School plan 2015 – 2017

Katoomba High School 8150

Engaged, active, empowered, compassionate learners

Collaborative, engaged, creative, skilled staff

School and community support and enhance each other.
### School vision statement

Katoomba High School is a comprehensive secondary school that passionately serves the diverse community of the Upper Blue Mountains. We exist to inspire students to reach their full potential and are committed to developing a culture of high expectations and strong values that nourish the development of creative, confident, accomplished young men and women.

Our school motto, Quality and Creativity, highlights the holistic emphasis of the school and the breadth of our curriculum, leadership and welfare programs prepare students for the opportunities and challenges of the 21st century.

The school is committed to enhancing outcomes for all students through a relentless focus on quality teaching and learning practices that increase student engagement, personalise learning experiences and encourage the pursuit of personal and academic excellence. Students achieve strong academic results as evidenced by our HSC results. Students also achieved outstanding performances in the creative arts and on the sporting field.

### School context

Katoomba High School is a comprehensive secondary school serving the Upper Blue Mountains. We educate community minded, confident and capable individuals who are ready for the opportunities and challenges of the 21st century. The school has explicit high expectations of all students, which form the basis of learning.

Mentoring, work placement, gifted and talented programs, independent learning, innovative ICT and study skills programs enhance classroom teaching. One of the school's strengths is the diverse talents of the student population. Programs and curriculum cater for a variety of academic, sporting and cultural interests. Strong community support and close liaison with our Primary Schools and TAFE ensure supportive continuity of programs and a smooth transition of students. The school has a strong tradition of cultural performances, environmental programs and competitive recreational sports.

We provide Vocational Education courses, enabling senior students to demonstrate advanced standing in all Vocational Training institutions. The school has a sophisticated computer network and features a Support Faculty that caters for the needs of students with disabilities.

### School planning process

In 2014 wide ranging consultation round the direction for new plan started. This commenced with parents surveys, consultation with P&C, AECG representatives, student focus groups, whole staff meetings and executive meetings.

Feedback has been sought from community members, staff and students at a range of drafting stages. The document will remain a living document, and will be open to ongoing revision and refinement through feedback and evaluation from the P&C, AECG, school executive, student leadership and other members of the school community.
Purpose:
The school’s fundamental purpose is to provide students with a safe, productive learning environment that recognises them as individuals with specific needs and dreams.

KHS will equip students with the skills, knowledge and mindset to succeed in different domains of their life, be resilient and engaged members of their community.

Students thrive in a high challenge, high support curriculum that fosters a growth mindset. Students develop the skills to take responsibility for their learning.

Purpose:
Staff work together to continually develop and refine teaching and learning programs that address the needs of their students and foster a strong sense of self efficacy in both staff and students.

Through the collaboration of staff they will continue to refine and improve their teaching practice and maintain their enthusiasm and creativity in their teaching, informed by the expertise of colleague and best practice research.

Purpose:
KHS should be an integral part of the wider community, building links between disparate and similar groups, creating cohesion and powerful, proud identity for the upper mountains.

Students will be proud representatives of our school community. The school and community support each other, work and grow together to ensure we become greater than the sum of our parts.
**Strategic Direction 1: Engaged, active, empowered, compassionate learners**

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<th>Purpose</th>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
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<td>Why do we need this particular strategic direction and why is it important?</td>
<td>How do we develop the capabilities of our people to bring about transformation?</td>
<td>How do we do it and how will we know?</td>
<td>What is achieved and how do we measure?</td>
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| The school’s fundamental purpose is to provide students with a safe, productive learning environment that recognises them as individuals with specific needs and dreams. | Students:  
- Will be explicitly taught how to develop a growth mindset.  
- Will be given explicit feedback on their learning processes as well as their learning journey  
Staff:  
- Will be provided with access to current and relevant research on mindsets.  
- Work collaboratively to interrogate teaching processes and practices to raise expectations and extend the level of challenge and support for students. | - Learning and support staff employed to work closely with students to extend their learning and to work with faculties on developing teaching materials that explicitly support learning. Regular welfare conferences to ensure strategic planning and implementation in the support of student wellbeing.  
- Faculties develop and refine clearly backward mapped assessment tasks, units of work and support materials which are peer reviewed and are provided in digital or hard copy at the commencement of a new unit. Published to parents and learning support networks within the school. | - Student feedback indicates greater level of understanding, achievement and engagement  
- Increased percentage of submitted tasks |
| KHS will equip students with the skills, knowledge and mindset to succeed in different domains of their life. | Parents/Carers:  
- Given training in, and access to, moodle and other online platforms to access teaching and learning resources to assist their children with organising and managing their work. | Students to be explicitly taught how to approach tasks and how to complete each stage of the tasks. Students explicitly taught how to read marking criteria. Tutoring for HSC students and small learning support groups focusing on literacy, numeracy and learning skills and Enrichment programs. | - Quality and rich assessment tasks with clear directions and processes articulated for students, with quality feedback processes embedded. |
| Students thrive in a high challenge, high support curriculum that fosters a growth mindset. To succeed in the 21st century students need skills which will enable them to take responsibility for their learning, be resilient and engaged members of their community. | Community Partners:  
- Supported to develop clear understanding of school’s goals and approach, with an understanding of the underpinning research, thus allowing for projects which directly support school’s goals. | Practice:  
- Backward mapping of high challenge, high support curriculum is standard practice across the school | What are our newly embedded practices and how are they integrated and in sync with our purpose? |
| Improvement Measures | Practice:  
- Students, executive and faculties discuss the composition of teaching and learning programs and assessments and provide feedback on these regularly. | Evaluation Plan | |
| - Student feedback indicates greater level of understanding, achievement and engagement  
- Increased percentage of submitted tasks | Feedback from parents, learning and support staff and students on the quality of learning support for all students. | |

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### Strategic Direction 2: Collaborative, engaged, creative, skilled staff

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| Staff work together to continually develop and refine teaching and learning programs that address the needs of their students and foster a strong sense of self efficacy in both staff and students. | **Students:** | • Carefully scoped and sequence program of in house PL delivered focusing on current research, differentiation, teaching strategies to support learning, feedback etc. This includes executive conferences, beginning teacher and executive mentoring. | ✤ More tasks completed by Aboriginal students each semester  
✤ Greater retention rates to senior school  
✤ Improvement in Year 9 growth rates on NAPLAN |
| Through the collaboration of staff they will continue to refine and improve their teaching practice and maintain their enthusiasm and creativity in their teaching, informed by the expertise of colleague and best practice research. | **Staff:** | • Staff regularly work in teams to interrogate, evaluate, experiment and refine teaching strategies based on own expertise and research. | |
| **Improvement Measures** | **Students:** | • Faculties work as the most powerful teams in the school to develop collaborate and reflective practice that addresses the specific needs of their students. Performance and Development Framework is embedded in this process in a meaningful manner. | **Product:** |
| ✤ Increased percentage of submitted tasks  
✤ More tasks completed by Aboriginal students each semester  
✤ Greater retention rates to senior school  
✤ Improvement in Year 9 growth rates on NAPLAN | **Staff:** | • Faculties work as the most powerful teams in the school to develop collaborate and reflective practice that addresses the specific needs of their students. Performance and Development Framework is embedded in this process in a meaningful manner. | **Product:** |
| **Community Partners:** | **Parents/Careers:** | ✤ Professional dialogue on teaching and learning practices, along with regular internal professional learning embedded in school life | **Practice:** |
| ✤ Tutors are upskilled to work effectively in a school environment and to develop programs that enhance the outcomes for students in a collaborative manner. | **P&C and other parents are supported to become more involved in dialogue and evaluation to develop understanding of curriculum and school structures, allowing for greater informed input.** | ✤ Teaching and learning programs based on high challenge, high support principles are evident throughout all faculties. | **Practice:** |
| **Leaders:** | **Leaders:** | ✤ Performance and Development Framework is embedded in this process in a meaningful manner. | ✤ Backward mapping of high challenge high support curriculum is standard practice across the school |
| ✤ Provide PL and opportunities for staff to provide PL on current research and specific strategies for providing high challenge, high support curriculum. | **Leaders:** | **Evaluation Plan** | **Practice:** |
| **What are our newly embedded practices and how are they integrated and in sync with our purpose?** | **Leaders:** | Faculty presentations to executive of assessment tasks – peer review process. Student surveys on quality of tasks and feedback. | ✤ Students, executive and faculties discuss the composition of teaching and learning programs and assessments and provide feedback on these regularly. |
| **Improvement Measures** | **Leaders:** | | |
Strategic Direction 3: School and community support and enhance each other.

### Purpose

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

KHS should be an integral part of the wider community, building links between disparate and similar groups, creating cohesion and a powerful, proud identity for the upper mountains.

Students will be proud representatives of our school community. The school and community support each other, work and grow together to ensure we become greater than the sum of our parts.

### People

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

**Students:**
- Students supported and encouraged to become more engaged in community events.
- School systems developed and learning programs developed to support students to guide and suggest programs, agencies and events for school involvement.

**Staff:**
- Professional learning provided to support regular communication with parents to provide feedback on student progress.
- Staff to work collaboratively to design curriculum that integrates community members and institutions.

**Parents/Carers:**
- Provide training in mentoring and tutoring so that parents can be partners in programs such as SistaSpeak and the development of IEPs and PLPs.

**Community Partners:**
- Work with community partners (such as Myst, RSL, TAFE, partner primary schools, council) to develop programs that enhance the quality of outcomes for students

**Leaders:**
- Research and visit community groups to develop understanding of skills, interests and infrastructure available in the community.

### Processes

How do we do it and how will we know?

- Use grants and engage with key stakeholders such as partner primary schools to train students in work place, academic and communication skills (such as mentoring).
- Develop shared events such as council environment activities, and SistaSpeak to develop the knowledge of and relationships between community, staff and students.
- Work closely with partner primary schools to develop a shared vision and understanding of purpose with school communities through SDDS, professional networks, P&C etc

### Products and Practices

What is achieved and how do we measure?

- Improved attendance rates at parent teacher nights
- Improved attendance by community members at high school transition events

**Product:**
Staff communicate regularly and effectively to parents through formal and informal updates, revised reporting and parent teacher night practices.

**Product:**
School participates in student and community lead events that increase the community’s understanding of KHS as a high quality educational institution.

What are our newly embedded practices and how are they integrated and in sync with our purpose?

**Practice:**
Staff take responsibility for proactive and informative interaction with staff and are supported in doing so by school executive and community partnerships

**Practice:**
School seeks meaningful and productive relationships with the wider community in events, programs etc that further the goals and vision of the school.

### Improvement Measures

- Improved attendance rates at parent teacher nights
- Improved attendance by community members at high school transition events

**Evaluation Plan**

Parent and community surveys indicate increased understanding of school ethos and vision and an increased connectedness to the school

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