School plan 2018-2020

Kirrawee High School 8437

School background 2018–2020

School vision statement

To develop young men and women within an inclusive world community who are self–reliant, compassionate, engaged and measure their achievement by academic excellence and high ethical standards.

School context

From a proud and ongoing tradition, Kirrawee High School represents conspicuous excellence in a wide range of academic, service, arts, sporting, language and community endeavours. As a public, comprehensive and languages high school of excellence, Kirrawee develops students to think critically and independently about their world and the ways in which they can contribute to humanity's future wellbeing and prosperity. The school actively works to develop ethical, resilient and emotionally intelligent young people who define personal accomplishment and continual improvement as the measure of their character and achievement. It is acknowledged that a very strong work ethic is essential to leading a meaningful life. A large school population (approximately 1220) reflects an engaged and supportive community who hold high expectations for educational opportunities, outcomes, and the post–school lives their children will lead. In the same way teachers and support staff nurture high expectations for the learning and personal responsibility students demonstrate to meet and exceed the promise afforded by a safe, warm, aspirational school and family environment. The school achieves these goals with an emphasis on high quality programs, which are supported by experienced and enthusiastic staff. Staff value their professionalism and honour their practice, generously supporting colleagues and continually developing their skills. Equally, they understand that it is the positive influence on young people that defines their profession as a compassionate and inspired calling. For all these reasons, there is an unshakeable pride as students, parents and teachers in belonging to the Kirrawee High School community. There is a trust that people are working for something greater than themselves and that a thriving school community will continue to bring benefits for all.

School planning process

Kirrawee High School has undertaken wide consultation to develop the School Plan 2018–20.

- Executive and Senior Executive discussion in 2017.
- Alignment with contemporary research, including the research of John Hattie, Andrew Martin, the QTF, Carol Anne Tomlinson, and the growing body of evidence supporting flipped classrooms.
- Close reference remains to the Melbourne Declaration and the Department's strategic directions.
- Consultation with SPC colleagues and the reference of a strong Sutherland Shire network.
- External Validation in the latter part of the 2015–17 School Plan significantly informed the ongoing and connected goals of the 2018–20 School Plan.
- More than 70 surveys involving students, parents and staff across the 2015–17 School Plan cycle have provided a comprehensive basis of local evaluation to support future directions.
- Ongoing discussions with School Council and P&C have both informed and supported the current School Plan. This has included each year comprehensive reporting of School Plan 2015–17 outcomes to formal meetings, through newsletters and to staff.
- Staff consultation via meeting cycles and in response to strategic and structural changes debated at Executive, Staff and Teams meetings.
- Dedicated Staff Meetings and periods of consultation that welcome and assess feedback on the development of major goals, strategic directions, and initiatives that are included below.
- The planning, milestones and reporting of teams, including dedicated meetings to plan for the major areas outlined below.
- Publishing of draft School Plan 2018–20 and a period that welcomed feedback and comment.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1
Students excel in high personal and academic standards that nurture a connected and inclusive humanity.

Purpose:

To develop our students for the future as active global citizens by equipping them with the skills to be confident, resilient and creative individuals who strive for excellence. Students will learn to work in teams and communicate ideas within the principles of social justice.

STRATEGIC DIRECTION 2
Staff are high performing, dynamic and collaborative, continually developing expertise.

Purpose:

To enable all staff to be innovative and expert, actively sharing, reflecting on and improving their own practice, to deliver and facilitate quality learning experiences and programs that, academically and personally, inspire students.

STRATEGIC DIRECTION 3
An engaged school community with shared leadership pursues opportunities and shared goals, enriching student learning and success.

Purpose:

To recognise the invested relationship and proactive leadership required across parents, students and staff to maximise opportunities for students to personally and academically flourish in a global world.

Strategic Direction 1: Students excel in high personal and academic standards that nurture a connected and inclusive humanity.

Purpose

To develop our students for the future as active global citizens by equipping them with the skills to be confident, resilient and creative individuals who strive for excellence. Students will learn to work in teams and communicate ideas within the principles of social justice.

Improvement Measures

Literacy–Numeracy Measures

Learn from strategies that strengthen students' literacy outcomes.

- Increased integration of L/N in T&L practice.
- Increase in classroom strategies shared across staff.
- More frequent feedback and sharing of effective L–N classroom strategies.
- Strengthened L/N value–added growth as indicated in Year 9 NAPLAN.
- Pre/post testing of specialised programs indicate improved L/N outcomes.
- Increased personal growth of students.
- Measured application of selected strategies (e.g. Bump It Up)

Differentiation Measures

Apply strategies that strengthen learning outcomes from classroom differentiation.

- Increased application of integrated classroom differentiation and flipped learning strategies in T&L practice.
- Visible and sustained evidence of differentiation in all T&L programs.

People

Students

Students strengthen awareness and skills that reflect the real–world–as–classroom, and the interdisciplinary nature and problematic application of all knowledge.

Staff

Staff recognise that within every classroom every classroom exists, developing specific strategies to address the major initiatives of the School Plan.

Parents/Carers

Parents/Carers understand that learning within rather than between students fosters personal excellence and that learning across subjects extends opportunity to embrace the advantages of an inclusive and global community.

Community Partners

Community Partners acknowledge the mutual advantages that arise when working with schools, reflecting high personal standards and the inclusion of a cohesive community.

Leaders

Leaders (exec & staff) continually develop and apply the skills that persuade, motivate and influence young minds to pursue personal achievement, ethical decision–making and the building of inclusive communities.

Processes

Process: A Literacy and Numeracy initiative will explore and implement strategies that reflect a whole–school approach, the foundational value of these skills to all KLAs, and the means by which students will personally maximise their skill levels.

Process: A differentiation (including flipped classroom) initiative will further embed classroom strategies and a whole school approach to maximising students' personal achievement across the learning continuum, highlighting those requiring learning support to gifted and talented provision.

Process: A Positive Education (Mind Matters) initiative for all students and staff will implement a comprehensive approach that supports the development of affective skills such as resilience and emotional intelligence, actively recognising the link between productivity, learning, and the skills of mental wellbeing.

Evaluation Plan

Processes will be monitored by self–assessment, team leaders, and executive staff using the improvement measures indicated. Measurement tools can include objective data, subjective scales, inventories, observational profiles, interviews, focus groups, documents and artefacts.

Practices and Products

Practices

Practice: Students actively evaluate literacy–numeracy skills and apply strategies to support personal improvement. Teachers provide quality feedback to support a more explicit understanding of L–N improvement.

Practice: Students work optimally at personal levels of achievement and are required to reach personal rather than group or pre–determined achievement.

Practice: Students strive for personal bests within a professional culture that emphasises the explicit understanding and description of personal achievement and improvement.

Products

Product: Literacy and Numeracy is embedded into all teaching and learning programs and visible classroom/co–curricular practice. Targeted programs and professional expertise support overall goals.

Product: Differentiation is embedded into teaching and learning programs and visible classroom/co–curricular practice. Learning across a cognitive taxonomy is evident in supporting achievement across the learning continuum.

Product: Increased levels of mental wellbeing and resilience to the pressures of both student and professional life support a productive community.

Strategic Direction 1: Students excel in high personal and academic standards that nurture a connected and inclusive humanity.

Improvement Measures

- Increased application of critical thinking, real world problem solving, AC general capabilities through classroom and PBL initiatives.

- Pre/post measures indicate rise in the fluid application of cross curriculum skills.

- Increased emphasis on Hattie's top teacher effects (>0.7).

Mind Matters Measures

Apply strategies that strengthen resilience and strengthenclassroom engagement.

- Mind Matters initiatives expanded to build resilience, work ethic and grit.

- Increased use of language, techniques and processes aligned with Mind Matters and building resilience.

- A decrease in the frequency and severity of student case management in relation to mental health.

- Positive psychology is seen as a seamless complement to classroom practice and generating the best personal learning outcomes.

Strategic Direction 2: Staff are high performing, dynamic and collaborative, continually developing expertise.

Purpose

To enable all staff to be innovative and expert, actively sharing, reflecting on and improving their own practice, to deliver and facilitate quality learning experiences and programs that, academically and personally, inspire students.

Improvement Measures

Literacy–Numeracy Measures

Apply strategies that support the effective application of classroom literacy.

- Increased PL funding and time dedicated to the development of L–N initiatives and the development of associated skills.
- Visibly embedded and pervasive planning in all T&L programs.
- Increased observation and sharing of good practice in relation to L–N and other School Plan goals.
- Difference measures and staff self–reporting reflect an increase in the level, frequency and application of L–N classroom best practice.

Teaching Practice Measures

Apply strategies that support the effective application of classroom differentiation.

- Increased PL activity that fosters cross faculty exchange of ideas, mentoring, and induction in relation to effective classroom practice.
- Teachers work towards and/or maintain accreditation at Proficient or beyond, reflecting in their practice the goals of this School Plan.

People

Students

Students develop an understanding of and engage in meta–learning strategies that strengthen their capacity to self–regulate and optimise learning outcomes.

Staff

Staff actively build and engage in a professional culture that continues to value and develop skills by working with experts, within and beyond the school.

Parents/Carers

Parents/Carers work with their sons/daughters and staff to reinforce common and contemporary understandings of learning best practice.

Community Partners

Community Partners are encouraged to support learning programs, share expertise and invest in the longer–term goals of Kirrawee High School.

Leaders

Leaders, from students, staff and executive, will be offered opportunities to develop skills that support a shared understanding, strengthen teaching and learning practices within a global community.

Processes

Process: Targeted professional learning will support a literacy and numeracy initiative that recognises the role of all staff, specialised educators and dedicated programs in making a significant shift in the literacy–numeracy learning outcomes of all students.

Process: Targeted professional learning will support a differentiation (including flipped classroom) initiative that supports all staff in the development of teaching techniques, ICT understanding and the gradual development of teaching resources that help maximise individual student learning goals.

Process: Targeted professional learning will support a Positive Education (Mind Matters) initiative, using an array of techniques to build the affective skills of resilience, emotional intelligence and mental wellbeing.

Process: Targeted professional learning will support the ongoing communications initiative (including outreach) that supports productivity, effective communication, an inclusive community, and the engagement of experts who help maximise students' personal learning outcomes.

Evaluation Plan

Processes will be monitored by self–assessment, team leaders, and executive staff using the improvement measures indicated. Measurement tools can include objective data, subjective scales, inventories, observational profiles, interviews, focus groups, documents and artefacts.

Practices and Products

Practices

Practice: Sharing of techniques, incorporation of experts and specialised programs will support the greater understanding of integrating L–N across the curriculum.

Practice: Staff engage in regular PL, working with, and learning from, each other to continually build the skills that support differentiation best practice.

Practice: Staff recognise and reinforce the language, techniques and strategies of self– and mutual– support that build mental wellbeing through resilience and emotional intelligence.

Practice: Staff incorporate technology as a means of influencing learning and strengthening the collaboration and connection between people, within and beyond the school.

Products

Product: Staff apply skills across all KLAs that support an understanding of foundational L–N skills, and the integration of these skills within individual disciplines.

Product: Staff apply skills and resources that support differentiation and the application of quality pedagogical practices across the learning continuum, using the principles underlying the revised Assessment Policy to support explicit and quality feedback for improvement.

Product: A comprehensive approach to mental wellbeing is evident across the entire school community.

Strategic Direction 2: Staff are high performing, dynamic and collaborative, continually developing expertise.

Improvement Measures

- Engage in collegial practice, including with academic partners, and across communities of schools in order to build and share best practice with colleagues.

Mind Matters Measures

Apply strategies that support the effective application of Positive Education.

- Gradual increase in skill development and understanding to support improved personal mental health.

- Increased mental health strategies are applied on a daily basis to support a positive and constructive learning environment.

- Anobservable and measurable difference in the awareness of the community inrelation to the factors that strengthen mental health and support proactive responses to personal and corporate challenges.

Communication & Outreach Measures

Apply strategies thatsupport effective communication, outreach and community engagement.

- Strengthening in use of media platforms to connect with the community and beyond.

- Increased efficiencies of internal school communication.

- Expand the technologies andimprove infrastructure that support the effective use of ICTs for learning.

Practices and Products

Product: Staff further develop ICT skills to support communication, outreach and increased engagement.

Strategic Direction 3: An engaged school community with shared leadership pursues opportunities and shared goals, enriching student learning and success.

Purpose

To recognise the invested relationship and proactive leadership required across parents, students and staff to maximise opportunities for students to personally and academically flourish in a global world.

Improvement Measures

Leadership Measures

Apply strategies that support sharedleadership, research practice and the implementation of the School Plan.

- PL audits indicate that staff have participated in theskill development, planning activities and collegial sharing that underpins improved practice.
- Increase in strategic thinking that seeks to more deeply understand the factors that drive improvement.
- Strong representation of staff willing to assumeleadership roles and generate ideas that reflect high levels of professional practice.

Student Leadership Measures

Apply strategies that support studentleadership and build personal growth and the values that inform ethicaldecisions.

- Evidence from student evaluations indicate astrengthening of student leadership structure, activity and differentiation of groups.
- Students and staff can articulate learning outcomes from an increasing range of co–curricular activities and relate these to theirnotion of regular learning.

People

Students

Students will be receptive to a wide range of learning and social influences, within and beyond the school, which will foster the application of cross–curriculum knowledge and the solving of real–world problems.

Staff

Staff will reach out to foster learning and social opportunities and partnerships within and beyond the school, pursuing excellence and innovation within dynamic physical and virtual environment.

Parents/Carers

Parents/Carers support and contribute to the development of structures, resources, learning and social environments that connect home, school and opportunities that exist in a wider world.

Community Partners

Community Partners work with students, staff and parents to support and reflect a real–world approach to learning and preparing for the opportunities of a 21st Century post–school world.

Leaders

Leaders – student, staff and community – will create real world social and learning contexts that mentor and influence the orientation of KHS as a dynamic, innovative and compassionate school.

Processes

Process: A leadership initiative will support opportunities for staff to research, explore, and develop skills in the strategic planning and implementation of activities that support a growth mindset (Spiral of Enquiry), School Plan goals of Literacy/Numeracy, Differentiation, Mind Matters and Communication.

Process: A student leadership initiative will reinforce the restructuring and opportunities for students to develop leadership skills, personal qualities and the ethical understanding that supports democratic, civilly aware, and career– ready students for a post–school world.

Process: An ongoing Communications initiative (including outreach) will support productivity, effective communication, an inclusive community and the engagement of experts who help maximise students' personal learning outcomes.

Evaluation Plan

Processes will be monitored by self–assessment, team leaders, and executive staff using the improvement measures indicated. Measurement tools can include objective data, subjective scales, inventories, observational profiles, interviews, focus groups, documents and artefacts.

Practices and Products

Practices

Practice: Staff assume high levels of professional responsibility in which professional learning and leadership are accepted qualities of career–long practice and aspiration. Teams to have greater planning and funding autonomy.

Practice: Students will embrace leadership opportunities, developing an understanding of the personal qualities, ethical practice and the breadth of skills that define effective leadership.

Practice: The school community works within and beyond the school, including virtual worlds, embodying the opportunities of a dynamic learning environment.

Products

Product: A proactive staff that make contributions to the governance, management, ideas and planning that support a high performing school.

Product: The structural support, planning, and generated opportunities reflect an active student body in which contribution to a greater good is seen as underpinning governance and participation.

Product: The school community continues to build communication systems and cultivate academic, business, and social partnerships to broaden learning opportunities and to provide students with leadership opportunities and global perspectives.

Strategic Direction 3: An engaged school community with shared leadership pursues opportunities and shared goals, enriching student learning and success.

Improvement Measures

- Observe the degree to which students participate, champion, and connect the issues that reflect an ethical and just society.

Communication & Outreach Measures

Apply strategies thatsupport effective communication and the efficient use of professional andlearning applications.

- Consolidate and further grow relationships such as business links, academic partnerships, mentoring, expert technicians/clinicians, institutional links, ambassadorial roles, inter–school initiatives, communityinput and volunteerism, which support wider and real–world staff/student/community learning opportunities.

- Increased parent satisfaction with communication and the exchange of information.

- Evidence of an attitudinal change in relation to notions of and learning, moving beyond conventional reporting, curricula and classroom culture.