

Strategic Improvement Plan 2021-2025

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 cultural knowledge and experience of Aboriginal and Torres Strait Islander peoples. This will aid our achievement of success for all through building community connectedness and social capital, increasing parent and caregiver engagement with the school, and fostering positive relationships with school staff that will lead to building the capacity of all children in a valued partnership.

School context

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.

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 NASCA 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 (HIPL), which not only embeds a culture of collaboration, but supports the professional growth of all teaching staff to deepen teaching practice for ongoing growth in student progress and achievement.

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 wellbeing model across the school community, focusing 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. Explicit teaching practices will focus on improvements to literacy and numeracy.

Improvement measures

Aboriginal student HSC attainment

Achieve by year: 2023

Uplift the proportion or number of Aboriginal students attaining the HSC whilst maintaining their cultural identity

HSC achievement - top 3 bands

Achieve by year: 2023

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

Numeracy growth

Achieve by year: 2023

An increased proportion of 2023 student cohort achieving the HSC Minimum Standard compared to 2022 and 2021.

Reading growth

Achieve by year: 2023

An increased proportion of 2023 student cohort achieving the HSC Minimum Standard compared to 2022 and 2021.

Achieve by year: 2025

School Excellence Framework

Learning Domain

In the Element of **Student Performance Measures** be validated at Excelling

Initiatives

Explicit and evidence-based teaching for Reading and Numeracy

Establish and embed a culture of evidence-based agreed practices in the delivery of quality teaching focused on the improvement of all students' literacy and numeracy skills.

- All staff use explicit teaching of identified areas of need based on analysis of data to improve students' conceptual understanding and their ability to engage with content they are studying in reading and numeracy.
- KHS will continually build teacher capacity to use trend data such as NAPLAN, HSC and Minimum Standards to inform their teaching practice and improve student achievement reading and numeracy.
- Literacy and numeracy professional learning and teaching practice is informed by current evidence-based research.
- Targeted interventions utilising specialist positions in literacy & numeracy focus areas to improve NAPLAN 9.

Highly effective and cohesive assessment, planning and programming

All lessons are systematically planned as part of a coherent program that has been collaboratively designed. Accommodation and adjustments are made to suit needs as they arise. Lesson planning and programming references student information, including progress and achievement data, curriculum requirements, 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 in order to reflect on teaching effectiveness and inform future school directions.
- Design and develop programs that meet NESA requirements.

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 that will also build our culture of growth and improve 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 the progress of identified student learning goals across all KLA's. Identified & targeted support for Aboriginal and Torres Strait Islander students with improvements.

Staff

- Teachers contribute to their colleagues' learning through collaborative professional 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.
- Executive and school 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 Impact Professional Learning teams exist where teachers collaborate within and across 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

Strategic Direction 1: Student growth and attainment

Improvement measures

Teaching Domain

In the Element of **Data Skills and Use:**

- validated at Excelling in the themes of Data Use in Teaching and Data Use in Planning.

In the Element of **Professional Standards:**

- validated at Excelling for Literacy and Numeracy focus;

In the Element of **Learning and Development:**

- validated at Excelling for theme of Professional Learning.

HSC achievement - top 2 bands

Achieve by year: 2023

Increase students achieving HSC Course results in Top Two Bands by 11.9%

Initiatives

- Continual monitoring and supporting Stage 6 students with a particular focus on meeting the needs of Aboriginal and Torres Strait Islander students. Focus on teaching specific skills required for students to achieve lift in their HSC (verbs, writing strategies, use of examples, application of knowledge). Review current assessment and reporting practices for Stage 6 as well as school-based assessment trends.

Success criteria for this strategic direction

peer observation, classroom support and improvement in student engagement and regular 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. HSC, HSC Minimum Standards, PAT, VALID, BSY7, Check-In Assessment
- Surveys (student and staff)
- Observations
- Student voice - TTFM

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 2: Engaging and collaborative practices

Purpose

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

Improvement measures

Attendance (>90%)

Achieve by year: 2023

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

Staff collaboration

Achieve by year: 2025

Maintaining a positive trajectory in TTFM (Collaboration) feedback from 2021 baseline data.

Achieve by year: 2025

School Excellence Framework

Teaching Domain -

In the Element of **Effective Classroom Practice:**

- be validated at Excelling for Classroom management

In the Element of **Professional Standards:**

- be validated at Sustaining and Growing for the theme of Improvement of Practice

In the Element of **Learning and Development:**

- Be validated at Excelling for the theme of Collaborative Practice and Feedback;

Leading Domain

In the element of **Management Practices and Process:**

- be validated at Excelling for the theme of Administrative Systems and Processes

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.
- Explicit teaching of expected behaviors and consistent use of agreed classroom management pedagogy with ongoing consultation, development and delivery.
- Consistent attendance procedures and interventions which are strategically planned and developed.
- Students are connected authentically with learning in and outside of school through alternate learning and wellbeing programs.

A highly collaborative staff

All staff engage in high quality targeted opportunities to improve their teaching practice through professional learning teams that focus on rigorous discussion with colleagues to develop a culture of effective teaching. Staff are focused on leading, designing and managing the quality of T&L and for students' achievement in all aspects of their development.

- HIPL (High Impact Professional Learning) structure embedded in sustainable systems and routines to support a culture of collaboration <https://education.nsw.gov.au/teaching-and-learning/professional-learning/high-impact-professional-learning/what-is-hipl>
- Development of school leaders to effectively support classroom teachers to enhance their skills and capabilities and using additional leadership positions to embed practice.

Success criteria for this strategic direction

All staff demonstrate a 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 enhance the educational outcomes of all students.
- High Impact Professional Learning teams - teachers collaborate within and across key learning areas to share innovative thinking, strategies for school culture improvement, 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% is to be reduced to 32% or less of our total cohort from our baseline.
- Positive respectful relationships are evident and widespread among students and staff and promote student and staff wellbeing and engagement.
- Positive data in the TTFM Collaboration - Staff Survey.

Evaluation plan for this strategic direction

Question

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

Data

Strategic Direction 2: Engaging and collaborative practices

Evaluation plan for this strategic direction

- TTFM
- Staff surveys
- Observations and feedback
- PDP goals
- Programs/ timetables/ monitoring/ documents
- SCOUT HR data
- Attendance data - whole and partial

Analysis

- Building in time for HT/DP coaching sessions.
- Executive meetings and PL schedule every term to review data and monitor improvement.
- Continually reflecting on our Student Behaviour Matrix through consultation with all stakeholders ensuring consistency.
- Close collaboration with school community / MVLAECG seeking feedback regarding steps taken by the 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 (HIPL) will reflect identified needs of staff through their PDPs and ongoing opportunities for collaboration.

Strategic Direction 3: High expectations culture

Purpose

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

Improvement measures

Wellbeing

Achieve by year: 2023

Tell Them From Me data improve by 7% in Advocacy, Sense of Belonging and Expectations for Success from baseline 2020.

Positive behaviour

Achieve by year: 2025

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.

Achieve by year: 2025

School Excellence Framework

Learning Domain -

In the element of **Learning Culture**:

- be validated at Excelling.

In the element of **Wellbeing**:

- be validated at **Excelling** for the themes of **Caring for students** and **A planned approach to wellbeing**.

Culturally responsive teaching and safety

Achieve by year: 2025

Tell Them From Me data shows a positive trajectory in the measures of 'I feel good about my culture when I am at school' and 'My teachers have a good understanding of my culture' for Aboriginal and/or Torres Strait Islander

Initiatives

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 wellbeing practices.

- Collaborative PL and planning time to facilitate support for a range of wellbeing practices and creating links to culture to support Aboriginal and Torres Strait Islander students and families.
- Review and expand wellbeing and student services across the school community.

Strong 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.

- Strong systems for Engagement and Student Leadership with a variety of pathways developed and embedded.
- Enhance transition points and connections with wider community (6-7, 10-11, 12- post school).
- Enhance connections with Aboriginal and Torres Strait Islander community.

Success criteria for this strategic direction

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

There are strong collaborations between the school, student's 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. Post-school transition planning is deeply embedded within the school support structures with a key emphasis on employability skills, higher-order thinking and forming career aspirations.

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:

- PLAN2, HSC and HSC Minimum Standards completion data.
- Post-school destination data
- Survey data - internal & external (Parent surveys, TTFM, school community focus groups feedback)
- Meeting minutes
- School behaviour data (positive and negative)
- Student attendance data
- Parent and community attendance at school-based events

Analysis:

Regular data discussions occur at an Executive and

Strategic Direction 3: High expectations culture

Improvement measures

students.

Evaluation plan for this strategic direction

Faculty level to monitor the effectiveness of activities and identify next steps and adaptations. School community and partners in education focus group discussions and opportunities for service delivery feedback.

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.