School plan 2018-2020

Kincumber High School 8585

School vision statement

Encourage a dynamic, nurturing and respectful environment, which supports a positive culture and sense of belonging, while empowering all learners with the confidence to pursue personal excellence, through the joy of learning, now and into the future.

School context

Kincumber High School is a proud public school and member of the Kincumba Learning Community, which includes our partner primary schools, Avoca Beach, Pretty Beach, Copacabana and Kincumber Public Schools. The school is a member of the Tjudibaring Local AECG and values the relationship with its local Aboriginal Community and acknowledges the land of the Darkinjung people as the traditional custodians of the land the school is built on.

Kincumber High School sits at the base of the Kincumba Mountain. It is surrounded by beaches, the Brisbane Waters and bush, and affords a lifestyle that reflects its beautiful and diverse environment.

The population in 2018 is 964 and the students come from a diverse range of backgrounds. The current Aboriginal enrolment is approximately 5% of the school population. The school includes a support unit, including an IM, IO and three Multi–Categorical classes, as well as a specialised class for Deaf students.

The school offers a broad curriculum to cater for all students. This includes ATAR subjects, non ATAR subjects and access to TAFE, VET as well as SBAT and Life Skills courses. The school has a strong record of academic achievement and success across a broad range of subjects, with a number of students gaining university scholarships and academic awards. The school has an excellent record in the sporting arena and supports a range of creative and performing arts opportunities. An Agriculture plot and a Marine Aquaculture area are positive features of the school.

Kincumber High School has a strong focus on student and staff wellbeing. The school is a Mindmatters school, with programs to help develop self–confidence, social skills and resilience in our student body.

Student Leadership is an integral part of the school ethos and the inclusive nature of the school culture. Kincumber High School is committed to the pursuit of excellence and providing high quality educational and individual outcomes for all students in the community.

School planning process

- All members of the school community have been included in the consultation process during the development of the School Plan.

- Staff, School Executive, Parents, Students, including Aboriginal students, have all had an opportunity to be included in the collection of a range of data, through a variety of processes including surveys, formal and informal discussions, forums with groups, individual interviews and group discussions.

- The process included meetings of the key members of the team (senior executive, executive, teachers, students and parents), with information sessions on all collected information and data analysis.

To ensure the most benefit for the school and the community, all views were considered in the 3 year planning cycle. Through discussion and collaboration, agreed directions, processes, products and practices were decided upon and published in the 2018 – 2020 Kincumber High School Plan.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1
Improving student outcomes

STRATEGIC DIRECTION 2
Enhancing teacher quality

STRATEGIC DIRECTION 3
Strengthening wellbeing

Purpose:

Maximise opportunities for students to be successful at school and beyond

Purpose:

Increase the capacity of teachers to provide students with rich, interesting and well structured learning experiences

Purpose:

All stakeholders connect, succeed, thrive and learn in a safe and secure environment

Strategic Direction 1: Improving student outcomes

Purpose

Maximise opportunities for students to be successful at school and beyond

Improvement Measures

Increase the proportion of students in the top 2 NAPLAN bands in reading and writing to 28% by 2020

Increase the proportion of students in the top 2 NAPLAN bands in numeracy to 28% by 2020

Increase in the % of students securing tertiary offers and obtaining full time employment post school from 75% to 80%

Increase in Year 9 proficiency or above in student writing from 9% to 12%

People

Students

Develop a growth mindset.

Take greater responsibility for their learning and understand resilience in learning is a requirement for success

Staff

Understand the individual needs of students and maximise opportunities for success.

Demonstrate a willingness to deliver differentiated teaching and learning to meet the needs of all students

Leaders

Coordinate strategies and support teachers to provide improved outcomes for students

Parents/Carers

Understand and appreciate the role parents play in student success

Community Partners

Possess and share a wealth of "Beyond school" knowledge

Processes

Provide Professional Learning to analyse data and review and refine existing "Bump it Up" strategies to increase the number of students in the top two bands in Year 7 & 9 NAPLAN Reading and Numeracy

Establish a whole school approach to note–making to promote depth of understanding and to support TEEL/TEEEL

Investigate and implement 'Future Focus Learning " skills

Evaluation Plan

Analysis of NAPLAN and school based assessment data

Evaluation of future focused learning projects through lesson plans, teacher and student reflection surveys

Student performance data and classroom observations to assess success of note–taking and TEEL/TEEEL

Practices and Products

Practices

Refined Bump It Up strategies are utilised consistently in all targeted classes

Staff consistently encourage and students utilise the whole school approach to note–making in all KLAs

Teachers consistently use 'Future Focus Learning' skills in their lesson delivery

Products

Teaching and Learning in Stage 4 and 5 courses reflect a focus on improved literacy and numeracy outcomes

Writing across all years reflects use of TEEEL and a consistent note–taking approach

'Future Focus Learning' projects are implemented in classrooms across the school in Stage 4 and 5

Strategic Direction 2: Enhancing teacher quality

Purpose

Increase the capacity of teachers to provide students with rich, interesting and well structured learning experiences

Improvement Measures

80% of teachers participate in the Reflective Practice model.

100% of teaching and learning programs have been evaluated and include teaching and learning activities.

100% of teachers are pursuing their professional learning responsibilities relevant to their individual PDP and accreditation needs.

The percentage of teachers using engaging technologies in their professional practice has increased by 20% to 70% of all teachers (from a baseline of 50% of teachers in 2017).

People

Students

Understand the importance of effective feedback to teachers in order to drive future teaching directions.

Staff

Value opportunities to build their skills, expertise and understanding of effective classroom practices and whole school operational systems.

Leaders

Have the capacity to create a coordinated approach to the delivery of processes which enhance teacher quality for overall school improvement.

Parents/Carers

Appreciate the impact of a highly trained teaching staff on holistic student outcomes.

Community Partners

Understand the contributions they make to teacher expertise and authenticity.

Processes

Review and refine the school's reflective practice model.

Consolidate established data analysis practices in the school and implement deep analysis using relevant data in targeted faculty areas on a cyclical basis

Implement a systematic approach to meet the accreditation needs of teachers seeking proficiency, maintenance and higher levels of accreditation.

Build the capacity of teachers to integrate relevant and engaging technologies in their professional practice.

Evaluation Plan

Staff feedback and evaluation of PL and classroom observations.

Accreditation Survey to measure and support Teacher Accreditation.

Tell Them From Me Survey and Tech Teacher Survey data

Faculty programs and lesson plans

Practices and Products

Practices

Teachers engage with the reflective practice model through collaborative processes to enhance teacher quality.

Consistent data analysis and collaborative planning time is used to track student progress and develop differentiated teaching and learning programs.

Teachers are informed and active participants in the accreditation process.

Teachers use a flexible repertoire of engaging and relevant technologies to optimise learning for all students.

Products

Teachers are using the reflective practice model with confidence to engage in professional dialogue to improve their professional practice.

Teaching and Learning Programs are data based and teachers continue to make decisions based on what the available data is telling them about the students in their care.

Teachers are actively and confidently pursuing their individual accreditation levels, with a focus on continual improvement, and framed by the Australian Professional Standards for Teachers.

Classroom and whole school practice is enriched with a wide range of engaging and relevant technologies.

Strategic Direction 3: Strengthening wellbeing

Purpose

All stakeholders connect, succeed, thrive and learn in a safe and secure environment

Improvement Measures

Increase in Tell Them From Me survey 'sense of belonging' from 65% to 68%

Increase in number of students volunteering and being involved in community projects from 10% to 15%

Increase in participation in sports and clubs from 50% to 58%

People

Students

Increased awareness of the value of preparing for the future, helping others and being mindful of their wellbeing and the wellbeing of others through participation in a range of programs

Staff

Build on positive relationships with each other, within their faculty and teams, and students to build strong resilient learners, encouraged to work with others, their community and targeted wellbeing programs.

Leaders

Acknowledge and value when targeted programs are implemented and evaluated to ensure ongoing progress and positive outcomes for all.

Parents/Carers

Supported by the school programs and encourage their children to participate in positive experiences to add value to the school experiences provided both at school and in the community

Community Partners

Encourage positive partnerships with the school that enable all parties to show value in the relationships they build now and in the future

Processes

Increased support for transition programs through various schooling points with a range of initiatives that build on current programs and develop new ones.

Develop and support community engagement projects to support students development as global citizens with a greater awareness of self and the world around them.

Systematic planning and implementation of a range of wellbeing programs to support the whole child to thrive both now and into the future

Evaluation Plan

Attendance data analysed

Tell them From Me survey completed by staff, students and parents and analysis used to evaluate improvement against previous surveys

Evaluations of participation rates in wellbeing programs including transition

Practices and Products

Practices

A strategic plan encompasses all transition points in the secondary school setting, including school to work, that provide support for all students to achieve positive outcomes

The team identifies current community relationships and projects and builds on these with the aim of broadening student awareness of the world around them and the impact they can have in the world through authentic engagement in projects

Organised and targeted organisation of wellbeing programs to support students, staff and community to feel that they can thrive in a safe and secure environment

Products

All transition programs cater for all students through Stages 3 to 6 and beyond school to work in such a way that all feel supported in the transition

Engagement in community and real world projects is authentic and builds on community support for the school and students become more aware of their place in the world and how to make a contribution to it

Wellbeing programs are sytematically embedded in the school culture and staff and students feel supported and support each other to thrive and succeed