

# School plan 2018-2020

**Kandos High School 8318**



# Kandos

## HIGH SCHOOL

# School background 2018–2020

## School vision statement

Kandos High School: A community of active and informed citizens, striving for excellence and a positive future.

## School context

Kandos High School (enrolment 230 students) is a coeducational High School catering for the towns of Kandos, Rylstone and several smaller rural communities. Kandos High School is in the picturesque Capertee Valley bordering the Wollemi National Park and relies on industry centred on agriculture, tourism and mining. The demographics of the school has undergone some recent changes due to a growing number of students from a low socioeconomic background and those with increasingly complex support needs. The school is committed to providing opportunities for all students with a focus on technology, retention, individualised learning and the support of innovative teaching, learning and engagement strategies. Our committed staff work extremely hard to provide a safe, caring environment that caters for the needs of all students and their individual chosen path in life.

## School planning process

The lead up work undertaken to guide this planning process commenced toward the end of 2017, the list below identifies the critical components in the planning process:

- A variety of data sources were analysed to commence the process by identifying past successes and areas of future improvement.
- Students were provided with a variety of opportunities to reflect on their school through direct feedback in conversation and through group surveys conducted with students of all year groups.
- A number of parent and community forums were scheduled for parents and the wider community to engage with feedback regarding the school plan.
- A number of random phone surveys were conducted to involve parents in the consultative process.
- Staff engaged in a number of staff meetings designed to analyse the current plan and some suggestions regarding future focuses.
- The school planning team (consisting of the Principal, two Head Teachers and two members of the Kandos High School Staff) considered all of this information to identify clear purposes, products, practices and processes.
- Finally the executive and a number of parents were provided with opportunities to review the final draft and provide direct feedback to the school planning team.

# School strategic directions 2018–2020



## STRATEGIC DIRECTION 1

Learning for Life

**Purpose:**

To equip students with the skills and motivation to engage with and thrive in the world beyond school.



## STRATEGIC DIRECTION 2

Innovation and Excellence

**Purpose:**

A measurable culture of excellence and innovation with clearly defined processes to support this culture.



## STRATEGIC DIRECTION 3

Community of Care

**Purpose:**

To provide a safe and caring environment in which all individuals are given opportunities to participate in educational, community and well-being activities. All feel safe, connected and empowered.

# Strategic Direction 1: Learning for Life

## Purpose

To equip students with the skills and motivation to engage with and thrive in the world beyond school.

## Improvement Measures

Internal and external data shows student growth as a result of explicit literacy and numeracy teaching methods across all KLAs.

Increased student engagement as indicated through surveys such as 'Tell Them From Me'.

Students demonstrate increased skills in digital literacy, STEM and the use of 21st Century Learning skills.

## People

### Students

Build skills in Literacy, Numeracy and emerging technologies to assist with authentic engagement in their world.

### Staff

Enhance skills in programing, classroom and reflective practice to support whole school evidence based strategies in Literacy, Numeracy and effective integration of Technology into learning.

### Staff

Increased evaluation of teaching and learning to build effective practice in the use of emerging technologies.

### Parents/Carers

Develop awareness of the importance of Literacy, Numeracy and the development of functional Technology skills in an ever changing world.

### Staff

Appoint Literacy and Numeracy Instructional Leader(s) to support associated Literacy and Numeracy Processes and Practises.

## Processes

Identify and implement the most effective explicit literacy and numeracy whole school teaching methods, with the highest priority given to evidence-based strategies which can be promoted, modelled and supported through Instructional Leadership.

Strengthen current structures and resources which strategically support improved student outcomes as a result of a focus in the areas of learning, responding and the use of emerging technologies.

Deliver targeted support with Literacy and Numeracy for students who are identified, through internal and external data, who may not meet growth targets.

Implement whole school systems and structures that support sustainable implementation of Technology that engages students in their learning.

## Evaluation Plan

A variety of the following metrics will be used to evaluate our success in this area:

- Tell Them From Me (TTFM) survey
- NAPLAN
- SCOUT (Data analysis tool)
- Data on targeted students
- Track outcomes through the reporting process.
- Use of Digital Literacy 21st Century Learning continuum.
- Student growth in Literacy and Numeracy.

## Practices and Products

### Practices

Implementation of effective and evidence-based whole school teaching strategies, in Literacy and Numeracy.

Technology that supports learning is available and expertly integrated into teaching and learning.

Clear systems are in place to identify and support students who are at risk of not achieving value added results.

All teachers are implementing explicit and authentic literacy and numeracy teaching methods into programs in all Key Learning Areas (KLAs).

### Products

A school wide culture of reflection is evident and creates an environment where our focus is on the enablers of future success for students.

Students consistently perform at high levels on external and internal performance measures as compared to Statistically Similar School Groups (SSSGs).

Enhanced leadership that supports whole school strategies that build teacher capacity to embed authentic Literacy, Numeracy and functional Technology skills into Teaching and Learning.

## Strategic Direction 2: Innovation and Excellence

### Purpose

A measurable culture of excellence and innovation with clearly defined processes to support this culture.

### Improvement Measures

Students have shown growth against 21 Century Learning Design (21CLD) skills.

Teaching and Learning improves as a result of teacher reflection and collaboration.

### People

#### Staff

Teachers develop skills in the 21CLD pedagogy.

#### Staff

Teachers become proficient in the collection and use of data.

#### Students

Students develop skills to reflect on assessment.

#### Parents/Carers

Parents understand and support students in the development of 21st Century Learning skills.

#### Leaders

Leaders develop the capacity to identify improvement measures to assist in the analysis of effective teaching and learning.

#### Leaders

Leaders support staff in the development of appropriate data collection and analysis.

### Processes

Include 21CLD and digital technology as a timetabled curriculum. The skills from this are then utilised in all subjects.

Build whole school collaborative reflective practice that is centred around the use of data in planning, assessment, Teaching and Learning.

Train staff in 21CLD and the implementation of the 21CLD matrix.

Train staff in the effective use of data.

### Evaluation Plan

A variety of the following metrics will be used to evaluate our success in this area:

- Tell Them From Me (TTFM) survey
- SCOUT (Data analysis tool)
- Program snapshots
- Internal data on trends in student achievement, at individual, group and whole school levels.

### Practices and Products

#### Practices

Teachers have 21CLD coding within their reflective practice.

Teachers use data to inform and differentiate their teaching and learning.

Reflective practice on assessment in program evaluation.

#### Products

Widespread collection of student outcome based data.

Dynamic teaching and learning programs.

# Strategic Direction 3: Community of Care

## Purpose

To provide a safe and caring environment in which all individuals are given opportunities to participate in educational, community and well-being activities. All feel safe, connected and empowered.

## Improvement Measures

Increased percentage of students with plans in place to access post school options.

Implement evidence-based change to whole school well-being practices.

## People

### Students

Enhanced engagement with post school options.

### Staff

Increased engagement with a variety of resources to support a collaborative approach to post-school options.

### Parents/Carers

Engage with opportunities to collaborate with the school to establish meaningful goals for their child.

### Students

Engage with and contribute to the development of explicit expectations of behaviour.

### Parents/Carers

Develop an understanding of the school values system and the role it plays in developing a positive future for our students.

### Staff

Engage positively and proactively in well-being structures and values.

### Leaders

Leaders model the school values in all interactions with students, staff and the community.

## Processes

Consolidate and develop transition pathways to support students' needs.

Develop a planned approach to well-being which focuses on individual learning needs.

Implement whole school integrated approach to student wellbeing which supports students to connect, succeed and thrive.

Explicit teaching and recognition of school values.

## Evaluation Plan

A variety of the following metrics will be used to evaluate our success in this area:

- Tell Them From Me (TTFM) survey
- SCOUT (Data analysis tool)
- Internal data to support PBL and other inter-relating structures
- Annual School Excellence Framework Self Assessment

## Practices and Products

### Practices

Liaison with community organisations and other networks.

Students, staff, parents and the community work together to support participation in school initiated programs targetted at post school options.

Students, staff, parents and community exhibit Kandos High School values.

### Products

Students and parents are engaged in processes to access post-school options.

External organisation links are established to support student workforce transition.

PBL essential features are implemented in all settings.