

# School plan 2015-2017

## Kogarah High School 8320



# School background 2015–2017

## School vision statement

Kogarah High School is a school where every student values learning, strives for excellence, has opportunities to experience success and develop skills to confidently meet the challenges of the 21st century. At Kogarah High School we develop young people who are: skilled learners, responsible citizens, prepared and confident about their future. The values that underpin our school culture are: Respect, Responsibility, Care.

## School context

Kogarah High School is a coeducational, comprehensive secondary school in the Sydney region. We pride ourselves on our diverse and culturally rich community, and our dynamic school culture, which is focused on developing young people who are skilled learners, responsible citizens and prepared and confident about their future. Our student population of over 900 consists of over 40 different nationalities. The school hosts an Intensive English Centre, a Hearing Support unit, one IM class and a class for students with Autism. Kogarah High School values and fosters students working in a caring and supportive setting. Committed staff work closely with students, parents and the wider community to provide an engaging learning environment with access to resources which enhance learning experiences.

## School planning process

Kogarah High School is a coeducational, comprehensive secondary school in the Sydney region. We pride ourselves on our diverse and culturally rich community, and our dynamic school culture, which is focused on developing young people who are skilled learners, responsible citizens and prepared and confident about their future. Our student population of over 900 consists of over 40 different nationalities. The school hosts an Intensive English Centre, a Hearing Support unit, one IM class and a class for students with Autism. Kogarah High School values and fosters students working in a caring and supportive setting. Committed staff work closely with students, parents and the wider community to provide an engaging learning environment with access to resources which enhance learning experiences. The school plan is a highly visible document at Kogarah High School which drives improvement. For the 2015–2017 School Plan, consultation was considered the key to a successful design. This meant . Regular feedback from individuals, teams and faculties . Parent, student and community contribution . Sharing of information regarding the new planning process and model . Senior executive attending PL sessions to be well informed . The School Development Team steering the school planning process, as well as considering all feedback to continually make modifications to the draft plan The final plan aims to be actionable and memorable, where all members of the school community can say what the Strategic Directions are, and why they are important.

# School strategic directions 2015–2017



## STRATEGIC DIRECTION 1 STUDENT ACHIEVEMENT

**Purpose:**

Kogarah High School has a diverse student population. We want our students to access the curriculum and achieve success in their learning.



## STRATEGIC DIRECTION 2 21st CENTURY LEARNING

**Purpose:**

Implement best practice teaching and learning strategies to equip our students with the skills for future success.



## STRATEGIC DIRECTION 3 INCLUSIVE EDUCATION

**Purpose:**

At Kogarah High School, we aspire to provide supportive, challenging and engaging opportunities and programs that enable all students to have a productive future.

# Strategic Direction 1: STUDENT ACHIEVEMENT

## Purpose

Kogarah High School has a diverse student population. We want our students to access the curriculum and achieve success in their learning.

## Improvement Measures

- Increase in scaled score for Year 9 NAPLAN reading – 3 scores in 2015, 5 scores in 2016, 5 scores in 2017 .
- Increase in scaled score for Year 9 NAPLAN writing – 3 scores in 2015, 5 scores in 2016, 5 scores in 2017 .
- Increase in scaled score for Year 9 NAPLAN numeracy – 4 scores in 2015, 4 scores in 2016, 5 scores in 2017 .

An upward trend in achievement in higher bands in HSC results.

## People

### Students

- Students will be engaged in differentiated teaching and learning designed to meet the literacy and numeracy needs of all individuals. These will be embedded in existing KLA programs.
- Students have access to a range of curriculum options which offer diversity and extension
- Students will be encouraged and able to track their own learning pathway through Students Online, School to Work logbook and other school based programs.

### Staff

- KLA Staff Professional Learning that builds staff understanding of the school's literacy and numeracy initiatives, as well as the K–10 continuum, ACARA capabilities (Literacy and Numeracy) and BOSTES
- KLA staff capabilities will be extended to design and implement differentiated, individualised programs to cater for students' literacy and numeracy needs.

### Leaders

- Curriculum Head Teachers will be responsible for analysing, sharing and using data to drive the implementation of initiatives to improve student learning outcomes. Learning support & ESL Staff Learning support and ESL staff will collaboratively develop KLA staffs' skills in literacy, numeracy and language acquisition, and assist in improving the intellectual quality of programs in the

## Processes

### Whole school approach to programming, planning and assessing

- Regular in-services for the whole school in literacy initiatives. The Literacy committee provides an annual breakdown of results from NAPLAN with strategies to be used across KLAs to address issues as they arise.
- KLAs dedicate adequate time to embed these initiatives into curriculum based programs and assessments. The use of common literacy strategies as common teaching practices across KLAs.
- The development of specialist resources created collaboratively with the Learning Support and Literacy/Numeracy Team which explicitly emphasise literacy and numeracy skills within existing curriculum-based programs.

### Differentiation

- Use the Quality Teaching Framework to create school wide structures to support differentiation. This will include resource development in each KLA so as to embed literacy across all existing curriculum based units of work.
- Use data to identify and target individual students and groups with particular needs and create programs that cater to their needs, across the full range of abilities.

### Professional Learning

- Further develop staff understanding using comprehensive knowledge of the national professional standards for teachers to plan and implement best practices in teaching reading,

## Practices and Products

### Practices

1. Standardised program scaffolds are used across KLAs (7–10) to embed the literacy continuum matrix.
2. Staff regularly analyse and evaluate data to guide future teaching and learning to meet the needs of all students.
3. Backward mapping from identified assessment tasks
4. Staff recognise that the 'quality of teaching is the most significant in-school factor affecting student outcomes', supported at KHS by ; PDF . PDPs . teacher induction, . teacher accreditation

### Products

1. Literacy explicitly embedded in KLA programs, in line with the Australian Curriculum model
2. Results in external examinations reach annual targets.
3. Parents support opportunities

# Strategic Direction 1: STUDENT ACHIEVEMENT

## Improvement Measures

### People

school.

#### Parents/Carers

- Parents attend information sessions to support their child's learning.
- Parents engage in celebratory occasions for school and student achievement.

### Processes

comprehension, vocabulary and aspects of writing and speaking.

- Negotiated, structured and transparent approach to the design of Teacher Performance and Development Plans
- Establishing mentoring partnerships to support beginning teachers

#### Engage with parents and community

- Identify, initiate and build on opportunities that engage parents/carers in both the progress of their children's learning and in the educational priorities of the school.

### Evaluation Plan

- Data is collected and analysed by the School Development Team.
- Review the use of the QTF in developing a consistent approach to support differentiation.

### Practices and Products

# Strategic Direction 2: 21st CENTURY LEARNING

<b>Purpose</b>
Implement best practice teaching and learning strategies to equip our students with the skills for future success.
<b>Improvement Measures</b>
Evidence of innovation in programs to address 21st Century learning skills.
Increase in staff skills and confidence in the use of ICT.
Increase in the authentic assessment in 21st Century Learning.

<b>People</b>
<b>Students</b>
Build capability to think critically and creatively, work collaboratively, solve problems and apply knowledge to new situations.
<b>Staff</b>
Professional Learning to support the design and implementation of teaching and learning experiences and assessment that encompass 21st capabilities.
<b>Parents/Carers</b>
Parent-teacher meetings and community Connect forums provide information to parents to support their child's learning.

<b>Processes</b>
Focus on technology to enhance learning ensuring access to infrastructure.
Staff participation in professional learning.
Increase the use of e-learning platforms as a teaching and learning tool.
<b>Evaluation Plan</b>
The introduction of the BYOD program has not been as successful as expected. Further work is required to create the "pull-factor", with more teacher developing small, contained e-learning activities within their lessons to encourage students to bring their devices.
Year 8 G&T program was successful with iScience. The program continued with select students engaging in STEM activities with St George GHS.

<b>Practices and Products</b>
<b>Practices</b>
Student resources available on line to support Stage 6.
Teachers sharing resources using Microsoft Office 365.
Quality teaching practices support the teaching of problem solving and critical thinking skills.
<b>Products</b>
21st Century skills are embedded in all KLA programs allowing students to take agency of learning.
Increase the number of students bringing their own devices.
Assessment tasks reflect connection to real world.

# Strategic Direction 3: INCLUSIVE EDUCATION

## Purpose

At Kogarah High School, we aspire to provide supportive, challenging and engaging opportunities and programs that enable all students to have a productive future.

## Improvement Measures

Increased number of students engaging in extra-curricular activities, leadership programs and the merit system,

Increase in teacher's capacity to design and implement programs to meet the diverse needs of our student population.

## People

### Students

Engage with the school merit system.

Student leaders take carriage of programs.

### Staff

Teachers work collaboratively with the Learning Support Team.

Professional Learning to support the implementation of inclusive strategies.

### Parents/Carers

Participate in the development of Individual Learning Plans.

## Processes

Increase the number and diversity of extra curricular programs.

Learning Support Team to lead the implementation of personalised support plans.

Develop a strong merit system that supports PBL.

## Evaluation Plan

Data from Tell Them From Me survey is analysed by the School Development Team.

Student participation is mapped by Year Advisors.

## Practices and Products

### Practices

Formalised plans are developed for targeted students.

Collaborative teaching and learning takes place with EAL/D and LST.

### Products

Differentiated programs to meet the needs of every student.

A welfare system that supports and engages every student.