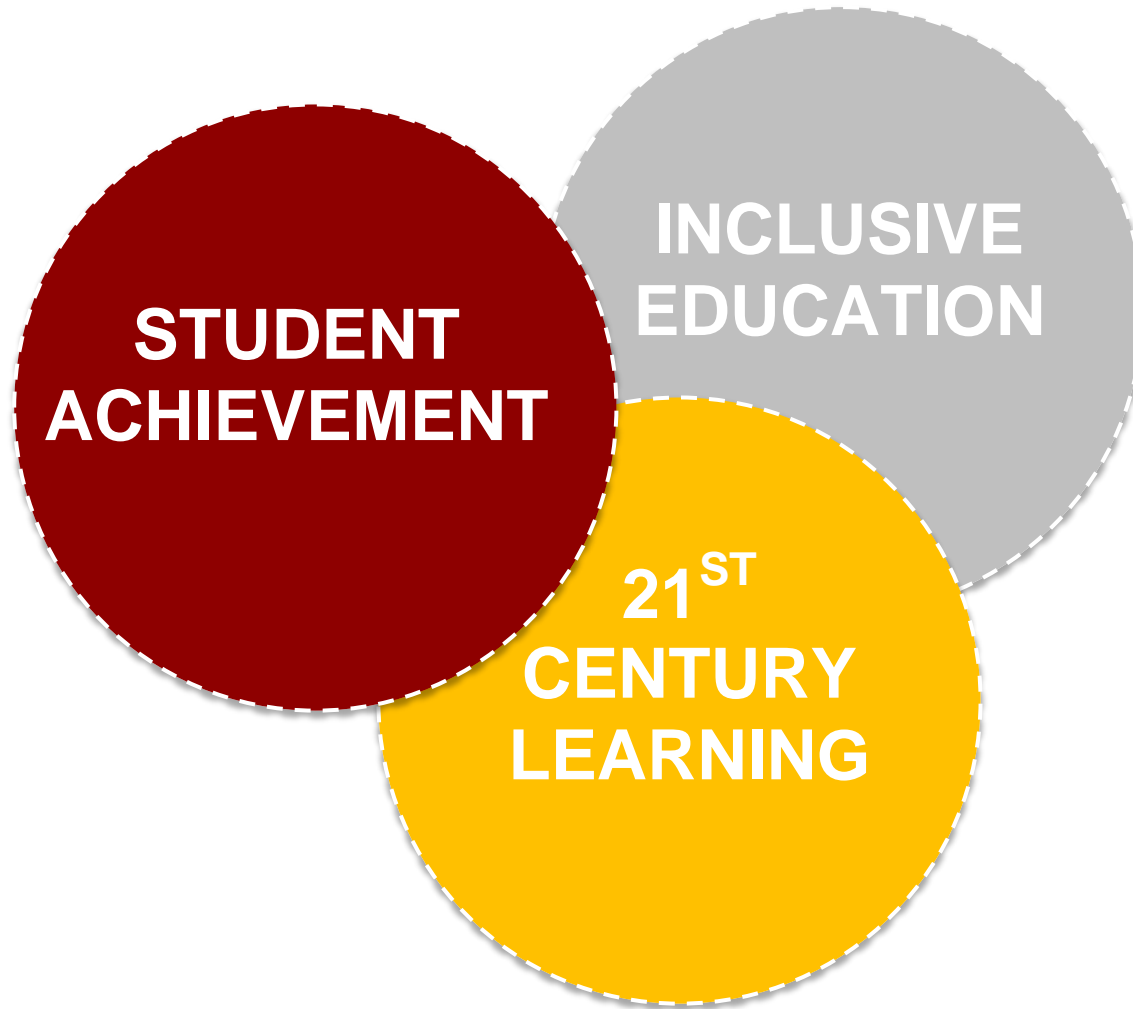


2015 – 2017 SCHOOL PLAN



School background 2015 - 2017

SCHOOL VISION STATEMENT

Kogarah High School is a school where every student values learning, strives for excellence, has opportunities to experience success and develop skills to confidently meet the challenges of the 21st century.

At Kogarah High School we develop young people who are:

- skilled learners
- responsible citizens
- prepared and confident about their future

The values that underpin our school culture are:

- respect
- responsibility
- caring

SCHOOL CONTEXT

Kogarah High School is a coeducational, comprehensive secondary school in the Sydney region. We pride ourselves on our diverse and culturally rich community, and our dynamic school culture, which is focused on developing young people who are skilled learners, responsible citizens and prepared and confident about their future.

Our student population of over 900 consists of over 40 different nationalities. The school hosts an Intensive English Centre, a Hearing Support unit, one IM class and a class for students with Autism. Kogarah High School values and fosters students working in a caring and supportive setting.

Committed staff work closely with students, parents and the wider community to provide an engaging learning environment with access to resources which enhance learning experiences.

SCHOOL PLANNING PROCESS

The school plan is a highly visible document at Kogarah High School which drives improvement. For the 2015-2017 School Plan, consultation was considered the key to a successful design. This meant

- Regular feedback from individuals, teams and faculties
- Parent, student and community contribution
- Sharing of information regarding the new planning process and model
- Senior executive attending PL sessions to be well informed
- The School Development Team steering the school planning process, as well as considering all feedback to continually make modifications to the draft plan

The final plan aims to be actionable and memorable, where all members of the school community can say what the Strategic Directions are, and why they are important.

STUDENT
ACHIEVEMENT

INCLUSIVE
EDUCATION

21st
CENTURY
LEARNING

This page identifies the 3 strategic directions and the purpose of each one.



Kogarah High School has a diverse student population. We want our students to access the curriculum and achieve success in their learning.



Implement best practice teaching and learning strategies to equip our students with the skills for future success.



At Kogarah High School, we aspire to provide supportive, challenging and engaging opportunities and programs that enable all students to have a productive future.

Strategic direction 1: STUDENT ACHIEVEMENT

PURPOSE

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

Kogarah High School has a diverse student population. We want our students to access the curriculum and achieve success in their learning.

IMPROVEMENT MEASURES

- ✓ Increase in scaled score for Year 9 NAPLAN reading – 3 scores in 2015, 5 scores in 2016, 5 scores in 2017
- ✓ Increase in scaled score for Year 9 NAPLAN writing – 3 scores in 2015, 5 scores in 2016, 5 scores in 2017
- ✓ Increase in scaled score for Year 9 NAPLAN numeracy – 4 scores in 2015, 4 scores in 2016, 5 scores in 2017
- ✓ An upward trend in achievement in higher bands in HSC results.

PEOPLE

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

Students

Students will be engaged in differentiated teaching and learning designed to meet the literacy and numeracy needs of all individuals. These will be embedded in existing KLA programs.

Students have access to a range of curriculum options which offer diversity and extension

Students will be encouraged and able to track their own learning pathway through Students Online, School to Work logbook and other school based programs.

KLA Staff

Professional Learning that builds staff understanding of the school's literacy and numeracy initiatives, as well as the K-10 continuum, ACARA capabilities (Literacy and Numeracy) and BOSTES benchmarks.

KLA staff's capabilities will be extended to design and implement differentiated, individualised programs to cater for students' literacy and numeracy needs.

PROCESSES

How do we do it and how will we know?

Whole school approach to programming, planning and assessing

Regular in-services for the whole school in literacy initiatives. The Literacy committee provides an annual breakdown of results from NAPLAN with strategies to be used across KLAs to address issues as they arise. KLAs dedicate adequate time to embed these initiatives into curriculum based programs and assessments.

The use of common literacy strategies such as QAR and Six Traits as common teaching practices across KLAs.

The development of specialist resources created collaboratively with the Learning Support and Literacy/Numeracy Team which explicitly emphasise literacy and numeracy skills within existing curriculum-based programs.

Differentiation

Use the Quality Teaching Framework to create school wide structures to support differentiation. This will include resource development in each KLA so as to embed literacy across

PRODUCTS AND PRACTICES

What is achieved and how do we know?

Products:

1. Literacy explicitly embedded in KLA programs, in line with the Australian Curriculum model
2. Results in external examinations reach annual targets
3. Parents support opportunities

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Practices:

1. Standardised program scaffolds are used across KLAs (7-10) to embed the literacy continuum matrix.
2. Staff regularly analyse and evaluate data to guide future teaching and learning to meet the needs of all students.
3. Backward mapping from identified assessment tasks
4. Staff recognise that the 'quality of teaching is the most significant in-school factor affecting student outcomes

This will be supported by a common school-wide format for KLA programs explicitly addressing Literacy and Numeracy.

Executive staff

Curriculum Head Teachers will be responsible for analysing, sharing and using data to drive the implementation of initiatives to improve student learning outcomes.

Learning support & ESL Staff

Learning support and ESL staff will collaboratively develop KLA staffs' skills in literacy, numeracy and language acquisition, and assist in improving the intellectual quality of programs in the school.

Literacy committee

A prominent literacy committee, including a coordinator is made up of at least one representative from each KLA who will work with faculties to embed literacy strategies and tasks within curriculum-based programs.

Parents

Parents attend information sessions to support their child's learning.

Parents engage in celebratory occasions for school and student achievement.

existing curriculum based units of work.

Use data to identify and target individual students and groups with particular needs and create programs that cater to their needs, across the full range of abilities.

Professional Learning in literacy strategies

Further develop staff understanding using comprehensive knowledge of the national professional standards for teachers to plan and implement best practices in reading texts, comprehension, vocabulary knowledge, and aspects of writing and speaking. This will include specific meeting time with all staff.

Engage with parents/carers and the community

Identify, initiate and build on opportunities that engage parents/carers in both the progress of their children's learning and in the educational priorities of the school.

Evaluation Plan

Data is collected and analysed by the School Development Team.

Review the use of the QTF in developing a consistent approach to support differentiation.

Strategic direction 2: 21st CENTURY LEARNING

PURPOSE

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

Implement best practice teaching and learning strategies to equip our students with the skills for future success.

IMPROVEMENT MEASURES

- ✓ Evidence of innovation in programs to address 21st Century learning skills
- ✓ Increase in staff skills and confidence in the use of ICT
- ✓ Increase in authentic assessment in 21st Century Learning

PEOPLE

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

Students:

Engagement in curriculum which builds students skills and confidence to make ICT work for them.

Build capability to think critically and creatively, work collaboratively, solve problems and apply knowledge to new situations

Staff:

Professional Learning to support the design and implementation of teaching and learning experiences and assessment that encompass 21 Century skills, including ACARA capabilities (Critical and Creative Thinking, ICT).

Parents:

Parent Teacher events provide information to support students in the development of 21st Century skills.

PROCESSES

How do we do it and how will we know?

Provide appropriate technology infrastructure and support across all teaching and learning spaces

Increased use of web based learning platforms as a teaching and learning tool. Technology committee to regularly audit such use of technology.

Monitoring the number of students registered with TSO for BYOD.

Staff participation in professional learning in 21st Century skills will be registered. Provision of subject specific training for staff:

- school generated PL
- external PL

Explicit teaching of basic skills to utilise ICT confidently and appropriately.

Introduce BYOD in year 7 as a target group.

Inquiry based learning is introduced in Year 8.

Evaluation Plan

Data is collected and analysed by the School Development Team.

Collect course programs to ensure the inclusion of 21st century learning skills.

PRODUCTS AND PRACTICES

What is achieved and how do we know?

Products:

1. 21st century skills are embedded in all KLA programs allowing students to take greater control of their learning.
2. Increase the number of students participating in BYOD
3. Infrastructure supports the school community to be able to use any device, anywhere, anytime to learn and create high quality academic work.

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Practices:

1. The incorporation of technology is evident in programs, lessons & assessment tasks.
2. Student resources are available online to support Stage 6 learning (assessment schedules, links, syllabi)
3. A culture of sharing resources amongst staff to assist in developing engaging 21st century skills lessons.
4. Teaching strategies are implemented to develop 21st century skills such as deep knowledge skills, problem solving and critical and creative thinking using Quality Teaching practices.

Strategic direction 3: INCLUSIVE EDUCATION

PURPOSE

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

At Kogarah High School, we aspire to provide supportive, challenging and engaging opportunities and programs that enable all students to have a productive future.

IMPROVEMENT MEASURE/S

- ✓ Increased number of students engaging in extra-curricular activities, leadership programs and the merit system
- ✓ Students feel supported by curriculum opportunities tailored to their needs
- ✓ Increase in staff's ability to design and implement programs which meet the diverse needs of the student population

PEOPLE

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

Students:

Awareness of student diversity, including disability.

Students engage with the school merit system.

Involvement in extra-curricular activities and leadership programs to support personal growth and achievement.

Staff:

Staff informed about student needs and the systems for accessing support

Staff working collaboratively with the Learning Support Team (LST) to embed differentiation in curriculum-based programs

Professional Learning to support the implementation of inclusive strategies for effective teaching and learning.

Parents:

Build on opportunities that engage parents/carers in both the progress of their children's learning and in the educational priorities of the school.

PROCESSES

How do we do it and how will we know?

The Learning Support Team leads the school community in the implementation of personalised and customised support for students

Collaborative planning both within the faculty and with specialist staff

Senral is used as the hub of all student information.

Development of formalised plans and programs for targeted students through partnerships with parents and families

Incorporate Team meetings to improve student outcomes in stage 4

A whole school approach to positive behaviour for learning is evident in day to day school business

Develop a planned and focused extra-curricular program which supports the school's vision.

Evaluation Plan

Student/staff surveys

Data is collected and analysed by the School Development Team.

Map student participation through personalised programs

PRODUCTS AND PRACTICES

What is achieved and how do we know?

Products:

1. Differentiated programs to meet the specific learning needs of students across the full range of abilities and from diverse backgrounds
2. High quality pathways to facilitate effective transitions
3. A welfare system that provides an inclusive learning environment which engages and supports all students

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Practices:

1. Appropriate curriculum ensures learning for students where English is an additional language or dialect
2. Development of formalised plans and programs for targeted students identified through the LST and available data.
3. Collaborative teaching and learning

