

School Strategic Plan 2021-2025

Kensington Community High School (7947)



Draft

Awaiting for review by School Principal
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

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School vision	<p>At Kensington Community High School, we aim to support our students to engage in high quality education; through the delivery of an inclusive, and guaranteed and viable curriculum.</p> <p>We work together to promote excellence in teaching and learning, to ensure that students successfully find pathways in further education, training, lifelong learning, and stable employment.</p> <p>It is our vision to make a difference in student lives, by creating and exploring viable pathways, that in turn lead to a strong sense of purpose, and a sense of optimism for the future.</p> <p>Note: Will be reviewed with school community Term One, 2023.</p>
School values	<p>KCHS has worked to embed five values integral to our school that include a focus on a positive behaviour matrix (PBIS).</p> <p>We seek to establish a positive climate for learning, to empower students, to build school pride, setting high expectations and actively promoting inclusion through the KCHS CARES value system:</p> <p>Community - we help one another and are supportive and encouraging. We take pride in our school.</p> <p>Achievement - We follow all school expectations and demonstrate academic growth.</p> <p>Respect - We respect ourselves and others by talking appropriately and using respectful language.</p> <p>Effort - We work to the best of our ability and demonstrate effort in all subjects.</p> <p>Safety - We use equipment as it was intended. We treat others fairly and as we would wish to be treated.</p> <p>Note: Will be reviewed with school community Term One, 2023.</p>
Context challenges	<p>Our school's philosophy is focused on student achievement, engagement and well-being. The development of five key values: Community, Achievement, Respect, Effort and Safety (CARES) underpin this philosophy. This focus is embedded in our guaranteed and viable curriculum that includes a strong emphasis on Literacy and Numeracy. Underpinning this philosophy is a whole school commitment to Positive Behaviour Support (PBIS). Furthermore, achievement, a growth mindset and personal development are</p>

	<p>integral to the KCHS philosophy. Students are supported and encouraged to focus on high expectations as part of a positive climate for learning.</p> <p>The KCHS - SWVR (DET) 2020 PRSE highlights the following challenges:</p> <ul style="list-style-type: none"> •
<p>Intent, rationale and focus</p>	<p>Our school reinforces a culture of high expectations, and we work collectively to support our young people to develop appropriate learning behaviours through professional leadership.</p> <p>Creating viable opportunities for employment and personal development for the 21st century through the use of technology is an integral intent of the KCHS organisation.</p> <p>Working in partnership we seek to establish a growth mindset; to utilise the available services to improve the development of viable career pathways. All staff are committed to providing a strong focus on excellence in teaching and learning, through high quality instructional practices, and teaching to each students' point of need.</p> <p>KCHS is an inclusive environment with a strong focus on achievement, development and individual support; building capacity in leadership teams is a strong priority in our school.</p> <p>The KCHS model of curriculum delivery and support actively practices the central elements of cooperative learning, employs co-teaching methodology, and supports complex student needs using a holistic social work and student support framework.</p> <p>Differentiation is a strong focus in all PLCs within curriculum domain groups at KCHS. Assessment as, of and for learning provides data that is analysed, and interpreted to frame response to interventions with a strong focus on student growth. We use assessment that underpins an agile response to student learning effort, growth and achievement in all KCHS PLC's. Responding to formative and summative assessment in a timely manner optimizes the opportunity to influence student growth, achievement, and personal development.</p> <p>We partner with parents, carers and guardians to develop and to promote a strong culture of community engagement in learning. We encourage global citizenship as an aspirational goal for all students; this focus extends and broadens our community partnership. KCHS is committed to establishing strong networks with other schools, services and agencies to support our students and their families.</p>

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Goal 1	To improve student learning.
Target 1.1	<p>Teacher judgement to be above level in:</p> <ul style="list-style-type: none">• Reading—from 26% in 2020 to 40% in 2025• Writing—from 27% in 2020 to 40% in 2025 <p>Mathematics</p> <ul style="list-style-type: none">• Measurement and geography from 29% in 2020 to 40% in 2025• Number and algebra from 29% in 2020 to 40% in 2025• Statistics and probability from 9% in 2020 to 20% in 2025
Target 1.2	AToSS variable: Stimulated learning—Increase the positive responses from 52 per cent in 2021 to 65 per cent in 2025.
Target 1.3	<p>SSS—School climate factors—increase positive responses for:</p> <ul style="list-style-type: none">• Teacher collaboration: from 56% in 2020 to 70% in 2025• Collective efficacy: from 43% in 2020 to 60% in 2025• Collective responsibility: from 64% in 2020 to 70% in 2025• Trust in colleagues: from 51% in 2020 to 60% in 2025

Key Improvement Strategy 1.a Vision, values and culture	Develop and embed a shared Kensington CHS vision and values for teaching and learning.
Key Improvement Strategy 1.b Instructional and shared leadership	Develop a staff culture of collaboration to further implement and embed the VTLM.
Key Improvement Strategy 1.c Evaluating impact on learning	Develop, implement and monitor a whole school improvement plan for teaching and learning.
Key Improvement Strategy 1.d Building practice excellence	Implement evidence-based instructional practices in literacy and numeracy.
Goal 2	To improve student wellbeing and engagement.
Target 2.1	AToSS—Effective teaching time: Increase the positive responses from 57 per cent in 2020 to 65 per cent in 2025
Target 2.2	AToSS—Student voice and agency: Increase the positive responses from 41 per cent in 2020 to 60 per cent in 2025.
Target 2.3	Increase VCAL completions for Year 10–12 students from 54 per cent in 2020 to 65 per cent in 2025.
Key Improvement Strategy 2.a Health and wellbeing	Develop a whole-school approach to wellbeing, inclusion and engagement.
Key Improvement Strategy 2.b Empowering students and building school	Develop staff and student's understanding of student voice and agency to enable student participation and engagement in their learning.

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Key Improvement Strategy 2.c Evidence-based high-impact teaching strategies	Establish a whole school approach to the development of IEPs and career action plans.

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