

Strategic Improvement Plan 2021-2024

Kurri Kurri High School 8177



KURRI KURRI HIGH SCHOOL

Creating Futures

School vision and context

School vision statement

Kurri Kurri High School strives to work closely with the community to create futures for students, equipping them with the skills to achieve success as lifelong, creative and curious learners and with the resources to be informed global citizens. Respecting the values and honest history of our Aboriginal culture and dynamic community, our innovative school has a strong focus on developing the wellbeing and learning disposition of the student to reach their potential both individually and collaboratively.

School context

Kurri Kurri High School is set in the semi-rural area of the Hunter Valley. It is a proud local high school that has serviced the local area since 1956. Many families have generational patronage to the high school and strong local links to community continue to offer opportunities to students. 80 staff support the school with the academic, social and emotional development of the young people in our care. The school has a population of 922 in 2021 and has 6 support classes in Kuta Kaya. The school has a dedicated Study Centre that services the 170 students who proudly identify as Aboriginal and Torres Strait Islander. The centre also caters for senior students who enjoy the longer opening hours for support with assessments and study time. The school's tagline is 'creating futures'. The unique nature of the school architecture centres around the creation of a staged approach to learning. HUB learning, global citizenship and future pathways define the stages of learning as the blue print for student learning and success. The school works in partnership with Big Picture Education Australia to create a new blueprint for schooling in our Big Picture Academy. We are a BYOD school with a strong digital landscape with the use of CANVAS to shape online, blended and flexible learning opportunities. Student agency through SRC, Interact and Junior AECG help to make the decisions of the school in improvements and ways of thinking, learning and working.

From our situational analysis, the school has identified three key pillars for improvement, Student Growth and Attainment, Pedagogical Expertise and Procedural Excellence. Within student growth and attainment, three focus areas have been identified. These centre around improved attendance, high band targets for NAPLAN and Aboriginal HSC attainment. In the focus groups, AECG consultation, surveys of students and parents and whole staff self-reflection aligned to the SEF, the school is committed to the growth and attainment of all students as we aim high with expert pedagogy, consistency of practices and quality innovations. This authentic community involvement has resulted in a strong school plan with a vision of continuous improvement, in a school that supports student agency, quality pathways for attainment, bespoke educational excellence through high expectations. Our school believes that all learners can improve every year.

Strategic Direction 1: Student growth and attainment

Purpose

Student Growth and Attainment is the result of focused pedagogical practices to ensure ongoing improvement and achievement for all students to enable them to become successful global citizens.

Improvement measures

Target year: 2022

NAPLAN Top Two Bands

Increase the percentage of students achieving above the baseline for the top two bands in NAPLAN Reading by 5.77% and NAPLAN Numeracy by 6.7%.

Target year: 2022

Aboriginal Students Top Three Bands

Increase the percentage of Aboriginal students achieving the top three bands for NAPLAN Reading and Numeracy above the school's lower bound system negotiated target.

Target year: 2022

Increase the percentage of HSC students in the top three bands by 5.87% above the baseline.

Target year: 2022

Attendance

Increase the percentage of students who are attending more than 90% of the time by 6% above the baseline.

Target year: 2024

Student Wellbeing

Increase student sense of belonging and wellbeing at school above the 2021 baseline, as evidenced through ongoing use of the Tell Them From Me Survey.

Increase the sense of belonging of Aboriginal students as

Initiatives

Whole School Literacy and Numeracy

Whole school Literacy and Numeracy plan targets and monitors specific stage requirements to support student development and mastery.

Supportive interventions through an effective Learning and Support Team to support student achievement.

Targeted and specific interventions are in place to support, develop and enhance Aboriginal Education and student achievement.

Tracking and monitoring student progress through supportive learning environments

Whole school differentiation is evident in teaching and learning programs based on student achievement and extensive data analysis.

Aboriginal students are provided with cultural opportunities and a supportive educational network to ensure completion of their Higher School Certificate.

Academic progress is monitored and interventions are utilised to effectively support student growth and attainment.

Student attendance data is closely monitored to support high level engagement, student achievement and positive attendance.

Whole school wellbeing and social competence initiatives promote positive wellbeing and a positive sense of belonging for all students.

Success criteria for this strategic direction

All teachers understand and explicitly teach literacy and numeracy to students at all levels, in all subject areas to promote achievement.

School data demonstrates that student progress and achievement is greater than students at statistically similar schools on external measures. This is consistent with strong student progress and achievement on internal measures.

The progress, engagement and achievement of Aboriginal students is equivalent to or greater than the progress and achievement of all students in the school.

Teachers collaborate to share knowledge, data and other information to support student achievement and promote consistent and comparable judgement of student learning.

Whole school evidence based practices are in place to develop a learning culture of high aspirations and high expectations to support and lead measurable improvements in Wellbeing and engagement for all students to achieve their potential.

Evaluation plan for this strategic direction

Question: What has been the impact of whole school focuses on Literacy, Numeracy, Wellbeing and Attendance on establishing a culture of high expectations?

Data: External student performance measures (NAPLAN, HSC results), internal student performance measures (Literacy and Numeracy Progressions), teaching programs, student work samples, Attendance data, student, TTFM data, Staff evaluation against the SEF, evidence of intervention planning, feedback from staff and students on intervention programs

Analysis: Does the evidence support improvement in student performance and engagement?

Implications: Where do we go from here? Future

Strategic Direction 1: Student growth and attainment

Improvement measures

evidenced by continued use of the Tell Them From Me Survey.

Target year: 2023

NAPLAN Expected Growth

Increase the percentage of students achieving expected growth in NAPLAN Reading by 4.93% above the baseline and by 7.34% above the baseline in NAPLAN Numeracy.

Increase the percentage of Aboriginal students achieving above expected growth in NAPLAN Reading and Numeracy.

Target year: 2023

Aboriginal Student Achievement

Increase the percentage of Aboriginal students attaining the Higher School Certificate.

Evaluation plan for this strategic direction

directions and next steps

Strategic Direction 2: Pedagogical Expertise

Purpose

Pedagogical Expertise builds upon the procedural core to enhance the efficacy of all teachers and to ensure they are collaborative, reflective and committed to continuous improvement. Each teacher is focused on exploring new possibilities and innovation in their classroom practices to support student achievement.

Improvement measures

Target year: 2024

The school will progress to Excelling for the theme of Explicit Teaching in the School Excellence Framework.

The school will identify as Excelling in the School Excellence Framework theme of Coaching and Mentoring.

Target year: 2024

TTFM data for Student Engagement and Academic Challenge is at or above state average.

The school will progress from Sustaining & Growing to Excelling for the theme Feedback in the School Excellence Framework.

Increase the submission rates of all school tasks by 5% above the baseline.

Improvement in the distribution of students achieving A-C grade averages by 5% above the baseline.

Initiatives

Explicit and Targeted Teaching

Explicit Instruction of required skills. Development of the teaching of subject specific skills to support student acquisition and development of required skills.

Instructional Leaders support and enhance positive classroom expectations and individualised support for students and teachers through coaching and mentoring to establish a culture of continuous improvement.

Collaboration between teachers to support productive learning through student engagement and a culture of high expectations and academic rigor.

Academic Rigor Through Evidence Informed Practice

Quality assessment and effective feedback are used in an ongoing manner to inform teaching and learning and promote high expectations

High Potential and Gifted Education Policy is embedded into classroom practice through collaborative practices, differentiated curriculum, assessment tasks and accelerated curriculum.

Pedagogy is differentiated through the utilisation of classroom profiles to support student engagement and a culture of high expectations

Educational pathways are implemented for a wide range of student aspirations through innovative curriculum models

Success criteria for this strategic direction

Assessment data is utilised to inform modifications in pedagogy, leading to effective feedback and increased student achievement.

Clear pathways for students are evident in all aspects of school and curriculum planning.

A culture of continuous improvement is established through the coaching and mentoring of Instructional Leaders

Collaboration by teachers with a focus on pedagogical practices

Teachers demonstrate high quality skills in explicit teaching and differentiation in order to highly engage students.

Evaluation plan for this strategic direction

Q. Have school wide practices been developed to support the drive for ongoing improvement in teaching practice and student results?

D: :Staff Survey, HT feedback, student work samples, submission rates, grade distribution, classroom observations, student surveys, program evaluations, faculty minutes. Evaluation against School Excellence Framework.

A: To what extent has teacher capacity, confidence and competence increased to enhance student achievement and growth?

I: Where do we go from here? Future directions and next steps.

Strategic Direction 3: Procedural Excellence

Purpose

Procedural Excellence establishes the core of continuous improvement, effectively implemented to underpin professional improvement and to strategically provide ongoing and high level systems and communication.

Improvement measures

Target year: 2024

Improvement in the satisfaction of parents / carers in the quality of education being provided to students in all stages as evidenced by TTFM parent survey.

Increased engagement of Aboriginal families in school cultural and education events as evidenced by family involvement PLP completion.

Target year: 2024

Assessment differentiation moves from Delivering to Excelling in the School Excellence Framework as informed by data including: program audits and assessment tasks.

Target year: 2024

Increased visible evidence of professional development embedded in practice as evidenced in classroom observations, completion of professional development activities and student work samples.

Initiatives

Clear Administrative and Systematic Processes

School wide communication processes are clearly established and utilised by all staff.

Clear communication strategies to convey a school culture of high expectations to all members of the school community.

Student success is monitored and regularly communicated with school, parents and community organisations including AECG.

Academic and Pedagogical Processes

Instructional Leaders support continuous improvement in pedagogical practices and ongoing teacher professional development through collaborative coaching, mentoring and effective feedback.

Assessment policy and processes are in place to support consistent practice in establishing high quality student assessment and reporting to establish a culture of high expectations

High Impact Professional Learning and Development for Continuous Improvement

Professional Development and Learning supports the ongoing development of teacher capacity to demonstrate best pedagogical practice across all villages to enhance educational outcomes inclusive of all students.

Teacher confidence and competence in supporting student achievement is developed through quality research and ongoing professional learning.

Instructional leaders support the development and implementation of high quality professional learning to develop pedagogical expertise and sustain a culture of effective, evidence-based teaching and ongoing improvement to support student growth and attainment

Success criteria for this strategic direction

Parent and community engagement with the school is purposeful and measured to ensure community satisfaction and establishment of a high expectations culture.

School wide teaching and learning processes utilise data in planning and teaching to establish a culture of academic and pedagogical excellence as determined in the Teaching Domain of the SEF.

Professional learning is visible in classroom pedagogy as evidenced by increased engagement in learning supporting student growth and attainment.

Evaluation plan for this strategic direction

Q: Have school wide processes increased whole school community engagement in establishing a culture of high expectations and academic excellence?

D: Parent surveys, including Tell Them From Me, Teacher surveys and feedback, Evidence of assessment modification, Clear policy and procedure documents in SharePoint

A: What has been the impact of whole school processes on school excellence and community engagement?

I: Where do we go from where? What are the next steps in establishing procedural excellence?