

School plan 2018-2020

Henry Kendall High School 8467



School background 2018–2020

School vision statement

At Henry Kendall High School we value holistic personal and academic excellence in a supportive school and community based environment. Henry Kendall High School provides students with the foundation to develop skills to persevere and are supported within an environment embraced by cultural diversity and strong teacher/student relationships. Our students are confident, creative and innovative individuals who are leaders, critical thinkers, problem solvers and engaged learners whose achievement is measured in personal growth. Our students will exit Henry Kendall High School as responsible and productive community members who value life-long learning and continue to reflect our values of respect, courtesy and kindness.

School context

Henry Kendall High School is a coeducational comprehensive high school with a student enrolment of approximately 800 students including 55 students in the Special Education Centre and 46 Aboriginal and Torres Strait Islander students. Henry Kendall High School is located near the CBD of Gosford City. We have a proud academic, sporting, cultural and student welfare tradition.

The school's mission statement is: "Developing confident, responsible citizens who strive for excellence." We aim to develop the best in each student, and to draw out their talents and interests so that they are well placed to pursue their career options. Henry Kendall High School holds strong beliefs about the relationships we build with our parents and our community in order to provide a proactive school committed to ensuring opportunities and high standards.

Henry Kendall High School provides a curriculum that is relevant, current and challenging incorporating 21st Century Learning principles. Key features include excellence in the creative and performing arts, sporting programs, a middle school structure, the Young Achievers Program, valued relationships with the Aboriginal Community and AECG, the Special Education Centre, Vocational Education opportunities, Interact program, a broad extra-curricular opportunities, and a holistic focus on student wellbeing. Henry Kendall High School is a proud member of the Gosford City Learning Community through our partnerships with Gosford Public School and Point Clare Public School. These relationships provide a dynamic learning approach from K–12, and ensure that our schools are an integral part of our community.

School planning process

This plan was developed by staff, students and parents and it is endorsed for implementation by the School P&C and Cooinda AECG. The implementation of the school plan will be monitored by the P&C in its role within the school's self evaluation committee. The school's senior executive staff will have direct responsibility and accountability for the implementation for the implementation of the annual whole school, faculty and team plans as well as annual whole school, faculty and team evaluation reports.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1 Futures Learning

Purpose:

To build upon our contemporary learning culture and embed innovative, personalised and dynamic approaches to curriculum design and teaching and learning practice with a focus on Stages 4 and 5. These approaches will ensure shared ownership in learning partnerships that build capacity in self-direction and increase relevance in, and engagement of, learning outcomes for all students.



STRATEGIC DIRECTION 2 Fundamentals in Learning

Purpose:

To ensure an embedded approach to the development of student skill base in literacy and numeracy is reflected across data analysis, teaching and learning programs, and high quality pedagogies.



STRATEGIC DIRECTION 3 Wellbeing

Purpose:

To ensure that a holistic approach to wellbeing is central to our school vision and focuses on students, staff and the wider community.

Strategic Direction 1: Futures Learning

Purpose

To build upon our contemporary learning culture and embed innovative, personalised and dynamic approaches to curriculum design and teaching and learning practice with a focus on Stages 4 and 5. These approaches will ensure shared ownership in learning partnerships that build capacity in self-direction and increase relevance in, and engagement of, learning outcomes for all students.

Improvement Measures

Stage 4 delivery (including the Young Achievers Program) reflects consistent and dynamic approaches to curriculum design, teaching and learning approaches, and learning environments centred around Project Based Learning philosophies, principles and concepts.

Increased student engagement with Science, Technology, Engineering and Mathematics curriculum areas is evident from 2017 baseline data as reflected in curriculum choice, achievement levels and course satisfaction, with a particular focus on girls in stage 5 courses.

Increased student engagement for STEM subjects evidenced in Stage 5 by student elective choices in 2019.

Improved physical learning environments to support Futures Education pedagogy, evidenced by school commitment to providing financial support for classroom upgrades.

People

Students

Through active involvement and development of increased self-awareness in the learning cycle, Stage 4 students; will develop increased ownership and authorship in learning; will have well-developed skills, knowledge and character that reflect the needs of the 21st Century; and be confident, capable, self directed and resilient learners.

Staff

There will be intensive professional capacity building of all staff in the areas of Futures Education Learning Principles, Project Based Learning, STEM, Futures learning environments and curriculum structure. This professional capacity building will be initiated, developed and implemented by the relevant school team. Teaching staff and Head Teachers will be responsible for implementation within faculty teaching and learning programs, pedagogies and school practices.

School Teams: All staff will be a member of one of eight school teams tasked with development and delivery of school plan improvement measures, products and practices in each specific focus area.

Leaders

School Team Leaders: School Team leaders are to be tasked with team leadership under an action research model and the development and implementation of new strategies, tools, processes and innovations, underpinned by a professional learning approach.

Processes

School Teams are implemented within school structures to develop, implement and sustain action strategies in school focus areas:

- Futures Education Learning Principles
- Young Achievers Program
- STEM

Evaluation Plan

School Teams set milestones each term to measure and evaluate the impact of processes implemented.

Evidence is collected by team leaders to demonstrate attainment of milestones and measurable impact of processes. Impact of evidence based milestone attainment is assessed against practices, products and improvement measures annually by the Principal and Team Leader, and future directions determined within this evaluation process.

Evidence based evaluations of team impact and progress for the basis for annual school self assessment against the School Excellence Framework.

Additional evaluation strategies will be utilised including Tell Them From Me survey measures, internal survey measures, and focus group forums.

Practices and Products

Practices

Futures Education learning principles and practices are embedded in stage 4 (including the Young Achievers Program) teaching and learning programs, tasks and assessments and reflected in curriculum design, flexible and multimodal pedagogies, and student centric/self-directed learning.

Physical learning environments for students reflect Futures Education learning principles and practices.

Stage 4 and 5 curriculum design, pedagogies and assessment support increased student engagement and achievement in STEM areas.

Products

Curriculum design, teaching and learning approaches, and learning environments reflect an embedded approach to futures focussed and personalised learning centred on Futures Education learning principles, Project Based Learning philosophies, principles and concepts in Stage 4, including the Young Achievers Program.

STEM philosophies, principles and concepts are embedded within Stage 4 curriculum approaches.

Contextualised STEM philosophies, principles and concepts are embedded within Stage 5 curriculum approaches through elective pathway.

Strategic Direction 1: Futures Learning

People
<p>Senior Executive: The school's senior executive staff will have direct responsibility and accountability for the implementation of the annual whole school, faculty and team plans as well as annual whole school, faculty and team evaluation reports.</p>
<p>Parents/Carers</p> <p>Parents will be asked to engage with the school in developing and understanding their own child's learning skills and progress.</p>

Strategic Direction 2: Fundamentals in Learning

Purpose

To ensure an embedded approach to the development of student skill base in literacy and numeracy is reflected across data analysis, teaching and learning programs, and high quality pedagogies.

Improvement Measures

Increase from 18.6% of Year 9 students achieving in the top two bands in Reading in 2017 to 21% in 2018 (with a target of 26.2% by 2019 and maintained into 2020).

Greater than 75% of students achieve greater than or equal to expected growth in Year 9 NAPLAN in Reading.

Increase from 16.1% of Year 9 students achieving in the top two bands in Numeracy in 2017 to 20% in 2018 (with a target of 23.4% by 2019 and maintained in 2020).

Greater than 75% of students achieve greater than or equal to expected growth in Year 9 NAPLAN in Numeracy.

People

Students

Will provided with access to high quality teaching and learning opportunities in specific Literacy and Numeracy areas identified from data analysis processes. Improved student skills will derive from quality teaching practice.

Staff

There will be intensive professional capacity building of all staff in the areas of Literacy and Numeracy. This professional capacity building will be instigated, developed and implemented by the relevant school team. Teaching staff and Head Teachers will be responsible for implementation within teaching and learning programs, pedagogies and faculty and school practices..

School Teams: All staff will be a member of one of eight school teams tasked with development and delivery of school plan improvement measures, products and practices in each specific focus area.

Leaders

School Team Leaders: School Team leaders are to be tasked with team leadership under an action research model and the development and implementation of new strategies, tools, processes and innovations, underpinned by a professional learning approach.

Senior Executive: The school's senior executive staff will have direct responsibility and accountability for the implementation of the annual whole school, faculty and team plans as well as annual whole school,

Processes

School Teams are implemented within school structures to develop, implement and sustain action strategies in school focus areas:

- Student Literacy
- Student Numeracy

Evaluation Plan

School Teams set milestones each term to measure and evaluate the impact of processes implemented.

Evidence is collected by team leaders to demonstrate attainment of milestones and measurable impact of processes.

Impact of evidence based milestone attainment is assessed against practices, products and improvement measures annually by the Principal and Team Leader, and future directions determined within this evaluation process.

Evidence based evaluations of team impact and progress for the basis for annual school self assessment against the School Excellence Framework.

Additional evaluation strategies will be utilised including Tell Them From Me survey measures, internal survey measures, and focus group forums.

Practices and Products

Practices

Specific pedagogy in student literacy is evidenced in all Stage 4 and Year 9 teaching and learning programs and student progress is evident in students moving towards high NAPLAN bands across all ability levels.

Specific pedagogy in student numeracy is evidenced in all Stage 4 and Year 9 teaching and learning programs and student progress is evident in students moving towards high NAPLAN bands across all ability levels.

Products

Teaching and learning in all Stage 4 & 5 courses reflects a consistent data driven approach to student literacy improvement.

Teaching and learning in all Stage 4 & 5 courses reflects a consistent data driven approach to student numeracy improvement.

Strategic Direction 2: Fundamentals in Learning

People

faculty and team evaluation reports.

Strategic Direction 3: Wellbeing

Purpose

To ensure that a holistic approach to wellbeing is central to our school vision and focuses on students, staff and the wider community.

Improvement Measures

Students As Life Style Activists (SALSA) program (in partnership with Sydney University) and mental health awareness frameworks are embedded ensuring targeted approaches in school wellbeing.

Strong staff wellbeing is reflected in positive collegiality, effective support frameworks, professional outlook, and positive mental health.

Henry Kendall High School maintains a strong and positive engagement and profile with its community, and is articulated as the local school of choice.

People

Students

Develop increased awareness and engagement with their own wellbeing and that of their peers. Strong student belonging will derive from positive wellbeing and a sense of school pride.

Staff

There will be intensive professional capacity building of all staff in the areas of student and staff wellbeing, and strategic communication. This professional capacity building will be instigated, developed and implemented by the relevant school team. Teaching staff and Head Teachers will be responsible for implementation within teaching and learning programs, pedagogies and faculty and school practices.

School Teams: All staff will be a member of one of eight school teams tasked with development and delivery of school plan improvement measures, products and practices in each specific focus area.

Leaders

School Team Leaders: School Team leaders are to be tasked with team leadership under an action research model and the development and implementation of new strategies, tools, processes and innovations, underpinned by a professional learning approach.

Senior Executive: The school's senior executive staff will have direct responsibility and accountability for the implementation of the annual whole school, faculty and team plans as well as annual whole school,

Processes

School Teams are implemented within school structures to develop, implement and sustain action strategies in school focus areas:

- Student Wellbeing
- Staff Wellbeing
- Strategic Communication

Evaluation Plan

School Teams set milestones each term to measure and evaluate the impact of processes implemented.

Evidence is collected by team leaders to demonstrate attainment of milestones and measurable impact of processes.

Impact of evidence based milestone attainment is assessed against practices, products and improvement measures annually by the Principal and Team Leader, and future directions determined within this evaluation process.

Evidence based evaluations of team impact and progress for the basis for annual school self assessment against the School Excellence Framework.

Additional evaluation strategies will be utilised including Tell Them From Me survey measures, internal survey measures, and focus group forums.

Practices and Products

Practices

An informed approach to student wellbeing with particular focus on mental health and lifestyle practices is reflected in support frameworks and student ownership of positive perspectives.

Proactive frameworks support staff social, emotional and professional needs to ensure a collaborative and supportive culture of high expectations, and satisfaction in and commitment to the teaching profession.

A proactive strategic communications plan ensures effective parent engagement and a strong community profile.

Products

Increased understanding and engagement in the learning partnership for students is highlighted by involvement in healthy lifestyle initiative, increased mental health awareness and personal resilience. This will be underpinned by school support frameworks.

Proactive frameworks support staff social, emotional and professional needs to ensure a collaborative and supportive culture of high expectations, and satisfaction in and commitment to the teaching profession.

Effective parent and community engagement ensures strong community perception, satisfaction and articulation as the local school of choice.

Strategic Direction 3: Wellbeing

People

faculty and team evaluation reports