

# School plan 2015 – 2017

## Kincumber High School 8585





## School vision statement

Encourage a dynamic, nurturing and respectful environment that 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 member of the Kincumba Learning Community and 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 on the Central Coast of NSW. It is surrounded by a number of beaches, the Brisbane Waters and bush and affords a lifestyle that reflects its beautiful and diverse environment.

The current population is 874 and our students come from a diverse range of backgrounds and our current Aboriginal student enrolment is approximately 6% of the school population. The school includes a 5 class support unit including IM, IO and Multi-categorical classes as well as specialised classes for Deaf students.

Students are supported with a broad curriculum to cater for the needs of all students. This includes university ATAR subjects, non ATAR subjects and access to TAFE, VET and SBAT and Life Skills courses. It has a strong record of academic achievement and success across a broad range of subjects with a number of students gaining university scholarships and winning a number of academic awards. It has an excellent record in the sporting arena and supports a range of creative and performing arts opportunities. A well-equipped Agriculture plot and a sustainable Marine Aquaculture area are also positive features of the school environment.

Kincumber High School has a strong focus on student and staff wellbeing. The school is a Mindmatters school with welfare programs and initiatives to help develop self-confidence, social skills and resilience in our student body across all year groups.

Student Leadership and student voice are valued as 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 and presenting public education as a positive choice for all.

## 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.
- Volunteers from these groups were then invited to be part of the data evaluation and writing group to develop the draft school plan. This included writing the school vision, the strategic directions, the purpose of the directions and improvement measures.
- 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 2015 – 2017 Kincumber High School (KHS) Plan.



# Kincumber High School

## STRATEGIC DIRECTION 1

Innovative, dynamic  
and engaging student  
and teacher learning

**Purpose:**

Develop innovative and dynamic Teaching and Learning programs that are evidence based, responsive to identified student need and supported by effective professional learning that enables staff to achieve the best outcomes for students

## STRATEGIC DIRECTION 2

Holistic and proactive  
wellbeing systems  
and practices

**Purpose:**

Foster and support a collaborative approach to the wellbeing of all to build and develop resilient people who are respectful, caring individuals who value themselves, others and the environment in which we live.  
To build the leadership capacity of the school and the community

## STRATEGIC DIRECTION 3

Quality community  
promotion and  
partnerships

**Purpose:**

Promote positive community interactions through meaningful relationships that are mutually beneficial.  
To project our dynamic school identity and proud culture within our community.

# Strategic Direction 1: Innovative, dynamic and engaging student and teacher learning

## Purpose

Develop innovative and dynamic Teaching and Learning programs that are evidence based, responsive to identified student need and supported by effective professional learning that enables staff to achieve the best outcomes for students

## Improvement Measures

- Increase in staff participation in whole school PL initiatives
- Improved realistic staff perception of their teaching capacity
- Early career teachers retained in the service
- Improved student performance at NAPLAN and HSC level

## People

### Students:

- Recognise the value and importance of being actively involved in their learning through learning conversations with their teachers and active engagement and participation in the classroom and beyond.

### Staff:

- Understand the importance of differentiating pedagogy to engage all students in learning and the use of effective feedback to identify future learning needs.
- Recognise the need to fully implement the KHS Literacy Strategy to support improvement in student writing across 7-12.
- Understand the value of reflective practice in supporting and developing the PL of all teachers, including Early Career Teachers (ECT) and their colleagues.

### Parents:

- Know, understand and support the school's learning goals and expectations.

### School Leaders:

- Recognise the value of effective, constructive feedback in promoting reflective practice and quality teaching.

## Processes

- In depth analysis of data to determine student learning needs.
- Build teacher capacity to provide diversity in pedagogy through the implementation of:
  - ECT mentoring
  - Reflective practices
  - Cross faculty collaboration
- Establish a whole school approach to writing that promotes high order thinking and enables sustained written responses.
- Evaluate and refine existing Teaching and Learning programs to ensure student engagement, satisfaction and achievement through differentiated teaching and learning ,innovative pedagogy, authentic valid assessment and effective feedback that continually responds to identified student learning needs.

## Products and Practices

### Products

- Increase the percentage of students achieving growth from 64.3% to 66% in year 9 NAPLAN Writing and 53.4% to 56% in Reading
- Average scaled score growth equal or above state data in year 9 NAPLAN
- Increase of 10% in bands 5 and 6 at HSC level.
- Decrease of 10% in bands 1 and 2 at HSC level
- 50% staff involved in school reflective practice program
- Early Career Teachers identify positive outcomes from the Induction and Mentoring program

### Practices

- All staff incorporate the KHS Writing Strategy in every teaching and learning program
- Teachers utilise reflective practices to reflect on their pedagogy and to collaborate with colleagues to inform classroom delivery
- School leaders and experienced staff support and develop all staff including ECT in their teaching practice
- Students reflect on and respond to teacher feedback to inform their learning and participate in Learning Conversations with teachers around how and why they learn.

## Strategic Direction 2: Holistic and proactive wellbeing systems and practices

### Purpose

Foster and support a collaborative approach to the wellbeing of all to build and develop resilient people who are respectful, caring individuals who value themselves, others, and the environment in which we live.  
To build the leadership capacity of the school and the community.

### Improvement Measures

- Increased use of both positive and negative referrals by staff
- Increased referrals to LST and Wellbeing team
- Tell Them From Me surveys (staff and students) results reflect increased satisfaction with school and work life

### People

#### Students:

- Know and understand the expectations of the school in terms of wellbeing, achievement and behaviour.

#### Staff

- : Recognise and understand their responsibilities in regards to consistency of behavioural and achievement expectations of the students at KHS.

#### Parents:

- Know, understand and support the expectations clearly articulated in the KHS Reward and Recognition system/program.

#### School staff and teams:

- Understand the critical importance of collaborative whole school intervention programs in the development of resilient successful students.

#### School leaders:

- Encourage and support the positive interactions between school and home in the development of student welfare initiatives.

#### Parents

- Understand the importance of their active involvement and support in their child's learning

### Processes

- Research, identify and implement a comprehensive, inclusive, KHS Reward and Recognition Program.
- Develop a consistent approach to the identification, recognition and support of student mental health issues at KHS.
- Develop systems and practices that explicitly promote the values of KHS within both the school and the wider community

### Products and Practices

#### Products

- 100% of staff actively utilise the identified and implement the KHS Recognition and Reward system.
- Increased referrals to both the LST and the Wellbeing team
- TTFM survey indicates a decrease in students in all years, but particularly years 9 and 10, who have moderate or high levels of anxiety and an increase in student engagement
- TTFM staff survey indicates increase in effective feedback to staff by supervisors re classroom practices.

#### Practices

- All staff actively implement and adhere to the KHS Reward and Recognition Program
- LST and Wellbeing team interactions are initiated, encouraged and supported by staff as integral to improving student outcomes.
- All staff actively contribute to the education of the whole child beyond just the delivery and assessment of curriculum content.

## Strategic Direction 3: Quality community promotion and partnerships

### Purpose

Promote positive community interactions through meaningful relationships that are mutually beneficial.

To project our dynamic school identity and proud culture within our community

### Improvement Measures

- Increased student participation and voice in community event.
- Increased opportunities provided by the community to engage and retain students in learning and to enhance student outcomes.
- Increasing enrolments at KHS and increased retention of students in Public Education to Year 12.

### People

Students:

- Understand and value the importance of a meaningful voice in whole school priorities and evaluation processes.

Students, staff and parents:

- Understand and acknowledge the importance of projecting the school in a positive manner in the local community
- Recognise and value the role they play in developing and maintaining positive community relationships through positive talk and active engagement in community based projects.
- Value and recognise the importance of strong home/ school relationships that strengthen trust in the school. Improve student outcomes and promote the school and its image in the local community

Community partners:

- Understand that positive school community relationships can be mutually beneficial for all parties and the local community

Principals for the Kincumba Learning Community ( LMG)

- Understand the importance and benefits of sharing excellent practice across schools to drive system improvement and supporting teacher leaders and executive as part of LMG professional learning teams

### Processes

- Establish an inclusive KHS Community Liaison Team to:
  - Evaluate and audit existing perceptions and profile of KHS
  - Develop a promotion and marketing strategy to build the school profile in the community
  - Develop strong reciprocal community partnerships that will deliver increased and diverse opportunities to the students of KHS.
  - Establish a KHS Alumni and Friends of KHS Association to provide a database of human resources available to the school
  - Provide professional learning for staff in engaging the community and making connections in the community.
- Continue to grow student voice as a vehicle to develop leadership within the school and the wider community.

### Products and Practices

#### Products

- Enhanced and increased reciprocal partnerships with parents, the community, business, industry and academia are reflected in a school curriculum that is inclusive of tutorials, workshops and programs provided by community members who are experts in their field.
- Improved marketing and promotion of KHS in the school and local community resulting in increased enrolments and retention to year 12 (2017 – 900 students and retention at 62%)
- Increased student contribution to community relationships through participating in a wider range of community initiatives and events.

#### Practices

- Students, staff and community work together to grow student voice and develop leadership capacity in all students.
- Staff, students and parents demonstrate confidence and pride in the achievements of KHS .All communications are consistent and aimed at developing the school profile.
- The school community's input is valued and linked to the school curriculum.
- Kincumba Learning Community principals work together to identify areas that contribute to a strong K-12 experience and provide professional learning and transition opportunities across the group of schools.