School plan 2015 – 2017

Kingsgrove High School 8247
### School background 2015 - 2017

<table>
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<th>School vision statement</th>
<th>School context</th>
<th>School planning process</th>
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<tr>
<td>Kingsgrove High School students will be respectful, tolerant, accepting individuals in an inclusive learning environment. All learners are valued members of the Kingsgrove HS community.</td>
<td>Kingsgrove High School is situated in the suburb of Kingsgrove, in the inner south west of greater Sydney. The school is situated on the corner of two busy thoroughfares – Kingsgrove and Stoney Creek Roads. The suburb is 13 kilometres south of the Sydney central business district and lies across the local government areas of the City of Rockdale, the City of Hurstville and the City of Canterbury. Kingsgrove is in both the St George and South-Western Sydney political regions.</td>
<td>The planning process is consultative and inclusive, and incorporates feedback and discussion with teaching staff, executive staff, administrative staff, students and the P&amp;C. Staff meetings were held regularly in 2014, Term 3 and 4, and 2015, Term 1 and 2, including school development days. Information was presented to P&amp;C and the School Council (2014), and advice and consensus sought. School Administrative Support Staff (SASS) have provided discussion and evaluation through the school administrative manager.</td>
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<td>At Kingsgrove HS students will take pride in achieving their personal best in an environment which fosters the development of young leaders and conscious and productive members of society.</td>
<td>Kingsgrove HS services the local community and takes students from a range of suburbs within its zone and beyond. Students come from a range of local and out of area feeder schools. Surrounding local suburbs are Bexley, Bexley North, Bardwell Park, Arncliffe, Hurstville, Kogarah, Riverwood, and Beverley Hills. The school is co-educational, providing boys and girls with a comprehensive education from Year 7 to Year 12. In recent years there has been a gender differentiation towards more boys.</td>
<td>The Student Representative Council (SRC) and Prefect body have provided insight at student meetings, and have provided evaluation. All staff have contributed through these forums to the development of the Strategic Directions and the ‘5Ps’, editing and refining the document, particularly as a major focus in each of the five past school development days.</td>
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<td>Staff will maintain a safe and secure learning environment where every student has the opportunity to achieve their potential and experience success through a range of curricula and extra-curricular activities.</td>
<td>The school prides itself on excellent academic results and quality programs that have been acknowledged in past years by a variety of awards. The student population is currently 1030 students, which has been consistent over past years, made up of a diverse and multicultural student population, with 29% identifying as Arabic speaking, 15% Chinese (Cantonese and Mandarin), 13% Greek, 7% Macedonian and 3% as Pacific Islander.</td>
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<td>We believe that students should ‘let their light shine’ Lumen Tuum Fulgat, and that we provide Quality Learning for all.</td>
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Kingsgrove High School will focus on these three strategic directions to enhance student learning outcomes, preparing our students for life in the 21st century. Staff will undertake professional learning (P/L) to keep abreast of best practice to ensure quality teaching underpins student learning, and so that we provide quality learning for all. Students will be able to access a full learning continuum from Year 7 to Year 12, undertaking a range of mandatory and elective learning experiences to prepare them for life after school. Our parents, carers and wider community are welcome partners in the process and we receive their participation in school governance, celebration and school and community events.

**Purpose:**

**STRATEGIC DIRECTION 1**

**Student Learning and Engagement**

- To improve student learning across all years appropriate to the students’ emotional, intellectual and social development in a quality learning environment.
- To improve student connection, attendance and engagement, tailored to each cohort Year.

**Purpose:**

**STRATEGIC DIRECTION 2**

**Staff Learning and Engagement**

- To support the learning of all staff across all levels of career experience and development to improve student learning experiences and outcomes.
- To support staff engagement and connection to, and participation in, Kingsgrove HS processes, differentiated to their level of experience and leadership role.

**Purpose:**

**STRATEGIC DIRECTION 3**

**Community Engagement**

- To better inform parents and carers, and promote greater school community involvement and participation in Kingsgrove HS activities, and decision making.
- To encourage wider community commitment and participation in Kingsgrove HS.
## Strategic Direction 1: Student Learning and Engagement

### Purpose

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

To improve student learning across all years appropriate to the students’ emotional, intellectual and social development in a quality learning environment.

To improve student connection, attendance and engagement, tailored to each cohort Year.

### People

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

**Students:** develop their learning competencies in the whole learning continuum and attend school, participating in learning experiences and develop understanding of the importance of regularly attending school.

**Teaching Staff:** build on pedagogical skills and in Quality Teaching, and growing in their curriculum expertise as lifelong learners.

**Parents/Carers:** understand the high school educational process, and are partners with the school in their child’s learning.

**Community Partners:** support specific targeted programs.

**Leaders:** lead and manage student learning through curriculum and extra-curricular activities to enrich and engage students.

**Non-teaching staff:** support student learning in the classroom, and through administrative practices across the school.

### Processes

How do we do it and how will we know?

- Staff P/L, professional dialogue and data analysis through regular meetings.
- Review of learning programs, policies and procedures to support student learning and engagement.

**Evaluation Plan**

Regular meetings of teams and team leaders to assess and evaluate progress.

All forms of data will be used to measure student success and engagement.

Monitoring of milestones to assess and review progress.

### Products and Practices

What is achieved and how do we measure?

**Students**
- are better able to access the full curriculum offered at Kingsgrove HS
- have success in their learning
- are supported in their learning.
- are engaged in their learning.

**Product**
- All students have access to a meaningful differentiated curriculum, appropriate to their learning needs.
- Students attend school regularly and on time, and learn in lessons with teachers who know them well, and may participate in a range of extra-curricular activities.

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

**Practice**
- All appropriate syllabus, curriculum and assessment requirements are addressed in all KLAS.
- All learning programs are reviewed to ensure accommodation, differentiation and adjustment.
## Strategic Direction 2: Staff Learning and Engagement

### Purpose

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

To support the learning of all staff across all levels of career experience and development to improve student learning experiences and outcomes.

To support staff engagement and connection to, and participation in, Kingsgrove HS processes, differentiated to their level of experience and leadership role.

### People

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

**Students:** become more active learners, participating in all learning experiences, to the best of their ability.

**Teaching Staff:** are informed and aspire to meet the Australian teaching standards, undertaking planned learning to improve student learning outcomes, with a focus on providing feedback to students.

**Parents/Carers:** are informed about school practice and procedures and how this impacts on their particular child, relevant to the student’s educational stage.

**Leaders:** further develop and refine their leadership in the classroom, in administration and curriculum development, through planned P/L.

**Non-teaching Staff:** have planned P/L that allows them to administer and support teaching staff, and multi-skill in a range of roles across the school, supporting teaching and learning.

### Processes

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

- A P/L Committee will be established to lead all P/L across the school
  - For teaching staff, the implementation of the Department’s Performance and Development Framework (PaDF)
  - For non-teaching staff, planned and structured P/L to support administration and student learning.

- Define all roles and responsibilities, and develop a second-in-charge and succession plan.

### Products and Practices

**What is achieved and how do we measure?**

- Staff
  - Participate in a culture of collaborative P/L that is valued and builds capacity of all to support improved student learning outcomes.
  - Understand and follow whole school processes and practices.
  - Success is regularly acknowledged and celebrated.

- Product:
  - All staff have individualised P/L plans aligned to their level of development and leadership role through a cohesive P/L policy.
  - Succession planning is implemented which is supported through an aspiring leaders program. Staff are encouraged to expand their skills and leadership potential through clearly defined roles.

### Improvement Measures

- All staff have individualised P/L plans aligned to their level of development and leadership role through a cohesive P/L policy and established committee.

- Teaching and Learning Programs are systematically reviewed and revised over the three year cycle.

- Succession policy and practices are implemented.

### Evaluation Plan

Regular meetings of teams and team leaders to assess and evaluate progress.

All forms of data will be used to measure student success and engagement, and staff participation in different forms of professional learning.

Monitoring of milestones to assess and review progress.

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### Strategic Direction 3: Community Engagement

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

To better inform parents and carers, and promote greater school community involvement and participation in Kingsgrove HS activities, and decision making.

To encourage wider community commitment and participation in Kingsgrove HS.

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

**Students:** are ambassadors of the school, and advise their parents / carers and the community about the Kingsgrove HS way. They encourage parent / carer and community involvement in life at their high school, and participate in school governance and events.

**Teaching Staff:** welcome parents and carers, and members of the community into the school, and inform them regularly on student academic, welfare and extracurricular progress.

**Parents/Carers:** are informed about school practices, policies and procedures, and participate as partners in their child’s education.

**Community Partners:** participate in Kingsgrove HS governance where possible, attend meetings, assemblies, etc., and support specific targeted programs.

**Leaders:** welcome parents / carers and community involvement in school programs, demonstrating a commitment to involving all members into the Kingsgrove HS community.

**Non-teaching staff:** welcome parents and carers, and members of the community into the school, informing them and supporting administrative enquiries.

#### Processes
How do we do it and how will we know?

- Parents and carers, and community members will be invited to attend and participate in a range of school meetings and functions.
- Stronger links will be established with the community and strengthened where existing (e.g. local primary and high schools, and the greater Kingsgrove community).
- Regular email, text, letter, invitation, and website information will continue to be provided to all members of the Kingsgrove HS community.

**Evaluation Plan**
Regular meetings of teams and team leaders to assess and evaluate progress. All forms of data will be used to measure parent and carer, and community involvement in school activities.

Monitoring of milestones to assess and review progress.

#### Products and Practices
What is achieved and how do we measure?

Parents and carers
- Attend Kingsgrove HS meetings, information days / nights, functions, celebrations and P&C.
- Are better informed about day-to-day and formal procedures, and how this impacts on their child/children.

Community members
- are welcomed into the school and support school initiatives.

**Product:**
- Greater attendance of parents and carers at school functions.
- Better informed parents, carers and community.
- Greater participation of the wider community in Kingsgrove HS functions and celebrations, and support through sponsorship.

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

**Practice:**
- Better advertising and invitation of community members to increase attendance at Kingsgrove HS activities.
- The community is regularly and consistently informed of events at Kingsgrove HS.

**Improvement Measures**
- Data is collected on community involvement, attendance at school functions, and sponsorship initiatives to show an increase in participation.
- Attendance and satisfaction data is collected to demonstrate increased involvement.
- Satisfaction data reflects parents / carers are better informed about day-to-day and formal procedures and how this impacts on their child.