

# School plan 2015 – 2017



## Kempsey High School 8123





## School vision statement

At Kempsey High School all students will be successful learners and will learn in an environment of respect, cooperation and fairness. Students will be safe, trusted, valued and supported by staff. Teachers will provide meaningful learning tasks that cater to student's developing needs. The school will provide quality learning resources and professional learning for the staff. It will enable parents, carers and community agencies to support student learning. The school will recognise the efforts and achievements of its students, parents and staff.

## School context

Kempsey High School has been located on its present site at latitude -31.1 and longitude 152.8 since 1930. The school enrolled 459 students in 2015 which included 144 (32%) Aboriginal students. 111 students (24%) were enrolled in Years 11 and 12.

The school serves public education students from across the Macleay Valley, principally those that live north and west of the Macleay River including those that reside in and around West Kempsey, Frederickton, Willawarrin and Bellbrook.

In 2014 the school had an ICSEA (Index of Community Socio-Economic Advantage) of 850 and a FOEI (Family Occupation and Education Index) of 158. These indices reflect the financial pressures of many of the school's families. In 2014, 69% of families were in the bottom income quartile and 90% of families were in the bottom half of the four income quartiles.

Kempsey High School is one of two public high schools that make up the 19 member Macleay Educational Community of Schools.

## School planning process

The Kempsey High School Plan 2015-2017 involved collaboration with parents through an open questionnaire distributed at the 2014 Presentation Night and by mail with a reply paid post facility.

257 students completed the Tell Them From Me survey during 2013 and 2014.

The parent feedback and student survey results were shared with staff over a series of meetings during term 1 2015 along with data about student attendance, engagement, attainment and retention.

A draft of the plan was then provided for further consultation for the Student Council, Parents & Citizens Association, the Aboriginal Education Committee and the school staff.



## STRATEGIC DIRECTION 1

Student learning is maximized through use of formative assessment.

### Purpose:

This first strategic direction seeks to put in place a key element of quality teaching which evidence shows will have the biggest impact on improving student learning outcomes.

This element involves teachers and students providing feedback to each other about students' learning during (rather than at the end of) teaching and learning activities and using this feedback to improve teaching and learning. It provides a process to review diverse student needs, increase expectations, produce a more differentiated curriculum and deliver it with high levels of planning, routines, management and explicit teaching.

## STRATEGIC DIRECTION 2

High quality teaching is delivered in a supportive learning environment.

### Purpose:

This second strategic direction recognises that the most important factor that the school can influence to maximise student learning is the quality of the teaching, administrative and support staff.

It strives to embed professional learning with colleagues into the day-to-day work of all staff.

It uses structured, challenging, stimulating and evaluated teaching – learning programs.

It seeks to make available quality teaching resources including technology in safe, aesthetically pleasing learning spaces.

## STRATEGIC DIRECTION 3

Leaders become better Instructional Leaders.

### Purpose:

This third strategic direction seeks to build the Instructional Leadership capacity of the school's leaders.

Instructional Leadership refers to the actions which leaders at all levels take to bring about improvements in student learning. It encompasses staff professional learning, supportive and collaborative relationships and structures, team work, professional reflection and feedback.

It aligns with and complements the other two strategic directions. Indeed, the other two strategic directions rely on the conscious instructional leadership actions of the school's leaders.



# Strategic Direction 1: Student learning is maximized through use of formative assessment.

## Purpose

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

This first strategic direction seeks to put in place a key element of quality teaching which evidence shows will have the biggest impact on improving student learning outcomes.

This element involves teachers and students providing feedback to each other about students' learning during (rather than at the end of) teaching and learning activities and using this feedback to improve teaching and learning. It provides a process to review diverse student needs, increase expectations, produce a more differentiated curriculum and deliver it with high levels of planning, routines, management and explicit teaching.

### Improvement Measures

- First semester 2015 attendance above 80.8%
- 2015 Year 9 mean scaled NAPLAN scores higher than the 2011-2014 average growth in state scaled scores (Yr 7 – Yr.9).
- Three or more 2015 HSC course means above state average.
- 2015 PLP completions reach 30%

## People

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

**Students:** Students' attendance, engagement, attainment and retention increase.

**Staff:** Staff will receive more information about student needs; assistance in creating differentiated teaching; support in undertaking high level planning, classroom management and organization and using formative evaluation techniques.

**Parents/Carers:** Parents / Carers will receive more information about the support the school provides for students' learning.

**Community Partners:** Community Partners will receive more information about the support the school provides for students' learning.

**Leaders:** Leaders and aspiring leaders will receive support in embedding formative evaluation and in building instructional leadership capacity.

## Processes

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

- Student needs articulated through NAPLAN data, PLPs and formative assessment.
- Staff support provided through professional learning activities through staff meetings and executive and peer mentoring.
- Parent / Carer and Community Partner support provided through a revised Homework Centre brochure and publicity through the school newsletter.

### Evaluation Plan

Audit of the implementation of formative assessment shows improved student learning outcomes in the classes where it has been used for 10 months or more.

## Products and Practices

### What is achieved and how do we measure?

- Improved first semester attendance data.
- Value added NAPLAN data.
- Increased number of HSC course means above state average.
- Percentage of eligible PLPs completed.
- Yr. 10 -12 Retention rates above district measures.

### Products:

- Higher course mean scores.
- Lower numbers of N Award warning letters.
- Homework Centre brochure.

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

### Practices:

- Use of formative assessment in the teaching – learning process.
- Peer and executive mentoring of staff.

# Strategic Direction 2: High quality teaching is delivered in a supportive learning environment.

## Purpose

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

This second strategic direction recognises that the most important factor that the school can influence to maximise student learning is the quality of the teaching, administrative and support staff.

It strives to embed professional learning with colleagues into the day-to-day work of all staff.

It uses structured, challenging, stimulating and evaluated teaching – learning programs.

It seeks to make available quality teaching resources including technology in safe, aesthetically pleasing learning spaces.

## Improvement Measures

- Expenditure shift from administration to teaching and learning.
- Increase in quantity of coaching, professional learning, observation and evaluation with school colleagues.
- Generally positive feedback on quality of coaching, professional learning & observation / evaluation.

## People

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

**Students:** Students supported to become responsible active participants in the feedback process of formative assessment.

**Staff:** Collegial professional learning opportunities are offered more frequently and receive increased engagement by colleagues.

**Parents/Carers:** Awareness of Parents / Carers about collegial professional learning is raised through school newsletters.

**Community Partners:** Awareness of Community Partners about collegial professional learning is raised through school newsletters.

**Leaders:** The quality of Executive and Peer coaching improves through more practice, modelling, observation and evaluation of teaching practices.

## Processes

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

- Supportive observation and evaluation of colleague's teaching.
- Collegial professional learning in staff meetings, school development days and after school workshops.
- Coaching and supervision of executive staff, teachers and administrative staff.

### Evaluation Plan

- Financial modelling of administrative expenditure changes.
- Monitoring of administrative expenditure in financial reports.
- Staff evaluation of coaching, observation / evaluation and collegial professional learning.

## Products and Practices

### What is achieved and how do we measure?

- Increased and equitable allocation of quality teaching resources and technology in safe, aesthetically pleasing learning spaces achieved through administrative savings.
- Increase in quantity of quality coaching, professional learning, observation and evaluation with school colleagues.

### Products:

- Structured, clear, challenging, stimulating and evaluated teaching-learning programs.
- Documented professional development programs.
- Negotiated individual staff professional development plans.

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

### Practices:

- Reduction in administration costs through change in products / practices.
- Modelling of coaching and supervision methodology by principal.
- Executive support of staff leadership of and participation in collegial professional learning experiences.
- Provision of structures for peer observation and evaluation.

# Strategic Direction 3: Leaders become better Instructional Leaders

## Purpose

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

This third strategic direction seeks to build the Instructional Leadership capacity of the school's leaders.

Instructional Leadership refers to the actions which leaders at all levels take to bring about improvements in student learning. It encompasses staff professional learning, supportive and collaborative relationships and structures, team work, professional reflection and feedback.

It aligns with and complements the other two strategic directions. Indeed, the other two strategic directions rely on the conscious instructional leadership actions of the school's leaders.

## Improvement Measures

- Alignment of the school's vision for student learning with the purpose of staff professional learning plans and formative evaluation data.
- Audit indicates that information fed back during formative evaluation is used to improve further student learning.

## People

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

**Student:** Contribute to the school's vision for and effectiveness of student learning by providing feedback as part of formative evaluation processes.

**Staff:** Collaborating to achieve a shared sense of purpose about the school's vision for student learning. Developing an individual professional learning plan that is informed by current research and practice about improving student learning outcomes. Applying formative evaluation techniques to improve student learning outcomes.

**Parent / Carers:** Contribute to collaboration about the school's vision for student learning.

**Community Partners:** Contribute to collaboration about the school's vision for student learning.

**Leaders:** Creating a shared sense of purpose about the school's vision for student learning. Leading individual staff in the shared development of professional learning plans that are informed by current research and practice about improving student learning outcomes. Leading the application of formative evaluation techniques to improve student learning outcomes.

## Processes

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

- Conversations about the school's vision for student learning through meetings with parents/carers, student participation in formative evaluation and staff meeting dialogue.
- Staff collaboration with supervisor about individual professional development plan.
- Professional learning about and participation in using formative evaluation as part of the teaching-learning process.

### Evaluation Plan

- Review alignment of the school's vision for student learning with the purpose of staff professional learning plans and formative evaluation data.
- Audit of formative evaluation processes to determine the degree to which:
  - a) learning intentions are clarified, understood and shared;
  - b) classroom activities are effectively engineered to elicit evidence of student learning;
  - c) feedback is provided that moves learners forward;
  - d) students are activated as a learning resource for one another;
  - e) students are activated as owners of their own learning.

## Products and Practices

### What is achieved and how do we measure?

- Updated and shared understanding of the school's vision of student learning among parents/carers, community partners, students and staff.
- Individual staff professional learning plans that meet personal and school needs to address student learning needs.
- Staff and students collaboratively engage in formative evaluation to improve student learning.

### Products:

- A current shared school vision for student learning.
- Individual staff Professional Learning Plans.
- Student formative evaluation data.

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

### Practices:

- Ongoing dialogue about the school's vision for student learning among students, staff, parent / carers and community partners.
- Staff participation in collaborative goal-setting, observation, evidence collection and evaluation through participation in the performance development framework.
- Ongoing application of formative evaluation techniques within the teaching-learning process.