School plan 2018-2020

The Rivers Secondary College, Kadina High Campus 8520

THE RIVERS
SECONDARY COLLEGE
KADINA HIGH CAMPUS

The heart of secondary education for Lismore

School vision statement

The Rivers Secondary College,Kadina High Campus, is committed to improving the educational outcomes and wellbeing of all students to excel and achieve in every aspect of their education and allow students to develop their directions for the future. As a school built on the land of the Bundjalung Nation, Kadina High Campus is committed to increasing knowledge and understanding of the histories, cultures and experiences of Aboriginal and Torres Strait Islander people as the First Peoples of Australia.To achieve this vision the school will work collaboratively within The Rivers Secondary College in partnership with The Rivers P–12 Learning Community of Schools.This plan provides a framework to ensure that student learning, engagement and wellbeing is at the heart of the Kadina High Campus vision. This will be achieved through the strengthening of teaching and learning practices, staff collaboration, improved school systems and effective community connections We want our school community to have confidence in Kadina High Campus. We will foster greater confidence and communication through open communication. We will welcome and use feedback and will encourage people to speak up and voice their ideas as a tool to continually monitor our performance.

School context

The Rivers Secondary College,Kadina High Campus has an exceptional geographical location in the Northern Rivers/Rainbow region of New South Wales. The school prides itself as a caring and friendly place with students who are confident, outgoing and respectful of each other. This is complemented with teachers who are willing to participate and excel to work towards supporting each individual student to achieve their potential.The school, has approximately 500 students and 40 staff, offers a wide range of courses, which meet the needs of all students. A collaborative process was used to identify three strategic directions and to plan evidence–based strategies to ensure that the staff, school systems and the community meet the needs of students to successfully manage the complexity and diversity of our world by becoming more fluid, more flexible, more focused on reality, and radically more innovative. Kadina High Campus is a part of The Rivers Secondary College. The Rivers Secondary College is an organisational structure that grew from a grassroots desire to support a significantly closer collaboration of the Lismore and environs public schools. The three campuses share a Trade Training Centre to allow flexibility in the delivery of S–VET subjects across all three campuses.

School planning process

The Rivers Secondary College was formed after an extensive and significant local consultation phase of more than two years. Kadina High Campus plan was developed after consultation with The Rivers Secondary College plan and with consultation with staff, students, P&C, Aboriginal Education Consultative Group (AECG), and other interest groups as well as the broader local community.The school planning process began with an Executive development workshop on the new Strategic School Plan model. An Executive planning team and process was developed.The draft Strategic Directions, Purpose Statements and Products/Practices were discussed with the P&C and staff (via Faculty meetings). Feedback from this process was used to refine them. This was then repeated for People and Processes.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1
Excellence in Learning

Purpose:

To increase participation of the school community through positive learning experiences, improved attendance and community engagement.

STRATEGIC DIRECTION 2
Excellence in Teaching

Purpose:

To establish an effective cycle of improvement in teaching and learning through the use of feedback and explicit teaching.

STRATEGIC DIRECTION 3
Excellence in Leading

Purpose:

To develop a culture of instructional leadership focused on continual improvement.

Strategic Direction 1: Excellence in Learning

Purpose

To increase participation of the school community through positive learning experiences, improved attendance and community engagement.

Improvement Measures

Increased proportion of students in the top 2 bands in NAPLAN data.

HSC data demonstrates student growth across subjects.

Increased number of students reporting increased wellbeing and belonging as well as increased sense of academic success in the "tell it from me" survey.

Year 7 enrolments demonstrate a steady improvement from both Feeder primary schools and non zoned candidates.

8–12 student enrolments show a steady increase.

Student attendance data shows an improvement.

Truancy rates significantly decrease.

People

Students

Yr 7 & 8 students can plot themselves on Literacy and Numeracy progressions.

Staff

Staff can plot students.

Staff can deliver targeted L&N strategies.

Students

Students demonstrate enhanced ability to take ownership of their learning and take pride in their academic and extra curricular achievements.

Staff

Staff demonstrate a preparedness to engage with and embrace flexible ways of deliver learning.

Parents/Carers

Parents and carers have understanding and input into the development of flexible curriculum delivery.

Processes

Staff professional learning is developed and implemented that empowers teachers to develop and embed targeted literacy and numeracy activities into their teaching and learning activities.

School wide approach to developing literacy and numeracy skills of students in years 7–12

Curriculum team develop a collaborative learning model with a focus on creative entrepreneurial, critical thinking and problem skills, empowering students to become resilient lifelong learners.

Evaluation Plan

Analysis of NAPLAN data shows improvements in top 2 bands as well as movement of students into the next bands.

HT's analyse HSC data with their faculties to access of programs implemented.

SENTRAL data shows a reduction in truancy rates, Negative incidents and suspension rates.

Tell it form me surveys shows students feel happier at school in both wellbeing and academic achievement.

External and Internal assessment data shows improved performance for Aboriginal students.

Practices and Products

Practices

The school has analysed school performance data and a range of other contextual information and is aware of trends in student achievement levels.

Embed explicit L&N strategies in T&L programs.

Curriculum team increasing knowledge and awareness for staff around flexible ways of delivering learning via the use of expert external presenters.

Staff engage in professional learning to upskill in delivering flexible curriculum.

Products

There is an increase in the proportion of students who are in the top two bands for NAPLAN.

There is an increase in the proportion of Aboriginal students who *are in the top two* bands for NAPLAN.

Students demonstrate increased engagement and completion of high quality work as well as development of skills for the modern world.

Strategic Direction 2: Excellence in Teaching

Purpose

To establish an effective cycle of improvement in teaching and learning through the use of feedback and explicit teaching.

Improvement Measures

Recognisable improvements in the quality of teaching and learning activities implemented that target individual student learning needs as evidenced by improvement in staff and student surveys.

Increase in the percentage of staff reporting a sense of engagement in their classrooms through the "tell it from me survey" (18–20)

Increase in the percentage of students showing progression in their education through improvements in external data.

People

Staff

Staff engage in professional learning around the use of data to inform teaching and learning practice

Parents/Carers

Parents work with their children to maintain high expectations and promote progression in learning.

Students

Students become increasingly upskilled in how to use various forms of feedback to improve and optimize their learning.

Staff

Teachers engage in processes to gather feedback on their professional practice and areas for professional growth.

Leaders

School executive make use of the physical environment toensure technology that supports learning is available and used by teachers.

Staff

Teachers expertly integrate technology into their lessons.

Processes

Using Data to inform practice and differentiate learning.

All teachers access a range of data (including NAPLAN, RAP, For, As and Of learning) to inform their teaching and learning practice. They make use of LS Team for assistance on how to differentiate their teachingand learning programs to meet the specific learning needs across the full rangeof learning abilities.

SENTRAL data is used to develop PBL lessons that target areas for improvement.

Staff make use of all forms of feedback to provide explicit information to their students on how they can progress in their education and learning.

Students use feedback to implement practices to progress their learning.

A school wide approach to giving individualized student feedback is developed and implemented.

Collaborative practice and feedback to facilitate professional dialogue, modelling of effective practice and specific and timely feedback.

Development of a flexible learning space in the library that is equipped with a range of personal computers and portable devices.

Implementation of a BYOD policy accompanied by the availability of a recommended device through a local supplier.

Provide TPL opportunities including staff meeting sessions to upskill teachers in the use of technology in the classroom.

Practices and Products

Practices

Teachers incorporate data analysis in their planning forlearning and develop targeted individualized teaching and learning activitiesfor their students.

Teachers provide explicit, specific and timely formative feedback to students on how to improve and provide opportunities to resubmit as determined by the KLA.

Equity of access to technology in increased for studentsfrom low SES backgrounds.

Students' skills for the technological world are improved, evidenced by an increase in work samples being produced in digital form**.**

Products

Teachers regularly use student performance data to evaluate the effectiveness of their own teaching practices.

Students are explicitly taught behaviour expectations in a range of school settings to promote student wellbeing and academic and extra curricula success.

Development of student portfolios to demonstrate student achievement.

Technology is more readily available for staff to use in their programming and teaching.

Increased staff confidence in the implementation of current technologies into their classrooms.

Students have increased opportunity to use

Strategic Direction 2: Excellence in Teaching

Processes

Participation in professional development to assist with the effective implementation of technology into lessons.

Incorporate explicit technology activities into teaching programs

Evaluation Plan

Teachers collect evidence of their improvement in the classroom.

Programs and resources illustrate differentiation for students.

Staff and student survey on 21st Century learning practices, engaging classrooms and quality teaching.

Analysis of Tell it form me survey relating to staff and student engagement.

Practices and Products

technology aspart of their learning experiences.

Strategic Direction 3: Excellence in Leading

Purpose

To develop a culture of instructional leadership focused on continual improvement.

Improvement Measures

Staff wellbeing data shows they feel an improved sense of being known and valued for their expertise.

Increase in staff willing to take on leadership roles within the school.

Increased leadership opportunities for students.

People

Staff

Staff are exposed to a wide range of leadership opportunities with an emphasis on providing ongoing support, skills sharing and mentoring.

Leaders

Leaders are supported in improving their instructional leadership skills.

Students

Students are engaged in a wide range of leadership opportunities and feel empowered to have a voice within the school.

Staff

Participate in a wide variety of forums including Parents and Helpers Meetings and social media platforms to actively engage with their student's learning, participate in school decision making and develop an improved perception and pride in the school.

Leaders

Executive staff participate in the North Coast Initiativefor School Improvement processes by meeting once per month.

Processes

Utilise a range of strategies to increase transparency indecision making processes and consistency of staff expectations within the school including faculty forums, senior executive lunchtime drop ins, and regular revision of and reference to the staff policy and procedures document. Encourage greater student input in decision making processes using student forums and SRC meetings.

Leadership workshops are offered with different themes.

Staff are made aware of leadership training that is available such as the leadership credentials.

Generative dialogue is implemented on a school wide basis through the PDP process.

Training in this process of generative dialogue is available for all interested staff.

Evaluation Plan

Analysis of Tell it From Me survey data. Teacher and student survey on wellbeing and leadership opportunities within the school.

Executive staff to perform an analysis of HSC trial and HSC results to evaluate success of collaboration and technology in the classroom.

SENTRAL data to evaluate improvements in student behaviour.

Practices and Products

Practices

Formal mentoring or coaching is used to improve teaching practice for staff who request it or are identified as in need of support and aspiring leaders are supported in honing their leadership skills.

Regular opportunities are provided for staff to lead professional learning in their area of expertise.

Engage with local community organisations and events to maximise opportunities for student leadership.

Products

Leadership development is central to school capacity building in both staff and students.

The school is committed to the development of leadership skills in staff and students in a range of contexts.

Every leadership position within the school has a 2IC.

Staff expertise is known and used to maximize student learning outcomes.

Reflective practices are implemented across the school by both staff and students.