## School background 2015 - 2017

### School vision statement

At KHS the school community works together to develop students capable of planning their own learning goals and career pathways, developing skills and monitoring their own progress in achieving goals which help them to succeed at and beyond school.

Students and staff are encouraged to take ownership of learning, value contributions of themselves and peers, embrace best practice and be committed to achieving the personal best for themselves and their students.

Students are supported to achieve their personal best in an inclusive environment that embraces high expectations and fosters independent learning across a wide range of academic and extracurricular activities.

Dedicated staff work collaboratively on improving teaching and learning using emerging technologies to provide students with engaging learning experiences that will equip them with the skills and mindset they will need to be creative and productive citizens in a knowledge age society.

Strong leadership at all levels ensures Kingswood High School is an effective and innovative centre of learning in our community. The promotion of leadership opportunities at all levels creates direction and allows the alignment of school priorities to be pursued collaboratively and consistently across the school.

Effective communication channels and the positive promotion of Kingswood High School within the school community enables active participation and involvement of parents and carers who trust and provide strategic support to ensure the success of our students.

### School context

Kingswood High School is a comprehensive coeducational high school located in the Penrith Valley area. The school is comprised of 71 teaching staff, 28 administrative staff and 760 students. Established in 1969 the school occupies spacious grounds and has a friendly and cooperative student body. The school is committed to developing socially responsible, self-disciplined, motivated, life-long learners in a safe, supportive and culturally inclusive learning environment.

We offer a broad range of academic and extra-curricular opportunities to develop our students in sporting, creative, cultural and social pursuits. Teachers enjoy strong support from the executive staff in promoting high expectations and work collegially with our experienced office staff to support improved learning outcomes and the social development of our students. The school values community links and student participation in school governance. We celebrate and showcase student talents at every opportunity.

### School planning process

Throughout term 2 of 2014 the school executive, SRC representatives, Parents and Citizens association and all school staff were provided with an overview of the new school plan and the philosophy behind it. A School Strengths and Dreams brainstorm activity was used to provide feedback to the executive from all groups on what they perceived are strengths of the school and future ideas to investigate as avenues for strategic directions and action.

The school executive team analysed and collated the stakeholder feedback, three initial patterns of responses indicated the three key strategic directions that were chosen. The purpose of why we were pursuing each direction was developed collaboratively by the executive team in consultation with staff to ensure a common understanding of our strategic goals.

A variety of survey data and anecdotal evidence was collated to provide specific feedback for each strategic directive; the National Safe Schools Hub framework, Focus on Learning data, Tell Them From Me student engagement.

Further consultation with the learning community identified the specific products and practices we would like to see embedded in professional practice and school operations by 2017.
BUILDING STUDENT AND COMMUNITY ENGAGEMENT

**Purpose:**
Improving student and community engagement will begin by finding out what the local community wants from their school. This will supply a larger context and purpose for learning. It will be achieved through the creation of an inclusive and differentiated curriculum that will increase individual learning and reduce disruption. This will improve the KHS profile and promote our ethos so students are valued by and value our community. Students will have opportunities to participate in projects in mentoring, service, vocational education and employment.

Students are encouraged to dream big and be supported in setting goals to achieve them.

FOSTERING QUALITY TEACHING AND LEARNING

**Purpose:**
A focus on improving teaching and learning is needed to provide students with engaging learning experiences that equip them with the skills and mindset they will need to be creative and productive citizens in a knowledge age society. We need a diverse curriculum, which is responsive to student need in order to provide a range of relevant learning experiences for the pathways students are studying. Professional practice supporting personalised learning and the progression of basic skills, social and emotional development to support career options is critical. Teachers working collaboratively and individually to improve the quality and consistency of teaching programs and practice using emerging technologies will provide inspiring learning opportunities for our students.

Students and staff are encouraged to be lifelong learners and reflective practitioners of their progress and achievements.

IMPROVING ORGANISATIONAL EFFECTIVENESS

**Purpose:**
Ensuring Kingswood High School is an effective and innovative centre of learning in our community begins with all stakeholders contributing to the strategic school plan and developing a vision for future achievement. Strong leadership and the promotion of leadership opportunities at all levels creates direction and will allow the alignment of school priorities to be pursued collaboratively and consistently across the school. As a learning organisation we are accountable to our school community and will utilise resources in the most effective manner in order to deliver quality educational opportunities.

Students and staff are encouraged to take ownership of learning, value contributions of themselves and peers, embrace best practice and be committed to achieving the personal best for themselves and their students.
# Strategic Direction 1: Building student and community engagement

## Purpose

**Why do we need this particular strategic direction and why is it important?**

Improving student and community engagement will begin by finding out what the local community wants from their school. This will supply a larger context and purpose for learning. It will be achieved through the creation of an inclusive and differentiated curriculum that will increase individual learning and reduce disruption. This will improve the KHS profile and promote our ethos so students are valued by and value our community.

Students will have opportunities to participate in projects in mentoring, service, vocational education and employment.

Students are encouraged to dream big and be supported in setting goals to achieve them.

## Improvement Measures

- **Improved social inclusiveness displayed in the learning community via Tell Them From Me Student Survey and Parent Engagement survey**
- **Increase positive trend data in Sentral student management data – incident notifications, student merit, non-award certifications, and attendance.

## People

**How do we develop the capabilities of our people to bring about transformation?**

**Students:**

Develop skills to support effective social and emotional learning.

Increased ownership and engagement in learning by students through improved personal goal setting and the use of apps/devices to support study schedules.

Leadership development of students; improve knowledge of SRC roles, participating in school operations, presentation and communication skills.

**Staff:**

Review school policy and student management procedures with staff to improve consistency in student management procedures and follow up.

Increase staff knowledge of support resources to support students with time management, goal setting and study skills.

Student Mentoring training for Year Advisors and interested staff.

Development of staff expertise in using 8 Ways Curriculum for ATSI students.

**Parents/Carers:**

Connecting and communicating effectively with the school and building positive relationships to ensure success in your child’s educational experience.

Accessing relevant academic and support websites - DEC Schooliez and NSW Public Schools websites.

Cybersmart.gov.au. Bullying No Way, Kids Helpline, Black dog Institute etc, KHS schoolbag app.

**Community Partners:**

Raise awareness of school priorities and student needs with our partners (TAFE, UWS, Panthers, Football United) to support student engagement.

## Processes

**How do we do it and how will we know?**

Review the school welfare and discipline system and align with the nine elements from the National Safe Schools Framework (NSSF).

Review positive acknowledgement and communications strategies to support student engagement.

Develop a personal best culture in the student body

Develop Targeted Engagement Programs based on identified student needs.

Whole school assessment matrix/study apps developed and utilised by staff and students.

Develop knowledge of partnership programs and extend existing community networks to support student wellbeing and engagement.

Student Mentoring program to be implemented to support students at risk or disengaged and extended to a whole school initiative.

Research best practices for social and emotional learning and develop a curriculum to support social skill development.

Improve school programs and connections to further engage ATSI/Pacifika students and communities.

Increase student leadership opportunities and capacity to drive school projects.

Improve existing and develop new avenues to support positive school community partnerships with parents and carers.

Community Garden Project to expand curriculum options for disengaged students.

## Evaluation Plan:

Ongoing review and analysis of data measures to ascertain progress on achievement of products and practices.

Twice per term check in and report back on implementation of plan with individuals and teams.

Staff feedback on individual project progress at staff meetings.

Annual review of implementation progress.

## Products and Practices

**Product:**

Revised student welfare and discipline system developed into a student wellbeing engagement policy incorporating current best practice supporting a safe and inclusive school culture.

Personal Best/Goal Setting and Study skills programs are implemented 7-10 assisting students to maximise learning potential and set academic and career goals with senior students engaged in study periods.

Positive partnerships programs and workshops supporting student mental health, social interactions, motivation, resilience, hygiene are supporting student need.

**Practice:**

SRC leadership team provides active input and feedback from student body in school improvement and operations and co-ordinates student led projects.

Effective communication, participation and partnerships with parents/carers/community and their positive promotion of Kingswood HS.

Staff investigate and research best practice to inform development of student welfare programs (mentoring, social and emotional learning, student leadership).

A school wide collective responsibility for student learning and achievement exists with high levels of student, staff and community engagement.
**Strategic Direction 2: Fostering quality teaching and learning**

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<td>- 100% of faculties implement action plans that identify areas of strength and address areas of need as analysed via SMART, RAP and ESSA data.</td>
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<td>- Progress on the achievement of staff performance development goals demonstrates an increase in end of year achievement.</td>
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<td>- Increased positive trend achievement in relevant Focus on Learning survey results.</td>
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<td>- An increase in staff accessing and achieving higher accreditation levels.</td>
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<tr>
<td>Using IT in class; log ins, Google Drive, 21st century skills, IT skills for the workplace, Problem solving, Identifying personal learning styles, strengths and areas for development.</td>
</tr>
<tr>
<td><strong>Staff:</strong></td>
</tr>
<tr>
<td>Websites and downloads available, Revisit Google Drive and Classroom, Adobe suite for Multimedia production. What is a quality program, Curriculum differentiation to meet student need, collaborative programming, Student feedback strategies, Quality teaching, project based learning, Readressing lesson structure, purpose and focus. Australian Curriculum, Curriculum Committee members: cross curricula initiatives Knowledge of online memberships and resources, Building professional learning networks Australian teaching standards, Maintenance of Accreditation, Peer coaching HAT/LEAD accreditation volunteers: Writing effective personalised learning plans for a variety of students. Sentral etiquette; professional comments and standard of grammar, sentence structure. Effective strategies for curriculum differentiation. Literacy continuum.</td>
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<td><strong>How do we do it and how will we know?</strong></td>
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<td>Implementation of Google Classroom as a tool for teaching and learning and increase collaboration using Google Drive. Extension of the Multimedia programs using the Adobe suite. 21st Century Learning Strategies Committee - Ongoing 21st century learning and IT professional development needs. Learning across the curriculum committee to review, organise and initiate whole school academic content focus on cross curricula initiatives. Extension of professional learning networks and partnerships. Review existing professional development supports and structures in order to develop an extensive internal performance and development framework to assist staff across all career stages and through Great Teaching Inspired Learning initiative. Whole school, faculty and classroom practices to support personalised learning.</td>
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| Evaluation Plan: |
| Ongoing review and analysis of data measures to ascertain progress on achievement of products and practices. Twice per term check in and report back on implementation of plan with individuals and teams Staff feedback on individual project progress at staff meetings. Annual review of implementation progress. |

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<td>21st century teaching tools and classroom teaching resources are shared via Google Drive to all staff. Staff develop student profiles to inform teaching and learning. A broad student driven curriculum is being implemented and resourced to cater for diverse range of student abilities.</td>
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<td><strong>Practice:</strong></td>
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<td>Staff, are competent and innovative in using ICT to deliver instruction to engage 21st century learners. Students are using technology effectively to support their learning and possess 21st century skills. Cross curricular links and communication methods enhance breadth of learning opportunities for students and teachers, Professional Learning networks and partnerships are utilised to support teaching and learning and professional development. Staff, provide collegial support, share resources and work together to improve teaching practice, professional growth and development to achieve or maintain teacher accreditation. Personalised teaching and learning strategies are in place to cater to student need and improve engagement in learning.</td>
</tr>
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### Strategic Direction 3: Improving organisational effectiveness

#### Purpose
Why do we need this particular strategic direction and why is it important?

Ensuring Kingswood High School is an effective and innovative centre of learning in our community begins with all stakeholders contributing to the strategic school plan and developing a vision for future achievement. Strong leadership and the promotion of leadership opportunities at all levels creates direction and will allow the alignment of school priorities to be pursued collaboratively and consistently across the school. As a learning organisation we are accountable to our school community and will utilise resources in the most effective manner in order to deliver quality educational opportunities. Students and staff are encouraged to take ownership of learning, value contributions of themselves and peers, embrace best practice and be committed to achieving the personal best for themselves and their students.

#### People
How do we develop the capabilities of our people to bring about transformation?

**Staff:**
Using internal and external data to support student profiling, programming and evaluation. Ensuring that school targets are SMART, identifying the types of data that can be used to inform the planning process and clarifying indicators of success. Knowledge of communication protocols and decision making within the school structure. Using social media and website to promote positive image of school and communicate faculty initiatives. Knowledge of where our school culture is currently and strategies to build a school culture of success.

**Leaders:**
Improve ability to lead results focused teamwork. Develop knowledge and understanding of the School Excellence Framework evidence based practice to improve student performance. Develop a shared understanding of the functions and significance of teacher leadership and building leadership capacity and sustainability. Improve knowledge of the Australian Professional Standards for Principals framework; Internal Leadership development program.

#### Processes
How do we do it and how will we know?

**Improvements in the learning environment via a conference style space for alternate lessons and activities outside, completion of painting works and installation of data projectors in class rooms.**

Evaluate technology availability when ETAL arrives to identify future needs and improve technology infrastructure to improve speed in implementation of technology in the classroom. Consolidation of data sources to support student learning and progress of school plan, utilising research and best practice from Centre for Educational Research. Review of registration systems and audit systems to ensure BOSTES and DEC requirements are being followed. Improve communication and feedback systems to ensure staff are aware of whole school and faculty student cohort data and progress and the achievement of school priorities.

Developing a school culture of success by improving morale and capacity of staff to work as a cohesive team in improving student learning outcomes and achieving personal career goals. Refine and improve existing school improvement processes and communication channels. Development and use of an evidence tool to measure progress and evidence toward achieving indicators of excellence from the School Excellence Framework. Identify and implement opportunities for enhancing teacher leadership.

#### Products and Practices

**Product:**
Kingswood HS grounds support a quality learning environment

The school has an effective technology infrastructure supporting 21st century teaching practice and learning.

An ongoing schedule for the review of school leadership, learning and administrations processes is in place providing feedback from school stakeholders to inform ongoing school improvement initiatives. School improvement initiatives are supported through ongoing staff professional learning and reviewed in line with the school excellence framework.

**Practice:**
Effective and systematic monitoring of student progress and curriculum implementation aligned at school, faculty and classroom levels is in place.

Communication and feedback channels provided to staff to improve feedback to parents on student progress and school improvement priorities.

A culture exists where staff, are well informed, skilled and effective at their work leading to improved staff morale and capacity.

Effective and productive individuals and teams work together cohesively to achieve the priorities of the school plan.

Strategies for enhancing teacher leadership at Kingswood HS are identified and implemented to support effective professional practice and future career pathways.

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### Improvement Measures
- Mapping and collection of school data demonstrates an increase in School Excellence Framework elements achieved.
- Results and trend data from staff wellbeing survey indicates KHS is effectively supporting a collaborative learning culture.

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### Evaluation Plan:

- Ongoing review and analysis of data measures to ascertain progress on achievement of products and practices.
- Twice per term check in and report back on implementation of plan with individuals and teams.
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