

School plan 2018-2020

Kogarah High School 8320



School background 2018–2020

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 future. 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, Resilience and Reflection.

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 more than 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.

Kogarah High School partners with University of Sydney through the Compass program which provides students with the confidence and motivation to access and succeed in tertiary education. The Compass partnership provides programs to enrich and develop students' academic skills and strategies, having a positive effect on students' readiness for higher education.

The local high school network known as the Kogarah Cluster provides opportunities to share practice and develop opportunities for broader student engagement. Joint student leadership initiatives build the capacity of students and strengthen our public education networks.

Our broad ranging transition program develops the confidence and engagement of year 5/6 students from our local primary schools. Students participate in a range of activities including coding, the Global Cardboard Challenge and sporting activities which provide opportunities to learn about high school and meet teachers and students prior to enrolling in Kogarah High School, thereby ensuring a smooth transition.

School planning process

The school plan is a highly visible document at Kogarah High School which drives improvement. For the 2018–2020 School Plan, consultation was considered the key to a successful design. The consultation process began midway through 2017 to ensure input from all stakeholders. The planning team sourced regular feedback from individuals, teams and faculties through meetings and focus group sessions. Parents, students and community were encouraged to contribute via community connect forums and P&C meetings.

To ensure the quality of the school plan was of a high standard and served a common purpose the executive team attended professional learning opportunities and worked closely with departmental officers from the Centre for Educational Statistics and Evaluation.

The final plan is a whole school commitment for stronger performance which delivers excellence in teaching and learning. It is inclusive of all members of the school community who are resolute in their support of public education.

School strategic directions 2018–2020



Purpose:

To develop students who are confident, resilient and creative. Students who maximise learning opportunities for ongoing continuous improvement.

Purpose:

To empower staff to be innovative and creative, actively sharing, reviewing and improving pedagogy. To optimise enriched learning experiences.

Purpose:

To develop collaborative and sustainable partnerships with all stakeholders to continually improve student outcomes.

Strategic Direction 1: Promoting Learning Excellence

Purpose

To develop students who are confident, resilient and creative. Students who maximise learning opportunities for ongoing continuous improvement.

Improvement Measures

An increased number of students report greater engagement in their lessons.

There is a consistent decrease in suspension rates over 3 years and an increase in positive Sentral entries. Students report a sense of belonging.

An increase in literacy and numeracy mastery, in line with the Premiers target. An increased proportion of students in the top 3 bands in external measures.

People

Staff

Build skills to define the learning intention and success criteria of their lessons.

Staff

Develop mindset that shows every student will make progress.

Community Partners

Develops an understanding of PB4L and actively support the school's high expectation for their students.

Students

Most students articulate their learning and understand what they need to do and demonstrate to enable continuous improvement.

Leaders

The school executive actively supports change and develops processes to review teaching practices focused on continuous improvement.

Processes

Staff engage in professional learning about **Learning Sprints**. The school implements a range of learning sprints aimed at targeting and improving engagement through the implementation of research based strategies.

Relaunches **Positive Behaviours for Learning**, including refined discipline and merit systems which address student wellbeing.

Evaluation Plan

- Observations
- Student voice
- Tell Them From Me survey results
- Sentral data
- NAPLAN data

Practices and Products

Practices

Explicit teaching expected behaviours through PBL and reward positive behaviour regularly.

Explicitly define the Learning Intention and Success Criteria in all lessons.

Engage Learning Sprint tools to address learning needs.

Products

A whole school PB4L system is embedded and consistently applied.

Students are actively engaged in their learning and demonstrating improved behaviour and achievement.

Students receive targeted teaching on literacy and numeracy at the point of need.

Strategic Direction 2: Promoting teaching excellence

Purpose

To empower staff to be innovative and creative, actively sharing, reviewing and improving pedagogy. To optimise enriched learning experiences.

Improvement Measures

Increasing the number of teachers voluntarily engaging with QTR.

A steady increase in student success in common assessment tasks in all faculties through PBL.

Strengthen the purpose and rigour of the authentic process through TIGS

People

Staff

Build capacity to engage in a discussion and collaborate to improve teaching and learning.

Leaders

Establish a professional learning community which is focused on continuous improvement.

Students

Develop stronger links between knowledge inside and outside of the school context.

Processes

The development of **Quality Teaching Rounds** teams to improve teaching and learning across the school. This will begin with a core group of trained teachers and extended more broadly through the school with through a teacher inquiry group.

Establishing **Project Based Learning** programs across stage 4. This will begin with a core group of teacher in Mathematics and Science. The involvement of staff through a teacher inquiry group will provide opportunity for PBL to be extended throughout all faculties.

Evaluation Plan

- Student feedback
- Teacher surveys
- TIG showcase presentations

Practices and Products

Practices

Collaborative investigation to improve pedagogy.

Realign Stage 4 whole school/curriculum scope and sequence.

Implement evidence-based teaching methods to optimise learning.

Products

Teachers are regularly seeking feedback and reflecting on their practice.

Teachers regularly review teaching programs with colleagues to optimise enriched learning experiences.

Teachers collaborate on teaching, learning and assessment.

Strategic Direction 3: Building strong community connections

Purpose

To develop collaborative and sustainable partnerships with all stakeholders to continually improve student outcomes.

Improvement Measures

Increase the number and quality of connections with our local network of schools.

Develop and sustain partnerships with external agencies and stakeholder groups focused on improving student outcomes.

Increase the percentage of parents/carers completing the Tell Them From Me survey.

People

Students

Students value learning and are motivated to deliver their best and continually improve.

Parents/Carers

Develop their understanding of the partnership required to support their children's learning.

Staff

Regularly seek opportunities to collaborate with partners to improve student learning opportunities.

Leaders

Support and provide opportunities for sustainable community engagement for continuous improvement.

Processes

Teachers develop skills to differentiate teaching and learning programs that meet the learning needs of all students. This will include working with the University of Sydney on a **TELL Plus** program to develop subject specific resources for EALD students in Stage 5.

Strengthening connections within the **Kogarah Cluster of schools** and our 'transition partners' to improve professional learning opportunities for staff and improve teaching and learning.

Evaluation Plan

- Kogarah Cluster meeting minutes
- Teacher feedback
- Observations of practice
- Tell Them From Me surveys
- student surveys

Practices and Products

Practices

Collaborative practices to develop high quality teaching and learning programs differentiated for all students.

Sustainable partnerships with schools and local businesses that support all students.

Reflective practices that engage parents and stakeholders in school activities.

Products

Positive relationships with clear parent/community communication methods: skoolbag, facebook, twitter etc

Quality programs with differentiated access points for all learners.

Formal networks which support evidence-based practices for school