

<p><b>Endorsement</b>  Principal: Clare Entwisle  November 2016 2016  School council: Kew High School  November 2016  Delegate of the  Secretary: ..... [name]  [date]</p>	<p><b>Re-Endorsement</b> (if a Goal, KIS or Target is changed)  .....[name].....[date]  .....[name].....[date]  .....[name].....[date]</p>	<p><b>Re-endorsement</b> (if a Goal, KIS or Target is changed)  .....[name].....[date]  .....[name].....[date]  .....[name].....[date]</p>
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School vision	School values	Context and challenges	Intent, rationale and focus
<p><b>Our Vision</b>  To be a high quality learning community which enables all to be their best and reach their potential.</p> <p><b>Our Purpose</b>  <i>To create the young adults we want our students to become with the knowledge, skills, dispositions and values to participate in a rewarding future. This will be done by providing a stimulating and secure learning environment involving a wide network of community partnerships.</i></p> <p>The school prioritises the development of a high expectations and a positive culture with considerable emphasis placed on student learning.</p> <p>There is a focus on preparing these students for the future with staff looking through the lens of 6 Cs as the skills they will require.</p> <ul style="list-style-type: none"> <li>• <b>Character</b></li> <li>• <b>Citizenship</b></li> <li>• <b>Communication</b></li> <li>• <b>Critical Thinking</b></li> <li>• <b>Collaboration</b></li> <li>• <b>Creativity</b></li> </ul>	<p>The school motto is <i>Aspire, Strive, Achieve</i> and the values are accountability, social equity, participation, integrity, respect and excellence and these are embedded in the day to day operation of the school. Students are encouraged to be their personal best.</p> <p>At the core of all we do is the development and nurturing of positive relationships. We work with our students through a restorative practices framework. Collaboration and co operation are valued</p> <p>The school has high expectations of our students and they are encouraged to take pride in their school and are reminded of their responsibility to be positive ambassadors</p>	<p>Kew High School (Kew HS) is a co-educational secondary school situated in Melbourne’s eastern suburbs in the City of Boroondara.</p> <p>The school is made up of a diverse, multi-cultural student community. The overall student population is approximately 1100 students.</p> <p>The school uses Compass as its Learning Management System (LMS). The LMS manages daily communication, record keeping, assessment and reporting processes and was accessible to all in the school community. Assessments are now continuous and parents have access to live information on learning tasks via the LMS.</p> <p>Curriculum at Years 7–10 is now based on the Victorian Essential Learning Standards and students select VCE or Vocational Education and Training (VET) as a pathway through the post-compulsory years. Students are able to select a VCE study at Year 10. The school offers a number of specialist and extra-curricular programs including visual and performing arts, Languages other than English (LOTE) studies, sport, student leadership, debating and public speaking, camps and outdoor education programs. Literacy support programs were available for Years 7 and 8 students. The school has focused on integrating digital technologies across the curriculum with all students having a pen based tablet and planned professional learning for staff. There is an increased focus on flipping the classroom.</p> <p>The school has the equivalent of 79 fulltime staff, including the Principal, two Assistant Principals and nine Leading</p>	<p>The challenges are being addressed in a variety of ways and have begun with the development of a diagram outlining our school context which is based on the FISO model. This will enable us to have a reference point for all our actions.</p> <p>To improve student learning outcomes, a focus for Kew will be on developing and implementing consistency in excellent teaching practice. We will unpack and clarify our beliefs about teaching and learning and establish learning and teaching protocols and an agreed classroom practice model, incorporating e5 and high impact teaching strategies.</p> <p>To develop teacher excellence, students will be provided with more opportunities to provide feedback. Effective teaching is the single biggest determinant of student improvement. If teachers work together in teaching teams they will improve their practice through sharing, challenging and improving each other’s practice. In addition the focus will be on developing their evaluative skills and research based strategies and evaluating data to see the impact that they are having on students’ learning .</p> <p>The improvement intent is on ensuring all students, local and overseas, achieve appropriate growth and are engaged in their learning and are motivated to learn. This will be achieved through the explicit teaching of metacognitive skills where students are taught to be reflective and self monitor their learning. Teachers will work with students to reach individual goals.</p>



<div style="text-align: center; background-color: #4a4a8a; color: white; padding: 5px; font-weight: bold;">Teaching and Learning for Success</div> <div style="display: flex; justify-content: space-between; align-items: flex-start; padding: 10px;"> <div style="border: 1px solid #4a4a8a; padding: 5px; width: 15%;"> <p style="font-weight: bold; text-align: center;">Excellence in Teaching and Learning</p> <p style="font-weight: bold; text-align: center;">Positive Climate for Teaching &amp; Learning</p> </div> <div style="width: 30%; border: 1px solid #4a4a8a; padding: 5px;"> <p style="background-color: #4a4a8a; color: white; padding: 2px; font-weight: bold;">Aim: Building capacity, consistency &amp; best practice</p> <p style="font-weight: bold; text-align: center;"><i>Be your Best</i></p> <p style="font-weight: bold; text-align: center;"><i>Aspire, Strive, Achieve</i></p> <p>Accountability Social equity Participation Integrity Respect Excellence</p> </div> <div style="width: 45%; border: 1px solid #4a4a8a; padding: 5px;"> <p style="background-color: #4a4a8a; color: white; padding: 2px; font-weight: bold;">Skills &amp; attributes for students &amp; staff</p> <p>6C's</p> <ul style="list-style-type: none"> <li>- Character</li> <li>- Citizenship</li> <li>- Communication</li> <li>- Critical Thinking</li> <li>- Collaboration</li> <li>- Creativity</li> </ul> </div> </div>		<p>Teachers. There are a further 18.6 Education Support (ES) staff.</p> <p>The school faces a range of challenges as revealed in the self and peer assessment.</p> <p>The school has been working with staff to develop excellent teaching practices with staff working collegially. All staff has been involved in developing a pocket of practice. There is still some inconsistency of practice. Staff will look especially at the needs of EAL students, and those requiring additional support.</p> <p>The students although achieving acceptable results are not sufficiently involved in their own learning. A challenge is to increase student voice and choice and develop more independent learners through the explicit teaching of metacognition. With reference to our data and the measurement of growth, our teachers will focus further on challenging and extending our top students.</p> <p>The school has established 1:1 across all levels and this has been successfully managed. The staff program has supported the student learning. There is a challenge with maintaining our 1:1 program in the future and this will continue to require expert management.</p> <p>With the high priority being placed on STEM, this will require foresight and planning. We have created a student leader position and placed a teacher as leader of the program to develop resources and relevant pedagogy</p> <p>In order to support our aspirant and middle level leaders to better lead learning in the school a team will work to develop a suitable program.</p> <p>In the strategic plan the term students includes all students both local and overseas.</p>	<p>In collaboration with students, teachers will compile a document outlining what it is to be a good learner at Kew and the skills our students will require to be more engaged in their own learning, setting goals, reflecting on their learning and applying metacognitive skills.</p> <p>The school will actively develop student leadership skills and build their capacity to be involved in all aspects of school life With the wellbeing team, student leaders and staff, there will be a focus on student voice and student empowerment with a particular emphasis on the engagement and motivation of our girls.</p> <p>Students will be empowered to set high expectations for themselves and their peers and support each other to reach these high expectations</p> <p>The school has a published whole school curriculum plan. Teams will use various assessment strategies to gain a deep understanding of student learning In order to scaffold learning identify support needs and challenge students, identifying opportunities for enrichment.</p> <p>A teacher and a student leader have been appointed to lead a group to further develop STEM in the school, developing links and resources, with a focus on appropriate pedagogy.</p> <p>The school continues to value the overseas cohort at the school and all that they add to our community.</p>
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Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets
<p>To maximise every student's achievement and their learning growth across all curriculum areas and year levels including those of local and overseas students</p>	<p>Excellence in Teaching and Learning</p> <ul style="list-style-type: none"> <li>- evaluating impact on learning</li> </ul>	<p>1. Further enhance teacher and team capacity to effectively analyse and use a broad range of data and evidence (including VCE and the General Achievement Test [GAT], NAPLAN, On Demand, Swans, quantitative and qualitative data) to:</p>	<p>NAPLAN Relative Growth The numbers of students in the medium to high growth bands across all domains increases each year so that 85 per cent of students are achieving in the medium</p>



	<ul style="list-style-type: none"> <li>- evidence based high impact strategies</li> <li>- building practice excellence</li> <li>- curriculum planning and assessment</li> </ul>	<ul style="list-style-type: none"> <li>• ensure the curriculum is differentiated across all domains and levels to better target every individual's learning needs (including the needs of females and males and local and overseas students) so that every student is challenged and achieves progress</li> <li>• consistently employ evidence-based, high impact teaching strategies based on an agreed Kew HS instructional model/teaching and learning framework</li> <li>• challenge and extend all students in their thinking and their responses, so that there is a focus on higher order learning for students</li> <li>• Use of Individual Education Plans (IEPs) to specifically cater for able students and ensure they are stretched and challenged.</li> </ul> <p>2. Build teacher capacity for making more consistent assessment judgements in order to accurately measure the impact of their teaching and for giving and receiving feedback through:</p> <ul style="list-style-type: none"> <li>• greater use of formative assessment, common assessment tasks, shared criteria, rubrics, cross marking, and the use of effective feedback to students and from students</li> <li>• Professional Learning Teams (PLTs) embedding more explicit and consistent moderation protocols and processes of common assessment tasks</li> <li>• establishing shared understandings of how to evaluate and modify teaching on the basis of analysis of each student's assessment data.</li> </ul> <p>3. Ensure all teachers understand their role as teachers of literacy and strengthen the capacity of all teachers to improve, in particular, writing outcomes for all students at all levels of ability.</p> <p>4. Continue to build a community of reflective practitioners focused on continuous school improvement by:</p> <ul style="list-style-type: none"> <li>• ensuring teacher practice is focused on growing students' learning through the PDP processes and Areas of Learning structures</li> <li>• researching, developing and implementing a peer observational practice program to give staff more opportunities to share curriculum and teaching approaches, give and receive feedback and reflect on their practice</li> <li>• continuing to strengthen a culture of collaboration, shared responsibility and collective accountability in teams and across the whole school.</li> </ul>	<p>to high growth bands by 2020.</p> <p>Victorian Curriculum teacher judgement data Years 7–10: Allocation of A's and B's increases each year over the period of the SSP; tracking student growth—ensure an average of one Victorian Curriculum level per year for one year's input for every student.</p> <p>VCE: Study scores—All Study and individual studies to meet or exceed State mean levels; an improving trend in the number of scores over 40.</p> <p>The whole-school percentage endorsement of Teacher Collaboration and Guaranteed and Viable Curriculum, in the School Climate module of the Staff Opinion Survey (SO Survey), to reach 80 per cent by 2020.</p> <p>The whole-school percentage endorsement of Active Participation and Feedback, in the Professional Learning module of the SO Survey, to reach 80 per cent or better by 2020.</p>
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<p>To create a stimulating learning environment based on authentic relationships where there are increased opportunities for higher levels of student cognitive engagement, where students are encouraged to take responsibility for their own learning by becoming more independent, self-aware and have the ability to assess and monitor their own learning (metacognition)</p>	<p>Positive climate for learning</p> <ul style="list-style-type: none"> <li>- setting expectations and promoting inclusion</li> <li>- empowering students and building school pride</li> <li>- health and wellbeing</li> <li>- intellectual engagement and self awareness</li> </ul>	<p>1. Develop a structure and process to ensure learning is 'visible' for students and increase opportunities for higher levels of student cognitive engagement, where they are encouraged to:</p> <ul style="list-style-type: none"> <li>• develop higher levels of decision making, efficacy and accountability for their own learning by becoming more independent, self-aware and have the ability to analyse their own learning (metacognition)</li> <li>• develop a 'growth' mindset, practice 'good learning behaviours' and be actively involved in their learning</li> <li>• consistently and regularly establish meaningful learning goals and reflective practices and be involved in self and peer assessment</li> <li>• regularly provide feedback to their teachers about what they are learning and how they are learning.</li> <li>• Embed every teacher's capacity to create positive , respectful relationships to promote student engagement in learning</li> </ul> <p>2. Build every teacher's pedagogical capacity about how to increase student cognitive engagement and participation in learning by embedding student-centred approaches to teaching and learning.</p> <p>3. Provide more feedback to students about their opinion in the ATS Surveys and establish student action teams to seek their input into ways to improve their opinion of for example, Stimulating Learning and girls opinion of their learning Confidence and Motivation</p> <p>4. Investigate and implement strategies to improve the outcomes for girls within the school.</p>	<p>School means for the ATS Survey measures of Stimulating Learning and Teacher Effectiveness to improve steadily, reaching the fourth quartile by 2020.</p> <p>School means for the ATS Survey measures of Learning Confidence and Student Motivation of girls to improve steadily, reaching the fourth quartile by 2020.</p> <p>That the response rate for completion of the PO survey is 75 per cent by 2020.</p> <p>School means for the PO Survey of Parent Input, Stimulating Learning, Learning Focus and School Connectedness be 80% or better by 2020.</p>



		<p>5 . Increase parent and broader community engagement with the school by continuing to foster productive partnerships and relationships, including with sister schools</p> <p>6. Ensure the needs of Overseas students are considered and that these students are specifically catered for</p>	
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