School plan 2018-2020

Kooringal High School 8483

School background 2018–2020

School vision statement

The school aims to provide exciting and innovative learning experiences that ensure engagement for our diverse student base. We work to maintain an environment where complacency is challenged, where excellence is the benchmark and where dignity and respect are demonstrated to all.

School context

Kooringal High School is one of three government co–educational high schools in the city of Wagga Wagga.The school draws essentially from the suburbs of Kooringal, Lake Albert, Tatton and Springvale. It is a comprehensive, partially selective high school with an equal gender balance. In recent years the school population has been stable at approximately 910 students, growing to 930 in 2018. Of this, 10% of the student population is of Aboriginal descent along with a growing number of students whose first language is not English. In addition, student enrolment includes students drawn from defence force families and, as a partially selective high school, approximately 150 students who have gained enrolment having been successful in the NSW State Selective Schools Test.Kooringal High School is a leading school in Vocational Education and Training (VET). Our facilities include a trade training centre where students can pursue training in a range of VET subjects, leading to substantial post–school and transition opportunities.The school has a highly successful creative and performing arts program, which has created pathways to significant learning and career opportunities. We boast a purpose–build performing arts venue and offer courses in VET Entertainment as well as in mainstream Music, Drama and Visual Arts courses. The school follows a Positive Behaviour for Learning wellbeing structure that ensures that students are taught to be Respectful, Responsible,

School planning process

This plan has been formulated fromconsultation held with all staff, the P&C and selected groups of students. Itincorporates and is informed by:

- analysis of student results fromthe various assessments of student progress;

- longitudinal analysis from the *Tell Them From Me* surveys involvingstudents and staff;

- analysis of wellbeing dataincluding the annual review of suspension data;

- a wellbeing survey based onstatements of excellence as found in the *SchoolExcellence Framework*; and

- information gathered usingSurvey Monkey as a tool to determine the progress of significant streams in theschool such as Aboriginal Education, Gifted & Talented and selectivestudents.

In addition, the plan was developed following consultation with the school executive regarding the programs in three key areas based on the domains of the *School Excellence Framework:* excellence in learning; excellence in teaching; and excellence in leading.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1
Excellence in Learning

STRATEGIC DIRECTION 2
Excellence in Teaching

STRATEGIC DIRECTION 3
Excellence in Leading

Purpose:

The school community demonstrates aspirational expectations of learning progress and achievement for all students and is committed to the pursuit of excellence. There is an integrated approach to curriculum, teaching programs and practices. Students have the essential literacy, numeracy and technology skills needed for life–long learning.

Purpose:

Our shared purpose is to create a professional environment that is aligned with the Australian Professional Standards for Teachers. Teachers deliver curriculum with a high degree of expertise, engage professionally and collaboratively and model reflective self–learning to ensure high standards in all aspects of their professional lives.

Purpose:

Our shared purpose is to create an environment that is caring and safe for students and staff. Further to this, we endeavour to cater for individual difference and the development of cooperative, responsible and respectful citizens, who are self–confident and tolerant as members of a diverse community.

Kooringal High School 8483 (2018-2020)

Strategic Direction 1: Excellence in Learning

Purpose

The school community demonstrates aspirational expectations of learning progress and achievement for all students and is committed to the pursuit of excellence. There is an integrated approach to curriculum, teaching programs and practices. Students have the essential literacy, numeracy and technology skills needed for life–long learning.

Improvement Measures

An increase in the number of students reaching expected growth or beyond in literacy and numeracy.

An increase in the number of Aboriginal students who are performing at the same level as or better than non–Aboriginal students.

An increase in consistency in report writing that targets student achievement, areas of strength and opportunities for improvement.

People

Students

Students build skills to self–assess utilising writing rubrics and literacy and numeracy progressions.

Students build the ability to monitor their progress and plan for their own learning using feedback from school reports.

Students, both Aboriginal and non–Aboriginal, connect with our Indigenous culture and heritage through Aboriginal perspectives and pedagogies.

Staff

Staff utilise professional learning to implement and maintain writing rubrics and to gauge student development in accordance with the literacy and numeracy progressions.

Staff build their expertise in Aboriginal education perspectives through embracing the *8 Aboriginal Ways of Learning.*

Leaders

The leadership team leads, models and implements a coordinated approach to literacy where the teaching of writing is valued and there is an expectation of improvement in literacy and numeracy standards across the school.

The leadership team leads professional development for the *8 Aboriginal Ways of Learning.*

Parents/Carers

Parents and carers have opportunities to

Processes

Implementation of literacy and numeracy programs to support all students to value add. Teachers are trained to develop pedagogical practices that enhance a common school language and approach.

Review and development of student reports process in line with the Department's *Reporting to Parents* policy and its accompanying standards document.

Incorporation of Aboriginal pedagogies through the development of *8 Aboriginal Ways of Learning.*

Evaluation Plan

Progress towards improvement measures will be evaluated through:

- NAPLAN data analysis;
- HSC data analysis;
- School assessment (formative and summative) data analysis;
- Monitoring and evaluating the effectiveness of learning strategies;
- Monitoring and evaluating the development of report writing strategies;
- Student satisfaction surveys;
- Staff satisfaction surveys; and
- Community satisfaction surveys.

Practices and Products

Practices

Literacy and numeracy progressions are used by all teachers as a benchmark for the planning of learning experiences and assessments.

Common language is used across the school to scaffold conventions in writing and in responding to set tasks.

Student reports are produced using information and data based on student achievement, areas of strength and opportunities for improvement.

Products

Formalised scaffolds and systems are used to support the development of writing skills.

Student reports are personalised and comprehensive. They provide clear and specific information about student learning, growth, next steps and improvement measures.

Aboriginal pedagogies and perspectives add to the repertoire of learning experiences.

People
build their understanding of school processes to support their children's learning.
Community Partners The local Aboriginal community and AECG play an integral role in consultation, advice and program development.

Strategic Direction 2: Excellence in Teaching

Purpose

Our shared purpose is to create a professional environment that is aligned with the Australian Professional Standards for Teachers. Teachers deliver curriculum with a high degree of expertise, engage professionally and collaboratively and model reflective self–learning to ensure high standards in all aspects of their professional lives.

Improvement Measures

A higher frequency of positive behaviour referrals.

Improved student outcomes in both internal and external assessment including HSC value–add data.

Continued and sustained teacher enthusiasm for and engagement with ongoing developments in pedagogy.

People

Students

Students commit to the expectations of school–wide behaviour management and celebrate success through a consistent system of recognitions.

Students actively engage with learning opportunities that are targeted towards data–informed learning goals.

Students embrace explicit feedback to inform misunderstandings and to develop mastery.

Students use technology responsibly and constructively as a tool for educational development.

Staff

Staff dedicate themselves to the development and maintenance of consistent whole–school behaviour management.

Staff actively engage with professional training to improve their expertise in programming, feedback, behaviour management, effective use of technology and application of the literacy and numeracy learning progressions.

Leaders

Leaders model and develop practices that promote distributed leadership.

Leaders deliver professional learning and model best practice in behaviour management, program differentiation, student feedback and use of technology.

Processes

Implementation of *Positive Behaviour for Learning (PB4L)* as a system for consistent explicit teaching of expected behaviours and the establishment of a robust process for recognition of student success.

Review of teaching programs, Preliminary and HSC monitoring, evidence and data to ensure school–wide consistency in approaches to programming and feedback.

Review and development of the *Bring Your Own Device (BYOD)* strategy to promote responsible and effective school–wide use of electronic technology.

Evaluation Plan

Progress towards improvement measures will be evaluated through:

- Student behaviour data analysis;
- HSC data analysis;
- NAPLAN data analysis;
- School assessment (formative and summative) analysis;
- Student satisfaction surveys;
- Staff satisfaction surveys: and
- Technology data.

Practices and Products

Practices

All expectations of behaviour are applied explicitly, consistently and supportively across the school.

Learning goals are informed by analysis of internal and external student progress and achievement data.

Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve.

Teachers routinely incorporate opportunities for the use of electronic technology as a tool for teaching and learning.

Products

Expected behaviours are taught explicitly as part of a consistent school–wide approach to behaviour management and recognition.

Differentiated teaching programs are informed by data and measured by program review and student work samples.

Feedback is explicit, specific and timely and results in improved student learning.

Electronic technology is used widely and regularly as a tool to support effective and engaging teaching and learning.

Strategic Direction 2: Excellence in Teaching

People

Parents/Carers

Parents & carers develop an understanding of the school's teaching philosophy. They demonstrate support for the school's position with their children and in the community. They are active partners in embedding approaches to teaching into the school's culture.

Strategic Direction 3: Excellence in Leading

Purpose

Our shared purpose is to create an environment that is caring and safe for students and staff. Further to this, we endeavour to cater for individual difference and the development of cooperative, responsible and respectful citizens, who are self–confident and tolerant as members of a diverse community.

Improvement Measures

An increase in the number of staff who are taking on leadership roles and responsibilities.

An increase in shared accountability.

An increase in staff wellbeing and community satisfaction.

People

Students

Students fulfill an integral role in evaluating the school's capacity to reach improvement measures.

Staff

Staff collaborate with students, parents & carers and the leadership team to support change that leads to improvement.

Leaders

Parents and carers are integral to the evaluation of service delivery and community satisfaction.

Parents and carers benefit from management practices and processes that are responsive to school community feedback.

Processes

Review of leadership roles and responsibilities, informed by research, including but not limited to:

- The *Improving School Leadership Toolkit;*
- The DoE *Leadership Credential;*
- The *Australian Professional Standard for Principals*;
- *The Australian Professional Standard for Teachers;*
- The *School Excellence Framework;* and
- The *Wellbeing Framework.*

Refurbishment and relocation of administration offices to maximise operational efficiency and productivity.

Physical development of workspaces that promote staff wellbeing and high professional standards.

Evaluation Plan

Progress towards improvement measures will be evaluated through:

- Monitoring and evaluating the effectiveness of leadership strategies;
- Evaluation of consistent use of school processes and procedures;
- Student satisfaction surveys;
- Parent and community satisfaction surveys; and
- Staff satisfaction surveys.

Practices and Products

Practices

The leadership team uses data to evaluate the effectiveness of management processes and creates a culture of shared accountability to achieve organisational best practice.

Teaching and non–teaching staff are deployed to make the best use of available expertise to meet the needs of students.

Resources are used strategically to achieve improved student outcomes and high–quality service delivery.

Products

A model of distributed leadership is the basis of operational school management.

The physical environment is efficient, attractive, well organised, professional and optimises learning.