School plan 2015 – 2017
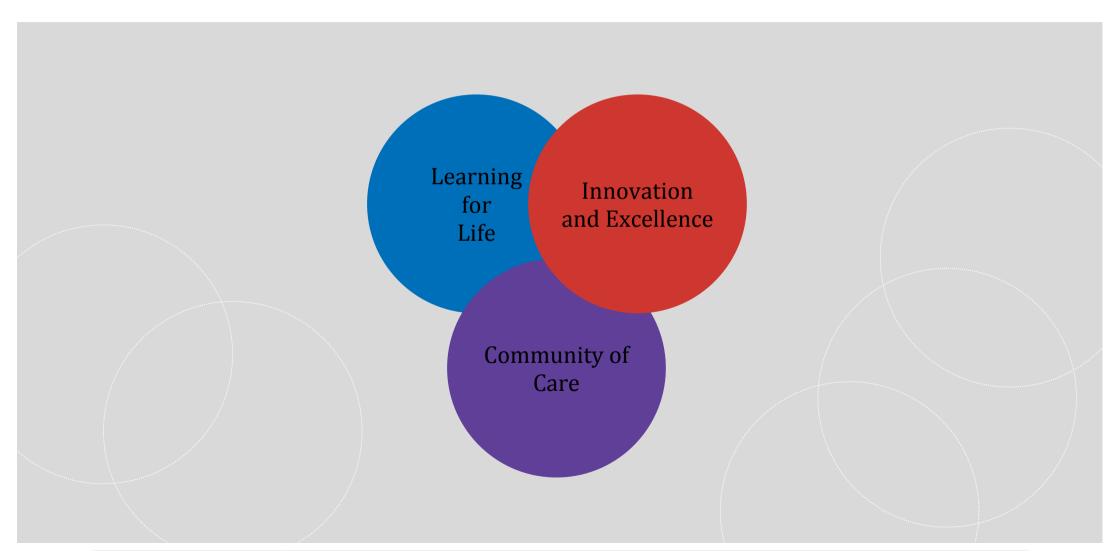
Kandos High School 8318

School vision statement

An inclusive school that embraces innovation and strives for excellence by creating active and informed citizens who lead the community into the future.

School context

Kandos High School (enrolment 258 students) is a coeducational High School catering for the towns of Kandos, Rylstone and several smaller rural communities. Kandos High School is in the picturesque Capertee Valley boarding the Wollemi National Park and relies on industry centred on agriculture, tourism and mining.

The demographic of the school has undergone some recent changes due to a growing number of students from a low socioeconomic background and those with increasingly complex support needs.

The school is committed to providing opportunities for all students with a focus on retention, individualised learning and the support of innovative teaching, learning and engagement strategies.

Our committed staff work extremely hard to provide a safe, caring environment that caters for the needs of all students and their individual chosen path in life.

School planning process

The lead up work undertaken to guide this planning process commenced early in 2014, the list below identifies the critical components in the planning process:
- A variety of data sources were analysed to commence the process by identifying past successes and areas of future improvement.
- Students were provided with a variety of opportunities to reflect on their school through direct feedback in conversation, through their Student Representative Council and through group surveys conducted in the library.
- A number of parent and community members were randomly chosen and received personal invites to a joint community forum held in conjunction with Kandos Public School as our major partner primary school.
- Identified areas of development/focus were gathered from a newly formed Kandos High School community consultative committee.
- Staff engaged in a number of extended staff meetings designed to analyse the information gathered above. An exhaustive process was then undertaken to develop a school vision statement, strategic directions and to provide the school planning team (consisting of the Principal, two Head Teachers and three members of the Kandos High School Staff) with information to identify clear purposes, products, practices and processes.

School strategic directions 2015 - 2017

STRATEGIC DIRECTION 1

'Learning for Life'

STRATEGIC DIRECTION 2

'Innovation and Excellence'

STRATEGIC DIRECTION 3

'Community of Care'

Purpose:

To equip students with the skills and motivation to engage with and thrive in the world beyond high school.

Purpose:

To build a measurable culture of excellence and innovation with clearly defined processes.

Purpose:

To provide a safe and caring environment in which all individuals are given equal opportunities to participate in educational, community and welfare activities. Where all feel safe, connected and empowered.

V1.0 [30/4/15]

Strategic Direction 1: 'Learning for Life'

Purpose

To equip students with the skills and motivation to engage with and thrive in the world beyond high school.

Improvement Measures

- ❖ Increased literacy and numeracy achievement levels identified through mapping and improvement on respective continuums.
- ❖ Increased student engagement as indicated through surveys such as 'Tell Them From Me'.
- ❖ Increase in HSC students achieving Bands 4, 5 and 6 by an average of 10%.
- ❖ All staff are familiar with and engaged in the use of whole school systematic policies, programs and processes to identify and address student learning needs.

People

Students
Increased literacy and STEM skills with a clearly understood and recognised connection to their engagement in the community.

Staff
Increased evaluation of teaching practices and analysis of student growth to plan for ongoing student learning. Integration of literacy and STEM based activities in programs across all KLAs. Increased engagement with data sources including the literacy and numeracy continuums. Increased literacy and STEM based skills along with project based/student centred learning.

Leaders
Focus on improved teaching methods in literacy with professional learning activities focussed on building teachers' understanding of effective teaching strategies. Analysis of performance data to increase awareness of trends in student achievement levels and identified areas of development.

Parents
Teachers involve parents in planning to support students as they progress through the stages of education. Facilitate awareness and learning regarding STEM as an educational process.

Processes
Literacy Integration and Support

Purpose Statement: The provision of a literacy skill base to equip students to access the curriculum and prepare them for the world beyond school.
Process: Literacy program/s operating within and across KLAs, targeting individual student need/s that have been identified through effective use of data sources including the literacy continuum.

STEM (Science, Technology, Engineering, Mathematics) integration and Support

Purpose Statement: Developing scientific and technological literacy to facilitate critical and analytical thinking, problem solving skills and strategies.
Process: An integrated STEM program is implemented across the school as well as additional technology challenges supported by a Mathematics Technology Lab and BYOD.

Active and Informed Citizens

Purpose Statement: Developing community integration and student capability to enable them to be globally minded, locally active and informed citizens within the broader community.
Process: Programs are implemented to assist students become increasingly confident and creative individuals as they make the transition into post school study and careers.

Products and Practices
Product:
Teacher programs are integrated with clearly defined literacy, STEM and employability skills, components and additional literacy, STEM and lifelong skills programs are implemented.

Practice:
The school community is engaged in the literacy and numeracy continuum with a commitment to strengthen and promote literacy, STEM and employability skills creating active and informed citizens leading the community into the future.

Strategic Direction 2: 'Innovation and Excellence'

Purpose

To build a measurable culture of excellence and innovation with clearly defined processes.

Improvement Measures

- ❖ Every HSC Teacher engages with ALARM and other teacher quality processes implemented with a whole school focus.
- ❖ All teachers use assessment and reporting frameworks when planning to support student progress in all stages.
- ❖ Formalise access and skills for all staff, who identify involvement in mentoring as a part of the Performance and Development Framework, in the teacher mentoring Program.

People

Students:
Engage with the ALARM program.
Greater involvement in providing feedback on excellence in teaching from a student perspective.
Respect and celebrate their own achievements and those of other students whilst striving for excellence.

Staff - Early adopters:
Develop skills in the ALARM program
Develop mentoring and training skills.
Develop change management skills.

Staff:
Develop skills in the ALARM program
Develop reflective practice
Develop skills in differentiating curriculum delivery.

Parents:
Engage with consultation on school programs.
Provided with enhanced communication in relation to school programs and structures.

Leaders:
Develop mentoring and training skills.
Develop change management skills.
Develop cultural change skills to facilitate a culture of respect and celebration of a productive learning environment and the collaborative efforts of students, staff, and community members.

Community Partnerships:
Assist other schools with the implementation of ALARM and other programs of excellence from KHS.
Create learning alliances with other schools and organisations.

Processes

Teacher Quality
Purpose Statement: Encouraging a growth mindset founded on evidence based teacher quality with the aim of engaging students, providing quality access to the curriculum and improving student outcomes.
Process: Implement clearly aligned processes and systems along with a best practice teaching framework that support consistent programming, monitoring, and assessment (E.g. ALARM).

Enrichment opportunities
Purpose Statement: Building opportunities for all students to access enriching, personalised and flexible educational experiences.
Process: Students provided with extra-curricular offerings as well as differentiated curriculum. Formalisation of identification and referral of students performing beyond their peers.

Centralised Systems Support
Purpose Statement:
To support the implementation and measurement of the school plan through efficient administrative systems and centralised support for processes, procedures, policies and forms.
Process: Procedures and processes are clearly defined, documented and communicated with measurable targets and efficient administrative support processes and systems are identified and implemented.

Products and Practices

Product: Clearly defined and documented processes, policies, procedures and forms exist along with clear improvement measures.

Practice:
All staff are engaged in reflective practice within a best practice framework based on data with a focus on continual innovation, student-centred learning and the importance of a growth mindset.

Processes, policies, procedures and forms are clearly documented, communicated and followed by staff.

Strategic Direction 3: 'Community of Care'

Purpose

To provide a safe and caring environment in which all individuals are given equal opportunities to participate in educational, community and welfare activities. Where all feel safe, connected and empowered.

Improvement Measures

- ❖ Alignment of formal structures focusing on welfare and well-being needs of students.
- ❖ All staff have access to support and systems which encourage students to accept responsibility for their own behaviours.
- ❖ All members of the school community are engaged in the promotion of explicit values development at KHS.
- ❖ The development of a formal school and community group with a demonstrated commitment to strengthen and deliver on school priorities.

People

Students
Enhance students' ability to communicate with and support each other. Students develop optimism and the skills and desire to be involved in the local community. Students learn skills to maintain their own sense of well-being and an increased awareness of others.

Staff
Enhance staff ability to provide adjustments for students. Develop staff knowledge to implement well-being related skills and programs.

Leaders
Develop a greater understanding of how to integrate school and the community. Enhance cultural change skills.

Learning Support Team
Develop mentoring and training skills.

Parents/Community
Ensure the community is aware of and able to access welfare and well-being programs.
Support parents to more effectively engage with the school community.

Processes

Welfare
Purpose Statement: Providing welfare based structures, programs and support to students, staff and, where relevant, the wider community.
Process: Development of welfare structures and support mechanisms such as a clearly planned annual welfare calendar, targeted welfare programs, structured reward opportunities and a values based whole structure (eg PBL).

Community
Purpose Statement: Increase collaboration with all elements of the school and wider community through a focus on inclusivity and engagement.
Process: Programs which link students and community into Kandos High School activities e.g. the 'catering crew', outdooring learning space/yarning circle, productive alternatives to parent teacher evenings, formal mentor program utilising members of the community and the support of a formal school and community group.

Well-Being
Purpose Statement: To increase meaningful connection with the physical, mental and social well-being of the school and its community.
Process: Investigation and implementation of well-being programs that target the support of students well-being with a focus on Mental Health, examples include Youth Mental Health First Aid and Mindfulness programs.

Products and Practices

Product:
Formalised programs, processes, policies and procedures to facilitate welfare, well-being and community involvement.

Practice: Staff and students support each other and look after themselves whilst seeking active involvement in the community.