

School plan 2018-2020

Ku-ring-gai High School 8416



inspire, challenge, create

School background 2018–2020

School vision statement

Our vision is to promote harmony in diversity within a strong learning community, where the individual worth and the contribution of all members is valued, as are high expectations and the development of students into global citizens.

School context

Ku–ring–gai High School is a growing, comprehensive, co–educational high school situated in a stimulating natural environment adjacent to the Ku–ring–gai Chase National Park. The school specialises in the provision of high quality learning experiences with a focus on academic excellence and creativity in learning.

Ku–ring–gai H.S. is a member of the North Shore alliance of five public secondary schools in Northern Sydney. The school has highly visible and collaborative leadership teams which foster a dynamic and innovative culture in teaching and learning. The Talent Enrichment Program (TEP) is a unique initiative to Ku–ring–gai H.S. which offers a wide selection of subjects in creative and performing arts, humanities, technology, STEM and sport, in a vertical stream. Strong school and community partnerships support a diverse and committed staff in providing enhanced opportunities for all students.

School planning process

During the last 12 months Ku–ring–gai High School has engaged in wide range community consultation which has informed the school planning cycle 2018 –2020.

In Term 2, 2017, staff reflected on the previous school plan. A series of consultations also occurred with the whole school community including staff, parents and students.

The 2017 Tell Them From Me surveys completed by students and parents identified a range of areas for improvement related to student and community engagement and educational outcomes.

Parents are highly aspirational, in excess of 90% of parents expect their child will complete Year 12.

Students strongly identified the skills of communication, teamwork, thinking critically and creatively and problem solving as important. The improved communication of school news with parents, was acknowledged.

2018– 2020 will see a focus on high expectations particularly in ensuring intellectual rigour and challenge .

Students exhibit positive behaviours at school and feel they have positive relationships. increased implementation of positive student wellbeing strategies will continue to ensure a safe happy and respectful learning environment.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 student engagement

Purpose:

High expectations of quality teaching and rich learning practices in an environment promoting and encouraging curious, creative and critical thinkers. A learning environment that ensures creating a "Culture of Thinking", equity of learning opportunities for all students and one in which practice and policy are underpinned by evidence, research and data.

STRATEGIC DIRECTION 2 Wellbeing

Purpose:

To provide a supportive and authentic learning environment with a focus on the holistic development of the student through student well being programs that encourage them to succeed, to thrive and to become resilient, confident life long learners. An environment where diversity, and the contribution and views of others are respected and valued.

STRATEGIC DIRECTION 3 Learning community

Purpose:

Enhance learning both within our school and with the wider community, through strong communication, and collaboration (with and between students staff, parents, other learning institutions and our wider community). Staff are encouraged to pursue and develop their own ongoing professional learning and to share professional innovative practice within our school and also with our partner schools. Continue to generate opportunities for greater links between our local primary schools and with the universities.

Strategic Direction 1: student engagement

Purpose

High expectations of quality teaching and rich learning practices in an environment promoting and encouraging curious, creative and critical thinkers. A learning environment that ensures creating a "Culture of Thinking", equity of learning opportunities for all students and one in which practice and policy are underpinned by evidence, research and data.

Improvement Measures

Literacy and numeracy– increased numbers of students achieving in the top two bands in Year 9.

All faculties implement a self reflection survey for all students at the end of each term which self identifies student progress and engagement.

60% of all teachers have implemented visible thinking techniques into classroom practice.

People

Students

Students set high expectations in learning. Students build skills in self-reflection, understanding feedback and develop their learning capabilities.

Staff

Teachers build skills in the use of literacy and numeracy continuums.

Teachers communicate high expectations to students.

Development of staff capacity in leading differentiation of the curriculum, including assessment for, as and of learning. Develop an understanding of student learning capabilities, through the use of visible thinking routines.

Leaders

The ACED framework and learning capabilities are highly valued and staff are professionally developed in explicit teaching using this approach.

The school executive develops a coordinated approach to program and assessment development to meet new NESA requirements.

Processes

Ensure literacy and numeracy demands are embedded in all KLAs and taught explicitly.

Learning capabilities are incorporated into teaching and learning programs, explicitly taught through visible thinking routines (Cultures of Thinking) and assessment.

Future focused learning spaces are designed in line the five principles for future focused learning design. Flexible classroom programs and outdoor learning spaces connected to classrooms.

Evaluation Plan

Teaching and learning program reviews.

Evaluate the effectiveness of visible thinking strategies in the classroom.

Monitor consultation process of classroom and learning spaces upgrades.

Practices and Products

Practices

Literacy and numeracy

Literacy demands are explicitly taught across all key learning areas through the use of PEEL, PETAL, and ALARM.

Identify the numeracy demands for each subject and embed strategies in teaching and learning programs.

Embed a culture of thinking

Trained teacher facilitators mentor other teachers across faculties in creating a culture of thinking in every classroom.

Students become active in their learning. They are explicitly taught thinking routines to develop and extend their skills in cooperation, communication including literacy, critical and creative thinking and problem solving.

Differentiation

Teachers use internal and external data to design differentiated learning, including adjustments, challenge and choice.

Future focused learning

Agile, flexible learning spaces that support collaborative teaching and learning are created.

Hands-on labs and workshop spaces that support the learning capabilities and social construction of understanding.

Introduce cross-faculty interdisciplinary

Strategic Direction 1: student engagement

Practices and Products

Quality teaching and learning programs

- ACED framework – **A**ssessment for learning and **A**adjustments; **C**hallenging and **C**reative tasks with **C**hoice; **E**ngagement, **E**nrichment and **E**xtension; **D**ifferentiation of the curriculum
- Teaching and learning programs reflect the literacy and numeracy demands for each subject.
- Detailed scope and sequences which are communicated home
- Effective registration, tracking of student performance against learning outcomes, communication home, HSC monitoring, reporting
- Capabilities identified and explicitly taught and linked to learning activities, assessment.
- Agile, flexible learning spaces designed for hands– on exploration of authentic, relevant tasks.

Products

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Strategic Direction 1: student engagement

Practices and Products

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Strategic Direction 2: Wellbeing

Purpose

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Improvement Measures

Increase in the number of students attending extra-curricular activities at school.

Increased focus on professional learning of staff in understanding the relationship between wellbeing and student personal and academic growth.

People

Students

Increased student involvement in extra-curricular activities during lunchtime and after school where relevant. Students to receive training in Positive Psychology.

Staff

Build teacher skills in effective student mentoring and to support the delivery of the wellbeing and learning program.

Leaders

School leaders ensure resources and opportunities in developing a relevant meaningful wellbeing program that reflects the DoE Well Being Framework for Schools

Parents/Carers

Parent Portal used to monitor attendance patterns, merit system and understand the impact of educational outcomes for their child.

Processes

Connectedness is established for all students as a protective factor for potential mental health issues, through positive psychology awareness programs.

A structured Wellbeing and Learning Program, is delivered during timetabled, fortnightly year meetings, and strongly aligns to the holistic development of the student.

Evaluation Plan

- *Tell them From Me* survey results.
- Student focus groups conducted.
- KRS data to identify positive outcomes.

Practices and Products

Practices

Proactive Student Wellbeing Programs

- Clearly defined roles and responsibilities for all classroom teachers and members of the wellbeing team in supporting students.
- Consolidated calendar of events by year group that support student wellbeing during designated periods.
- Build on Positive Psychology for high expectations of responsibility, respect and personal growth in all areas of school life.
- Student input to increase their sense of belonging, wellbeing and connection to school – including enhancing their physical environment.
- Promote a harmonious school culture where there is respect for cultural identity and diversity.

Products

Proactive initiatives such as personalised interviews across Year Groups, for academic goal setting and welfare days.

Psychology Program implemented across all Year Groups.

Extra-curricular activities offered across a range of KLAs.

Strategic Direction 3: Learning community

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Improvement Measures

Increased opportunities for students to engage with real life problem solving through university/business initiatives.

Increased opportunities for parents to engage with the school.

Increased interaction with local primary schools .

People

Students

Participation in University /school links programs. Participation in *School to Work* based learning opportunities.

Continued participation in NS5 initiatives.

Staff

Increase capabilities in PDP development linked to school and faculty directions.

Create improved links with our learning community.

Increased understanding of student data and the implications for teaching and learning practice and programming.

Leaders

Create a culture that understands the sense of community where expertise and advice from all members is valued. Continue to support the strengthening of teacher capacity involving PDP's and planned professional learning.

Parents/Carers

Develop capacity to use school communication tools, including the Parent Portal.

Increased opportunities to provide feedback to the school.

Processes

Teachers data literacy skills improve educational outcomes for students.

Continued development of school community links, parental engagement and networks.

Evaluation Plan

Increased Primary School initiatives.

Business/higher education real life problem solving opportunities.

Number of opportunities for parents to engage with the school.

Practices and Products

Practices

Performance and Development Framework

- Staff are actively engaged in planning their own professional development to meet their goals and ongoing improvement of their performance
- Staff are encouraged to use professional learning to assist in career planning, including leadership capacity, and consideration of accreditation (Proficient Teacher, Highly Accomplished Teacher and Lead Teacher), or school based or non-school based promotion
- School structures and regular professional development support the Performance and Development frame work process.

Data literacy skills

- Further work developing teacher skills in using student data both internal and external, such as report Grade Point Average's (GPA), NAPLAN, RAP analysis and Scout.

School community, parental engagement and networks

- Maintain and build on programs and events that enhance parental and community engagement in the school.
- Maintain and build on links with business and industry and university partnerships.
- Opportunities for students, staff and parents to provide constructive feedback on school practices and procedures

Strategic Direction 3: Learning community

Practices and Products

through parent/student forums and *Tell Them From Me* surveys.

Products

Performance and Development Plans

Performance and development plans (PDP's), linked to the school plan are in place for all teaching and SASS staff.

Data literacy skills

Teachers regularly use student performance data and qualitative student feedback to evaluate the effectiveness of their teaching practice.

Utilise analysis of student internal and external data, from NAPLAN, RAP, VALID and Scout to integrate changes to programs and ensure students engage in the critical thinking and analytical skills to improve their value-added results and student growth.

School community, parental engagement and networks

E-systems that support open communication are used effectively

Tell Them From Me survey data informs planning.