School plan 2015 – 2017

Kandos High School 8318
## School vision statement

An inclusive school that embraces innovation and strives for excellence by creating active and informed citizens who lead the community into the future.

## School context

Kandos High School (enrolment 258 students) is a coeducational High School catering for the towns of Kandos, Rylstone and several smaller rural communities. Kandos High School is in the picturesque Capertee Valley boarding the Wollemi National Park and relies on industry centred on agriculture, tourism and mining.

The demographic of the school has undergone some recent changes due to a growing number of students from a low socioeconomic background and those with increasingly complex support needs.

The school is committed to providing opportunities for all students with a focus on retention, individualised learning and the support of innovative teaching, learning and engagement strategies.

Our committed staff work extremely hard to provide a safe, caring environment that caters for the needs of all students and their individual chosen path in life.

## School planning process

The lead up work undertaken to guide this planning process commenced early in 2014, the list below identifies the critical components in the planning process:

- A variety of data sources were analysed to commence the process by identifying past successes and areas of future improvement.
- Students were provided with a variety of opportunities to reflect on their school through direct feedback in conversation, through their Student Representative Council and through group surveys conducted in the library.
- A number of parent and community members were randomly chosen and received personal invites to a joint community forum held in conjunction with Kandos Public School as our major partner primary school.
- Identified areas of development/focus were gathered from a newly formed Kandos High School community consultative committee.
- Staff engaged in a number of extended staff meetings designed to analyse the information gathered above. An exhaustive process was then undertaken to develop a school vision statement, strategic directions and to provide the school planning team (consisting of the Principal, two Head Teachers and three members of the Kandos High School Staff) with information to identify clear purposes, products, practices and processes.
Purpose:
To equip students with the skills and motivation to engage with and thrive in the world beyond high school.

Purpose:
To build a measurable culture of excellence and innovation with clearly defined processes.

Purpose:
To provide a safe and caring environment in which all individuals are given equal opportunities to participate in educational, community and welfare activities. Where all feel safe, connected and empowered.
# Strategic Direction 1: ‘Learning for Life’

## Purpose
To equip students with the skills and motivation to engage with and thrive in the world beyond high school.

## People
### Students
Increased literacy and STEM skills with a clearly understood and recognised connection to their engagement in the community.

### Staff
Increased evaluation of teaching practices and analysis of student growth to plan for ongoing student learning. Integration of literacy and STEM based activities in programs across all KLAs. Increased engagement with data sources including the literacy and numeracy continuums. Increased literacy and STEM based skills along with project based/student centred learning.

## Processes
### Literacy Integration and Support
#### Purpose Statement:
The provision of a literacy skill base to equip students to access the curriculum and prepare them for the world beyond school.

#### Process:
Literacy program/s operating within and across KLAs, targeting individual student need/s that have been identified through effective use of data sources including the literacy continuum.

#### STEM (Science, Technology, Engineering, Mathematics) Integration and Support
Purpose Statement: Developing scientific and technological literacy to facilitate critical and analytical thinking, problem solving skills and strategies.

#### Practice:
The school community is engaged in the literacy and numeracy continuum with a commitment to strengthen and promote literacy, STEM and employability skills creating active and informed citizens leading the community into the future.

## Improvement Measures
- Increased literacy and numeracy achievement levels identified through mapping and improvement on respective continuums.
- Increased student engagement as indicated through surveys such as ‘Tell Them From Me’.
- Increase in HSC students achieving Bands 4, 5 and 6 by an average of 10%.
- All staff are familiar with and engaged in the use of whole school systematic policies, programs and processes to identify and address student learning needs.

## Products and Practices
### Product:
Teacher programs are integrated with clearly defined literacy, STEM and employability skills, components and additional literacy, STEM and lifelong skills programs are implemented.

### Practice:
The school community is engaged in the literacy and numeracy continuum with a commitment to strengthen and promote literacy, STEM and employability skills creating active and informed citizens leading the community into the future.

## Active and Informed Citizens
#### Purpose Statement:
Developing community integration and student capability to enable them to be globally minded, locally active and informed citizens within the broader community.

#### Process:
Programs are implemented to assist students become increasingly confident and creative individuals as they make the transition into post school study and careers.
Strategic Direction 2: ‘Innovation and Excellence’

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| To build a measurable culture of excellence and innovation with clearly defined processes. | **Students:** Engage with the ALARM program. Greater involvement in providing feedback on excellence in teaching from a student perspective. Respect and celebrate their own achievements and those of other students whilst striving for excellence.  
**Staff - Early adopters:** Develop skills in the ALARM program. Develop mentoring and training skills. Develop change management skills.  
**Staff:** Develop skills in the ALARM program. Develop reflective practice. Develop skills in differentiating curriculum delivery. | **Teacher Quality**  
**Purpose Statement:** Encouraging a growth mindset founded on evidence based teacher quality with the aim of engaging students, providing quality access to the curriculum and improving student outcomes.  
**Process:** Implement clearly aligned processes and systems along with a best practice teaching framework that support consistent programming, monitoring, and assessment (E.g. ALARM).  
**Enrichment opportunities**  
**Purpose Statement:** Building opportunities for all students to access enriching, personalised and flexible educational experiences.  
**Process:** Students provided with extra-curricular offerings as well as differentiated curriculum. Formalisation of identification and referral of students performing beyond their peers. | **Product:** Clearly defined and documented processes, policies, procedures and forms exist along with clear improvement measures.  
**Practice:** All staff are engaged in reflective practice within a best practice framework based on data with a focus on continual innovation, student-centred learning and the importance of a growth mindset. Processes, policies, procedures and forms are clearly documented, communicated and followed by staff. |

**Improvement Measures**

- Every HSC Teacher engages with ALARM and other teacher quality processes implemented with a whole school focus.
- All teachers use assessment and reporting frameworks when planning to support student progress in all stages.
- Formalise access and skills for all staff, who identify involvement in mentoring as a part of the Performance and Development Framework, in the teacher mentoring Program.

**Centralised Systems Support**  
**Purpose Statement:** To support the implementation and measurement of the school plan through efficient administrative systems and centralised support for processes, procedures, policies and forms.  
**Process:** Procedures and processes are clearly defined, documented and communicated with measurable targets and efficient administrative support processes and systems are identified and implemented.
### Strategic Direction 3: ‘Community of Care’

#### Purpose
To provide a safe and caring environment in which all individuals are given equal opportunities to participate in educational, community and welfare activities. Where all feel safe, connected and empowered.

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| **Students**
Enhance students’ ability to communicate with and support each other. Students develop optimism and the skills and desire to be involved in the local community. Students learn skills to maintain their own sense of well-being and an increased awareness of others.
**Welfare**
**Purpose Statement:** Providing welfare based structures, programs and support to students, staff and, where relevant, the wider community. **Process:** Development of welfare structures and support mechanisms such as a clearly planned annual welfare calendar, targeted welfare programs, structured reward opportunities and a values based whole structure (eg PBL).
**Community**
**Purpose Statement:** Increase collaboration with all elements of the school and wider community through a focus on inclusivity and engagement. **Process:** Programs which link students and community into Kandos High School activities e.g. the ‘catering crew’, outdooring learning space/yarning circle, productive alternatives to parent teacher evenings, formal mentor program utilising members of the community and the support of a formal school and community group.
**Well-Being**
**Purpose Statement:** To increase meaningful connection with the physical, mental and social well-being of the school and its community. **Process:** Investigation and implementation of well-being programs that target the support of students well-being with a focus on Mental Health, examples include Youth Mental Health First Aid and Mindfulness programs. |
| **Staff**
Enhance staff ability to provide adjustments for students. Develop staff knowledge to implement well-being related skills and programs. |
| **Leaders**
Develop a greater understanding of how to integrate school and the community. Enhance cultural change skills. |
| **Learning Support Team**
Develop mentoring and training skills. |
| **Parents/Community**
Ensure the community is aware of and able to access welfare and well-being programs. Support parents to more effectively engage with the school community. |

#### Improvement Measures
- Alignment of formal structures focusing on welfare and well-being needs of students.
- All staff have access to support and systems which encourage students to accept responsibility for their own behaviours.
- All members of the school community are engaged in the promotion of explicit values development at KHS.
- The development of a formal school and community group with a demonstrated commitment to strengthen and deliver on school priorities.