivery of a comprehensive curriculum. The start of a new school plan is an opportunity to review and refine both teaching and learning programs and curriculum structure. Active engagement in quality professional learning continues to remain a priority for staff.

The school enjoys a strong relationship with an active and committed P&C. As a partnership, the school and the P&C will continue to work to increase the profile of the school in the community.

Through the school planning process, all stakeholders have indicated that they have a commitment to Kyogle High School.

## School planning process

The school has successfully fostered collaboration between the key stakeholders of Kyogle High School in the development of this strategic plan. Ongoing review and collaborative feedback will be undertaken routinely.

### Key Stakeholders

Executive meetings, both in school and after school, to develop the vision statement and the purpose statements.

Staff consulted through staff meetings and provided with opportunity to review the previous school plan and provide feedback on what to keep, what to modify and what to remove.

P & C were given the opportunity to input through P&C meetings and parent surveys.

Aboriginal Parents completed surveys as part of the Personalised Learning Plan meetings for individual students.

Students were surveyed and year meetings held.

Partner primary schools meetings provided opportunity to consult with principals regarding our future directions.

Parent Surveys, using Survey Monkey emailed to all parents and advertised in the school Newsletter.

Previous school plans were used and NAPLAN, HSC data

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1 Excellence In Learning

### Purpose:

All students and staff to be engaged in meaningful, challenging and future focused learning designed for individuals to achieve and thrive in a supported learning environment. Our school community will consistently apply teaching and learning through respectful relationships and supportive practice to foster wellbeing and learning.

## STRATEGIC DIRECTION 2 Excellence in Teaching

### Purpose:

Enhancing teacher expertise through focussed professional learning, reflection and peer collaboration that occurs within the context of our school and community to deliver ongoing improvements in student learning. Staffs build capacity in developing effective classroom practice to increase high expectations and student success.

## STRATEGIC DIRECTION 3 Excellence in Leading

### Purpose:

Build capacity within the school for leadership opportunities to foster a school wide culture of high expectations and a shared sense of responsibility for student engagement, learning and success.

Continue to build the capacity

# Strategic Direction 1: Excellence In Learning

## Purpose

All students and staff to be engaged in meaningful, challenging and future focused learning designed for individuals to achieve and thrive in a supported learning environment. Our school community will consistently apply teaching and learning through respectful relationships and supportive practice to foster wellbeing and learning.

## Improvement Measures

High degree of student achievement and positive behaviour exists in the school.

Increased proportion of students meeting expected growth measured internally and externally

Closing the achievement gap between ATSI and non-ATSI students is decreasing

Increased proportion of students in Top 2 Bands of NAPLAN and Bands 5 and 6 in HSC

## People

### Staff

All staff will value and are confidently engaged in ongoing, relevant and evidence based learning and practice at an individual, faculty and whole school level (Standard 3, 5)

### Staff

Teachers demonstrate high levels of competence in designing quality assessment and manage student behaviour through the PBL expectations (Standard 3, 5)

### Leaders

Support all executive teachers to be skilled in, and committed to, providing mentoring and team teaching support for all teachers as well as all staff (Standard 7)

### Students

Engaged learners who regularly reflect on their learning with a range of structured approaches. (Standard 3)

### Community Partners

Build the capacity of parents to support learning through information and strategies designed to support their student (Standard 7)

## Processes

### Student and Staff Well Being

Well Being of students and staff is critical to engagement to enhance quality teaching and learning. Key processes that reflect the elements of the Well Being Framework, such as PBL provides a scaffold of key learning expectations. (Standard 4 )

### Assessment and Differentiated Instruction

Individual needs are catered for and supported in regular classroom settings. Staff competent in designing quality assessments (Standard 5)

### Evaluation Plan

The school will use a number of measures for evaluation including: PBL survey, Internal assessment data, NAPLAN HSC, Scout, Tell Them from Me, Parent surveys, Monitoring classroom programs, Teacher observations, Teacher reflections from PDPs

## Practices and Products

### Practices

#### Positive Behaviour for Learning:

All classrooms are well managed and teachers are using the expectations of PBL. Consistent language and practice is used across school.

Data is collected to refine and improve PBL process

Students demonstrate expected positive behaviour across all settings

Tier 1 is established within the school and data reflects the success

Specialised practices and systems for students at Tier 2 whose behaviours have been documented as not responsive at tier 1, are established

Intensive practices and systems for students at Tier 3 whose behaviours have been documented as not responsive at tiers 1 and 2. Individualised to the specific needs and strengths of the student.

#### Assessment and Differentiation

The school analyses summative assessment data to identify learning progress of individual students and student cohort. The school has processes in place to support teachers' consistent, evidence based judgment

Evaluate student learning over time and implement changes in teaching that can be measured

# Strategic Direction 1: Excellence In Learning

## Practices and Products

KLAs work to achieve Teaching and Learning practices that reflect Differentiation

Students identified through NCCD and accurate records are kept by each teacher detailing differentiation or support strategies used.

## Products

Positive, respectful relationships are evident and widespread among students and staff. Student well being is promoted to ensure optimum conditions for student learning across all settings.

The school uses systematic and reliable assessment information.

Feedback is relevant and focused on improvement and is given in a timely manner.

# Strategic Direction 2: Excellence in Teaching

## Purpose

Enhancing teacher expertise through focussed professional learning, reflection and peer collaboration that occurs within the context of our school and community to deliver ongoing improvements in student learning. Staffs build capacity in developing effective classroom practice to increase high expectations and student success.

## Improvement Measures

Every classroom has a Learning Focus identified at the start of each lesson.

Teachers use data as part of their self-reflection process within the registration of T&L programs.

No achievement gap between ATSI students and non ATSI students.

## People

### Staff

Focus on teacher quality (Standard 1, 5, 6)

### Staff

High quality professional teaching staff committed to providing quality teaching and learning through understanding and practice of the Teaching Standards (Standard 3)

### Staff

Opportunities for staff engaged in professional learning on the use of data to assess, provide feedback and report on student learning. (Standard 5)

### Students

Learning outcomes are enhanced through staff professional learning (Standard 1, 4, 6)

### Leaders

Leaders build the collective capacity of the staff and the whole school community to use data to inform school improvement. (Standard 5)

### Community Partners

Acknowledge staff professional learning through social media (Standard 7)

## Processes

### Targeted Literacy and Numeracy program:

Year 7 using project based learning and technology: SPIL (Standard 2)

Word Flyers 8–10 (Standard 2)

Quicksmart 7–8 (Standard 2)

### Effective Classroom Practice

High quality profession development for teachers focusing on **differentiated learning** to support effective teaching and learning in non-streamed classrooms (Standard 1 and 3)

A culture of **high expectations** supported by effective mechanisms and strategies that support every teacher and every student's learning. (Standard 2 and 6)

Teacher accessing tools, skills and training of how to locate, interpret and **use data effectively** to guide teaching and learning through targeted programs (Standard 5)

**Common Assessment template** used by all faculties including Syllabus Outcomes, QT and a marking rubric (Standard 5)

## Evaluation Plan

Evaluation of the process will include: Teaching and Learning program registration, Faculty Scope and Sequences, THFM survey results, NAPLAN, VALID and Naplan data, Assessment Task Reflections (student and teacher)

## Practices and Products

### Practices

Teaching activities that incorporate differentiated strategies to meet specific learning needs of students across full range of abilities.

The Learning Focus is written on the board at the start of each lesson

All staff engage in the PL on Differentiation

Use data to analyse student learning and guide teaching practice

Teacher self-reflection is a critical part of the Teaching and Learning and is built into the registration process.

Differentiation evident in programs.

Apply knowledge and understanding of effective teaching strategies to support literacy and numeracy achievement.

Consistent use of digital learning platforms enhancing future focused learning

Students demonstrate expected positive learning behaviours across all settings.

Learning Intentions are part of every lesson.

Demonstrated commitment within the school that all students make learning progress

Scope and sequences reflect learning progressions

Classroom expectations are explicitly taught, practiced and monitored

## Strategic Direction 2: Excellence in Teaching

### Practices and Products

Year 11 and 12 Study periods are focused on high expectations

Teaching and Learning programs are specific to the class and demonstrate knowledge and understanding of the students and how they learn.

Assessment is a tool that supports learning across each KLA. The school analyses student progress and achievement data and a range of other contextual information to inform teachers of trends in student and cohort achievement.

Student feedback is collected on each assessment task and is used to reflect on the quality and success of the task

### Products

Learning Focus is articulated and visual in each classroom every lesson.

The school uses systematic and reliable assessment information to evaluate student learning over time and implement changes in teaching that lead to measurable improvement.

High level of engagement in literacy and numeracy with the school able to map student improvement. Equity gaps are closing.

The school is committed to pursuit of excellence and student achievement is tracked and reported on.

Assessment Tasks are consistent across all KLA's: telling students what they will be learning and being clear about the purpose of the task.

# Strategic Direction 3: Excellence in Leading

## Purpose

Build capacity within the school for leadership opportunities to foster a school wide culture of high expectations and a shared sense of responsibility for student engagement, learning and success.

Continue to build the capacity

## Improvement Measures

No achievement gap between ATSI students and non ATSI students.

Every classroom has a Learning Focus identified at the start of each lesson.

All teachers use a range of feedback practices that are evidence based and designed to move students forward in their learning.

## People

### Community Partners

The school is recognised as excellent and responsive by its community through effective engagement with the whole school community. (Standard 7)

The school establishes strong positive connections with the local media.

### Staff

Curriculum programs and teaching reflect professional expertise. (Standard 3, 6)

### Staff

All staff engaged in professional learning to increase their capacity to deliver quality teaching and learning within a positive learning environment reflecting to the community a strong positive school image. (Standard 3, 7)

### Leaders

Leadership Coaching through Growth CoachingInternational to provide Executive a clear understanding of leading the school.(Standards 1,2,3,4,6,7)

## Processes

### Student and Staff Well Being

To support Well Being, Positive Behaviour for Learning is continued to be implemented as part of a 5 year plan across the Kyogle CoS. Emphasis on aligning systems, data driven decision making and rewarding good behaviour. (Standard 4)

### Student Leadership

Peer support is valued and part of school culture focusing on **strong transition** from primary to secondary setting. (Standard 4)

SRC is valued for their **contribution of student voice** within the school.

### Performance Development

Systematic annual staff performance and development reviews are conducted with **feedback and support mechanisms** identified. (Standard 6)

Time allocated at Staff Meetings for sharing of Professional Learning. (Standard 7)

### Feedback

Staff, parent and student survey data, including Tell Them From Me, is used to initiate and engage in professional discussions directed at **improving professional knowledge and practice**. Focus on feedback (Standard 6)

### Aboriginal Education Focus

All staff engage in the Aboriginal Education Policy. Executive team provide opportunities for faculties to program

## Practices and Products

### Practices

Data driven decision making regarding student Well Being

Systems within the school are aligned and understood

Behaviour Awards are revisited and all staff, students and parents understand how they are used.

Students undertake quality Peer Support training that enhances the transition processes at school.

SRC students have opportunities to contribute to school planning

An SRC Charter is established that reflects the school culture and need for representation of all groups within the school

Teachers at KHS engage in professional learning that is relevant to their individual needs and ensure the development and delivery of innovative, engaging and supportive programs.

Aspiring leaders acknowledged, supported and encouraged to pursue leadership opportunities

A structured TPL application process to ensure equity across the school

Teachers actively evaluate, share and discuss PL

Teachers communicating clear learning goals.



## Strategic Direction 3: Excellence in Leading

### Processes

strategies . (Standard 6)

#### to improve literacy and numeracy

Learning progressions are reflected in faculty scope and sequences. (Standard 3)

### Evaluation Plan

Evaluation plan will include: Aboriginal PLPs including Aboriginal perspectives in T&L programs, participation data, TTFM survey data, PDPs and record of conversations with supervisor

### Practices and Products

Teachers including opportunities in their classrooms for gathering evidence about student understanding and progress towards the set goals, and using this to instruct students on their next learning steps.

Teachers understanding which strategies support learning and when they may need to adapt or change their strategies.

Using feedback to stimulate improved learning and to contribute to student engagement and self-regulation.

School leaders supporting teachers to enhance their feedback practices by implementing a whole-school approach and prioritising the work. They can also provide access to resources, professional learning and opportunities for collaboration

All Aboriginal students have a PLP that is dynamic and regularly reviewed. Staff refer to these documents as part of the planning of T&L programs.

Cultural activities through Reconciliation Week and NAIDOC Week are promoted within the whole school community

Kyogle HS actively supports reestablishment of local AECG

Sista Speak program and Boy's Camp engage the local community for support to reengage students in education.

### Products

Collection of data to inform teaching and learning practices to support student well-being.

# Strategic Direction 3: Excellence in Leading

## Practices and Products

Student leadership groups understand their role and expectations within the school and a leadership plan is established.

Succession planning and leadership development is relevant to individual needs as evidenced by PDPs and Faculty Plans

The research is clear: improving feedback practices can significantly improve student learning and the quality of teaching in classrooms

Improved educational outcomes for ATSI students and increased cultural awareness across the whole school.