

School Strategic Plan 2020-2024

Kerang Technical High School (7945)



Submitted for review by Dean Rogers (School Principal) on 19 November, 2021 at 12:39 PM

Endorsed by Joseph Summerhayes (Senior Education Improvement Leader) on 02 December, 2021 at 09:36 AM

Awaiting endorsement by School Council President

School Strategic Plan - 2020-2024

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School vision	<p>Vision</p> <p>Kerang Technical High School aims to provide a stimulating environment in which students will be encouraged to achieve their maximum potential in all areas of study and personal development.</p>
School values	<p>Values</p> <p>Kerang Technical high School strives to provide educational opportunities, within a caring supportive and inclusive environment, which permits all students to do their best. We aim to create good citizens who are ready to pursue a productive life in a constantly changing world.</p> <p>The three broad objectives of Kerang Technical High School are:</p> <p>Achieve our potential by striving for personal excellence in a wide range of learning experiences.</p> <p>Build quality relationships in a safe, secure and respectful environment.</p> <p>Cater for individual differences whilst demonstrating tolerance and pride in our diverse community.</p>
Context challenges	<p>At the core of all work by teachers within the school is the desire to improve student outcomes. A major strategy for achieving this is developing consistency of pedagogy through the application of an Instructional model. The Instructional Model is based on the HITs strategies and key elements include Learning Intentions, Steps to success and the provision of feedback. Throughout the next four year Strategic Plan the embedding of the Instructional Model will continue.</p> <p>Wellbeing and in particular student connectedness have become a future focus for the school. During 2020 there was a marked percentage improvement in the student sense of connectedness as measured by the Student to attitudes to school survey. Percentage endorsement was at 57.8% up from our 4 year average of 48.3%. This placed KTHS above similar schools which returned a result of 52.1% and just below the state average of 59.5%. The school continues to work with the students to address student engagement and student connectedness. School resources have been used to employ a Wellbeing coordinator so that all dealings with students can be standardised. This work has begun and we are now working with the various cohorts of students to help develop student agency and connectedness within the school. Having just completed the school Transformation Review goals for the new Strategic Plan have been set to review the school vision, develop a whole school wellbeing approach and introduce School Wide Positive Behaviours. The Student Voice Team has been reinvigorated but due to COVID, only met over webex.</p>

	<p>Within the school time will be privileged to developing meeting structures so that the have as a key focus the implementation of the Strategic Plan. Incorporated within the meeting structures is the work done alongside the Differentiated School Support Initiative (DSSI) team. This has included the introduction of coaching cycles for staff around the implementation of the Instructional model, and coaching for the Leadership team. This has benefits for building everyone's leadership capacity.</p>
<p>Intent, rationale and focus</p>	<p>Intent 1. To improve student achievement Working alongside the DSSI Team a number of meeting cycles will be introduced to develop the use of the Instructional model. A five week coaching cycle provided by the Teaching and Learning Coordinator, the Literacy Specialist and a DSSI representative will be rolled out to all staff with the particular intent of developing teacher use of the instructional model. Each cycle will contain a preliminary meeting to select an aspect of the instructional model, application of discussed strategies within the classroom and then a period of reflection. The school will also focus on the feedback component of the Instructional Model and use the second semester to work with all staff members to build staff capacity in this area.</p> <p>Rationale 1 In order to improve student outcomes, the following strategies were required:</p> <ul style="list-style-type: none"> (a) The development and implementation of a literacy and a numeracy strategy (b) Consistent effective use of the school's instructional model and consistently formatted curriculum documentation in all domain areas (c) The use of data to inform teaching at the student's point of need. <p>By embedding an instructional Model a consistent approach readily understandable by students and staff will make learning more engaging.</p> <p>Intent 2 To improve student engagement In 2021 the school will continue to develop student voice and agency through the Student Voice Team, the introduction of a School Wide positive Behaviour program and a focus on student feedback in class. Despite all of this, it is important to note, that due to the differing circumstances of COVID 19 and collection methods, care should be taken when comparing and interpreting results. At the same time a review of the schools values will be undertaken. Currently our values of ABC are too lengthy and too difficult to remember. Everyone remembers ABC but everyone struggles to remember what the A,B,C represent. To this end, extensive work will be put into surveying the school community (staff, students, parents and businesses) to produce a list of values contextually appropriate to KTHS and the Kerang Community. This work will be led by the Wellbeing Coordinator and the Student Voice Team. For it to happen the Student Voice Team needs to be reimagined and a number of surveys sent out. The end product will be new school values and these values advertised in every room. They will form the basis for the School Wide Positive Behaviour Matrix and will provide a consistent way of 'teaching' expected behaviours and values.</p> <p>Rationale 2. Student engagement was important for student learning. It was determined that a student voice strategy, including goal setting, feedback, the SRC, and students having a voice in their classes, was essential for giving students ownership over their learning. Further, the Panel was of the view that developing better communication would enhance the opportunities to establish stronger school–community linkages, aligned with a newly established school vision and set of values.</p> <p>Provide a school wide wellbeing approach to the application of school values. The first step will be to engage the school community in surveys and conversations to determine the school values. This will require some whole school Professional Development and result in a more consistent approach to the teaching of the school values and expected behaviours. It is anticipated that it will also</p>

	<p>develop student and parental connectedness. Intent 3. To improve student wellbeing Rationale 3. Student behaviour management and wellbeing strategies were not consistently implemented across the school. The Panel felt that a whole school wellbeing strategy was necessary to ensure consistent application of behaviour management and wellbeing support.</p>
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Goal 1	To improve student achievement.
Target 1.1	By 2024, the percentage of students in the top 2 bands of Year 9 NAPLAN will increase from: <ul style="list-style-type: none">• 9% (2019) to 20% (2024) in Reading• 9% (2019) to 20% (2024) in Writing• 10% (2019) to 20% (2024) in Numeracy
Target 1.2	By 2024, the percentage of students in the bottom 2 bands of Year 9 NAPLAN will decrease from: <ul style="list-style-type: none">• 36% (2019) to 26% (2024) in Reading• 68% (2019) to 38% (2024) in Writing• 24% (2019) to 20% (2024) in Numeracy
Target 1.3	By 2024 the percentage of students who are at or above the benchmark growth from Year 7 to Year 9 NAPLAN will increase from: <ul style="list-style-type: none">• 75% (2019) to 80% (2024) in Reading• 50% (2019) to 70% (2024) in Writing• 79% (2019) to 82% (2024) in Numeracy

Target 1.4	By 2024, the VCE median study score will increase from 28 (2020) to 30 (2024)
Target 1.5	By 2024, the percentage positive response on the SSS will increase from: <ul style="list-style-type: none"> • 35% (2019) to 45% (2024) for Academic emphasis • 48% (2019) to 58% (2024) for Guaranteed and viable curriculum • 44% (2019) to 54% (2024) for Collective focus on student learning
Key Improvement Strategy 1.a Building practice excellence	Develop and embed literacy and numeracy strategies consistently across the school.
Key Improvement Strategy 1.b Building practice excellence	Embed the consistent use of the school's instructional model in all classes.
Key Improvement Strategy 1.c Curriculum planning and assessment	Develop consistent curriculum documentation in all domains at the school.
Key Improvement Strategy 1.d Evaluating impact on learning	Build teacher capacity to utilise data to plan and teach at each student's point of need.
Goal 2	To improve student engagement
Target 2.1	By 2024, the percentage positive response for the AToSS will increase from: <ul style="list-style-type: none"> • 33% (2019) to 40% (2024) for Teacher concern • 44% (2019) to 55% (2024) for Sense of connectedness • 40% (2019) to 55% (2024) for Student voice and agency

	<ul style="list-style-type: none"> • 59% (2019) to 70% (2024) for Self-regulation and goal setting.
Target 2.2	By 2024, the percentage positive response on the Parent Opinion Survey (POS) will increase from 72% (2019) to 80% (2024) for Student agency and voice.
Target 2.3	By 2024, the percentage participation rate in Year 9 NAPLAN will increase from 65% (2019) to 80% (2024)
Key Improvement Strategy 2.a Empowering students and building school pride	Develop and implement a student voice and agency strategy.
Key Improvement Strategy 2.b Building communities	Strengthen and leverage community partnerships in learning.
Goal 3	To improve student wellbeing.
Target 3.1	By 2024, the student absence rate will decrease from 25.58 (2019) to 22 (2024)
Target 3.2	By 2024, the percentage positive response on the POS will increase from: <ul style="list-style-type: none"> • 54% (2019) to 70% (2024) for Promoting positive behaviour • 65% (2019) to 75% (2024) for Confidence and resilience

<p>Target 3.3</p>	<p>By 2024, the percentage positive response for the AToSS will increase from:</p> <ul style="list-style-type: none"> • 57% (2019) to 67% (2024) for Resilience • 59% (2019) to 69% (2024) for Sense of confidence • 52% (2019) to 62% (2024) for Effective classroom behaviour • 55% (2019) to 65% (2024) for Effective teaching time.
<p>Key Improvement Strategy 3.a Health and wellbeing</p>	<p>To embed a wellbeing framework at the school, consistent with the school vision and values.</p>