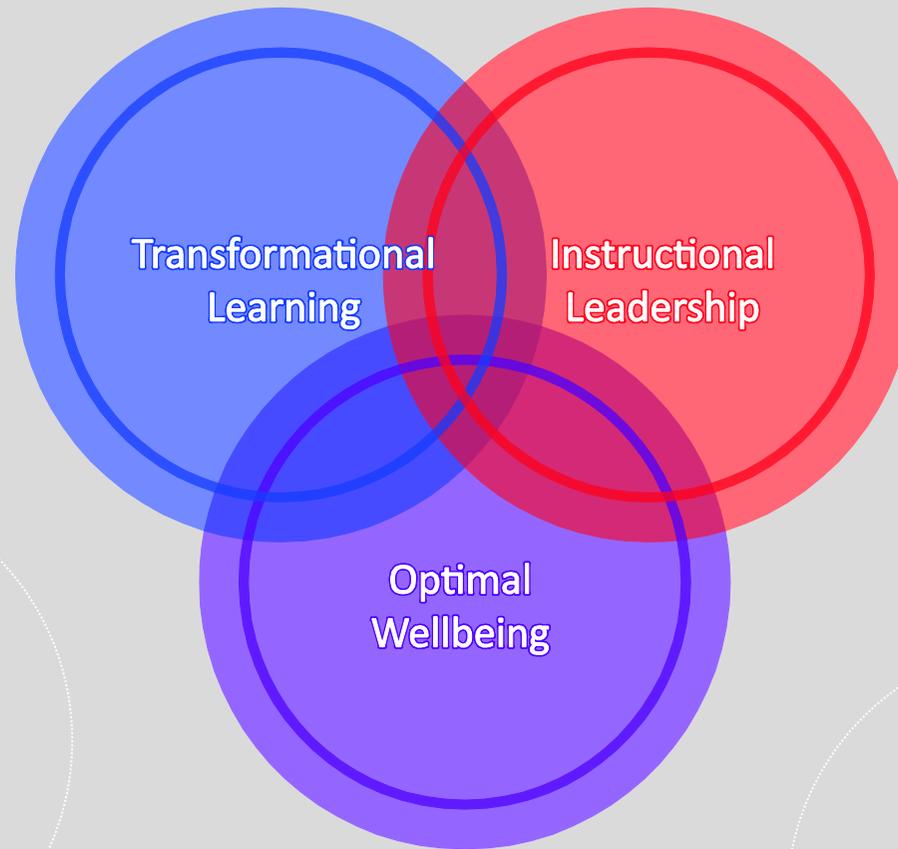


School Plan 2015 – 2017

Keira High School





School vision statement

At Keira High School we empower student growth and wellbeing through a Public Education that is transformative in building active, skilled, informed and caring citizens.

We celebrate our diverse community and champion equitable, inclusive and challenging opportunities for all learners.

We act with courage and embrace every individual's knowledge and experience to enhance an authentic education setting.

We implement this vision as a committed learning community, to nurture, develop and advocate a future of choice for every student.

School context

Keira High School is a large, culturally diverse comprehensive high school with a student population of 960, including 48 students of Aboriginal heritage.

The school enjoys strong partnerships with the Keira Community of Schools and has formed valuable alliances for learning with partner primary schools, high schools, Wollongong TAFE and the University of Wollongong.

The school has a strong focus on teacher professional development to support student learning. Current areas of focus include explicit teaching, Quality Teaching and inclusive differentiated education.

Keira High School is well recognised within the community for strong sporting, academic, leadership, welfare and discipline programs that support all students' social, emotional, physical, academic, creative, performance and cultural development.

We are proud leaders in Aboriginal education and are committed to delivering innovative whole school Aboriginal education programs.

School planning process

The school planning process at Keira High School has been deliberate, inclusive and differentiated. In seeking a shared vision for all students an authentic dialogue was established providing a platform for the voice of all stakeholders to be heard understood and considered.

Inspired by the aspirations of '*The Melbourne Declaration*', guided by the '*DEC 5 Year Strategic Plan*' and informed by the '*National School Improvement Tool*' a planning model was designed and implemented. This model focused upon an explicit improvement agenda grounded in both quantitative and qualitative evidence from research and practice.

Key enablers such as *Great Teaching Inspired Learning*, *Every Student Every School*, *Local Schools Local Decisions*, have been employed in conjunction with the leadership scaffolds within *Covey* and *Cocoaching* frameworks built the capacity of all to authentically participate in the consultation and planning process.

A school planning team was established to enact the processes of the planning model and guide 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. To enhance this learning 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. 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, AECG, education providers, employment organisations and community groups were engaged in a wide range of consultative tools including action research, focus groups, questionnaires, interviews, SWOT analysis online surveys and parent and staff forums. These methodologies were differentiated to foster authentic representation.

The development of the school plan has been refined by a process of consistent consultation that will continue to be crucial as the school community successfully implements the three strategic directions.



Transformational
Learning

Purpose:

To foster a love of learning within students, equipping them with the skills to be successful lifelong learners, well prepared for life in a rapidly and continually changing world. To provide an educational environment that supports students to realise their potential, enabling them to live enriched lives, and become valuable, active and informed members of society, contributing to the economic, cultural and social capital of our communities.



Instructional
Leadership

Purpose:

To establish a vibrant learning community where educational leadership is distributed throughout the organisation. Where professional relationships and partnerships for learning are developed and enhanced. Practice is informed by educational research, theory and data. Teachers at all career stages take ownership of their professional learning and as leaders of learning participate in the development and implementation of a rigorous, differentiated professional learning agenda.



Optimal
Wellbeing

Purpose:

To value and promote the wellbeing of all students, staff and members of the wider school community. Where individuals and groups are supported by differentiated learning programs targeting student welfare that focus relentlessly upon providing a holistic education for all. Organisational processes, systems and practices are aligned to contribute to a harmonious and balanced setting within which all individuals thrive.

Strategic Direction 1: Transformational Learning

Purpose

To foster a love of learning within students, equipping them with the skills to be effective lifelong learners, well prepared for life in a rapidly and continually changing world. To provide an educational environment that supports students to realise their potential enabling them to live enriched lives, and become valuable, active and informed members of society, contributing to the economic and social capital of our communities.

Improvement Measures

- All teaching programs and practices are aligned with the *Quality Teaching Framework* and *Professional Teaching Standards*.
- All teachers know their students and how they learn and use a range of evidence to inform their practice. *Focus on Learning* teacher survey indicates improvements across the domains of *Learning Culture, Data Informed Teaching Practice and Teaching Strategies*, reflected by a 0.5 improvement.
- All students and teachers use models of reflection focused upon feedback, assessment and reporting processes to plan learning. Evidence: *Schools Excellence Framework* data referenced to indicate value added to NAPLAN results and student attainment from Year 7 to HSC. Value added data that is equal to or better than like school groups.

People

Students:

- Develop the skills and capacities required to live rich and rewarding lives
- Develop students' understanding of the learning process, enabling them to be active participants in their learning
- Build the capacity of students to understand the importance of feedback and building strong partnerships for learning across the whole community

Staff:

- Engage staff in the continual evaluation and development of professional practices and processes that enable the implementation of quality teaching, learning assessment and feedback
- Increase staff capacity to successfully implement evidence based teaching and learning practices to support the diverse learning needs of every student

Parents:

- Enhance parental involvement in building a culture of high expectations where all learning is valued
- Build the capacity of parents to inform and support students' individual learning needs

Community Partners:

- Promote the value of transformational learning through educational, corporate and community partnerships that enhance the mutual benefit of all stakeholders

Leaders:

- Leaders will develop a culture that celebrates the process of learning and creates opportunities for all members of Keira High School to be leaders of learning

Processes

Quality Teaching and Learning Programs

- Engage in the Quality Teaching Framework and National Teaching standards to inform the continual evaluation and development of pedagogical practice and lesson craft
- 7-12 high quality school platforms, scope and sequence, programs, lesson sequence, lesson design, assessment, achievement standards and feedback

Personalised Learning

- Quality school programs address the needs of all students
- Individual learning, behaviour and counselling support
- Working collaboratively with the community developing connections and relationships that create transitions and pathways for the 21st century learner
- Parents, families and communities have access to student progress data and are engaged in the process of personalised learning. Providing opportunity for parents to be learners, familiar with the most effective ways to support their child in the classroom

Quality Assessment

- The school aligns processes and systems for collection, analysis and reporting on student performance
- Student achievement is measured in meaningful ways and there is a whole school focus on assessment of, as and for learning

Evaluation Plan

Transformational Learning can be actioned through:

- Regular meetings with executive to scope and sequence program development and evaluation
- Student, parent and staff engagement in individualised and negotiated learning.
- Alignment of assessment systems and processes
- Faculty meetings used to evaluate the progress of the development of quality assessment
- Key learning events that celebrate and drive the achievement of milestones

Products and Practices

Quality Teaching and Learning Programs

Product:

All teaching programs and practices are aligned with the Quality Teaching Framework and Professional Teaching Standards.

Practice:

- Using a range of benchmarks, the school undertakes ongoing action research to identify and create innovative programs and strategies to progress students along the learning continuum.
- Every learner within the school has access to high quality BOSTES aligned programs and assessment embedded with systems of evaluation, monitoring and supervision.

Personalised Learning

Product:

Teachers know their students and use a range of evidence to inform their pedagogy.

Practice:

- There is evidence that the school assets, technology infrastructure and learning environments better support an innovative connectivity to and capacity for 21st Century learning.
- Students are engaged in peer tutoring and develop learning partnerships with peers, teachers, parents and the community.
- Curriculum is updated to better reflect 21st century learning
- Students with specific learning needs identified and individual learning plans enacted i.e. Personalised Learning Plans, Individual Learning Plans and Behaviour Management Plans

Quality Assessment

Product:

Students use reflection on assessment and reporting processes and feedback to reflect on and plan for learning.

Practice:

- Assessment of student progress is rigorous and comprehensive. It reflects the curriculum and draws on a combination of professional judgement of teachers and qualitative and quantitative data.
- Quality programming and assessment of, as and for learning informs future classroom practice
- Students negotiate success criteria and receive timely and effective feedback
- High quality, standardised, rich, differentiated assessment tasks and processes

Strategic Direction 2: Instructional Leadership

Purpose

To establish a vibrant learning community where educational leadership is distributed throughout the organisation. Professional relationships and partnerships for learning are developed and enhanced. Practice is informed by educational research, theory and data. Teachers at all career stages take ownership of their professional learning and participate in the development and implementation of a rigorous, differentiated professional learning agenda.

Improvement Measures

- All teachers develop annual personal learning goals and their Performance and Development Plans detail these goals and clear strategies to achieve them. *Focus on Me*, Teacher survey indicates improvements from 6.7 to 7.5 for leadership as a driver of student learning.
- 100% of teachers have authentically engaged with the *Australian Teaching Standards* and *Teacher Performance and Development Framework*, self-report a positive impact on professional practice and 5% of teaching staff have completed or are actively engaged in seeking higher levels of accreditation.
- The school has embedded explicit systems for collaboration, classroom observation, CoCoaching, modelling of effective practice and feedback to drive and sustain ongoing, school wide improvement in pedagogy and student achievement of outcomes. *The Focus on Learning*, teacher survey indicating collaboration as a driver of student learning improves from a score of 7.5 to 8.5.

People

Students:

- Opportunities for student growth and achievement are provided through a climate of high expectations for every student delivered via expert teaching practices and lesson craft

Staff:

- Quality Teaching is the most effective way to improve the educational outcomes for young people. Teachers at Keira will continue their commitment to professional growth and achieving high levels of professional pedagogy. Staff has a deep understanding and appreciation of DE key enablers and reforms and their role in developing leaders of learning. They take pride in rigorously academic pedagogy and assessment and ensure professional practice is informed by data, educational philosophy and contemporary research

Parents:

- Parents will be more involved in the process of achieving higher expectations for our learners. Parents will be informed of changes to assessment and programs that aim to support a better learning environment. Through building understanding parents will be more able to support student learning in the classroom

Community partners:

- The school continues to seek strategic partnerships to foster key programs and will provide educational expertise and leadership to these partnerships

Leadership:

- In cultivating instructional leadership Keira leaders will establish a professionally challenging and supportive learning culture and actively invest in building a collective knowledge bank. Fostering an expectation of innovation and improvement of teaching practice

Processes

Differentiated Professional Learning Agenda

- Development and implementation of a differentiated, professional learning program
- Professional learning and leadership is structured within the *Performance and Development Framework* and supported through Co coaching and mentoring structures

Lesson craft

- Rigorous interrogation of the *Tell Them From Me*' survey data along with external and internal student performance data used to inform professional practice
- The learning community is strengthened through teachers' engagement in frequent, ongoing professional dialogue.
- Faculty and subject based professional observation

Evaluation Plan

Instructional leadership can be actioned though:

- The strategic use of customised tools for continual reflection and evaluation of the effectiveness of teaching, learning and assessment within all programs across all KLAs.
- Improvement will be measured against benchmarks i.e. *Tell Them From Me* survey and student performance data.
- Teacher performance and development process indicates degree of professional development achieved as supported by the *Performance and Development Framework*.
- Co coaching and collegial sharing of individual *Performance and Development Plans*
- Sources of evidence of professional practice and growth holistically demonstrate teacher's progress towards their professional goals

Products and Practices

Differentiated Professional Learning Agenda

Product:

All teachers develop annual personal learning goals which are supported by clear strategies to achieve these goals.

Practice:

- Ongoing deep professional learning and staff practices are reflected in *Performance and Development plans* and are underpinned by the *NSW DE Performance and Development Framework*
- Whole school engagement in high quality observation, monitoring, and performance development in each subject focused on improved curriculum delivery, lesson craft, capabilities, assessment and student learning progress
- CoCoaching and lesson observations are a tool for continuing professional development
- There is evidence of individual career growth and accreditation against professional standards at proficient, accomplished and lead career stages
- Regular accreditation sessions that allow guided scaffolding and mentoring of professional practice

Lesson craft

Product:

The school has embedded explicit systems of collaboration, classroom observation, modelling and effective pedagogy and feedback is used to drive and sustain ongoing, school wide improvement in teaching practice and student outcomes.

Practice:

- Improved teacher pedagogy informed by lesson observations and quality peer feedback
- Co coaching and sharing of professional pedagogy with pre-service, new scheme, early career teachers, proficient teachers and executive on curriculum implementation, lesson craft, assessment and feedback

Strategic Direction 3: Wellbeing

Purpose

To value and promote the wellbeing of all students, staff and members of the wider school community. Where individuals and groups are supported by differentiated learning programs targeting student welfare that focus relentlessly upon providing a holistic education for all. Organisational processes, systems and practices are aligned to contribute to a harmonious and balanced setting.

Improvement Measures

- All individual learning is supported by effective, inclusive, differentiated and sustainable systems to support the wellbeing of students and staff. 'Tell Them From Me' survey reflects an improvement in achievement of social-emotional outcomes for students. Parents survey indicates improvement in the areas of inclusive school and school that supports positive behaviours.
- All students are supported to access their own educational, social and career pathways indicated by increased participation and success of equity groups evidenced by value added to *Attainment of Equity Groups* as detailed in *The Schools Excellence Framework* data.
- The school has comprehensive and integrated strategies in place to support the cognitive, emotional, social and spiritual wellbeing of students in a context of quality teaching and learning. 'Tell Them From Me' student feedback survey indicates at or above NSW Government norms for social – emotional outcomes.

People

Students:

- Students develop self-awareness and emotional intelligence to support their well-being in order to be self-regulating in their learning and their interactions with other members of the school community
- Students develop attitudes, habits and beliefs that enable them to achieve their potential and participate fully in school life and our society

Staff:

- Collaboratively develop and implement systems and practices to ensure sustainable, efficient administration of the school
- Staff are committed to a strategic and planned approach that supports the cognitive, emotional, social, physical and spiritual well-being of all members of the learning community
- Staff is committed to facilitating participation by all students in a rich, diverse, equitable, holistic schooling experience.
- Understand and value systems leadership

Parents:

- Have strong connections with the school
- Are well informed about and support school practices and procedures
- Confidently make positive contributions to their child's learning and overall schooling experience
- Are active participants in supporting the development of confident, informed and creative citizens

Community Partners:

- Have a mindset fostering participation, cooperation and engagement with the school
- All community partners enjoy open lines of communication and best practice in organisation when dealing with Keira High

Leaders

- Will establish a professional learning agenda to build the capacity of teachers to work collaboratively in consistently implementing the processes and practices of the school
- Develop a culture within the school that facilitates collaborative organisational improvement that promotes inclusivity for all.

Processes

Focus on Systems

- Continual evaluation of systems that facilitate streamlining and targeted improvement of school wide processes and practices
- Timeline of processes published and modifications made annually
- Engage whole school community in the practice of effective learning systems.
- Enhance lines of communication among school personnel
- Enhance lines of communication between school and the wider community

Inclusive Education

- Wellbeing programs delivered that explicitly teach students skills in fostering healthy relationships, maintaining balance and wellbeing
- Celebrate and promote academic success, participation, creativity, leadership and citizenship
- Share our vision with parents, families and other community partners
- Alliances are established and developed between partner primary and high schools, tertiary settings to provide meaningful post school destinations for all students.

Evaluation Plan

- Improvement will be measured against benchmarks i.e. 'Tell Them From Me' survey and 'Focus on Learning' teacher survey
- School executive to evaluate and report on improvements in school operation
- Collaboration with key parent and community groups in evaluation of whole school inclusivity.

Products and Practices

Focus on Systems

Product:

Individual learning is supported by effective, inclusive and sustainable systems to support the wellbeing of students and staff

Practice:

- Attendance systems support improvement in student attendance rates
- Attendance is managed via designated attendance meetings including executive, senior executive, and the Home School Liaison Officer.
- Staff supported in consistently meeting timelines resulting in wellbeing
- Effective and differentiated delivery of the Senior Study Program
- Increased parental involvement in supporting school systems
- Timetable, subject selection and curriculum management processes support engagement and well-being of students and staff
- Welfare and Learning and Support Teams operation reflects best practice
- Improved communication of policy and procedure to whole school community

Inclusive Education

Product:

All students are supported to access their own unique educational, social and career pathways as evidenced by increased participation and success of equity groups and delivery of personalised and differentiated educational programs

Practice:

- Greater participation in civics and citizenship programs
- Delivery of leadership, sporting and volunteering programs that engage all students.
- Fostering of effective TAFE/University relationships that provide personalised and differentiated post school pathways for students
- Achieving inclusivity across all school programs
- All student groups are supported to be represented on significant leadership groups within the school
- High levels of engagement across student groups are being reflected in merit system data
- Promotion of social and cultural literacy through celebrating the value of our diversity