



School plan 2018-2020

Kotara High School 8423



School background 2018–2020

School vision statement

Inspire to excel.

School context

Kotara High School is a comprehensive co-educational high school located in the city of Newcastle with an enrolment of over 1000 students and over 110 staff. The school offers an extensive curriculum allowing for students to access post-school studies at work.

Our students are highly motivated learners who excel academically across the curriculum. Students have built a strong sporting culture at the school, that historically, has been, and continues to be, competitive on a state and national level. There is a significant enrolment of Aboriginal students at Kotara High School and the whole community is committed to promoting its cultural and linguistic diversity.

The staff at Kotara High School is dynamic with various levels of experience and differing expertise. They are all committed with a strong ethos of collaboration, professional learning and continuous school improvement.

Recent initiatives that have had a positive impact upon our school include – Bump It Up, student mentoring, student wellbeing, transition and vocational programs. Leading in to our next three year plan the school will be focussing on the embedment of a consistent curriculum that balances both explicit teaching and project based learning.

Kotara High School has strong connections with its partner primary schools, The University of Newcastle, Ube High School in Japan and the business community of Newcastle.

School planning process

The school has utilised open collaboration and consultation within the whole school community, along with data analysis, to isolate the school's plan 2018–2020.

As a staff the planning process was focussed across the concentrated group of the executive and then the whole staff (both teaching and non-teaching). This collaboration involved the evaluation of the last three year plan, engagement with the School Excellence Framework and collective staff vision for our school.

Our student body was engaged through surveys, namely the Tell Them From Me (TTFM) suite of tools, student learning data and the Student Representative Body (SRC). The SRC were engaged within three workshops around, "what is the school plan and its structure," "what is working at Kotara High School" and "what can we do better as Kotara High School." This information was synthesised with the collective staff contribution.

Our parent community were engaged, like the students, through surveys collected at parent evenings as well as the TTFM suite. Further, an evening was organised for parents to come up to the school and engage with key staff around our previous plan and future focuses. Parents engaged with this evening and provided direction for the school.

Our Aboriginal Students, year seven to twelve, were engaged in a specific and concentrated workshop reflecting the above two processes. This information formed a foundation for our Aboriginal community, where the school continually strives to ascertain the collective voice of the community, its concerns and wishes for the future. Finally, the plan and our Aboriginal Communities sentiments are reinforced and supported by ongoing consultation with the Muloobinbah AECG.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Learning: Cultivating Aspirational Expectations of Learning.

Purpose:

To cultivate aspirational expectations of learning to guide, challenge and inspire all students to become empowered, creative and collaborative learners.

STRATEGIC DIRECTION 2

Leadership: Building Capacity Through Strategic Learning

Purpose:

To cultivate an excellent and responsive school that embeds a high performance culture.

STRATEGIC DIRECTION 3

Teaching: Intellectual Potential Through Explicit Teaching

Purpose:

To cultivate intellectual potential through explicit teaching underpinned by a commitment to the pursuit of excellence.

Explicit systems optimise the learning progress for all students in an aspirational culture of continuous improvement.

Strategic Direction 1: Learning: Cultivating Aspirational Expectations of Learning.

Purpose

To cultivate aspirational expectations of learning to guide, challenge and inspire all students to become empowered, creative and collaborative learners.

Improvement Measures

Increasing the proportion of HSC students achieving results in Bands 5 & 6 by 10% over the next 3 years

Increase the number of students in the top two achievement bands for NAPLAN by 6% over the next 3 years.

Effective, consistent approach to the use of technology across all KLAs.

All students have an active personalised learning plan which is reviewed on a regular basis

People

Staff

Demonstrate Evidence-based Practice, Visible Learning, ALARM and Newman's.

Teachers implement a streamlined approach to using technology as an effective learning platform.

Authentic PLP process developed and implemented supporting all Aboriginal Students.

Teachers are responsible for Aboriginal Education, supporting policy and local Aboriginal History and Culture.

Students

Supported to develop the skills necessary to take ownership of learning through explicit planning, action and evaluation.

Students use technology as a tool for learning.

All students are engaged in local Aboriginal History and Culture through school and community based authentic initiatives.

Community Partners

Accessible, current and consistent systems of communication with parents/caregivers regarding school strategies and initiatives.

Authentic engagement of all key stakeholders in school planning.

Authentic engagement of our Aboriginal Community and AECG in local culture.

Processes

Development of a strategic plan of action through TPL to implement evidence-based practice, visible learning, ALARM and numeracy across the school.

Policies and procedures pertaining to the use of technology and systems are established and explicitly communicated across the school community.

A process of planning, action and evaluation is established across all faculties for all strategic initiatives.

All students develop a personalised learning plan which is monitored and reviewed on a semester basis.

Evaluation Plan

Executive review of milestones twice a term.

Review of data as per Improvement measures when applicable.

Yearly evaluation involving the whole staff.

Data and evidence accessed through SCOUT.

SEF2 assessment aligned to strategic direction

Practices and Products

Practices

Formative assessment will be embedded across the school.

Data and observations will be used to inform teaching practice and promote effective strategies.

Resilient students with clear direction and purpose to meet their aspirations of learning.

Cultural understanding is clearly evident across the school community and authentic PLP Process implemented.

Products

Teachers will consistently implement elements of visible learning to improve their practice.

Consistent use of technology and online platforms across the school to facilitate student access to learning.

Students will demonstrate a commitment in pursuing excellence and motivated towards continuous improvement.

Strategic Direction 2: Leadership: Building Capacity Through Strategic Learning

Purpose
To cultivate an excellent and responsive school that embeds a high performance culture.
Improvement Measures
Staff leadership capacity and density is built through an authentic, personalised, strategic PDP process and effective, targeted TPL.
100% of school policies and procedures are good practice – effective, supported, consistent in their implementation with a regular review and improvement structure.
Increase staff participation and engagement in whole school initiatives and programs both cultural and educational.

People
Staff
Staff use reflective practice to inform personalised professional learning that is conducive to whole school improvement.
Leaders
Initiate and cultivate a culture that promotes leadership capacity and staff development.
Initiate and develop an educational and cultural relationship with the Aboriginal Community of the school
Parents/Carers
Are actively informed and engage with school policy and procedures.

Processes
Implement a professional learning process that develops the educational leadership of the executive team, addresses identified staff development needs and drives continuous school improvement.
Implement line management and collaboration to ensure quality, consistency and NESA compliance across all stages of learning.
Iterative review and alignment of current systems and policies to DoE guidelines and strategic directions.
Evaluation Plan
Executive review of milestones twice a term.
Review of data as per improvement measures when applicable.
Yearly evaluation involving the whole staff.
TTFM staff focus survey
SEF2 alignment with strategic direction

Practices and Products
Practices
Staff own and develop PDP plans that drive professional development to meet goals.
Leaders implement a structure of compliance to manage teacher and faculty directions.
Teachers' development is enhanced through teams that promote self-sustaining practices.
Leaders establish a working relationship with our Aboriginal community.
Products
Compliance and strategic policies formalised to drive continual improvement and school excellence.
All staff maintain personalised PDP's with clear goals aligned with APST, career aspirations and strategic directions.
Regular consultation and review of the school's strategic priorities at all levels of school management.
Fiscal resources tied explicitly to school priorities and faculty planning.

Strategic Direction 3: Teaching: Intellectual Potential Through Explicit Teaching

Purpose

To cultivate intellectual potential through explicit teaching underpinned by a commitment to the pursuit of excellence.

Explicit systems optimise the learning progress for all students in an aspirational culture of continuous improvement.

Improvement Measures

Teacher observations and evaluations using cognitive templates that identify that classroom practice is explicit with a focus on critical thinking.

Increased positive perception of academic success and engagement.

Improved performance of students on a variety of internal and external performance scales – assessment, BIU targets, NAPLAN, ROSA, HSC.

People

Students

Students think deeply and critically with skills to analyse, evaluate, synthesise and appreciate at the highest levels.

Staff

Staff are orchestrators of intellectual potential through collaborative professional learning in evidence based practice, ALARM and Newman's Prompts.

Leaders

Leaders adopt a collaborative approach to literacy and numeracy where there is an explicit expectation of improvement across the school.

Parents/Carers

Parents/Carers have deep understanding of teaching and learning practices that underpin the school's educational philosophy.

Processes

High quality collaborative professional learning in literacy and numeracy teaching practice, driven by research and innovation.

Use a range of qualitative and quantitative data to inform practice.

Explicit teaching and deep learning through ALARM with improved motivation and authentic engagement.

Evaluation Plan

Executive review of milestones twice a term.

Review of data as per improvement measures when applicable.

Yearly evaluation involving the whole staff.

TTFM Surveys for staff and students developed to evaluate strategic direction.

SEF2 aligned with strategic direction.

Practices and Products

Practices

Teachers engage in collaborative professional learning through best practice research, observation and evaluation in peer learning model.

Teachers and students select appropriate technology tools to enhance learning outcomes.

Teachers use explicit ALARM strategies as part of regular practice.

Products

PBL incorporated into programs across all key learning areas.

Stage 4 and 5 formative assessment tasks focusing on improving targeted numeracy and literacy skills.

Teachers "know thy impact".

Explicit ALARM structures are embedded into faculty programs.

Problematic knowledge is evident in all classrooms.