

Strategic Improvement Plan 2021-2024

Kempsey High School 8123



School vision and context

School vision statement

Kempsey High School is committed to increasing the engagement of all children to help them achieve their potential. The goal of improvements to student outcomes includes both academic performance and connections with the school and wider community. Our school focus is targeting the promotion of belonging by building a positive sense of culture and identity; reducing the barriers to learning and fostering student ambitions and expectations.

At Kempsey High School we will ensure that learning is built on and includes local, regional and national cultural knowledge and experience of Aboriginal and Torres Strait Islander peoples and work in partnership with local communities. This will aid our achievement of success for all through building community connectedness and social capital, increasing parent and caregiver's engagement with the school, fostering positive relationships with school staff that will lead to building capacity of all children in a valued partnership.

Kempsey High School acknowledges the importance of the attraction and retention of quality teachers, with strong cultural understanding & competency. We strive to become a school of choice that provides collaborative professional learning opportunities to ensure sustainable growth in teaching practice, so that all students have the essential skills in literacy and numeracy as the foundation for learning. Through the achievement of these goals it is our aim that all students at Kempsey High School will achieve completion of Year 12 (or equivalent).

School context

Kempsey High School enrolled 459 students in 2021, including 32 students in Supported Learning classes (Yrs 7-12). Aboriginal students make up 192 (42%) of the total cohort, with 89 Year 11 and 12 students completing their final years of study. Kempsey High School serves public education students from across the Macleay Valley, principally those who live north and west of the Macleay River, including those in and around West Kempsey, Frederickton, Willawarrin and Bellbrook. The school has an ICSEA (Index of Community Socio-Economic Advantage) of 852 and a FOEI (Family Occupation and Education Index) of 149. These indices reflect the financial pressures impacting on many of the school's families. In 2019, 74% of families were in the bottom income quartile, and 93% of families were in the bottom half of the four income quartiles. Kempsey High School is one of two public high schools that make up the 17 member Macleay Public Schools.

The Kempsey High School Agriculture programs have the dual aim of building students' knowledge and skills in modern agricultural production methods and building character through teamwork, leadership and service. The farm is being progressively upgraded and accommodates thirteen student-run enterprises such as beef cattle, pigs, sheep, horses, poultry etc. Beef Cattle production is particularly strong and students win many ribbons for judging and parading.

A comprehensive situational analysis has been conducted, which led to the 2021-2024 Strategic Improvement Plan, both of which involved consultation with students and staff feedback. Through the Situational Analysis, we have identified a need to use the majority of the school's equity funding to focus on a number of key initiatives to ensure students' equitable access to the curriculum. It is at this time, Kempsey High School is becoming part of the DoE Connected Community Strategy to ensure it continues to strengthen the educational outcomes for Aboriginal students and all students. Programs such as Clontarf and the Girls' Academy will continue to enhance the learning experiences of our Aboriginal Students, working very closely with our Dunghutti Community to ensure we exceed our targets.

There is a greater focus on building teacher capacity through our Professional Learning Team's (PLT) Instructional Leadership model, which not only imbeds a culture of research-based Reading and Numeracy strategies to improve student outcomes, but will also enhance aspiring leadership opportunities through a strengthened PDP process.

There is a priority on building highly effective systems developed through strong collaboration that will underpin ongoing school improvement. A continued focus will be on further enhancing our Positive Behaviour for Learning (PBL) model across the school community, focussing on high expectations for all.

Strategic Direction 1: Student growth and attainment

Purpose

Kempsey High School is focused on a positive trajectory in student literacy and numeracy achievement. In schools that excel, students consistently succeed in meeting set learning goals on external and internal school performance measures and equity gaps are closing. We know that literacy and numeracy skills are the foundation for success in learning and in life. Literacy and numeracy are important because they support the development of higher order learning, as well as participation in everyday life. Literacy and numeracy skills underpin workforce participation, productivity and the broader economy, and can also impact on social and health outcomes. The establishment of goals within the students zone of proximal development (ZPD) ensure perpetual cycles of collaboratively enabled achievement. Goal setting is the key measure in a strategic approach concentrating on developing explicit teaching capacity. Explicit teaching practices focused on improvements to literacy and numeracy at scale will reduce the cognitive burden of students when learning new academic vocabulary and complex concepts, and flexible strategies targeting numeracy.

Improvement measures

Target year: 2022

System Negotiated Targets: Top 2 Bands & HSC

Increase the student achieving Top Two Bands in Reading 7-9 by 7.6%

Increase the student achieving Top Two Bands in Numeracy 7-9 by 7.8%

Increase the student achieving HSC Course results in Top Two Bands by 3.5%

Increase the student achieving HSC Course results in Top Three Bands by 9.24%

Target year: 2023

System Negotiated Targets: Growth

Initiatives

Explicit and Evidence based teaching for Reading and Numeracy

Establish and embed a culture of research based agreed practices in the delivery of quality teaching focused on the improvement of all students' literacy skills, as evidenced by continuous student growth in Reading and Numeracy.

- All staff use explicit teaching of Tier 3 Academic Vocabulary instruction to improve students' conceptual understanding and their ability to engage with content they are studying in Reading and Numeracy.
- KHS will develop a comprehensive and sustainable staff Professional Learning Team (PLT) structure and routine led by the Executive Team to continually build teacher capacity to use data to inform their teaching practice and improve student achievement Reading and Numeracy.
- Thinking tools to guide both structures and practices will derive from the following research; Instructional Curriculum - The New Art and Science of Teaching - 6 Step Process for the Explicit Teaching of Academic Vocabulary (Robert J Marzano); John Hattie (8 Mind frames for Teachers - Visible Learning); Professional Learning Teams - PLT's (Dufour and Dufour); A framework for transforming learning in schools: Innovation and the Spiral of Inquiry (Helen Timperley, Linda Kaser and Judy Halberd)
- Re/establish Learning Support Team processes to embed regular and targeted explicit interventions with new specialist intervention positions.
- Targeted interventions in Literacy & Numeracy focus areas to improve NAPLAN 9 ATSI, as a predictor of future Year 12 outcomes.

Highly effective and cohesive assessment, planning and programming

All lessons are systematically planned as part of a coherent program that has been collaboratively designed. Accommodations and adjustments are made to suit needs as they arise. Lesson planning and programming

Success criteria for this strategic direction

Whole School

- There is a strong pedagogy and embedded explicit systems for teacher collaboration, peer observation, self-reflection and student growth evidence as feedback of the impact of changes to practice. There are transformative structures and routines for teacher professional development to sustain and grow quality teaching practices will also build our culture of growth and improve the teacher efficacy in our school. Much of this work will be done in collaborative teams, using cooperative learning pedagogy, practice and protocols to guide our work.
- Whole school use of Literacy and Numeracy Progressions as the internal metric for achievement - Best Start Year 7 data to identify student goals for literacy and numeracy achievement targets. Use of PLAN2 to communicate, monitor & update progress of identified student learning goals across all KLA's. Identified & targeted support for ATSI students with improvements.

Staff

- Teachers contribute to their colleagues' learning. They may also take on roles that guide, advise or lead others. They regularly initiate and engage in discussions about effective teaching to improve the educational outcomes for their students. (APST).
- Executive and staff regularly review Student progress and achievement data and it is explicitly used school-wide to identify student achievement goals and monitor progress to inform teaching practices.
- High functioning Professional Learning Teams exist where teachers collaborate within and across stages and key learning areas to share explicit teaching practices focused on improvements to literacy and numeracy skills producing high level engagement with the curriculum.
- Sustained improvements to teacher practice in literacy and numeracy instruction is evident through peer observation, side by side classroom support and improvement in student engagement and regular

Strategic Direction 1: Student growth and attainment

Improvement measures

Increase students achieving expected growth in Year 9 Reading by 5%.

Increase students achieving expected growth in Year 9 Numeracy by 10.66%.

Increase the proportion of Aboriginal students attaining Year 12, (while maintaining cultural identity) to the Macleay Valley network lower bound target of 53%. (Y9 2018)

Target year: 2024

School Level Data

In the **Literacy Progressions** sub-element of **Understanding Text** we achieve an increase of 30% of students achieving Stage Expectations from 2020 baseline.

In the **Numeracy Progressions** sub-elements of **Additive & Multiplicative strategies** we achieve an increase of 30% of students Stage Expectations outcome from 2020 baseline.

Increase the proportion of Aboriginal students attaining Year 12, (while maintaining cultural identity) to the Macleay Valley network lower bound target of 53%. (Y9 2019)

Target year: 2024

School Excellence Framework

Learning Domain

In the Element of **Student Performance Measures**, reaching **Excelling for Internal and external measures against syllabus standards**;

Teaching Domain

In the Element of **Data Skills and Use** reaching **Excelling in Data Use in Teaching and Data Use in**

Initiatives

references student information, including progress and achievement data, curriculum requirements, and student feedback, and provides continuous improvement for all students across the full range of abilities.

- Faculty Exec and Evaluative leaders facilitate collaborative planning sessions based on regular and consistent data analysis. (Faculty, Executive)
- PL on using progressions & PLAN2 as well as data skill and use.
- Mapping check-in assessments to tracking and monitoring with PLAN 2.
- Developed an Evaluation LEAD in each faculty to drive the data discussion and support program development.
- Moderation and consistency of judgement across all faculties and KLA's and represented in Programs and assessment expectations (Marzano Proficiency Scales)
- Design and develop program expectations that meet NESA audit and requirement. (Program checklist, expectation)
- Continual monitoring and supporting Stage 6 students through academic coaches in Base Camp with a particular focus on meeting the needs of indigenous students

Success criteria for this strategic direction

achievement of literacy and numeracy goals.

- High quality, responsive programs are developed through strong collaborative planning and data analysis.

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in reading and numeracy, to post school destinations?

Data: Data sources will include:

- Internal assessment, e.g. PLAN2 data
- External assessment, e.g. NAPLAN/HSC, PAT, VALID, BSY7, Check In Assessment
- Surveys (student and staff)
- Observations
- Target Group data
- Student voice - TTFM
- Teacher PLT reflections (registrations)

Analysis:

Regular Data discussions occur at an Executive and Faculty level to monitor the effectiveness of activities and identify next steps and adaptations.

Implications:

Implications will be found in Annual reflections and Implementation and Progress Monitoring.

Strategic Direction 1: Student growth and attainment

Improvement measures

Planning.

In the Element of **Professional Standards**, reaching **Excelling for Literacy and Numeracy focus**; In the Element of **Professional Standards**, reaching **Excelling for Literacy and Numeracy focus**;

In the Element of **Learning and Development**, reaching **Sustaining & Growing for Professional Learning**;

Strategic Direction 2: Systems to support organisational effectiveness and collaboration

Purpose

Building highly effective systems, structures for collaboration that underpin ongoing school improvement and the professional effectiveness of all school members.

Improvement measures

Target year: 2022

System Negotiated

Increase students attending school more than 90% of the time by 9.1% or above from baseline.

The total percentage of students with attendance less than 80% to be reduced to 30% or less of out total cohort from our baseline.

Tell Them From Me data improve by 5.4% in Advocacy, Sense of Belonging and Expectations for Success from baseline 2020 .

Target year: 2024

School Level Target

Attraction and retention of staff. Maintaining a positive trajectory in TTFM(Collaboration) & People Matter staff feedback from 2021 baseline data.

Staff annual attendance rate increase by 5.38% from baseline.

Target year: 2024

School Excellence Framework

Teaching Domain -

In the Element of **Effective Classroom Practice** reach the goal of **Excelling for Classroom management**;

In the Element of **Professional Standards** reach **Sustaining and Growing for Improvement of Practice**;

Initiatives

Systems to support consistency

School systems structures and processes developed to drive ongoing school improvement and the professional effectiveness of all school members.

- consistent classroom management and behaviour processes and expectations for wellbeing- including tracking, monitoring and analysis
- consistent attendance procedures and interventions
- strategically planned resource management and development

A highly collaborative staff

All staff engage in high quality targeted opportunities to improve their teaching practice - engage in professional learning teams that focus on rigorous discussion with colleagues to develop a culture of effective teaching. Focused on leading, designing and managing the quality of T&L and for students achievement in all aspects of their development.

- developing a strong process for PDP and goal setting, utilising SEF and APST (beginning of year process including goal setting aligning to School & Faculty goals)
- develop an aspiring leadership process including induction and ongoing coaching and mentoring within and across schools
- Professional Learning Teams- sustainable systems and routines to support a culture of collaboration

Success criteria for this strategic direction

All staff demonstrate collective commitment to improvement, creating a school culture strongly focused on learning. This will be evidenced by;

- Performance and Development Plans for all staff clearly indicate a genuine collective goal of improvement targets for teaching practices that improve the educational outcomes of all students.
- Development of systems of coherence and cohesion - through the development of a shared mindset, all staff can clearly articulate the what and why of our school focus.
- High functioning Professional Learning Teams - teachers collaborate within and across stages and key learning areas to share student data, curriculum knowledge and develop a repertoire of proven effective instructional and classroom management strategies.
- Leadership development is achieved through building the capacity of aspiring leaders via a culture of collaboration - there exist multiple channels of communication for teachers, students and leaders to bring awareness to opportunities for development and invite input.
- There is an increase in students attending school more than 90% of the time by 9.1% or above from baseline data.
- The total percentage of students with attendance less than 80% to be reduced to 32% or less of out total cohort from our baseline.
- Positive respectful relationships are evident and widespread among students and staff and promote student and staff wellbeing and engagement.
- Attraction and retention of staff. Positive data in the TTFM Collaboration - Staff Survey.- No data has been collected to date to set a baseline.

Evaluation plan for this strategic direction

Question

Strategic Direction 2: Systems to support organisational effectiveness and collaboration

Improvement measures

In the Element of **Learning and Development** reach **Excelling for Collaborative Practice and Feedback**;

Leading Domain -

In the element of **Management Practices and Process** reach **Excelling for Administrative Systems and Processes**;

Evaluation plan for this strategic direction

How and what ways can we demonstrate a school culture that has an improved focus of quality teaching and student and community engagement?

Data

- TTFM
- People matters Survey
- observations and feedback
- PDP goals
- Relieving and capacity for leadership positions
- Programs/ timetables/ monitoring/ documents
- SCOUT HR data
- Attendance data - whole and partial

Analysis

- Building in time to executive meetings and PL schedule every term to review data and monitor improvement
- Continually reflecting our Student Behaviour Matrix through consultation with all stakeholders ensuring consistency.
- Close collaboration with community / AECG seeking feedback regarding steps taken by school to achieve improved student attendance.

Implications:

Staff will be part of a highly collaborative process where the management of classrooms will have a consistent approach across the whole school. A robust Professional Learning program will reflect identified needs of staff through their PDP's. Staff will continue to strive and succeed in being appointed to positions of Leadership.

Strategic Direction 3: High expectations culture

Purpose

Develop a school culture strongly focused on building high expectations and educational aspiration that supports the well-being of all students to connect, succeed, thrive and learn.

Improvement measures

Target year: 2022

System Negotiated

Achieve and uplift 9.1% or above in students attending school more than 90% of the time from 2020 baseline.

Tell Them From Me Wellbeing target improve by 5.4% in Advocacy, Sense of Belonging and Expectations for Success from baseline 2019 data.

Target year: 2024

School Level Target

Behaviour data/decrease in suspension data by 20% from 2020 baseline.

Tell Them From Me data shows a positive trajectory in the elements of Positive Relationships and Positive Teacher and Student Relationships from 2020 baseline to meet State norm.

Target year: 2024

School Excellence Framework

Learning Domain -

In the element of **Learning culture** reach the goal of **Excelling for High expectations, Transitions and continuity of learning and Attendance**.

In the element of **Wellbeing** reach the goal of **Excelling for Caring for students and A planned approach to wellbeing**.

Initiatives

Staff collaborative Wellbeing practices

All staff are responsible for and supported to develop, implement and contribute to the collective school-wide focus on student learning and success through evidence-based change to whole school well-being practices.

- Ongoing consultation, development and delivery of PBL explicit teaching lessons; ongoing reflection and review of whole-school PBL system to check for impact. (Meetings, Surveys)
- Collaborative PL and planning time to facilitate explicit teaching (eg. goal setting, Learning Intentions, Success Criteria across all subject areas) & other identified areas for development.
- Teacher Talk Programs - Classroom Management & Instructional Strategies (key focus on building positive cohesion and classroom environments where students feel they belong); Instructional Strategies for Engagement; Conference Accredited Teacher (CAT-instructional coach)
- Strong systems for Staff Leadership pathways developed and embedded. (2IC, Instructional Leadership PL).

Student sense of belonging

To support students to be actively connected in their learning, build self-awareness and regulate their own emotions and behaviours across all settings.

- Explicit teaching of Expected Behaviors (PBL model) and consistent use of agreed classroom management pedagogy.
- Strong systems for Student Leadership pathways developed and embedded.
- Goal Setting in all classrooms to support Learning Intentions, Success Criteria (LISC) and student feedback.
- Opportunities in class to participate in self-directed learning in all KLA's (eg project based learning).

Success criteria for this strategic direction

All staff can provide opportunity for students to engage in effective partnerships in learning that motivate students to deliver their best and continually improve.

There are strong collaborations between school, students parents and community that inform and support continuity of learning for all students at transition points, including highly mobile students and students with atypical enrollment.

Students can reflect on feedback from peers, teachers and other adults to analyse personal characteristics and skill sets that contribute to or limit their personal and social capability.

Evaluation plan for this strategic direction

Question: How and in what ways can we produce evidence that we have an explicit focus on school culture resulting in strong connections, cohesion and belonging between all members of our learning community?

Data: NAPLAN, PLAN2, HSC completion data.

Survey data - internal & external (Parent surveys, TTFM, People Matter Survey)

PBL Lesson focus/EA lessons etc

Meeting Minutes

Observation and Feedback Data from Teacher Talk Program

School Behaviour data (positive and negative)

Staff and student attendance data

Staff turnover rates

Analysis: Bi-annual data mining of Scout, Post-survey data analysis (T2)

Strategic Direction 3: High expectations culture

Initiatives

- To investigate greater Restorative Practices to improve the resolution of conflicts (student-student / student-staff).
-

Evaluation plan for this strategic direction

Implications:

When we have improved connections between all members of our learning community we will see growth in both student and teacher efficacy. This will create a school culture where staff and students share a collective responsibility for sustained growth and development in academic and wellbeing outcomes, and a strong sense of pride and belonging in our school.