

# School plan 2018-2020

Karabar High School 8524



# School background 2018–2020

## School vision statement

Karabar High School is committed to high expectations for all. We aim to provide a variety of learning opportunities and stylise learning suitable to individual needs. The school provides an inclusive, responsive and supportive environment that allows each individual to develop to their potential. The school is conscious of its role within the society in which it operates, working closely with other community agencies to support student academic, emotional and social development. This allows all students to leave the secondary education sphere tooled with the skills required to be positive and productive members of the local and wider communities into the future.

Karabar seeks out opportunities to build links with the local community whilst also providing them the necessary supports to maximise outcomes. The school has representation on a number of inter-agency panels and forums advocating youth interests.

The school works on building teacher capacity to promote and develop agreed values, positive behaviours and success in all students.

## School context

Karabar High School caters for students from the Queanbeyan, Jerrabomberra and Googong zones of New South Wales with a steady enrolment between 850 and 900 students.

The school is located 3 hours drive from Sydney and 20 minutes from Canberra. Despite its location and proximity to Canberra it falls within the rural zoning of the NSW Department of Education due to its distance from the Sydney metropolitan area. Also important to note is that Canberra has its own jurisdiction making it impractical to share resources or teaching practice.

The Queanbeyan region is serviced by two government 7–12 public high schools and a range of both public and private K–6 schools.

Karabar High School has committed to a strong focus on high level academic achievement whilst providing a diverse breadth of curriculum. We are the leading member of the management committee for the Queanbeyan South East Industry Training College which provides an important link between secondary education and the workforce achieving excellent school to work outcomes.

The school is a Department of Education recognised partially selective high school and entry is accessed through the NSW Department of Education Selective Schools testing and admissions process. We are also proud to offer a Performing Arts and Football (soccer) selective stream, which students access through a rigorous audition/trial process.

The school has a diverse multicultural background with a significant percentage of students identifying as having an Aboriginal or European heritage.

Karabar High School has the equivalent of 166 teaching staff and an additional 31 School Administration and Support staff who are enthusiastic, committed and work towards supporting all students to achieve their desired post school destination.

## School planning process

Karabar High School undertook a comprehensive consultation process to identify priorities and develop the school plan and strategic directions for 2018 – 2020.

This process involved extensive discussion at the executive level working with feedback from the teaching and administrative and support staff within the school. Parent consultation was also invited and meetings were held to seek feedback throughout the planning processes.

The process included comprehensive staff negotiations to identify and develop the three strategic directions. Upon identification of these directions the school executive undertook the development and consolidation of the people, processes, products and practices consulting with staff during faculty meetings immediately after executive discussion. Thoughts and opinions were then gathered and fed back to the executive table for consideration and consolidation in to the school plan.

The school then formed teams to drive each strategic direction and these individual teams developed and established workable milestones to evaluate progress towards the implementation of the plan.

The school is working towards establishing executive structures that have the monitoring and implementation of the strategic directions at the forefront of educational practice.

Implementation of this plan will be the responsibility of each strategic direction team being overseen by the Principal and the school executive team. Together they will be responsible and accountable to monitor and evaluate progress of implementation, development of faculty plans mirroring whole school strategic directions and evaluation of both the school plan and their own faculty plans.

A continued focus has been the professional learning of staff to enable continued improvement in student outcomes.

# School strategic directions 2018–2020



## STRATEGIC DIRECTION 1 Excellence

### **Purpose:**

To develop and build a culture of continual improvement across and for the whole school leading to outcomes which allow each student to pursue their post school goals.



## STRATEGIC DIRECTION 2 Connection

### **Purpose:**

To create a sense of value and belonging that promotes high expectations and enhances well-being for students, staff and all members of the community that come in to contact with the school.



## STRATEGIC DIRECTION 3 Opportunity

### **Purpose:**

To provide all students the chance to experience learning opportunities in a variety of different contexts that will lead to a broader understanding of the world in which they live. Such broader understanding leading to improved educational outcomes.

All staff are provided access to professional learning that will lead to improvements in student's educational outcomes.

All staff are provided the ability to take on leadership positions across the school.

# Strategic Direction 1: Excellence

## Purpose

To develop and build a culture of continual improvement across and for the whole school leading to outcomes which allow each student to pursue their post school goals.

## Improvement Measures

Increased percentage of students submitting assessment tasks on time.

Improved quality of assessment tasks.

Increased number of students achieving minimum standard (Band 8) in NAPLAN reading, writing and numeracy.

Increased number of students achieving in the top two bands across all HSC subjects.

## People

### Leaders

The school executive team adopt a unified approach to the explicit teaching of skills to improve educational outcomes.

The school executive are unified in what a high expectations culture looks like and communicates and expects it of all staff.

### Staff

Teaching staff adopt data driven research to inform teaching practice.

Teaching staff provide explicit formative feedback to students.

Staff are trained in explicit teaching techniques and are required to incorporate these into on-going teaching and learning programs.

### Staff

Are active partners in the collection of data for teachers to use in the classroom.

### Students

Students are actively involved in utilising feedback to improve results.

## Processes

The school executive team dedicate specific meeting time to review current teaching and learning practice focused on strengths and weaknesses to identify areas for on-going and future improvement.

Teaching staff undertake training in data usage and then use this in their on-going analysis of teaching and learning programs.

Teaching staff provide explicit formative feedback to students in order for them to improve summative assessment results.

Support staff collect, interpret and manage the data available to make it easily accessible and usable for teachers in the classroom.

Students are explicitly taught how to review and analyse feedback to improve results.

The whole school undertakes training in best practice teaching techniques and the use of data to inform practice.

Formal mentoring or coaching to improve teaching and develop aspiring leaders provided to teachers for whole school improvement.

Staff collaborate with partner primary school to track student progress and achievement data and develop plans for continual impact.

Staff collaborate and engage in on-going observations of practice aimed at continual improvement.

Aboriginal students are provided targeted assistance at the Aboriginal Learning Centre for completion of assessment tasks.

## Practices and Products

### Practices

Each teacher collects analyses and reviews data; both external and internal, to drive and differentiate teaching and learning practices.

School wide usage of data is evident in meeting minutes and PL activities.

Teachers routinely review learning with students to gather feedback on student understanding and alter programs accordingly.

The school funds teacher release to ensure Aboriginal perspectives are embedded into all teaching and learning programs as appropriate.

### Products

Learning programs are differentiated for individual student learning needs and demonstrate deep level knowledge of syllabus content measured by data driven program reviews and student work samples.

Learning programs are structured allowing time for students to receive feedback and go on to demonstrate mastery of concepts learnt.

Over the life of the plan, the school sees an increase in embedded Aboriginal perspectives in teaching and learning programs.

# Strategic Direction 2: Connection

## Purpose

To create a sense of value and belonging that promotes high expectations and enhances well-being for students, staff and all members of the community that come in to contact with the school.

## Improvement Measures

The school measures well-being and engagement and is constantly striving to improve the engagement and support of all students.

There is an increased school wide, collective responsibility for student learning which is shared by the parent body.

Internal data measures show improvements in positive respectful relationships across all sectors of the school.

## People

### Leaders

Executive staff allocate time to learning about other faculty processes and procedures and syllabus requirements to build greater whole school knowledge and appreciation.

### Staff

Teaching staff are actively engaged with consistent dialogue to parents and carers on student progress and success.

### Staff

Teaching staff are expected to liaise within and across faculties to develop a whole school understanding of practice.

### Staff

Staff are trained in communicating information to specific groups and modify messaging sent to cater to different needs.

### Students

Students are provided opportunities to actively and meaningfully engage with school practices.

## Processes

Staff present information sessions for parents and the wider community on syllabus requirements and measures of success.

Staff are supported to become actively engaged by making regular and consistent contact with students, parents and the wider community.

Support staff take an active role in verifying accuracy of all correspondence leaving KHS and ensure corrections are made; as required, prior to release.

Active two way communication is fostered and developed between home and the school to maintain up to date accurate information on student progress and needs.

A variety of methods are used to communicate information to the student body (increase student portal knowledge and access).

Student leaders take on an active role in facilitating feedback loops for information exchange between the school and the student body.

Communication is channelled through one source to increase connection between the school and outside bodies.

Student recognition systems are further refined for increased public recognition of student success.

Further opportunities are explored to engage with our equity groups; with a targeted focus on our Aboriginal community, in order to increase parent involvement in improvement of student outcomes.

## Practices and Products

### Practices

All staff consistently apply the behaviour management practices adopted by the school.

Student executive formally meet with the school senior executive team at least once per term and with committees as appropriate.

The schools promotion team actively works with the schools promotions/communications officer to promote events occurring within the school and inform the school community.

### Products

A clear practice is developed and implemented to address behaviour that is not in alignment with school and community expectations.

Student leaders are involved in all appropriate aspects of school management.

On-line communication methods are utilised to provide real time information to parents and the community.

# Strategic Direction 3: Opportunity

## Purpose

To provide all students the chance to experience learning opportunities in a variety of different contexts that will lead to a broader understanding of the world in which they live. Such broader understanding leading to improved educational outcomes.

All staff are provided access to professional learning that will lead to improvements in student's educational outcomes.

All staff are provided the ability to take on leadership positions across the school.

## Improvement Measures

Increased number of students accessing Stage 6 educational and extension based activities both within the school and wider afield.

Improved links between the curriculum and activities outside the classroom.

The provision of focused ex-curricula activities that are linked in to the school goals and enhance student growth.

Increased numbers of teaching staff taking on leadership roles.

## People

### Leaders

Executive staff are provided formal training to provide improved leadership skills within and across faculties.

### Staff

Teaching staff are provided professional learning and development through their PDP and accreditation processes to improve their teaching skills and/or work towards higher accreditation or promotion.

### Staff

Are provided appropriate professional learning through their PDP's to improve their work related skills and expertise.

### Students

Students are exposed to a variety of educational activities within the school and outside of the school.

## Processes

Staff actively examine holistic understanding of the teaching and learning processes ensuring that all students are engaged in their learning.

Stage 6 academic excursions are subsidised to allow for improved access. Student attendance is an expectation and communication with the parent body requiring explanation for non-attendance to these subsidised activities is made.

The school increases its responsiveness to community needs making itself available for community usage thus becoming an active part of the community in which it stands.

Equity groups are provided exposure to culturally significant events in order to link culture with improved educational outcomes.

## Practices and Products

### Practices

Staff are invited to apply for roles deemed necessary across the school whether this be short term review type roles or longer term change to practice roles.

Staff monitor their accreditation and are supported in this and in gaining higher levels.

Staff are invited to apply for (and awarded) roles deemed necessary across the school whether this be short term review type roles or longer term change to practice roles.

### Products

Increased number of staff taking up leadership roles across the school.

All staff fully engaged with their accreditation, knowledgeable as to higher levels of accreditation and being supported systemically to gain these as desired.

Students are exposed to a greater level of experiences which develop the whole being and are related to improvements in educational outcomes.