

# School Plan 2018-2020

**KINGSCLIFF  
HIGH SCHOOL**



ACHIEVEMENT THROUGH ENDEAVOUR

A positive learning  
culture which fosters  
wellbeing

Supporting classroom  
practice

Building teacher  
professional capacity



## School Vision Statement

### *Our Purpose:*

Inspiring students to become lifelong learners and aspirational citizens

### *Our Values:*

<i>Safe</i>	<i>Our students have the capacity for resilience and success in a complex world</i>
<i>Tolerant</i>	<i>Our school community provides a supportive and empathetic learning environment</i>
<i>Achieving</i>	<i>Our students and teachers are motivated and engaged as dynamic, creative and skilled learners</i>
<i>Respectful</i>	<i>Our students and teachers value positive and respectful relationships which lead to success in learning</i>

### *Our School Community*

*All members of our school community can work towards our shared purpose*

<i>Students</i>	<i>are active participants in a positive school culture</i>
<i>Parents</i>	<i>are partners in promoting learning and wellbeing in order to prepare students for a positive future</i>
<i>Teachers</i>	<i>foster and lead a positive culture that underpins student learning and wellbeing</i>

## School Context

Kingscliff High School, located on the Far North Coast, is a school with approximately 1060 students, including 12% Aboriginal or Torres Strait Islander students. As a school we prioritise positive and respectful relationships as being the foundation of quality learning. We are an inclusive school which encourages students to value and celebrate all forms of achievement.

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 of schools encompassing the seven public schools (primary and secondary) which are part of the broader Tweed Coast community.

Our school takes pride in its breadth of curriculum, its comprehensive suite of student wellbeing programs, including a strong Positive Behaviour for Learning program, 'WAVE' reports distributed to parents and carers twice a term reporting on the learning behaviours of each student 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 achievement in STEM areas of learning, sport and the creative and performing arts.

## School Planning Process

Our current School Plan is drawn from cyclical, evidence based evaluation of our preceding School Plan (2015-2017), evidence based measurements of the impact of our work as a learning community against the School Excellence Framework and an inclusive and comprehensive program of school community consultation.

Our school community reaffirmed its commitment to our shared purpose of 'Inspiring students to become lifelong learners and aspirational citizens', our shared values of safety, tolerance, achievement and respect and, significantly, have committed to the distinct roles of students, teachers and parents/carers in working towards our shared purpose. From this perspective, our school community were able to work together in considering the evidence of our achievements over the past three years in order to make considered recommendations which would form the foundations of this School Plan.

Our school leadership team engaged with the advice of our school community in order to identify our three Strategic Directions for 2018-2020, and the practices and products our school community would work towards in order to achieve:

- A positive learning culture which fosters wellbeing
- Supporting classroom practice
- Building teacher professional capacity

The ongoing management of our School Plan was then considered, identifying the processes through which students, teachers and parents / carers would be supported in order to engage with our improved practices.

Finally, the ongoing evaluation of our School Plan was considered, making use of the revised School Excellence Framework in order to project where the impact of our planned work would take us at the end of 2018, 2019 and 2020. Integral to this was the evidence we would use in our ongoing self evaluation and reporting back to our community.



## STRATEGIC DIRECTION 1

A positive learning culture which fosters wellbeing

### Purpose:

Our school community will promote and support positive wellbeing and an engaged learning culture. Our school community will be supported in consistently adopting teaching and learning practices that foster wellbeing. Student learning outcomes will be enhanced through respectful relationships and consistent, supportive practice.

## STRATEGIC DIRECTION 2

Supporting classroom practice

### Purpose:

Quality teaching and learning programs and practices will enhance student engagement and outcomes. Staff will build capacity in effectively developing classroom practices in order to increase student success. Teaching and learning will be enriched through sustainable, common practices.

## STRATEGIC DIRECTION 3

Building teacher professional capacity

### Purpose:

Kingscliff High School will foster a professional and collaborative learning culture which supports teacher development and wellbeing. Teacher professional capacity and wellbeing will be strengthened through innovative use of school resourcing, targeted professional learning opportunities and a supportive staff environment. Student outcomes will be enhanced through improved professional support and effective use of school resources.

# Strategic Direction 1: A positive learning culture which fosters wellbeing

## Purpose

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

- Our school community will promote and support positive wellbeing and an engaged learning culture. Our school community will be supported in consistently adopting teaching and learning practices that foster wellbeing. Student learning outcomes will be enhanced through respectful relationships and consistent, supportive practice.

## Improvement Measures

- ❖ Qualitative observations that students know and value their transition plans
- ❖ Increased numbers of students nominating for SRC
- ❖ Survey results demonstrate a greater sense of belonging among Year 7 students

## People

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

- Student leaders trained to run assembly
- SRC students & other identified students with leadership potential
- SRC Coordinator
- Year Advisers (YA)
- Student Voice & Leadership (SVL) Team

- Year 7 Adviser
- Year 7 Deputy Principal
- HT Transition
- Wellbeing Coordinator (WBC)
- HT T&L

- Transition team and careers advisers, relevant departmental officers

## Processes

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

- Develop student voice in year meetings
- Student voice and leadership training.
- To build SRC capacity to work with Learning Disposition Wheel (LDW)
- Principal / student focus groups done in a 4C way

- Revise existing K-Way to include LDW
- Activities delivered in 4C way
- Entry/Exit survey designed to reflect Tell Them From Me (TTFM)

- Regular revision of transition plans
- Creating shared understanding of the opportunities provided by community partnerships
- Linking students with these opportunities

### Evaluation plan:

- Trends in WAVE scores
- TTFM data
- SRC participation rates

## Products and Practices

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

### Product: Student Voice

#### Practices:

- Student focus groups in each year group to engage student voice / feedback
- Regular responses to student voice feedback – Daily Notices / Year Meetings / school assemblies / PBL

### Product: Year 7 K-Week

#### Practices:

- Revise K-Week content
- Year 7 parent BBQ

### Product: Positive Learning Paths

#### Practices:

- Every student has a transition plan
- Community partnerships enhance learning outcomes
- Teachers actively encourage student engagement with the transition plan

# Strategic Direction 2: Supporting classroom practice

### Purpose

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

- Quality teaching and learning programs and practices will enhance student engagement and outcomes. Staff will build capacity in effectively developing classroom practices in order to increase student success. Teaching and learning will be enriched through innovative and sustainable common practices.

### Improvement Measures

- ❖ WAVE reports trends in Year 7
- ❖ Internally developed survey pre and post development school plan

### People

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

- Learning Coaches (LC)
- Teachers who have engaged in 4C learning
- HT Teaching and Learning
- Senior Executive

  

- ELO
- Senior Executive

### Processes

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

- Staff engage in a range of professional learning around collaborative practices, including 4C and the collaborative response model
- Learning coaches explicitly trained to lead CTMs
- Staff to be provided with professional learning opportunities around CCVs
- Staff to be provided with professional learning regarding the 4Cs

  

- ELO to visit other schools, collect ideas
- Lead a process of sharing and synthesising to determine applicability to KHS
- Present professional learning sessions as appropriate
- Pre- and post-survey for staff
- Participate in school plan 2021-2023

### Evaluation plan:

- Trends in WAVE scores
- TTFM data

### Products and Practices

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

**Product: Students learn through innovative pedagogies**

**Practices:**

- Consistent and regular Collaborative Team Meetings (CTMs) with a positive focus on pedagogy with adherence to agreed protocols
- Agreed and student-centred Collaborative Classroom Visits (CCVs) which inform CTMs

  

**Product: Realigned working week supports collaborative culture**

**Practices:**

- Executive Liaison Officer (ELO) to investigate existing and relevant practices in other schools

# Strategic Direction 3: Building teacher professional capacity

**Purpose**

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

- Kingscliff High School will foster a professional and collaborative learning culture which supports teacher development and wellbeing. Teacher professional capacity and wellbeing will be strengthened through innovative use of school resourcing, targeted professional learning opportunities and a supportive staff environment. Student outcomes will be enhanced through improved professional support and effective use of school resources.

**Improvement Measures**

- ❖ Increased staff engagement with innovative pedagogies
- ❖ Regular rate of CCVs taking place across learning settings

**People**

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

- 16 staff from across all faculties.
- School Executive
- Learning Coaches Team (LCT)

  

- Learning Coaches Team (LCT)
- HT T&L.

**Processes**

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

- 16 staff across all faculties to engage in ongoing learning
- School leadership & learning coach teams to engage in CRM learning
- Shared professional learning from CRM

  

- Learning Coaches - explicit training about 4C coherence makers & CRM to be developed and undertaken
- Ongoing reflection and evaluation in collaboration with HT Teacher & Learning (HT T&L)

**Evaluation plan:**

- Follow up parking lot
- People Matter teacher survey
- TTFM surveys
- WAVE reports

**Products and Practices**

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

**Product: Staff capacity to reflect on practice & engage with innovative pedagogy**

**Practices**

- Ongoing 4C learning (2<sup>nd</sup> cohort)
- Engagement with the Collaborative Response Model (CRM)

  

**Product: Learning Coaches**

**Practices**

- 5 staff with explicit training to support collaboration, creativity, critical reflection and communication