School Plan 2015 – 2017

Effective Communication and Celebration of Success

Positive and Respectful Relationships

Realising the Potential of Our Learning Community
School Vision Statement

Our Vision:
Inspiring students to become lifelong learners and aspirational citizens

Our Values:
- Safety: Physically, socially and emotionally
- Tolerance: Acceptance of diversity
- Achievement: Working to potential
- Respect: Treating others as you want to be treated.
- Integrity: Doing what is right when no one is watching.
- Resilience: Bouncing back from adversity.
- Honesty: Telling the truth

As custodians of our school, its students and its reputation in the community we:
- Maintain positive, caring relationships between staff, students and our community.
- Set high expectations for ourselves and our students.
- Are positive role models.
- Fulfil our professional responsibilities consistently.
- Celebrate success in all aspects of school life.

School Context

Kingscliff High School, located on the Far North Coast, is a school with approximately 1120 students, including 12% Aboriginal or Torres Strait Islander students. The school is explicitly building a culture of learning and inclusion based on the notion of our custodianship of our learning site and community.

There are existing diverse community connections including a strong Parents and Citizens’ Association, the Tweed 5 Community of Secondary Schools and the Coastal Learning Community encompassing seven public schools from Pottsville Beach PS in the south to Fingal Head PS in the north and Duranbah PS in the west.

Our school takes pride in its breadth of curriculum, its comprehensive suite of student wellbeing programs, including a current review of Positive Behaviour for Learning and the annual ‘Kingscliff Way’ program which articulates our positive expectations for learning and behaviour.

Kingscliff High School reflects the values of the Tweed Coast Community through high behavioural and academic expectations for all students. This is nurtured through positive student recognition, along with support for students demonstrating talent in sport and the creative and performing arts

School Planning Process

Our planning for school improvement began with collective reflection on our purpose as a learning community. The result was a shared vision statement, underpinned by our values as a learning community and our agreed ways of working together.

Staff, students and parents then set about an analysis of qualitative and quantitative data, supplemented by a range of other data sources including academic results, attendance patterns and student management trends, allowing us to clearly identify aspects of the school which required improvement. Our shared vision and values ensured a common analytical perspective.

Our executive team used the advice from our school community to articulate our three strategic directions and the respective purpose of each. Staff teams were then led by executive in articulating the processes and people that would drive these strategic directions, and the practices and products that would result. More specialist teams, identified through this process, then articulated the milestones through which the success of our strategic planning would be measured.

At the end of its first year, our Plan was internally evaluated through mapping against the School Excellence Framework and evidence based measurement of its implementation on this basis.

Our revised Plan for 2016 draws on our planned achievements of 2015, and continues our collective realisation of our identified improvement measures in 2016.
School strategic directions 2015 - 2017

**Purpose:**
Kingscliff High School (KHS) will communicate across its learning community in a coordinated, consistent and professional manner, using a consistent approach to celebrating success. All communication will be evaluated and implemented according to the needs of our learning community. Transparent and consistent communication will ensure we engage with our learning community in a manner supportive of teaching, learning and student success.

**STRATEGIC DIRECTION 1**
Effective Communication and Celebration of Success

**Purpose:**
Realising the potential of our learning community will enable Kingscliff High School to provide engaging, relevant and inspiring learning experiences. Ongoing evaluation of teaching, learning and assessment practices will address the needs of 21st Century learners. Our students will be supported to become lifelong learners and aspirational citizens who are self motivated and think creatively.

**STRATEGIC DIRECTION 2**
Realising the Potential of Our Learning Community

**Purpose:**
Relationships at Kingscliff High School will promote and support a positive culture focused on respect. Relationships will be strengthened through relevant programs which enhance knowledge and skills. Teaching and learning will be enriched through positive and respectful relationships.

**STRATEGIC DIRECTION 3**
Positive and Respectful Relationships
Strategic Direction 1: Effective Communication and Celebration of Success

**Purpose**

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

• Kingscliff High School (KHS) will communicate across its learning community in a coordinated, consistent and professional manner, using a consistent approach to celebrating success. All communication will be evaluated and implemented according to the needs of our learning community. Transparent and consistent communication will ensure we engage with our learning community in a manner supportive of teaching, learning and student success.

**People**

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

- Image team in consultation with the school community
- Coastal Learning Community (CLC) Principals work with stake holders in their schools
- Faculty Head Teachers Program Managers and Senior Executive work with School Communication Team (C Wiggins and L Clancy)
- Awareness raising and where necessary training to access different forms of communication
- A shared commitment to engage with whole school communications
- Awareness raising and where necessary training regarding for all forms of student achievement (staff)
- Consultation with staff regarding shared responsible for successful formal assemblies

**Processes**

How do we do it and how will we know?

- Ongoing formal and informal meetings of CLC Principals
- All faculties to update their scope and sequence and assessment schedules
- Consistently updated school calendar on KHS social media
- Investigate and finalise most appropriate app for KHS
- Staff consultation to determine agreed internal communication (in all forms)
- Replace staff communication white board with Smart Board for daily data communication
- Review status of Friday morning tea
- Review and evaluate current merit system for all forms of student achievement
- Review student recognition assemblies re scheduling and organisation
- Make use of revised internal and external communication to promote merit system and formal assemblies

**Evaluation plan:**

Head Teachers leadership teams will collate identified evidence which demonstrates achievement of relevant milestones during scheduled meeting times each term

**Products and Practices**

What is achieved and how do we know? What are our newly embedded practices and how are they integrated and in sync with our purpose?

- **Product:** Increased numbers in Stage 3 students choose KHS for Year 7
- **Practices:** All school community will take pride in diverse usage of school crest
- **Product:** Community partnerships will be supported by transparent communication
- **Practices:** Front foyer is a dynamic and up to date reflection of the schools values and achievements
- **Product:** Continue to develop promotional partnerships with CLC schools
- **Practices:** Work with parents to support student engagement with appropriate opportunities
- **Product:** Faculties and program managers ensure assessment schedules, Variation of Routine (VOR)'s, student opportunities, policies are consistently updated and submitted to School Communication Team
- **Practices:** Consistent and coordinated communication through newsletter, social media and app.
- **Product:** All staff engage with school programs to promote and foster student success.
- **Practices:** Consistent, accessible and sustainable communication for KHS staff.
- **Product:** Consistent, accessible and sustainable communication for CLC schools.
- **Practices:** All staff regularly submit award nominees from respective programs
- **Product:** Scheduled program of recognition assemblies that celebrate diversity of success.
- **Practices:** Consistent promotion of recognition assemblies.

**Improvement Measures**

- Majority of students in partner primary schools achieving above state average in Year 5 NAPLAN literacy and numeracy enrol in Year 7 at KHS
- Increased student interest and participation in curricular and extra curricular opportunities
- 100% staff engagement with internal communication processes.
- 100% input from all extra-curricular programs and faculties to recognise student achievement.
Strategic Direction 2: Realising the Potential of Our Learning Community

**Purpose**

Why do we need this strategic direction? Why is it important?

Realising the potential of our learning community will enable KHS to provide engaging, relevant and inspiring learning experiences. Ongoing evaluation of teaching, learning and assessment practices will address the needs of 21st Century learners (C21). Our students will be supported to become lifelong learners and aspirational citizens who are self-motivated and think creatively.

**People**

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

Teaching and Learning Team to
- Plan and develop learning extension focus
- Liaise with executive and staff on learning extension week
- Review of subject selection
- Liaise with Core Academic Group (CAG)
- All staff receive Professional Learning (PL) on Art and Science of Teaching (ASoT)
- All staff receive PL on Learning extension week and learning extension PLP’s
- Technology and Teaching & Learning Team to develop staff PL
- Staff PL on Google apps
- Staff PL on C 21 learning
- Study Skills Team (oversee and coordinate) In service staff on resource materials to mentor students Years 7-12
- (Aboriginal Education Group (AEG) to oversee processes.
- In service all staff on PLP’s and cultural identity of buildings.

**Processes**

How do we do it and how will we know?

- Investigation and identify learning extension students and write PLP’s for targeted students
- Investigate and plan end of year learning extension week
- Plan and deliver ASoT sessions for staff
- Review of subject selection process
- Whole school focus on Google apps in association with CLC
- In service/focus on C 21 learning through staff PL
- Junior and senior assessment schedule put on KHS website
- All Years 7-12 will do Elevate Education sessions (study skills) and mentoring.
- Introduce wall chart planner for student assessments and planning.
- All buildings to be given indigenous names and have cultural signage.
- Change gardens into bush tucker gardens.
- Build a circular outdoor learning area.

**Products and Practices**

What is achieved and how do we know? What are our newly embedded practices & how are they in sync with our purpose?

- **Product:** Students in Years 7-10 to engage in learning extension.
- **Practices:** Targeted learning extension students will have PLP’s.
- **Product:** Students (Year 7–12) begin to demonstrate characteristics of C21 learners.
- **Practices:** Staff demonstrate an understanding of C 21 learning.
- **Product:** Improved indigenous student educational outcomes
- **Practices:** Staff utilising PLP’s of indigenous students

**Evaluation plan:**

Head Teachers leadership teams collate identified evidence which demonstrate achievement of relevant milestones during scheduled meetings each term.

**Improvement Measures**

- Improved academic results across Years 7-12. (HSC results, NAPLAN results, internal assessment, anecdotal evidence)
- Increased student engagement. Attendance data, Tell Them From Me Survey, Academy data, N awards, anecdotal evidence, use of study skills material
- Increased staff awareness and engagement in focus areas for improving student outcomes. (Staff surveys, anecdotal evidence, minutes of meetings, report from executive staff).
Strategic Direction 3: Positive and Respectful Relationships

**Purpose**

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

Relationships at KHS will promote and support a positive culture focused on respect. Relationships will be strengthened through relevant programs which enhance knowledge and skills. Teaching and learning will be enriched through positive and respectful relationships.

**People**

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

- Consultation with Student Wellbeing Team and Learning & Support Team (LaST) on anti-bullying policy
- Regular Professional Learning (PL) of aspects of the Wellbeing and Discipline Policy
- Positive Behaviour Learning (PBL) Team continue with lesson development
- PBL Team provide PL for the KHS learning community via staff meetings, P&C meetings and school assemblies
- PBL team promote reward system
- KHS Learning Community engages with PBL program and reward system
- PBL liaison with image team on signage
- We All Value Education (WAVE) team to continue rolling out the WAVE program in stages
- Regular PL for staff on criteria for WAVE reports
- ICT support team to monitor WAVE software and address any issues
- WAVE team to lead consultation across school community on effectiveness and analysis of data
- School Administrative and Support Staff (SASS) print, collate, post reports and advise WAVE team of any issues
- Wellbeing Coordinator to oversee whole day attendance, wellbeing programs and Year Advisers (YA)
- LaST to oversee and provide executive direction on wellbeing issues and initiatives
- Newly established MindMatters (MM) team collect data and develop plan in consultation with Student Wellbeing Team
- All staff engage with MM program

**Processes**

How do we do it and how will we know?

- Consultation with CLC and school community regarding anti-bullying policies
- Develop an anti-bullying policy that is checked and ratified by the KHS learning community
- Develop an Alternate Class Placement (ACP) program and investigate the hiring of SAO to manage administration
- Complete writing lesson plans for all settings using PBL scope and sequence as a guide
- Develop signage plan across the school for key PBL values
- Reinforce and administer reward system
- Implement WAVE program across the school
- Investigate how data can be best collated and disseminated to staff
- Consultation with school community on effectiveness and benefits of the WAVE program
- Develop whole day attendance procedures document for YA’s
- All YAs follow whole day attendance audit procedure to identify students with attendance issues and implement interventions
- Coordination of Years 7-12 Wellbeing Programs. Student evaluation at completion of each program
- Role statement established for consultation with YA’s and LaST
- MM training for identified staff
- Survey school community to develop baseline data to inform MM focus
- Develop a focused plan based on data
- Identify MM modules to be completed by all staff

**Evaluation plan**

Head Teachers leadership teams collate identified evidence which demonstrates achievement of relevant milestones during scheduled meeting times each term.

**Products and Practices**

What is achieved and how do we know?

- **Product**: The Wellbeing and Discipline Policy is consistently implemented across the school
- **Product**: A revised Anti-Bullying policy that is the result of extensive consultation with CLC schools and the KHS learning community has been developed
- **Practices**: A full working trial of a developed Alternative Class Placement program has been implemented
- **Product**: School community share understanding of what Safe Tolerant Achieving Respectful (STAR) values look like in all non-classroom settings
- **Practices**: Roll call teachers explicitly teach lessons developed by the PBL Team each Monday during extended roll call
- **Product**: Staff use PBL language when describing expectations in non-classroom setting
- **Product**: PBL focus of the week reinforced by senior executive at assemblies
- **Product**: PBL signage is developed
- **Product**: WAVE reports sent out to parents/carers twice a term using staggered implementation
- **Product**: Timetable and protocols for regular analysis of WAVE data
- **Practices**: All staff implementing criteria consistently and undertaking reporting in a timely fashion.
- **Product**: Whole day attendance procedures are developed and implemented
- **Product**: YA role statement produced
- **Practices**: Wellbeing programs delivered to all students
- **Product**: A fully trained MM team has developed a focused plan based on identified school community needs
- **Product**: Staff undertake regular PL in MM

**Improvement Measures**

Improved staff understanding of wellbeing and discipline procedures within the school

- Improved staff understanding of wellbeing and discipline procedures within the school.
- Improved wellbeing of KHS Learning Community (attendance data – staff and student, staff wellbeing team surveys of staff and students. Tell Them From Me survey, Crossroads survey, student evaluations from wellbeing programs, staff engagement with MindMatters training modules)
- Increased positive interactions amongst members of the KHS Learning Community. (WAVE parent data, PBL, Reward system data, analysis of WAVE data, academy data and suspension data)
- Improved wellbeing of KHS Learning Community (attendance data – staff and student, staff wellbeing team surveys of staff and students. Tell Them From Me survey, Crossroads survey, student evaluations from wellbeing programs, staff engagement with MindMatters training modules)