

Strategic Improvement Plan 2021-2024

Kingsgrove North High School 8221



School vision and context

School vision statement

The Kingsgrove North High School community embodies a school that produces life long learners in a safe, supporting, caring, respectful and professional environment. Our school aims to develop 21st century learners who can achieve their personal goals while becoming resilient, compassionate, informed and ethical members of the wider community.

School context

Kingsgrove North High School is a public comprehensive, coeducational high school in the Canterbury Network of schools. It is a school that offers every student a place to learn, lead and achieve their personal best. Kingsgrove North High School has a current enrolment of 890 students. Our diverse community includes students from 47 different cultural backgrounds. HSC academic achievements have meant that our high achievers pursue sought after courses at universities of their choice and many other students follow pathways through TAFE and work. The school offers a variety of VET courses to allow students to learn skills in an learning spaces that are of industry standard. STEM is a growing area Kingsgrove North High School is involved in a Community of Schools which includes Bexley North PS, Clemton Park PS, Earlwood PS and McCallum's Hill PS. Kingsgrove North High School is involved in a wide range of community partnerships which aim to broaden student learning experiences. These include Campsie LAC, ABCN, Links to Learning and MTC Solutions. The school has also developed strong links with a number of local businesses that have contributed towards improving student learning outcomes. From the situational analysis we have identified a need to focus on data analysis and wellbeing. Consultation was conducted with staff, students and the community in formulating the School Improvement Plan for 2021-2024.

Strategic Direction 1: Student growth and attainment

Purpose

To ensure that every student is highly engaged and shows strong growth in their learning through explicit teaching. Our teachers will evaluate their effectiveness and reflectively adapt their practice through the use of a wide range of student data to inform teaching.

Improvement measures

Target year: 2022

HSC Top 2 Bands

Between 24.8 and 29.8% of students will achieve in the top 2 bands.

Target year: 2022

HSC Top 3 Bands

Between 53.9 and 58.9% of students will achieve in the top 3 bands in the HSC.

Target year: 2022

NAPLAN Top 2 Bands: Reading

Between 13.7% and 18.7% of students will achieve in the top 2 bands of NAPLAN Reading.

Target year: 2022

NAPLAN Top 2 Bands: Numeracy

Between 18.7% and 23.7% of students will achieve in the top 2 bands of NAPLAN Numeracy.

Target year: 2023

NAPLAN Growth: Reading

Between 69 and 74% of students will achieve or growth in NAPLAN Reading.

Target year: 2023

Initiatives

Highly Effective Teaching Practices

Improve effective classroom practice through explicit teaching pedagogy, current research and use of progressions

- Develop quality teaching professional learning and implementation to focus on differentiation for all learners
- Whole school adoption of Literacy and Numeracy Learning Progressions and PLAN2.
- Greater use of General Capabilities for KLA Syllabi
- 'What Works Best'
- Whole school initiatives and targeted programs developed to target growth and attainment for all students
- Teams established to help drive improvement

Highly Effective Data Analysis

Improve teacher ability to use data in a meaningful way to plan for, and measure, improvement.

- Analyse NAPLAN, HSC and minimum standard data to identify target areas
- Review and improve the use of formative data sources, monitoring and reflecting on teaching effectiveness.

Success criteria for this strategic direction

- Teachers collaborate to share curriculum knowledge, data, feedback and other information about student progress and achievement which meet the learning needs of all students
- All teachers analyse, interpret and extrapolate data and collaboratively use this to inform planning, identify interventions and modify teaching practice.
- Progress towards goals is monitored through collection of quality, valid and reliable data.
- The school identifies expected growth for each student. Students are achieving higher than expected growth on internal school progress and external data
- Teachers review student assessment data and compare results from external assessments (e.g. NAPLAN, ICAS, PAT, HSC) with internal measures to build consistent and comparable judgement of student learning.
- There is a coordinated effort by school staff to reflect on student progress and achievement data and develop plans and strategies for improvement.
- The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers.

Evaluation plan for this strategic direction

Questions:

How has the implementation of effective teaching practices and improved data analysis achieved the desired student growth and achievement targets? What percent of students have demonstrated expected growth? What percent of students have exceeded expected growth?

Strategic Direction 1: Student growth and attainment

Improvement measures

NAPLAN Growth: Numeracy

Between 73.3 and 78.3% of students will achieve expected growth in NAPLAN Numeracy.

Evaluation plan for this strategic direction

Data:

External student performance measures (NAPLAN, HSC RAP data, SCOUT);

Internal student performance measures (Literacy and Numeracy Progressions);

Teaching programs;

Classroom observations;

Student work samples;

Quality Teaching Rounds records.

Analysis:

Data is analysed and triangulated each term to determine the extent to which the purpose and improvement measures have been achieved.

Implications:

Rigorous analysis of the data to determine the impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.

Strategic Direction 2: Improved Academic Writing Years 7 to 10

Purpose

To develop a collaborative whole school focus on improving writing through the renovation of assessment tasks and practices, with explicit backward design built into all teaching and learning programs.

Improvement measures

Target year: 2024

By the end of 2024, 100% of assessment tasks 7-10 have been renovated to include explicit literacy/writing elements.

Target year: 2024

By the end of 2024, 100% of teaching and learning programs 7-10 demonstrate embedded writing pedagogies backward mapped from the renovated assessment tasks.

Initiatives

Assessment Renovation

To help facilitate improvement in student academic writing, staff will focus on the renovation of assessment tasks to embed explicit writing pedagogies. These will then be backward mapped into teaching and learning programs to support student growth.

- All assessment are renovated to embed an explicit literacy focus
- All assessments are backward mapped into Teaching and Learning Programs to drive improvement in student writing.
- Teachers provide increased relevant feedback
- Student progress is mapped, monitored and reported on

Targeted Professional Learning - Writing

To develop staff capacity and support implementation, targeted and ongoing professional development will be provided to ensure the success of this strategic direction.

- Whole school professional learning to reflect and evaluate current assessment practice for renovation
- Targeted professional learning for early career teachers and mentors to build capacity in assessment and writing practises across KLA's
- Targeted professional learning for Executive to support implementation of explicit writing needs within individual Faculties.
- Staff to undertake training and implementation of evaluative thinking processes.
- Staff improve their use of data gathering and analysis to inform pre and post testing in individual classes
- LST to benchmark student achievement at the start of the year and provide feedback to staff.

Success criteria for this strategic direction

The school community demonstrates inspirational expectations of learning progress and achievement for all students in writing

Teaching and learning programs are effective, consistent and reliable based student assessment and continuous tracking of student progress and achievement

The school has developed systematic and reliable assessment to evaluate student learning

The school implemented processes to support teachers' consistent, evidence based judgement and moderation of assessments.

Student feedback is elicited by teachers and informs their teaching

Teachers understand, develop and apply a full range of assessment strategies to determining teaching directions, monitoring and assessing student progress.

All teachers understand and explicitly teach literacy to students with success that can be measured

Evaluation plan for this strategic direction

Question:

To what extent has the renovation of assessment tasks impacted on student writing? Has there been a measurable improvement in student academic writing? Have teachers been able to use data to measure impact and inform changes to practice? What has been the impact of professional learning on teacher capacity?

Data:

NAPLAN;

Best Start comparisons;

Progressions (PLAN2);

Evaluation plan for this strategic direction

Pre and post testing;

Student Surveys;

Staff Surveys.

Analysis:

What area of weakness have been identified in the writing data collected and analysed? Is there need for further professional learning for staff? Are there whole school cross KLA processes and scaffolds that would improve writing?

Implications:

Ongoing analysis of the data to determine the impact on student writing and staff capacity. This will guide both ongoing implementation in future year groups as well as school planning to provide continuous improvement.

Strategic Direction 3: Connectedness

Purpose

Improve students and staff wellbeing and to engage the wider community in creating an optimal learning environment to help support and drive improvement in all aspects of the School.

Improvement measures

Target year: 2022

By 2022, between 68.1 and 73.1% of students will attend for greater than 90% of the time.

Target year: 2022

By 2022, between 71.1 and 76.1% of students articulate via TTFM an increase in wellbeing.

Target year: 2024

By 2024, 100% of staff will feel connected, valued and supported.

Target year: 2024

By 2024, parent engagement will increase by 20% from 2023.

Initiatives

Student Connections

To improve student wellbeing and attendance, there will be a be an explicit focus on improving student's sense of connection to the school, its environment and the learning that occurs.

- Identify reasons for student attendance issues
- improve student identity and connectedness to KNHS
- Increase in student acknowledgment and celebration of achievement
- Wellbeing focused events
- Rejuvenation of PB4L
- Increase future focus pedagogy to connect students with learning
- Continued improvement in learning environments

Staff Connections

To enhance staff wellbeing, there will be an explicit focus on professional learning, staff acknowledgment and supportive systems/structures.

- Staff feel connected, valued and supported
- Activities designed to enhance staff well being
- Staff acknowledgement and achievement celebrated
- Professional Learning to support wellbeing

Community Connections

To enhance community connections with the school, there will be a focus on greater opportunities for parents/carers to be actively involved in school activities and workshops to increase their connectedness.

- Parental workshops
- Events calendar
- Community of Schools

Success criteria for this strategic direction

The school is recognised as excellent and responsive by its community because it uses best practice

The leadership team measures school community (parent and student) satisfaction and shares its analysis and actions in response to the findings with its community.

Effective partnerships in learning with parents and students mean students are motivated

The school engages in strong collaborations between parents, students and the community

Attendance data is regularly analysed and is used to inform planning. Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk.

The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement

Positive, respectful relationships are evident and widespread among students and staff and promote wellbeing

Evaluation plan for this strategic direction

Question:

What extent has been the impact of a holistic approach on wellbeing for staff, student and community connections and the creation of an optimal learning environment?

Data:

TTFM Student Survey

TTFM Staff Survey

TTFM Parent Survey

Initiatives

- Growth of P and C
 - Active involvement of local businesses and organisations
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Evaluation plan for this strategic direction

PB4L Data analysis

Scout Attendance data

Parental attendance at school activities/workshops

P and C participation

People Matter survey

Analysis:

Data is analysed each term to determine the extent to which the purpose and improvement measures have been achieved.

Implications:

Ongoing analysis of the data to determine impact, that will guide implementation as well as future school planning in the areas of wellbeing, attendance, staff and community connections.