

School plan 2018-2020

Denison College of Secondary Education, Kelso High Campus 8517



School background 2018–2020

School vision statement

Denison College Kelso High Campus is a proud community where learning is valued and students have the capacity and drive to achieve their best.

School context

Kelso High is a campus of Denison College of Secondary Education with 65 teaching staff and 756 students, including 123 Aboriginal and Torres Strait Islander students.

Kelso High Campus forms an innovative college structure with Bathurst High Campus as part of the Denison College of Secondary Education. The college has a focus on collaboration and structures that offer enhanced opportunities for students in all years. The curriculum shared between Bathurst High and Kelso High Campuses provides a flexible model for students in Years 11 and 12, and is the cornerstone of the college.

The campus provides academic, vocational education, creative and performing arts, language, literacy and numeracy programs and there is a campus focus on raising student expectations and promoting student achievement.

The campus boasts a strong student wellbeing structure. Positive Behaviour for Learning (PBL) systems and practices support a culture which values respect, safe and on-task behaviour and encourages students to value learning, self-worth and the rights of others.

Kelso High Campus has strong and long-standing links with its community and is known for outstanding programs, particularly in the areas of creative and performing arts and sport. Kelso High Campus aims to provide opportunities for all students in a learning environment that promotes individual excellence.

School planning process

The school planning team led an evaluation of the 2015–2017 School Plan, using a range of external and internal data to determine progress made on the outcomes and targets of the previous planning period. This included situational analysis and future focussed planning activities.

In early Term 3 2017, the College Management Group decided upon the three Strategic Directions that would drive the College and individual Campus plans 2018–2020.

In Term 3, 2017, teaching staff participated in an appreciative inquiry activity to design the vision for future school planning. Information gained through this process was used by the campus planning team to develop the vision and purpose statements, which were then presented to the parent focus group for consultation. Proposed use of funding was also discussed with the parent focus group, executive and finance committees in 2017.

A draft school plan was developed in late 2017, and presented to staff for feedback. Some changes were made following this process. Other changes were made to the plan in term 1, 2018.

This school plan is a dynamic document that is evolving over a three year period, as milestones are met. A focus on evidence, data collection and impact assessment, including the establishment of ongoing termly, semester and annual evaluation will provide the basis for timely and authentic evaluation through the life of the plan.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Learning and Assessment

Purpose:

The learning needs of all students are explicitly addressed in teaching and learning programs that are based on well-developed and evidence-based approaches, programs and assessment processes. A culture of high expectations exists for teachers and students.

STRATEGIC DIRECTION 2

Wellbeing and Engagement

Purpose:

Kelso High Campus has a highly valued and professional staff and their wellbeing is paramount. Supportive and safe environments enable students to be actively connected to their learning. Students and staff have positive and respectful relationships and experience a sense of belonging to Denison College, Kelso High Campus and the community.

STRATEGIC DIRECTION 3

Partnerships and Collaboration

Purpose:

Expertise is identified within the campus, college and community partnerships and further develops the professional learning community.

The campus is recognised for excellence and responsiveness by its community because it uses best practice to embed a culture of high expectations and effectively caters for all students. An authentic and meaningful culture of collaboration is developed and in place.

Strategic Direction 1: Learning and Assessment

Purpose

The learning needs of all students are explicitly addressed in teaching and learning programs that are based on well-developed and evidence-based approaches, programs and assessment processes. A culture of high expectations exists for teachers and students.

Improvement Measures

Improved student academic outcomes are demonstrated through internal progress measures and reflect high quality teaching, learning and assessment.

Improved student performance in literacy and numeracy 2018–20, in comparison to 2015–17, is reflected in value-add growth, a higher proportion of students in proficient bands, fewer students at or below minimum standard and growth in the numbers of students achieving HSC benchmarks.

Increased levels of educational leadership capacity in executive staff support continued improvement in teacher quality and student learning.

People

Students

Students

Build skills, knowledge and capacity to engage with work, access the curriculum and improve learning outcomes including: independent learning skills; organisation skills; literacy skills particularly reading comprehension and writing; numeracy skills; attitude to learning and being prepared and ready for the next transition.

Staff

Teaching and Executive staff

Build capacity to understand, interpret and use external data – SCOUT, SMART and RAP to differentiate and set growth targets and plan teaching strategies.

Use data to evaluate student performance, identify specific student learning needs and plan specific learning activities to address areas of need, differentiate and set growth targets.

Understand and interpret a range of internal data, including reading age, numeracy skills and formative assessment to track student progress against learning intentions and success criteria. Use internal data to differentiate, set growth targets and plan teaching strategies.

Read, interpret and map student

Processes

Collaborative practice focuses on student growth, through high classroom expectations, rigorous teaching and learning and quality assessment.

Professionally developing staff to understand and use data and research to align teaching and assessment practices to meet the learning needs of students across a range of abilities.

Increase the capacity for coaching, mentoring and monitoring to improve teaching, learning and assessment.

Evaluation Plan

Evaluation of progress towards milestones (termly) and programs (semester) related to the Learning and Assessment Strategic direction is co-ordinated by the data and evaluation team and supported by a data consultant. This data forms the basis of an annual evaluation in the areas of a) funded programs, b) the school plan milestone and improvement measures and c) the School Excellence Framework and provides evidence to inform the judgment and future planning as outlined in the Annual School Report and the School Excellence Framework Self Assessment Survey.

Key data sources for the Learning and Assessment strategic direction include: program monitoring and review process; index tool capturing data on learning progression; teacher survey – longitudinal data; student survey – longitudinal data; parent survey – longitudinal data; NAPLAN; HSC; Internal measures and testing; triangular leadership tool; specific program evaluations.

Practices and Products

Practices

Teachers authentically embed evidence-based practices in teaching and learning programs that are aligned to the Australian Professional Standards for Teachers, including strategies to support literacy and numeracy achievement. Programs link to student learning data and are responsive to student needs.

Teachers design a broad range of high quality assessment tasks that use summative and formative assessment strategies that allow for critical and creative thinking. The tasks are delivered with regular frequency, linked to clear learning intentions and success criteria and supported with specific and timely feedback.

All staff engage with and use data to analyse, interpret and evaluate student understanding and progress.

Staff use information to differentiate curriculum, incorporate strategies to support literacy and numeracy achievement and engage students, creating inclusive and supportive learning environments.

Processes to collaboratively review teaching practices exist and are led by executive staff to affirm quality.

Products

Teaching and learning programs 7–12 are registered and evaluated and incorporate authentic evidence-based practices, including strategies to support literacy and numeracy achievement, that are backward mapped to meaningful and well planned

Strategic Direction 1: Learning and Assessment

People

performance against learning progressions.

Enhance skills through current research of evidence-based practices, which informs teaching practice and Australian Professional Standards for Teachers.

Leaders

Executive Staff

Develop leadership capacity to: develop a deep knowledge and understanding of teaching standards; build expertise in evidence-based pedagogy and improve capacity to lead faculty PL; coach and mentor staff; identify personal/professional strengths and areas for further development, including skills with the executive team; engage staff and facilitate participation.

Staff

Teaching staff

Build capacity to authentically deliver evidence-based practices including: detailed class profiles; formative and summative assessment tasks; timely feedback; rigorous teaching and learning that involves setting high expectations; a broad understanding of differentiation; explicit teaching; strategies for teaching Aboriginal and Torres Strait Islander students.

Practices and Products

assessment tasks. Programs are regularly reviewed and evaluated.

Teachers use reliable assessment activities to capture information about student learning. Assessment is a tool that supports learning.

Development of a campus wide system of collecting and storing internal and external longitudinal student data which includes class, year cohort and whole school data. Data is used by teachers to evaluate student learning progress.

Value adding to increase the proportion of students achieving growth in reading, writing and numeracy and increased proportion of students in proficient bands.

Students show growth in external and internal measures including NAPLAN, aligned to Premiers Priorities for numeracy and literacy.

Executive staff have a clear understanding of their role, including using the Australian Professional Standards, to support staff to improve their performance as part of everyday practice.

Coaching and mentoring is embedded as a regular practice to improve teaching and learning.

Strategic Direction 2: Wellbeing and Engagement

Purpose

Kelso High Campus has a highly valued and professional staff and their wellbeing is paramount. Supportive and safe environments enable students to be actively connected to their learning. Students and staff have positive and respectful relationships and experience a sense of belonging to Denison College, Kelso High Campus and the community.

Improvement Measures

Teaching staff improve their knowledge, skills and capacity to understand and cater for the varying backgrounds and needs of students. This is reflected in fewer negative behaviour incidents in Sentral, in particular incidents of non-compliance and classwork not completed.

Student engagement is evident through improved attendance, task-completion rates and participation in curricular and co-curricular activities

People

Staff

Teaching staff develop deep understanding regarding the impact of external influences on student learning and wellbeing including the skills to identify individualised student needs and develop appropriate strategies accordingly and the capacity to assess a range of situations, read triggers and select appropriate responses.

Staff

Non Teaching staff: Maintain positive, respectful and supportive interactions with all students at all times; build capacity and understanding of student needs and how to respond, manage and deal with situations involving students, parents and community members. The Aboriginal Education Team, SLSOs and tutors have a clear understanding of their roles and the needs of students and support student wellbeing and learning

Students

Students develop a mindset where they feel valued and safe, where they belong and where every day is a new opportunity for learning; have pride and want to participate in campus and college activities; understand, are aware of and utilise the support structures that are in place; develop resilience and skills to handle complex and difficult situations; show pride in settings beyond the school including representative duties. Student leaders develop their skills to lead effectively.

Staff

Processes

Draw on research to develop and implement a holistic wellbeing framework to understand, support and respond to student needs.

Strengthening the connection between students and staff in and out of the classroom to foster positive relationships and investment in our school community.

School leaders help develop the knowledge, skills and capacity of staff to understand the varying backgrounds and needs of students to improve engagement and learning.

Evaluation Plan

Evaluation of progress towards milestones (termly) and programs (semester) related to the Learning and Wellbeing Strategic direction is co-ordinated by the data and evaluation team and supported by a data consultant. This data forms the basis of an annual evaluation in the areas of a) funded programs, b) the school plan milestone and improvement measures and c) the School Excellence Framework and provides evidence to inform the judgment and future planning as outlined in the Annual School Report and the School Excellence Framework Self Assessment Survey.

Key data sources for the Engagement and Wellbeing strategic direction include: program monitoring and review process; Index tool capturing data on student wellbeing and engagement, including attendance, behaviour, task completion and participation; teacher survey – longitudinal data; student survey – longitudinal data; parent survey – longitudinal data; triangular leadership

Practices and Products

Practices

Teachers have a deep and shared understanding of the individual needs and backgrounds of students in their classes. This knowledge is used to implement a flexible repertoire of strategies to ensure students are engaged in purposeful activities.

Staff consistently use the essential features of PBL to manage classroom learning and behaviour.

Students and staff are actively engaged in a range of school activities that promote a sense of belonging and pride in the campus.

Campus executive leaders assist and lead staff to broaden their range of management strategies and implement effective classroom and behaviour management systems.

Staff are supported by the executive through the education reform process, in order to meet their professional responsibilities and improve student learning and wellbeing.

Products

Increased student engagement is reflected in improved attendance, improved task submission and fewer negative majors and minors.

Individual student information is available and used to support and improve learning and respond to student needs.

A planned approach to Aboriginal education promotes inclusivity, cultural

Strategic Direction 2: Wellbeing and Engagement

People

All staff value the importance of being involved in a broad range of school activities; establish and model inclusive and positive interactions to engage and support students in school activities.

Staff

Executive staff build knowledge of student needs through access to information to make effective decisions and advise staff; develop decision making and collaboration skills; develop and share with colleagues a flexible repertoire of behaviour management strategies; executive staff enhance their repertoire of student wellbeing strategies linked to evidence-based practice

Processes

tool; specific program evaluations.

Practices and Products

awareness, belonging, connection to culture and community, and engagement with learning.

A reduction in Office referrals (negative majors) and days lost to suspension and an increase in positive incidents reflects an improvement in student behaviour.

Wellbeing and discipline procedures are designed to ensure effective conditions for learning and are explicitly, consistently and supportively applied across the campus.

Students are self-aware and regulate their own emotions and behaviours.

Students complete and submit quality work. Students demonstrate performance growth in external and internal measures.

Student attendance improves, reflecting a greater commitment to school and student ownership and responsibility for their learning.

Staff implement teaching and classroom management processes to create environments where student time is spent on learning, including: orderly and workable routines; clear expectations, and consistent strategies that address discipline issues.

Education reforms are implemented and enhance learning.

Kelso High Campus continues to be a harmonious and respectful working environment, where staff are supported to build confidence and develop resilience to manage the challenges of their roles.

Strategic Direction 3: Partnerships and Collaboration

Purpose	People	Processes	Practices and Products
<p>Expertise is identified within the campus, college and community partnerships and further develops the professional learning community.</p> <p>The campus is recognised for excellence and responsiveness by its community because it uses best practice to embed a culture of high expectations and effectively caters for all students. An authentic and meaningful culture of collaboration is developed and in place.</p>	<p>Staff</p> <p>Teaching staff: Enhanced processes for communication are consistently followed, building on processes that already exist.</p> <p>Staff</p> <p>Community Liaison Officer: The CLO role statement reflects a higher order and more strategic approach to community links and communication processes. Staff understand this and engage with the position accordingly.</p> <p>Staff</p> <p>Executive staff: Develop skills and a mindset of collaboration and sharing practice within and across faculties to achieve efficiency and improve the quality of teaching and learning; develop a shared mindset that they belong to and are active members of Denison College; actively identify opportunities for collaboration and facilitate the sharing of practice, particularly with a view to reducing duplication and expanding consistency of teacher judgement.</p> <p>Students</p> <p>Students have an awareness and a sense of belonging to the college, through transition, and other college programs and develop capabilities to improve access to a wide range of post-school destinations.</p>	<p>A targeted approach develops and sustains links with parents, employers, community organisations, elders and community leaders.</p> <p>Professional learning and curriculum are strategically aligned with Bathurst High Campus to improve outcomes for Denison College students.</p> <p>Evaluation Plan</p> <p>Evaluation of progress towards milestones (termly) and programs (semester) related to the Partnerships and Collaboration Strategic Direction is co-ordinated by the Data and Evaluation Team and supported by a data consultant. This data forms the basis of an annual evaluation in the areas of a) funded programs, b) the school plan milestone and improvement measures and c) the School Excellence Framework and provides evidence to inform the judgment and future planning as outlined in the Annual School Report and the School Excellence Framework Self Assessment Survey.</p> <p>Key data sources for the Partnerships and Collaboration strategic direction include: Parent survey – longitudinal data; specific program evaluations; event attendance data; PL evaluation; coaching and mentoring review and evaluation.</p>	<p>Practices</p> <p>Communication processes are improved and implemented accurately and consistently by staff to build and enhance parent partnerships.</p> <p>Targeted community access is available for students through work experience, education providers, universities and employers to enhance student educational experience.</p> <p>Staff build connections and engage with the Kelso High Campus community.</p> <p>Staff collaborate at a faculty, campus and college level to share and improve practice.</p> <p>Products</p> <p>Communication with parents is improved which supports increased parent engagement.</p> <p>Strong relationships exist between Kelso High Campus and Bathurst employers, education providers, universities and other organisations. These relationships support community access programs which enhance student learning experiences, student engagement and post-school pathways.</p> <p>Improved connections with families, community elders, members and organisations leads to improved student behaviour and attendance.</p> <p>A college coaching, mentoring and teacher induction model which is aligned to the Performance Development Frameworks and Australian Professional Standards is developed, implemented and led by the</p>
Improvement Measures			
<p>An improvement in communication between Kelso High Campus and its parent community is evident.</p> <p>There is an increase in learning and transition opportunities for students as a result of greater collaboration and communication between the campus and the community.</p> <p>Increased participation in college programs reflects growth in the college partnership and enhances learning opportunities for students.</p>			

Strategic Direction 3: Partnerships and Collaboration

Practices and Products

College GTIL team.

Opportunities for Stage 5 shared curriculum, cross campus teams, policies, professional learning, a range of student programs exist.