

School plan 2018-2020

Kingsgrove North High School 8221



School background 2018–2020

School vision statement

Our Kingsgrove North High School community envisions a school that produces life long learners in a safe, supporting, caring, respectful and professional environment. Our school aims to develop 21st century learners who can achieve their personal goals while becoming resilient, compassionate, informed and ethical members of the wider community.

School context

Kingsgrove North High School is a public comprehensive, coeducational high school in the Canterbury Network of schools. It is a school that offers every student a place to learn, lead and achieve their personal best. Kingsgrove North High School has a current enrolment of 860 students. Our diverse community includes students from 47 different cultural backgrounds. HSC academic achievements have meant that our high achievers pursue sought after courses at universities of their choice and many other students follow promising pathways through TAFE and work.

Kingsgrove North High School is involved in a dynamic Community of Schools which includes Bexley North PS, Clemton Park PS, Earlwood PS and McCallum's Hill PS. Kingsgrove North High School is involved in a wide range of community partnerships which aim to broaden student learning experiences. These include Fusion, Campsie LAC, Max Potential, ABCN, Links to Learning and MTC Solutions. The school has also developed links with a number of local businesses that have contributed towards improving student learning outcomes.

School planning process

Our 2018–20 School Plan is the result of significant consultation across staff, students and parents with input from community groups.

All staff completed a survey examining

- what sort of school we would like in 2018
- what sort of students we want to produce
- what experiences we want our students to have
- how we are preparing our students for post-school
- our KNHS staff expertise to provide relevant and connected learning experiences for all students
- The SRC also completed a similar survey with a focus on student expectations

Our P&C also contributed to the plan looking at

- the type of learning experiences that they expect the school to be providing.
- the school environment (teaching/physical) that they hoped KNHS would provide.
- the personal and social qualities that they would like KNHS to provide for its staff and students.

Community groups like Links to Learning, Mission Australia, ABCN, Max Potential, Breakfast Club, White Ribbon contributed ideas and suggestions to ongoing support and directions.

Once all feedback was collated it was taken to the school executive to map out the general strategic directions. The school executive looked to the Melbourne Declaration of Goals and recent DEC Policies (Every Student every School; Great Teaching Inspired Learning, Local school Local decisions) to inform our Purpose statements and subsequent processes, products and practices.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1 Teaching

Purpose:

To develop a teaching culture where staff have access to professional learning which supports their teaching and learning practices in the school community. To have a staff that is actively engaged in its knowledge and understanding of pedagogy, assessment and reporting, leadership and collaborative teaching practices in line with both the Australian Professional Teaching Standards and the School Excellence Framework.



STRATEGIC DIRECTION 2 Learning

Purpose:

To develop an understanding and ownership in students of their learning in an inclusive and engaging environment that prepares them to be responsible productive citizens. Students will be supported to develop their literacy, numeracy, technology, and creativity skills to prepare them to be lifelong learners and responsible, productive citizens for the future.



STRATEGIC DIRECTION 3 Wellbeing

Purpose:

To develop a safe, respectful, and supportive environment where staff, students, and community are valued and nurtured to achieve their full potential. Students, parents, school staff and the community organisations play critical roles in this process. and are highly valued in their contribution to the school's educational outcomes.

Strategic Direction 1: Teaching

Purpose

To develop a teaching culture where staff have access to professional learning which supports their teaching and learning practices in the school community. To have a staff that is actively engaged in its knowledge and understanding of pedagogy, assessment and reporting, leadership and collaborative teaching practices in line with both the Australian Professional Teaching Standards and the School Excellence Framework.

Improvement Measures

An Increased percentage of year 8 students demonstrating expected growth in literacy and Year 7 students in numeracy proficiency.

An increased number of staff participating in teacher identified professional learning, including the effective use of Sentral

An increased proportion of staff participating in Instructional Rounds.

People

Students

Build skills to be responsible for their own learning as future focus and life-long learners.

Staff

Develop an understanding of the Australian Professional Standards to build their skills and knowledge in effective teaching practice, in particular literacy and numeracy.

Parents/Carers

Develop an understanding of children's learning needs and styles across mainstream and support classes.

Community Partners

Develop an understanding of the needs of our students and how they are able to enhance opportunities for staff and students.

Leaders

The School Executive build expertise in leading staff in the areas of literacy and numeracy pedagogy.

Processes

1. L&N FOCUS Project (Literacy and Numeracy)

LEP (Learning Enrichment Program) – Year 8 literacy program targeting improvement in vocabulary acquisition, reading and writing skills.

Numeracy – A year 7 focus project to support students understanding of numeracy processes

2. PD Project (Professional Development)

The development of a PD Register aligned to staff goals as well as a team that plans the professional development priorities with the strategic directions of the school. Staff will participate in a series of professional workshops to increase their knowledge and skills in the use of Sentral

3. Instructional Rounds Project

Implementation of a team to oversee, plan and organise the introduction of Instructional Rounds and scale success in the classroom.

Evaluation Plan

The strategies used to assess our progress and impact include:

- Review internal databases
- Literacy and numeracy data
- PL Surveys and evaluations
- Lesson plan/teaching programs
- LEP results

Practices and Products

Practices

Staff display higher standards of professional practice and variety of classroom and curriculum knowledge.

Staff access and apply knowledge and understanding of data to cater for the learning needs of students.

Staff regularly utilise specialised learning spaces to facilitate future focused learning activities.

Products

A collaborative teaching staff learning from one and another.

An evidence based culture of teaching to monitor student progress and development.

Well-developed and evidence based approaches leading to highly engaged students.

Strategic Direction 2: Learning

Purpose

To develop an understanding and ownership in students of their learning in an inclusive and engaging environment that prepares them to be responsible productive citizens. Students will be supported to develop their literacy, numeracy, technology, and creativity skills to prepare them to be lifelong learners and responsible, productive citizens for the future.

Improvement Measures

1. An increased number of students individual needs being met.
2. An increased proportion of students achieving the top two bands for Naplan reading, writing and numeracy.
3. An increase proportion of students achieving in the top two bands in the HSC..

People

Students
Build skills in setting goals and become more efficient in learning practices.

Staff
Build their knowledge in addressing the individual learning needs of students and applying effective classroom strategies.

Leaders
Build their expertise in data analysis and contemporary teaching practices.

Parents/Carers
Develop an understanding of school and external assessment.

Processes

1. Differentiation in the classroom
Staff engage in innovative teaching practices and link these to assessment practices including the effective use of feedback to improve student outcomes

2. Power on Project
Implement a team to oversee, plan and develop whole school literacy strategies.

Faculties to examine HSC data and student results and implement strategies to shift students towards higher bands.

Evaluation Plan

- The strategies used to assess and impact include:
- Individual Learning Programs
 - Teaching and Learning programs
 - Naplan and HSC data
 - Exit surveys
 - Sentral entries

Practices and Products

Practices
Greater student engagement and focus in the class with students gaining a better understanding on what is required to achieve higher bands.

Feedback that is timely and informed. Exemplars made available reflecting a range of outcomes

All staff to deliver a differentiated approach in classroom practice that is reflected in teaching and learning programs.

Products
Higher Order thinking tasks embedded in all KLA programs (Differentiated approach)

Confident students applying a greater focus and direction in the classroom

Consistent longitudinal shift towards higher bands in the HSC

Strategic Direction 3: Wellbeing

Purpose

To develop a safe, respectful, and supportive environment where staff, students, and community are valued and nurtured to achieve their full potential. Students, parents, school staff and the community organisations play critical roles in this process, and are highly valued in their contribution to the school's educational outcomes.

Improvement Measures

1. A increase in the number of positive referrals and recognition for student achievements
 2. To maintain and increase the number of students attending school above the state average.
- An increase in the number of awards and recognition to students and staff and staff wellbeing measured through TTFM (Tell Them From Me) surveys.

People

Students
Build a positive mindset where students value their learning and remain consistent with their attendance and work ethic.

Staff
Adopt a coordinated approach to developing high expectations so they can connect, succeed, thrive and learn with students.

Leaders
Build skills and knowledge in developing positive psychology strategies in leading staff.

Parents/Carers
Develop an understanding of educational processes to support a positive school culture.

Community Partners
Develop sustainable links with the school to build on a positive school culture. (Business partners and school links Clepton Park, McCallums Hill, Earlwood and Bexley North Public Schools)

Processes

1. Welfare Project
Team to implement PB4L (Positive Behaviour for Learning) and conduct policy review and recommendations in line with the wellbeing framework including updating the merit award system.

2. School Attendance
Implementation of a school wide attendance monitoring system to ensure consistency and application of practices and improved student engagement by working closely with the HSLO, Welfare Team and support agencies

3. Staff Wellbeing
Regularly acknowledging staff at whole staff meetings and social committee to oversee staff functions and events, align collaborative team work and embed positive psychology to support staff wellbeing.

Evaluation Plan

- The strategies used to assess our progress and impact include:
- Tell Them From Me surveys
 - Surveys
 - Sentral data
 - PBL formal evaluation
 - Staff attendance data

Practices and Products

Practices
Teachers using PB4L to apply a consistent approach towards behaviour in our school.

HT Welfare monitoring attendance and staff taking more responsibility for effectively dealing with truancy and engaging students in their learning.

Staff who display greater involvement in school life and display a positive approach to their work.

Products
PBL reward system established

Improved student learning outcomes in the classroom.

Positive respectful relationships among staff, students and the community.