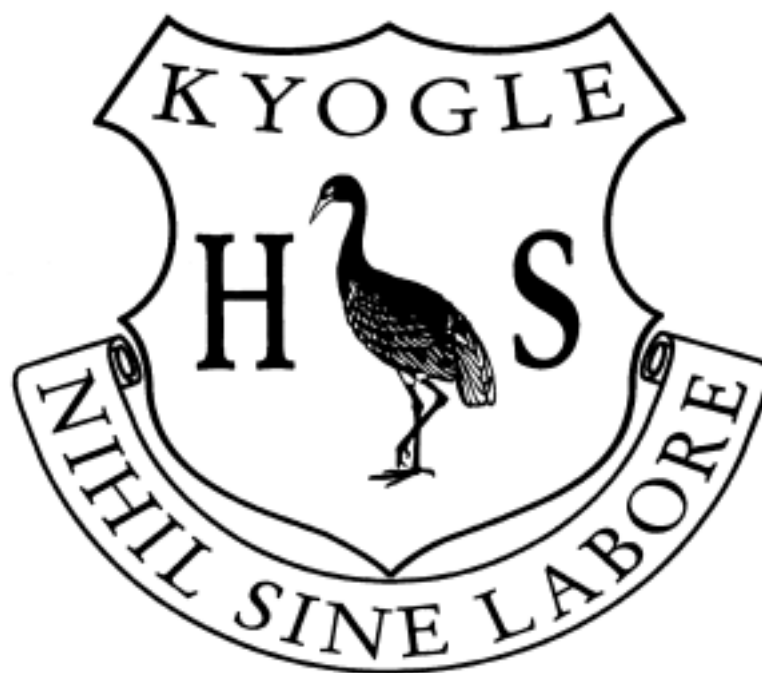


# Strategic Improvement Plan 2021-2024

## Kyogle High School 8189



# School vision and context

## School vision statement

At Kyogle High School, all students will be engaged in meaningful, challenging and future focused learning, designed for individuals to achieve and thrive within a supportive learning environment. Teaching and learning programs will be dynamic and draw on feedback, assessment and data to support improved student learning outcomes. The school will be supported by strong community connections to create opportunities for our students to be active future citizens. Kyogle High School will facilitate professional dialogue and collaborative classroom practice to drive school improvement and a shared responsibility for student engagement, learning and success.

## School context

Kyogle High School is a rural school situated in Northern New South Wales. The student population is diverse; ranging from family members who have lived in the district for generations to those who have recently moved to the area. The demographics include 10% Aboriginal and Torres Strait Islander students. Through a broad curriculum, staffs ensure that students achieve their personal best. Special attention is given to students with diverse academic, social and language needs. Through professional development, teachers work collaboratively to develop a well-rounded school experience for all students at Kyogle High School. The teaching staffs at Kyogle High School are committed to the delivery of a comprehensive curriculum. Revising the school plan yearly is an opportunity to review and refine both teaching and learning programs and curriculum structure. Active engagement in quality professional learning continues to remain a priority for staff.

The school enjoys strong community partnerships with the Parent and Citizen Association, local Aboriginal Education Consultative Group (AECG), businesses and the local council.

The school's equity funding will be prioritised within the 2021-2024 Strategic Improvement Plan to create positive impact on the learning process, effective classroom practice and continuous improvement for all members of the school community. The school will be responsive to the needs of the school and wider community and will use best practice to embed a culture of high expectations and effectively cater for the range of equity issues in the school.

As a result of the situational analysis, it has been determined that a whole school approach is required to achieve improvement in student performance. Specifically, the school will use a collaborative approach to embed best practice into the classrooms based on the What Works Best strategies and the Schools Excellence Framework. Rigorous and timely analysis of data will inform practice and high impact and strategic professional learning to ensure growth in teaching expertise.

Targeting improvement in NAPLAN and Higher School Certificate, supported by planned strategies focusing on improved attendance, the percentage of students in the Top 2 Bands will increase.

# Strategic Direction 1: Student growth and attainment

## Purpose

In order to maximise student learning outcomes in literacy and numeracy and build strong foundations of academic excellence, Kyogle HS teachers will support explicit, consistent and research informed teaching practice.

## Improvement measures

### Target year: 2022

Increase the proportion of students achieving in the top 2 NAPLAN reading bands by 4.1% against the system-generated target.

Increase the percentage of Aboriginal students achieving in the top 2 NAPLAN reading bands to be at or above state average.

### Target year: 2022

Increase the proportion of students achieving in the top 2 NAPLAN numeracy bands by 5.8% against the system-generated target.

Increase the percentage of Aboriginal students achieving in the top 2 NAPLAN numeracy bands to be at or above state average.

### Target year: 2022

Increase the percentage of the HSC course results in the top 3 bands to reach the lower bound system negotiated target.

Increase the percentage of Aboriginal students attaining the HSC while still maintaining their cultural identity to be at or above state level.

### Target year: 2022

Improvement in the percentage by 5% of students achieving HSC course results in the top 2 bands.

### Target year: 2023

## Initiatives

### Quality Teaching

**Improve the quality of teaching and learning through a focus on explicit teaching practice.**

- staff self-assess their practice against What Works Best (WWB) survey

- executive collating, collaborating and analysing data from the WWB survey to direct future professional learning

- staff completing What Works Best (WWB) modules: Explicit Teaching, Effective Feedback, Use of data to inform practice, Assessment

- development and monitoring of systems for tracking literacy and numeracy focus (7-12; across all faculties)

- embed a culture of agreed practice in the delivery of quality teaching evidenced through teaching and learning programs

- collaboration within and across faculties to best meet the learning needs of all students

- All staff have Professional Development Plans (PDPs) aligned to the whole school goal of *"Programs reflect deep thinking around the Teaching and Learning process and demonstrate an understanding of the Learners in the classroom"*.

- consistent monitoring and modifying of Aboriginal students Personalised Learning Plans (PLPs) to reflect students progress in literacy and numeracy and engagement in school.

- teachers use knowledge and understanding of every student in the classroom to design effective and dynamic teaching and learning programs.

### Standard 2 and 3

### Data Skills and Use

## Success criteria for this strategic direction

- Teachers demonstrate sustained use of whole-school, evidenced-based teaching strategies, to optimise learning growth for all students.

- KHS uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement.

- All teachers have a sound understanding of student assessment and data concepts. They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.

- Teachers clearly understand, develop and apply a full range of assessment strategies in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.

- Teaching and learning programs are dynamic, showing evidence of revisions based on data, feedback and student progress.

## Evaluation plan for this strategic direction

Data becomes evidence when it helps us answer a question or test whether a claim is true. The Situational Analysis clearly demonstrated that there needs to be a whole school approach to improving NAPLAN results.

Our school intends to use a range of evaluative practices including:

**Question:** *In what ways and to what extent have we supported improved student outcomes in reading and numeracy and can demonstrate the impact this has on the improvement of overall student learning outcomes?*

### Data Sources:

- internal assessment both within faculty and across KLAS

# Strategic Direction 1: Student growth and attainment

## Improvement measures

Increase the percentage of students achieving the expected growth in numeracy by 5% to reach the lower bound system negotiated target.

### Target year: 2023

Increase the percentage of students achieving expected growth in reading by 5% to achieve the lower bound system negotiated target.

## Initiatives

- staff self-assess their practice against What Works Best (WWB) survey
  - executive collating, collaborating and analysing data from the WWB survey to identify and leverage exemplary data-informed practice within KHS.
  - staff completing What Works Best (WWB) modules: Use of data to inform practice, Assessment
  - develop consistent practice in collation and use of existing data within the school (classroom observation notes, Professional Development Plans)
  - staff engage in collaborative learning on analysing data to ensure classroom teachers understand the level and skills of every student in the classroom.
  - develop and distribute a handbook of best practice for data use in identifying areas for growth in literacy and numeracy
  - staff regularly share and compare internal measures of growth in literacy and numeracy to ensure there is consistent judgement
  - effective tracking of attendance and engagement data
  - facilitate meeting with Stage 3 teachers in Numeracy to develop shared knowledge and understanding of the data and identify areas for improvement and shared strategies across stage 3 and 4.
- Standard 5** - Assess, provide feedback and report on student learning

## Evaluation plan for this strategic direction

- external assessment eg. NAPLAN , Validation of Assessment for Learning and Individual Development (VALID) and Higher School Certificate (HSC) through Scout (Departments data and analysis platform) data
- surveys including: Tell Them From Me (TTFM), school generated surveys
- granular data supporting aggregate data in analysing NAPLAN data
- document analysis including: Teaching and Learning programs, meeting minutes,
- direct feedback
- work samples

### Analysis:

Ongoing timely analysis of a specified range of data sources will measure success but also inform areas for improvement or modification. Use of consistent data collection across faculties. held on a common access platform.

*Evidence of Activity* - Program running; student attendance; observations/feedback; staff attendance at PL specifically on data use; percentage of staff accessing the Departments Data and Analysis platform -SCOUT.

*Evidence of process quality* - teaching and learning programs; observations, staff feedback of professional learning

*Evidence of impact* - Check in's with staff; student and staff exit slips; pre and post test

### Implications:

The Situational Analysis informed the need for consistency of staff use of data across the school. It is important that data is valued and used to inform PL to direct quality teaching and learning. Granular data for

## Strategic Direction 1: Student growth and attainment

### Evaluation plan for this strategic direction

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classroom teacher knowledge of each student in the classroom informs teaching and learning programs (differentiation). Future analysis will inform future directions in terms of targeted staffing, budget allocation and whole school professional learning.

## Strategic Direction 2: Teaching, Learning & Leading

### Purpose

To enhance the teaching, learning and leading of both students and staff at Kyogle High School with a focus on quality professional learning.

### Improvement measures

#### Target year: 2023

Increase in the number of staff actively engaging in whole school Team meetings, Faculty and Staff meetings. This will be measured through attendance data, satisfaction surveys and Professional Development Plan (PDP) goals aligned with the Strategic Improvement Plan (SiP).

#### Target year: 2023

Every staff member completes the What Work Best (WWB) modules identified by the school. This will be evidenced through staff participation records.

Greater than 90% of classrooms demonstrate an authentic and sustained implementation of practices from the What Works Best modules through Learning Walks (observations) and teaching and learning programs.

#### Target year: 2024

100% of staff gather feedback from students regarding their teaching of a unit of work and this feedback forms part of the teacher reflection within their unit registration.

#### Target year: 2023

100% of staff use Learning Intentions and Success Criteria in every lesson. This will be evidenced through observations on Learning Walks.

#### Target year: 2024

50% of teachers are involved of leadership building capacity and density using agreed frameworks.

#### Target year: 2024

100% of Teaching and Learning programs use the Kyogle

### Initiatives

#### Collaboration and Effective Classroom Teaching

**Teachers are engaged in strong collaborations to inform and support the continuity of learning for all members of the school community.**

- staff regularly self-assess their practice against What Works Best (WWB) survey

- executive collating, collaborating and analysing data from the What Works Best (WWB) survey to direct future professional learning

- targeted professional learning: staff completing What Works Best (WWB) modules - High Expectations, Collaboration, Classroom Management

- develop a consistent approach to observations and feedback as part of the Professional Development Plan (PDP) process.

- strengthen processes to guide effective student feedback on Teaching and Learning processes.

- develop a shared understanding and consistent approach to collaboration and effective classroom practice

- develop a process, at Executive level, to evaluate staff reflection on the teaching and learning process

- continuation of leadership building capacity and density using agreed frameworks (Generative dialogue, Australian Institute for Teaching and School Leadership (AITSL) resources, teaching standards)

**Standard 5:** Assess, provide feedback and report on student learning

### Success criteria for this strategic direction

- Teaching staff demonstrate and share their expertise within Kyogle High School and with other schools.

- The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of timely feedback between teachers.

- The leadership team maintains and builds on a focus on distributed instructional leadership to sustain a culture of effective, evidenced-based teaching an ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.

- The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning.

### Evaluation plan for this strategic direction

Our school intends to use a range of evaluative practices including:

**Question:** *To what extent have teachers been supported to improve practice*

#### Data Sources:

- internal assessment both within faculty and across KLAs

- internal collection of data

- surveys including: Tell Them from Me (TTFM), school generated surveys

- document analysis including: Teaching & Learning programs, meeting minutes

- student work samples including pre and post assessments

- classroom observation notes

## Strategic Direction 2: Teaching, Learning & Leading

### Improvement measures

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HS programming template and all programs use the same evaluation and reflection scaffolds that allow for reflection and deep thinking around the teaching and learning process and understanding of the learners in the classroom.

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### Evaluation plan for this strategic direction

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-Professional Learning attendance (Tuesday meetings)

#### **Analysis:**

Ongoing timely analysis of a range of data sources will measure success but also inform areas for improvement or modification. Use of consistent data collection across faculties. held in a common access area.

*Evidence of Activity* - Program running; student attendance; observations/feedback; staff attendance at PL

*Evidence of process quality* - teaching and learning programs; observations, staff feedback of PL

*Evidence of impact* - Check in's with staff; student and staff exit slips; post test

#### **Implications:**

The Situational Analysis identified the need for improved collaboration opportunities for staff to lead to improved student learning outcomes. Using Best Start and NAPLAN data, small group tuition to support improved literacy and numeracy outcomes for identified students. Future analysis will inform future directions in terms of targeted staffing, budget allocation and whole school professional learning. for 2022 -2024.

# Strategic Direction 3: Equity Focused

## Purpose

Develop a school wide, collective responsibility to support student's wellbeing and learning needs to ensure there is a strong focus on equity from all interested parties.

## Improvement measures

### Target year: 2024

Increased percentage of students attending school more than 90% of the time by 4% or above.

### Target year: 2024

Tell Them from Me (TTFM) wellbeing data (advocacy, belonging, expectations) improves to be at or above the lower bound system negotiated target.

### Target year: 2022

Increase the attendance of students by 8% across the school to reach the lower bound system agreed target .

### Target year: 2022

Increase wellbeing across the school by 5% to reach the lower bound system agreed target.

### Target year: 2023

Data system in place to track student exit data. Success criteria established to measure student success post school.

## Initiatives

### Attendance

- a process for tracking and supporting improved attendance is established. This process is presented to all staff and communicated to parents.
- realign the role and function of Year Advisers to take a proactive, supportive approach in discussing absences.
- whole-school role under Head Teacher Administration to follow up on persistent absences through timely contact home, parent meeting and attendance plan.
- daily mentor meetings to ensure all students are welcomed and valued.
- school-based early intervention strategies to address significant and long-term attendance issues including involvement of parents and carers.
- students with 100% attendance are acknowledged at academic assemblies
- tracking of data of at risk students between initial letter of concern about attendance and letters acknowledging improved attendance

**Standard 4** - Create and maintain supportive and safe learning environments

### Well Being

- staff self-assess their practice against What Works Best (WWB) survey
- executive collating, collaborating and analysing data from the WWB survey to direct future professional learning
- staff completing What Works Best (WWB) modules: Wellbeing
- enhance TTFM survey for students, staff and parents. Data analysis guides discussions and future actions.

## Success criteria for this strategic direction

- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.
- Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.
- The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfill their potential.
- Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across Kyogle High School.
- Kyogle High School uses student exit data to provide valuable information on our students' educational and employment journey after school to support future students to have access to the guidance, subjects and skills they need to achieve their education and employment goals.

## Evaluation plan for this strategic direction

Our school intends to use a range of evaluative practices including the guiding question: *In what ways and to what extent have we supported improved student attendance and wellbeing and can demonstrate the impact this has on the improvement of student learning outcomes?*

### Data Sources:

- Weekly analysis of cumulative data regarding year group attendance.
- Analysis of Positive Behaviour for Learning (PBL) data and explicit teaching of positive behaviours
- Student referrals to Learning and Support Team regarding welfare and attendance concerns



## Strategic Direction 3: Equity Focused

### Initiatives

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- establish parental survey using iPads, concerning student wellbeing, through parent-teacher nights, information nights and visits to the front office.
- Positive Behaviour for Learning (PBL) Committee meets regularly and analyses data to share with the school community. Positive Behaviour for Learning (PBL) planning and goal setting is informed by the data analysis.
- increase the percentage of parents/carers attending Parent & Citizen meetings by 2%.

**Standard 4** - Create and maintain supportive and safe learning environments

### Tracking of student exit data

- decide upon the areas to be collected and analysed in relation to the tracking of student exit data (education, workforce participation, civic responsibility, wellbeing).
- tracking of students achieving the Minimum Standards in Year 10,11 and 12.
- initiate a process to collect, collate and analyse the tracking of student exit data including students exiting to TAFE, employment or university.. This will become a longitudinal study tracking students for up to three years from leaving school.
- initiate an ongoing review into the efficacy of student learning programs to better support students including subjects offered and student ability in undertaking subjects.

**Standard 7** - Engage professionally with colleagues, parent/carers and the community.

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### Evaluation plan for this strategic direction

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- contacts home regarding attendance/behaviour concerns
- intervention at Home School Liaison Officer (HSLO) level
- number of students referred to Head Teacher Detention
- number of WINZ awards (positive reinforcement awards) received each fortnight and number of positive letters home on Sentral (data collection system)
- data collection tool to track student progress post school.