

School plan 2018-2020

Keira High School 8541



School background 2018–2020

School vision statement

Keira High School seeks to provide an holistic education that is relentlessly focused upon the development of the whole child.

Our vision is to promote equity and excellence to ensure that all students become successful learners across a diverse curriculum, confident and creative individuals, active and informed citizens.

The school's innovative and dynamic learning environment will build leaders of tomorrow, successful professionals, trades and business people, worthy citizens, great friends and happy individuals.

We will drive an academic culture that challenges and supports all students to pursue excellence and develop a lifelong love of learning.

We will promote the skills for all our students to confidently engage future technologies and respond to the rapidly evolving landscape of the 21st Century.

School context

Keira High School is a high performing comprehensive, coeducational high school in North Wollongong proudly serving the local community. The learning community is enriched by a diverse student population of 910 and significantly includes 43 students of Aboriginal heritage.

The school enjoys strong partnerships with the Keira Community of Schools and promotes itself as the local high school of choice for families living in Mt Pleasant, Balgownie, Fairy Meadow, Mt Ousley, North Wollongong and Coniston.

A Keira student enjoys a holistic education that is relentlessly focused upon academic excellence, creative and the performing arts, sport, civics and citizenship and student voice. Optimal wellbeing is valued as an overarching framework and the school drives a scope and sequence of programs promoting cognitive, spiritual, social, emotional and physical wellbeing. The key capabilities of critical and creative thinking, personal and social awareness, intercultural and ethical understanding play a significant role in equipping our students to live and work successfully in the twenty-first century.

Personalised learning supports all students and a network of engagement and support is explicitly facilitated across the curriculum. Deliberate programs that target the successful transition of all learners into the secondary setting are complemented by an innovative and dynamic curriculum that challenges all students. We are proud leaders in Aboriginal Education and are committed to delivering innovative whole school Aboriginal Education programs. Our relationship with the Aboriginal community is vital and we respect the guidance we have been given in shaping our learning programs.

A highly professional staff enthusiastically engages the Performance and Development Framework in targeting enhanced pedagogical practice. Mentoring, collaboration and coaching are embedded as drivers across the school to facilitate the sharing of professional practice and support all staff to meet, maintain and seek higher levels of professional teaching standards.

School planning process

The school planning process has been driven by an authentic commitment to the aspirations of the Melbourne Declaration and the vision, purpose and goals of the Department of Education Strategic Plan 2018–2020, the Premier's Priorities for Education and the State Priority for Aboriginal students.

Our previous planning model has been refined by an intelligent application of the School Excellence Framework, The Wellbeing Framework and The Australian Professional Standards for Teachers. This has enhanced our evaluation processes and guided the school planning team in the formulation of distinct strategic directions explicitly informed by the school's vision and translated into a raft of deliberate programs that collectively describe an exciting and strategic agenda for improvement.

The school planning team in consultation with Principal School Leadership enacted the processes of the planning model and guided the systematic development of a quality school plan. It required an intelligent interrogation of data sets drawn from varied school, community and national contexts. This data described both student achievement and wellbeing information along with data from emergent demographic, social and educational contexts. In particular, the performance data of Higher School Certificate students was extensively evaluated by the Executive Leadership Team in order to develop the framework of a deliberate process targeting student success in Stage 6. A diverse range of methodologies were used to establish an intelligent and comprehensive understanding of the school's current performance and the directions required to successfully implement agendas for improvement across the learning community.

Consultation has been strategically sequenced and differentiated. In seeking a shared vision for all students the school leadership team continued to facilitate an authentic dialogue. All direct stakeholders such as students, parents and staff of the Keira learning community, in conjunction with members of the broader community, such as aboriginal elders, Northern Illawarra AECG, education providers, employment organisations, local

School background 2018–2020

School vision statement

School context

Keira confidently holds its place within an elite group of education providers that stretch from the foot of the Illawarra escarpment to the shores of the Tasman Sea. Alliances with the University of Wollongong, Conservatorium of Music, Innovation Campus and Tafe Illawarra enhance the school's capacity to engage in learning programs, academic research and curriculum opportunities for both its students and teachers. In 2018, Keira formed a vital alliance with Wollongong High School of the Performing Arts and Smiths Hill High School. This partnership seeks an authentic collaboration between all schools in targeting learning opportunities and success for students across all three campuses. A shared curriculum between schools allows for a breadth and depth of unrivalled curriculum opportunities for students seeking diverse and rigorous Higher School Certificate study patterns. Service organisations, business and industry links further enhance the learning options, entrepreneurial experiences and civic pathways beyond the classroom.

Graduates of Keira High School are lifelong learners who remain committed to an appreciation of our land and our first people, the celebration of Australia's diverse culture, the value of community and the importance of personal integrity.

School planning process

parliamentarians and community groups were engaged in a wide range of consultative tools including action research, focus groups, questionnaires, interviews, SWOT analysis, online surveys, parent and staff forums. These methodologies were differentiated to foster authentic participation.

Advice has also been sought from partner Principals in assessing the capacity of strategic directions to effectively translate the vision of the 2018–2020 School Plan.

A draft of the School Plan 2018 –2020 has been distributed for feedback to staff, student, parent and executive leadership groups prior to endorsement and publication.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1 The Whole Child

Purpose:

To build the character and capability of all students. Learning agendas will provide a holistic education that seeks to foster independence, innovation, resourcefulness, critical thinking, collaboration and leadership; and to embed within the mindset of all students a respect of self, a celebration of diversity and an appreciation of their place and contribution to their world.



STRATEGIC DIRECTION 2 High Impact Teaching

Purpose:

To position every teacher across the school as an instructional leader, an expert in their craft, engaged in professional growth and delivering high quality learning programs. To ensure that all teachers create challenging and supportive learning environment that relentlessly target improved learning outcomes for every student. All teachers will value, demonstrate and share outstanding professional knowledge and practice.



STRATEGIC DIRECTION 3 Successful Learning

Purpose:

To transform the literacy and numeracy of all students and ensure that they are creative and skilled users of technology. To build a paradigm that values these key essentials as critical to all successful learning. To foster a culture of high expectations across the curriculum to ensure that all students are engaged in, and supported by personalised learning agendas that identify performance and chart improvement. Teacher learning to focus upon pedagogy that targets growth for all learners.

Strategic Direction 1: The Whole Child

Purpose

To build the character and capability of all students. Learning agendas will provide a holistic education that seeks to foster independence, innovation, resourcefulness, critical thinking, collaboration and leadership; and to embed within the mindset of all students a respect of self, a celebration of diversity and an appreciation of their place and contribution to their world.

Improvement Measures

Social and emotional outcomes in the Tell Them From Me survey for students in Years 7–12 meet or exceed NSW norms.

Post-program student surveys indicate increased level of awareness and understanding of the dimensions of wellbeing.

All teaching programs, assessment and reporting provide evidence of explicit and coherent application of the general capabilities across the curriculum.

People

Students

Provided with opportunities to:

- connect, succeed and thrive that are relevant to their stage of learning and development
- connect and contribute to the school and wider community
- build and utilise knowledge, skills, behaviours and dispositions necessary for a modern world

Staff

Expand understanding of:

- capabilities and how to explicitly embed it into teaching and learning programs

Explore opportunities:

- build repertoire of strategies to optimise wellbeing within every student, every year
- within the classroom and beyond to support the development of active and informed students

Parents/Carers

Provided with opportunities to:

- support and enable the aspirations of every child
- develop understanding and strategies to support building their child's capabilities

Provided with information on:

- strategies to support their child in

Processes

Optimal Wellbeing

Implement a strategic scope and sequence across all stages of learning to optimise the physical, social, emotional and spiritual wellbeing of every student.

Active and Informed Citizens

Implement a comprehensive and inclusive strategy that recognises and promotes the importance of developing and shaping the character of the individual student to become active and informed citizens.

Building Capabilities

Design and implement frameworks that ensure the explicit and coherent application of the general capabilities across the curriculum to support students in their acquisition of knowledge, skills, behaviours and dispositions necessary for a modern world.

Evaluation Plan

- Evaluation team reflect on data programs, reports and policies and link to School Excellence Framework
- Faculty meetings used to evaluate the progress of the development of quality assessment
- Key learning events that celebrate and drive the achievement of milestones
- Improvement in whole school targeted strategies to support literacy, numeracy and ICT
- Data from internal and external sources

Practices and Products

Practices

Optimal Wellbeing

All members of the wellbeing team will deliver stage specific wellbeing programs to optimise the physical, social, emotional and spiritual wellbeing of every student. This will be complimented by programs delivered within curriculum areas.

Active and Informed Citizens

All members of the school community will create opportunities for students to connect and contribute to the school and wider community through classroom and/or extra-curricular activities.

Building Capabilities

All teachers will review, modify and expand their repertoire of teaching strategies to support students in their acquisition of knowledge, skills, behaviours and dispositions necessary for a modern world.

Products

Culture of Optimal Wellbeing

All students develop an understanding of their own wellbeing and develop skills to optimise their own and that of others.

Active and Informed Citizens

All students experience a sense of connection, respect for individuality and difference, capacity to contribute to the school and wider community, and skills to positively shape their own lives.

Strategic Direction 1: The Whole Child

People
becoming active and informed citizens

Processes
will show improvements in student achievement of outcomes

Practices and Products
Building Capabilities
All students are equipped with the knowledge, skills, behaviours and dispositions required to successfully learn, live and work.

Strategic Direction 2: High Impact Teaching

Purpose

To position every teacher across the school as an instructional leader, an expert in their craft, engaged in professional growth and delivering high quality learning programs. To ensure that all teachers create challenging and supportive learning environment that relentlessly target improved learning outcomes for every student. All teachers will value, demonstrate and share outstanding professional knowledge and practice.

Improvement Measures

Drivers of student outcomes in the Tell Them From Me survey for students in Years 7–12 meet or exceed NSW norms. Behaviour monitoring data indicate increase in recognition of student positive behaviour and decrease in negative behaviour referrals.

Over the three year planning cycle, Stage 5 NAPLAN data will show an 8% increase in the number of students achieving in the top two bands in NAPLAN for reading, writing and numeracy. For Aboriginal students increase proportion of students in top two bands for reading and numeracy by 30%.

Schools data shows that student progress and achievement is greater than students at statistically similar schools on external measures.

People

Students

Explicit understanding of:

- clearly defined behaviour expectations
- current level of achievement and how to improve their performance

Staff

Expand knowledge, understanding and skills in:

- student behaviour, and build capability of managing behaviour
- identifying critical sources of data and possess the skills to analyse and interpret the data to inform practice
- effective evidence-based teaching methods, and value the importance of explicit lesson planning
- effective strategies to ensure all students within their classroom are on a trajectory of continued and sustained growth

Parents/Carers

Explicit understanding of:

- clearly defined behaviour expectations
- their child's current level of achievement and how they can support their child to improve performance

Processes

Skilled Behaviourists

Design and implement frameworks across the school to ensure all teachers become skilled behaviourists to support classroom management and promote student engagement and responsibility for learning.

Informed Practice

Implement a strategic and planned approach to the development of a whole school focus on the analysis and interpretation of data and its purpose in informing planning, identifying learning intentions and modifying teaching practice. Students, teachers and parents are engaged in authentic dialogue to establish a clear understanding of current performance and chart improvement agendas.

Quality Pedagogy

Develop and implement whole school sustained focus on effective evidence-based teaching methods that optimise learning progress for all students.

Adding Value

Implement a strategic and planned approach to enable all teachers to identify and monitor expected growth for each student, and to embed explicit strategies to ensure continued growth occurs for each student.

Evaluation Plan

Practices and Products

Practices

Skilled Behaviourists

All teachers develop their understanding of student behaviour and become skilled behaviourists in all classroom settings.

Informed Practice

An intelligent application of data sets are used to inform learning programs, chart student progress and evaluate expected student growth.

Quality Pedagogy

All teachers will employ the most effective explicit teaching methods, with highest priority given to evidence-based teaching strategies.

Adding Value

Personalised learning frameworks will be developed to support all stakeholders in targeting improved outcomes. The capacity of all students will be built to empower them as the prime stakeholder in seeking improvement. Quality learning relationships and events will drive these agendas.

Products

Skilled Behaviourists

Expectations of behaviour are explicitly, consistently and supportively applied across the school to ensure optimum conditions for student learning.

Informed Practice

Strategic Direction 2: High Impact Teaching

Processes

- Evaluation team reflect on data programs, reports and policies and link to School Excellence Framework
- Faculty meetings used to evaluate the progress of the development of quality assessment
- Key learning events that celebrate and drive the achievement of milestones
- Data from internal and external sources will show improvements in student achievement of outcomes

Practices and Products

Students are known in their learning by every teacher and challenged to improve their performance every lesson through informed practice. Students have a clear understanding of their own current performance, are engaged in explicit learning strategies to achieve targeted improvement.

Quality Pedagogy

All teachers demonstrate personal responsibility for improving their teaching practice and effective methods are identified, promoted and modelled.

Adding Value

All students in Stages 4 and 6 will be engaged in and supported by explicit programs that target successful learning, achievement growth and quality outcomes. These agendas will be stage specific.

Strategic Direction 3: Successful Learning

Purpose

To transform the literacy and numeracy of all students and ensure that they are creative and skilled users of technology. To build a paradigm that values these key essentials as critical to all successful learning. To foster a culture of high expectations across the curriculum to ensure that all students are engaged in, and supported by personalised learning agendas that identify performance and chart improvement. Teacher learning to focus upon pedagogy that targets growth for all learners.

Improvement Measures

All teaching programs, assessment and reporting provide evidence of the explicit development and subsequent growth of student skill level in using technology.

Over the three year planning cycle, Stage 5 NAPLAN data will show an 8% increase in the number of students achieving in the top two bands in NAPLAN for reading, writing and numeracy. For Aboriginal students increase proportion of students in top two bands for reading and numeracy by 30%.

Schools data shows that student progress and achievement is greater than students at statistically similar schools on external measures.

People

Students

Know their current level of achievement and how to improve their performance.

Staff

Know effective strategies to ensure all students within their classroom are:

- on a trajectory of continued and sustained growth
- building their ICT knowledge and skills

Parents/Carers

Know their child's current level of achievement and how they can support their child to improve performance.

Processes

Skilled in Literacy

Design and implement frameworks that support the teacher's development in understanding literacy learning progressions and explicit teaching strategies improve all students' literacy achievement. Monitor and evaluate the implementation of teaching strategies within the school.

Skilled in Numeracy

Design and implement frameworks that support the teacher's development in understanding numeracy learning progressions and explicit teaching strategies to tailor and improve all students' numeracy achievement. Monitor and evaluate the implementation of teaching strategies within the school.

Skilled users of Technology

Design and implement frameworks that support the teacher's development in understanding ICT and explicit teaching strategies to build the capacity of all students to leverage technology to deepen knowledge, accelerate understanding and enhance learning.

Evaluation Plan

- Evaluation team reflect on data programs, reports and policies and link to School Excellence Framework
- Faculty meetings used to evaluate the progress of the development of quality

Practices and Products

Practices

Skilled in Literacy

Apply knowledge and understanding, and support colleagues to implement effective teaching strategies to improve all students' literacy achievement.

Skilled in Numeracy

Apply knowledge and understanding, and support colleagues to implement effective teaching strategies to improve all students' numeracy achievement.

Skilled users of Technology

Apply knowledge and understanding, and support colleagues to implement effective teaching strategies to improve all students' use of technology.

Products

Skilled in Literacy

All teachers understand and explicitly teach literacy to students at all levels of achievement.

Skilled in Numeracy

All teachers understand and explicitly teach numeracy to students at all levels of achievement.

Skilled users of Technology

All teachers understand and explicitly teach students to become skilled users of technology.

Strategic Direction 3: Successful Learning

Processes

assessment

- Key learning events that celebrate and drive the achievement of milestones
- Data from internal and external sources will show improvements in student achievement of outcomes