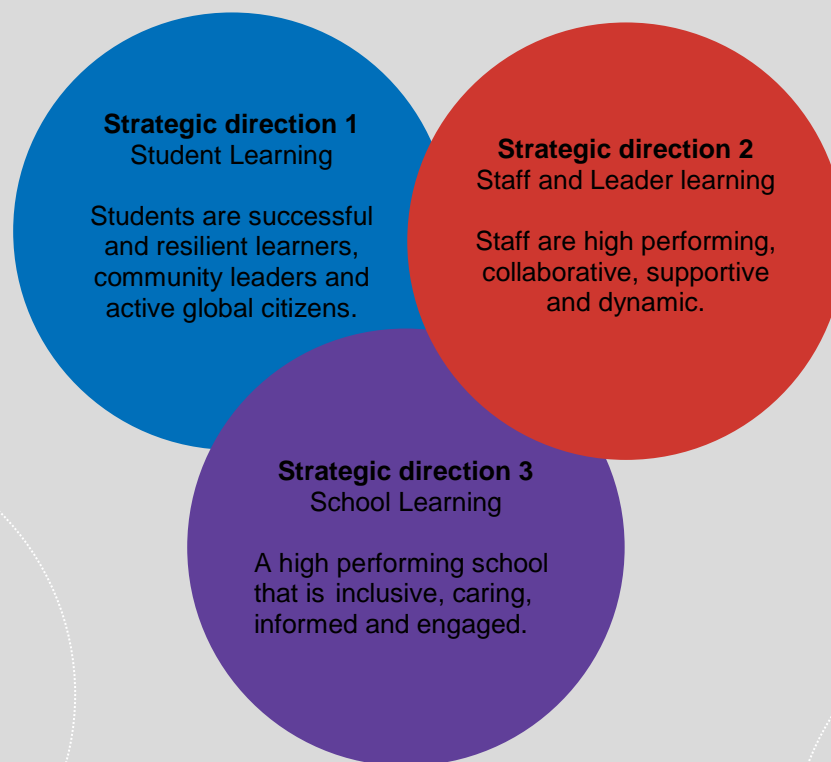


School plan 2015 – 2017

Kotara High School 8423





School vision statement

To challenge each student in a safe, caring, comprehensive public school environment that will:

- maximise individual achievement
- realise intellectual potential
- develop moral and ethical values
- develop self-discipline and initiative

In an effective and enjoyable teaching and learning environment that is actively supported by the whole school community.

School context

Kotara High School is a comprehensive co-educational high school located in the city of Newcastle. We have approximately 1,030 students and 100 staff including teaching and support staff. There is a significant enrolment of Aboriginal students and the school is committed to promoting its cultural and linguistic diversity. The school Index of School Socio-Educational Advantage (FOEI) for 2014 is 65 and was 67 in 2013. This places us in the above average range for high schools.

All teaching staff meet the professional requirements for teaching in NSW public schools. Some staff have furthered their own education by participating in a wide variety of Professional Learning programs and/or enrolling in post-graduate studies. The staff at Kotara High represents the career spectrum from Early Career Teachers in the first five years of professional practice to those in the latter part of their career. Of teaching staff, females slightly outnumber males.

The school prides itself on teamwork between staff, students, parents and members of the community. School values are embedded in all programs, practices and relationships. Kotara High School has a strong Student Representative Council and a very active Parents and Citizens Association.

The school will focus on three key initiatives over the next three years, future focused learning, Quality Teaching and the development of productive learning communities.

School planning process

The school has used a wide range of tools and data to evaluate the 2012-14 school plan and determine the school's future strategic directions. These include: a whole school needs analysis, curriculum evaluations, whole school program evaluations, as well as analysis of student learning outcomes data and data gathered from student surveys (TTFM, SurveyMonkey) and parent surveys. Aboriginal

The schools overwhelming strength is reflected in our value added data and our HSC results. Relative performance from our Year 10 data shows a long term average value added however this data does reflect our need to focus on students at the high achieving end. Our learning interventions for this targeted group have been a focus for the school over the last 3 years.

As a result our key focuses are on improving the academic achievement of our middle to upper middle performing students across all years and embedding across all KLA's literacy strategies based on targeting authentic texts and delivering real world numeracy experiences. Using this evidence the school executive and whole school staff undertook a detailed collaborative process to determine the current school strengths and identified directions and areas for improvement.

We have consulted with the local community through the Muloobinbah local AECG and the Kotara/Lambton school community. A forum of KHS Aboriginal students and their friends was convened to discuss school issues pertinent to their needs. Two separate meetings were held with Aboriginal students and their parents to target future directions for Kotara High School with the aim of improving student outcomes through a collaborative approach.



STRATEGIC DIRECTION 1

Students are successful and resilient learners, community leaders and active global citizens.

Purpose:

Add value to all student's literacy and numeracy levels by being productive and ethical users of technology equipped with the skills required for future focused learning.

Resourceful, empathetic and resilient lifelong learners.

Critical thinkers who contextualise their learning beyond the classroom and have the ability to work independently and in teams to make sense of their world.

STRATEGIC DIRECTION 2

Staff are high performing, collaborative, supportive and dynamic.

Purpose:

Enable teachers to be active, fearless and collaborative facilitators through creating an engaged and collegial community of learners.

Ensure the continued alignment of our school's primary purpose with our programs and practices through the expansion and increased development of leadership capability and succession planning.

STRATEGIC DIRECTION 3

A high performing school that is inclusive, caring, informed and engaged.

Purpose:

Engender a school community that operates in a collaborative and sustainable manner that embeds a system of positive values and a culture of success.

Ensure that our shared values of inclusivity, celebration of diversity and high expectations continue to expand through the delivery of effective student welfare programs in a caring and tolerant community.

Strategic Direction 1: Students are successful and resilient learners, community leaders and active global citizens.

Purpose

Add value to all student's literacy and numeracy levels by being productive and ethical users of technology equipped with the skills required for future focused learning.

Resourceful, empathetic and resilient lifelong learners.

Critical thinkers who contextualise their learning beyond the classroom and have the ability to work independently and in teams to make sense of their world.

Improvement Measures

- ❖ 5% increase in students' social-emotional scores in TTFM survey
- ❖ 5% increase in students' perceptions of academic success in TTFM survey
- ❖ 5% increase in students' perceptions of academic relevance and rigour in TTFM survey
- ❖ 2% increase in students achieving at Band 5 or above in HSC results
- ❖ 100% increase in students using BYOD in the classroom for purposeful and relevant learning activities.

People

Students develop skills in:

- Digital Age Literacy
- Inventive thinking
- Effective Communication
- High Productivity

Staff

- Have knowledge and confidence in a range of diverse strategies to support student development of:
 - digital age literacy
 - inventive thinking
 - effective communication
 - high productivity
- Move from the primary role as a dispenser of information to orchestrator of learning

School Community (includes: parents, partner schools and local community groups such as business, educational, public and philanthropic organisations.)

- Bring social, intellectual, financial, psychological and performance benefits

Processes

Future Focused Learning:

- Develop a whole school future focused learning project
- Implement whole school Project Based Learning
- Incorporate ICT and digital citizenship into all faculties' programs
- Teachers are mentors and models of life-long learning

Technology

- Use technology to enhance learning outcomes.
- Technology as being more than computers

Literacy

- Continue to build student capacity in literacy skills.

Numeracy

- Continue to build capacity in numeracy skills

Student engagement

- Embed learning in real-world situations

High expectations

- All staff exhibit high expectations of all students

Evaluation Plan

Students' academic improvement, social/emotional well-being and use of future focused learning tools is measured through classroom observation, external and internal testing and TTFM surveys.

Products and Practices

Products

- Students' social/emotional wellbeing has improved
- Produce and implement a BYOD policy
- Each teacher creates a future focused learning project for at least one of their classes using Project Based Learning practices
- Programs make connections between multi-cultural and Aboriginal pedagogies
- Skills for using technology as a tool for learning implemented in classrooms
- New merit system in collaboration with students, staff and school community implemented

Practices

- Literacy skills of all students including those with high, developed and developing skills improved
- NAPLAN and HSC results improved by ensuring literacy is immersed in all programs
- Continue with literacy and numeracy strategies from 2014
- ILPs for all Aboriginal students completed in consultation with classroom teachers
- Current Code of Conduct and evaluated and redesigned

Strategic Direction 2: Staff are high performing, collaborative, supportive and dynamic.

Purpose

Enable teachers to be active, fearless and collaborative facilitators through creating an engaged and collegial community of learners.

Ensure the continued alignment of our school's primary purpose with our programs and practices through the expansion and increased development of leadership capability and succession planning.

Improvement Measures

- ❖ 100% of teachers have developed a PLP in line with the current Performance and Development Framework
- ❖ 100% of teachers are engaged in future focused learning in their teaching and learning practices
- ❖ 30% of teachers competent in utilising Quality Teaching Rounds model
- ❖ 100% of teachers are members of a productive, collaborative learning community.

People

Students: take advantage of increased expertise in the delivery of quality, relevant, future focussed classroom practice.

Staff: develop into highly trained collaborative and supportive team.

School Community (includes: parents, partner schools and local community groups such as business, educational, public and philanthropic organisations.)

- Bring social, intellectual, financial, psychological and performance benefits.

Processes

Leadership Capability

- Collaboratively developing leadership potential in all staff and providing opportunities for all staff to become active leaders within the school community

Australian Standards for Teachers

- Staff are educated in the use and expectations of the Australian Teaching Standards

Curriculum Innovation

- Faculty plans and programs containing specific actions to improve the skills of the staff in implementing new curriculum initiatives that comply with BOSTES directives while making courses relevant to students

Quality Teaching

- All staff are utilising the Quality Teaching Document in the preparation of teaching and learning programs

Evaluation Plan

Teacher involvement in the PDF is measured through faculty feedback surveys. SDD evaluation responses monitor and provide feedback for future focussed learning involvement and active participation in learning communities.

Products and Practices

Products

- Professional learning portfolios created
- Opportunities to develop understanding of aspects of Aboriginal and Indigenous culture are provided for in all programs and are explicitly taught by all teachers
- Staff, executive and faculty meetings and School Development Days are linked to specific standards
- Annual faculty plans and programs developed containing specific actions to improve the skills of the staff in implementing new curriculum initiatives

Practices

- Mechanisms to facilitate professional development including faculty and individual professional learning plans created
- Future focused learning techniques employed
- Systems to allow teachers to measure their learning achievement created
- Teaching and learning programs reflect future focused learning principals

Strategic Direction 3: A high performing school that is inclusive, caring, informed and engaged.

Purpose

Engender a school community that operates in a collaborative and sustainable manner that embeds a system of positive values and a culture of success.

Ensure that our shared values of inclusivity, celebration of diversity and high expectations continue to expand through the delivery of effective student welfare programs in a caring and tolerant community.

Improvement Measures

- ❖ 100% of ATSI students have an ILP developed in consultation with a teacher mentor and family/carers
- ❖ 70% of staff, students and parents collaborating through online platforms to:
 - improve learning outcomes
 - promote home/school learning partnerships
 - support personalised and flexible modes of learning delivery
- ❖ 20% increase of students, staff and parents meaningfully connecting with student wellbeing programs in the school.

People

Students: thrive in a safe cohesive learning environment

Staff: build on their skills and knowledge through engagement with wider community

School Community (includes: parents, partner schools and local community groups such as business, educational, public and philanthropic organisations.)

- Bring social, intellectual, financial, psychological and performance benefits
- Develop a stronger connection with the school through participation in identifying future directions and goals

Processes

Meaningful Partnerships

- Enhance school community values by continuing to operate on a collaborative and sustainable manner
- Involve all stakeholders in whole school planning so that values developed are shared by staff, students, parents and the community at large

Student Welfare/ Positive Values/ Culture of Success

- Embed an understanding of the core values of being safe, respectful and responsible learners who have high expectations of themselves and show empathy for others and value diversity
- Involve all stakeholders in developing an environment in which this can occur

Evaluation Plan

ATSI student performance measured via external and internal testing. ATSI well-being measured and monitored via TTFM surveys and mentor feedback.

Parent, student and staff collaboration measured via TTFM surveys, P&C feedback and parent/teacher meeting data.

Products and Practices

Products

- ILP's for all ATSI students written
- Efficient and manageable learning support team framework implemented
- Student welfare processes to improve communication of student needs amongst staff members enhanced
- Transition programs maintained and enhanced

Practices

- Relationships with feeder schools through art exhibitions, Band Fest, sports coaching, science programs further developed
- Partnerships with other local schools developed
- Build relationships with Westfield and other businesses to support the student merit system
- NAIDOC week with connections to local Aboriginal communities and groups celebrated
- Continue working with a variety of community organisations to facilitate student involvement in the community and volunteering
- Promote a greater range of staff to be involved in extra-curricular activities and to take on cross school responsibilities
- Develop Reflective Learning capabilities of students Years 7-12. Students to reflect on each stage of development, use goal setting and data about their own learning for improvement