

KEMPSEY HIGH SCHOOL PLAN 2012 -2014

SCHOOL CONTEXT

Kempsey (population 8,000) services a wider shire of about 29,000 people on the mid-north coast of NSW. Vinson’s research notes that Kempsey falls within the 1.7 percent of postcodes and communities across Australia that account for more than seven times their share of top rank positions on the major factors that cause intergenerational poverty. This disadvantage is not evenly spread within the Kempsey LGA. The school’s feeder area lies to the north and west of the Macleay River and takes in many “up river” communities. Many of these students come from families with low income. The Australian Curriculum, Assessment and Reporting Authority (ACARA), has constructed the Index of Community Socio-Educational Advantage (ICSEA) which comprises 14 variables in addition to data on remoteness and percentage of indigenous enrolments. These 16 factors have been shown to impact on student performance. The factors include household income, people’s school and post-school qualifications, employment status and skills, one parent families with dependent children and home internet connection. Kempsey High School had an ICSEA of 856 in 2010 indicating that large numbers of its students are very disadvantaged. In addition, ACARA allocates students to one of four socio-economic status groups. In 2010, 65% of Kempsey High’s students were in the bottom quartile, 11% in the lower middle quartile, 17% in the upper middle quartile and 7% in the top quartile. Kempsey High School is a comprehensive public high school with students in years 7 to 12. It is one of five secondary schools (two state, three independent) serving the district. The school has about fifty teachers, a counsellor, student support officer and chaplain, eleven administrative staff, four teacher aides, an Aboriginal Community Engagement Officer, Aboriginal Education Assistant and three Aboriginal Education workers. The school is acutely aware of the equity issues for many of its students. About 32% of students are of Aboriginal descent. This proportion is increasing by about 1% per year with lower but growing proportions in the senior years. Dunghutti students tend to come from the Greenhill (5km. west) and West Kempsey communities. A small number come from South Kempsey. Students from the Thungutti community come from Bellbrook (50km. west).

SCHOOL IDENTIFIED PRIORITY AREA/S

INTENDED OUTCOME/S

Literacy and Numeracy Engagement and Attainment Pedagogy Aboriginal Education Parent and Community Engagement Leadership and Management	Literacy and Numeracy means and value added measures increase. Student engagement and attainment increases. Professional Learning equips staff to meet school and personal professional development needs. Partnerships with the Dunghutti community are strengthened. Levels of Parental and Community Engagement Increase. Executive and Support Teachers engaged in Leadership Professional Development Program.
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TARGET/S

1. Achieve growth in student performance in NAPLAN from the 2010 (Year 7) average of 469.45 to an average above 508.27 for Year 9 2012.
2. Increase the number of students engaged with the Enterprise Centre from 24 (2011) to 48 in 2012.
3. Increase the proportion of teachers reporting that their professional learning needs are supported from 43% (2011) to 52% (2012).
4. Raise the proportion of Personalised Learning Plans developed for Aboriginal students from 12% (2011) to 100% of term 1 2012 enrolled students.
5. Lift the percentage of parents engaged in three way interviews from 55% (2011) to 75% in 2012.
6. Increase the proportion of collaboratively developed personal professional learning plans (PPLPs) from 0% (2011) to 100% (2012).

PRINCIPAL’S SIGNATURE

SED ENDORSEMENT

DATE

SCHOOL IDENTIFIED PRIORITY

OUTCOM E/S	Literacy and Numeracy means and value added measures increase.	TARGET/S	1. Achieve growth in student performance in NAPLAN from the 2010 (Year 7) average of 469.45 to an average above 508.27 for Year 9 2012.					
STRATEGIES		INDICATORS	TIMEFRAME			RESPONSIBILITY	Reform	FUNDING SOURCE/BUDGET
Literacy & Numeracy			2012	2013	2014			
Planning and assessment of excel each term. Focused intervention for students below national benchmarks.		Pre/post testing aligned to planned instruction shows student growth (end terms 1,2,3 &4).	X			Literacy & Numeracy Team	4	0.6 teacher \$39074
Strengthened RAK teacher support, accountability and student participation in RAK.		Rates of RAK participation maintained. (end terms 1,2,3 &4).	X			Literacy & Numeracy Team	1	0.2 teacher \$13025
Expansion of Quicksmart separately from Excel 2.		All students below NMS showing growth in Quicksmart. (end terms 1,2,3 &4)	X			Literacy & Numeracy Team	4	2 x SLSOs for 3 days per week \$48487
Use of practical hands-on maths tasks through the Enterprise Maths Program.			X			Maths Faculty	4	2 x SLSOs for 1 day per week \$16162
Coach teachers in: - extracting smart data for their class groups. - enhancing their teaching programs with strategies and resources to scaffold students' literacy and numeracy learning to raise students' competence in literacy and numeracy.		59% of teachers indicate participation in NAPLAN analysis for their Yr 7 to Yr 10 classes. (end term 3).	X			Literacy & Numeracy Team	1	0.2 teacher \$13024
		52% of teachers indicate review of teaching programs, assessment tasks and teaching strategies following analysis of NAPLAN. (end term 4)	X			Literacy & Numeracy Team	1	

SCHOOL IDENTIFIED PRIORITY

OUTCOM E/S	Student engagement and attainment increases.	TARGET/S	2. Increase the number of students engaged with the Enterprise Centre from 24 (2011) to 48 in 2012.
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STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	Reform	FUNDING SOURCE/BUDGET
<p><u>Engagement & Attainment</u></p> <p>Evaluate effectiveness of comprehensive classes.</p> <p>Revamp curriculum scope and delivery in comprehensive classes.</p> <p>Expand use of Enterprise Education programs, linked to VET competencies.</p> <p>Align programs in reconnect room (B1) to better meet student needs.</p> <p>Research and develop an alternative engagement and attainment program that provides targeted literacy and numeracy support and engaging hands-on enterprise education / service learning.</p> <p>Implement Positive Behaviour for Learning:</p> <ul style="list-style-type: none"> - Collect baseline data on area of emphasis in the various behaviour contexts. - Prof. Learning for staff about explicit lessons to teach PBL. - Launch PBL with extensive parent awareness program. - Teach students explicit PBL behaviours <p>Evaluate monitoring and anti-bullying programs. Resurvey using QSL in 2012 to inform expansion of wellbeing programs.</p>	<p>Increase in attendance, reduction in behaviour reports and improvement in semester reports for students in comprehensive classes, Enterprise Education programs and Reconnect Room. (end term 2)</p>	2012	2013	2014	HT Learning	3	10 teacher relief days \$3688
	<p>Targetted literacy and Numeracy Program in place and students accessing Enterprise Education / Service learning program. (end term 2)</p>	X			HT Enterprise Centre	6	1 x 0.6 SLSO \$30320
	<p>Reduction in targeted behaviour. (end term 2)</p>	X			DP Support Teacher Alternative Engagement & Attainment Program	4 4	1.0 Teacher \$65123
	<p>Recommendations in place to implement revised monitoring and anti-bullying programs for 2013. (end term 3).</p>	X			PBL Team	3	10 Teacher relief days \$3688
		X			Learning Support Team	3	(no additional cost)

SCHOOL IDENTIFIED PRIORITY

OUTCOME/ S	Professional Learning equips staff to meet school and personal professional development needs.	TARGET/S	3. Increase the proportion of teachers reporting that their professional learning needs are supported from 43% (2011) to 52% (2012).
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STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	Reform	FUNDING SOURCE/BUDGET
		2012	2013	2014			
<p><u>Pedagogy</u></p> <p>Coach and support teachers:</p> <ul style="list-style-type: none"> - to improve student feedback through various strategies including backward mapping, explicit marking criteria, rubrics & exemplars; - in other areas of professional need identified through personal professional learning plans. <p>Coach staff in the use of IWBs, IDPs, Moodle and other software.</p> <p>Provide laptops to Years 7 and 8 students with associated technical support.</p> <p>Provide IWBs or IDPs to learning spaces.</p> <p>Provide support and coach teachers in differentiation and extension of teaching programs for capable students.</p> <p>Coordinate a range of extension programs to lift attainment of capable students.</p>	<p>66% of teachers indicate that they use backward mapping to align outcomes, assessment strategies & teaching strategies. (end term 2)</p> <p>90% of teachers indicate that their assessment tasks incorporate explicit marking criteria. (end term 2)</p> <p>80% of teachers indicate that students have access to exemplars and model responses to assessment tasks. (end term 2)</p> <p>71% of teachers indicate that teaching programs are differentiated to meet the needs of capable students. (end term 2)</p>	X			Support Teacher (S/T Feedback)	1	20 Teacher relief days \$7376
		X			S/T Feedback	1	20 Teacher relief days \$7376
		X			S/T Technology	1	20 Teacher relief days \$7376
		X			TSO	3	\$52229
		X			S/T Technology	3	\$64385
		X			S/T Differentiation	1	20 Teacher relief days \$7376
		X			Operations Office	1	2 x 1.0 SAOs \$101068

SCHOOL IDENTIFIED PRIORITY							
OUTCOME/S	Partnerships with the Dunghutti community are strengthened.	TARGET/S	4. Raise the proportion of Personalised Learning Plans developed for Aboriginal students from 12% (2011) to 100% of term 1 2012 enrolled students.				
STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	Reform	FUNDING SOURCE/BUDGET
<p><u>Aboriginal Education</u></p> <p>Personal invitations to participate in events and programs.</p> <p>PLPs are co-written with each Aboriginal student and their parent / care giver.</p> <p>Implementation of PLPs monitored through individual teacher discussions with support staff.</p> <p>Staff participate in AECG cultural immersion program.</p> <p>Write scope and sequence of existing Aboriginal content and support development of new units.</p> <p>Establish junior AECG with SRC links.</p> <p>Provide students with mentoring opportunities in partner primary schools.</p> <p>Access PACE program through EESO and Aboriginal Education Team to involve parents and students in creating and/or invigorating signage, murals, artworks and the bush tucker garden.</p>	<p>100% Aboriginal families receive invitation from either One Teacher-One Family (OTOF) participant, ACEO or AEOs for one event/ PLP (end term2).</p> <p>PLPs written / amended during 3 way interviews. (end terms 1,2,3,4)</p> <p>12 teachers complete AECG cultural immersion program. (end term 3)</p> <p>Scope & Sequence completed. (end term 3)</p> <p>Aboriginal students elect junior AECG members. (end term 2).</p> <p>4 students undertake mentoring at Greenhill PS. (end term 3)</p> <p>Aboriginal Education Committee completes PACE funding application. (end term 1)</p>	2012	2013	2014	<p>S/T Ab Ed</p> <p>S/T Ab Ed</p> <p>HTs</p> <p>S/T Ab Ed</p> <p>S/T Ab Ed</p> <p>SRC coordinator</p> <p>Enterprise Ed SO</p> <p>Ab Ed team and S/T Ab. Ed.</p>	<p>6</p> <p>5</p> <p>5</p> <p>6</p> <p>5</p> <p>5</p> <p>3</p> <p>6</p>	<p>10 Teacher relief days \$3688</p> <p>20 Teacher relief days \$7376</p> <p>12 Teacher relief days \$4452</p> <p>8 Teacher relief days \$2950</p> <p>(no additional cost)</p> <p>SLSO Enterprise Centre and S/T Ab. Ed. already costed previously.</p>

SCHOOL IDENTIFIED PRIORITY

OUTCOM E/S	Levels of Parental and Community Engagement Increase.	TARGET/S	5. Lift the percentage of parents engaged in three way interviews from 55% (2011) to 75% in 2012.
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STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	Reform	FUNDING SOURCE/BUDGET
<p><u>Parent & Community Engagement</u></p> <p>Daily parent attendance feedback and improved attendance plans.</p> <p>Enhanced communication with parents and community through phone calls, texting, email, website, newsletters and media.</p> <p>Establish and use communication databases and events management to secure parent participation in Yr 6-7 transition initiatives and other events.</p> <p>Enterprise Education Support Officer (EESO) initiate partner programs through Mid Coast Connect and other agencies.</p> <p>Meetings of focus groups.</p>	Contact made with each parent for every daily unexplained absence by office team. (end terms 1,2,3,4).	2012	2013	2014	S/T Welfare / Admin.	6	20 Teacher relief days \$7376
	Email and text message databases established. (end terms 2 & 4).	X			Operations Office	6	40 SAO casual relief days \$8313
	Additional short newsletter week one each term. (terms 1,2,3,4)	X			Operations Office	6	
	Number of students at Greenhill PS partnership reaches 4. (end term 3)	X			EESO	6	80 SLSO casual relief days \$16162
	Neighbourhood Centre and Sport & Rec. Partnerships formed. (end term 3)	X			EESO	6	
	Focus Group meets each term. (term 1,2,3,4).	X			Focus Group Leader.	5	(No cost – voluntary)

SCHOOL IDENTIFIED PRIORITY							
OUTCOME/S	Executive and Support Teachers engaged in Leadership Professional Development Program.	TARGET/S	6. Increase the proportion of collaboratively developed personal professional learning plans (PPLPs) from 0% (2011) to 100% (2012).				
	STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	Reform
<p><u>Leadership & Management</u></p> <p>Support each executive to write and implement their personal professional learning plan.</p> <p>Support Teachers engaged, trained and supported to lead school improvement strategies.</p>	<p>Meetings each term between senior executive and HTs. and Support Teachers. (end terms 1,2,3,4).</p> <p>Support Teachers engaged in Leadership Program. (end terms 2 & 4)</p>	2012	2013	2014	Principal	2	10 Teacher relief days \$3688
		X			Senior Executive	1	20 Teacher relief days \$7376