

# Strategic Improvement Plan 2021-2024

## Kariong Mountains High School 8292



**UNITY ✓ KNOWLEDGE ✓ RESPECT**

# School vision and context

## School vision statement

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Kariong Mountains High School is committed to challenging students to reach their full potential, having the skills necessary to be respected and successful citizens in an everchanging society.

## School context

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Kariong Mountains High School (enrolment 520 students, including 4% Aboriginal students, FOEI 100) opened in 2010 and had its first cohort of Year 12 students in 2014. Approximately 70% of the students live in the Kariong community and 28% come from the Mountains District. Declining enrolments in our partner primary schools has impacted on the total enrolment at the school. To alleviate this impact, the school has, and continues to use funding to ensure that there is diversity of curriculum and staff in roles to support students.

The school is a PPP (private-public partnership) school and has excellent facilities, which include well-maintained classrooms and grounds in the Mt Penang Parklands. There are projectors in every room and technology usage is high across the school. From 2021, the school has moved more to a BYOD model, but there is capacity for all students to have access to laptops..

The school was purpose built to have a focus on bioscience and technology and this has been evident in Stage 4 integrated programs and school designed Stage 5 electives. A result of ongoing professional learning and keeping up to date with current research, these focus areas underwent revisions, over the years, to incorporate more STEM/STEAM curriculum areas and with a greater emphasis on coding. In 2019-20, the school authored a position paper into 'Future Focussed Learning and saw the implementation of a new Stage 4 integrated program 'ASAP' as the next step in ensuring the delivery of quality education to improve student outcomes. All staff are included in supporting these focus areas.

There is a strong commitment to holistic education and wellbeing initiatives are utilised to support student success. Building on successful transition programs and strong relationships between students and staff, additional initiatives to support student wellbeing and learning have been built into the timetable, across all years.

There is an ongoing commitment to improving Higher School Certificate performance, including staff professional learning around deeper analysis and use of data to develop both individual and group support programs. Annually, each faculty presents its research analysis to all the Executive to ensure that a collaborative approach to improving results is embedded in practice.

The school operates a range of co-curricular programs that enhance student engagement, welfare and leadership.

The majority of the school's equity funding will be used to support initiatives developed in the 2021-2024 Strategic Improvement Plan. Some funds will be used to support other activities not embedded in this plan.

# Strategic Direction 1: Student growth and attainment

## Purpose

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Our purpose is to ensure students maximise growth in their learning over the course of their high school years. Our teachers will effectively use evidence-based, explicit teaching practices and analysis of data to evaluate student progress and inform future teaching directions.

## Improvement measures

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### Target year: 2022

Improvement in the percentage of students achieving in the top 2 bands in **reading** with a minimum of the lower bound system-negotiated target of 21.6% being achieved.

Improvement in the percentage of students achieving in the top 2 bands in **numeracy** with a minimum of the lower bound system-negotiated target of 23.3% being achieved.

### Target year: 2023

Improvement in the percentage of students achieving expected growth in **reading** to be above the lower bound system-negotiated target of 62.1%.

Improvement in the percentage of students achieving expected growth in **numeracy** to be above the lower bound system-negotiated target of 69.9%.

### Target year: 2023

Improvement in the percentage of students achieving in the top 3 bands in **the HSC** with a minimum of the lower bound system-negotiated target of 56.3% being achieved.

Improvement in the percentage of students achieving in the top 2 bands in **the HSC** with a minimum of the lower bound system-negotiated target of 25.4% being achieved.

### Target year: 2024

Improvement in the percentage of students exceeding the **VALID** Year 8 results for students at statistically similar schools.

## Initiatives

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### Highly effective teaching practices

Improve effective classroom practice through a focus on learning intentions and success criteria, formative assessment, understanding data analysis and professional learning in literacy, numeracy and science.

### Monitor and support student progress and achievement

Review and refine whole school practices on assessing, collating and analysing student progress to inform effective next steps in teaching.

## Success criteria for this strategic direction

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Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

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

The school's value-add trend is positive and on track with improvement measures.

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

VALID Year 8 data demonstrates that student progress and achievement is greater than that of students at statistically similar schools.

## Evaluation plan for this strategic direction

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The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

- NAPLAN data
- VALID data
- HSC RAP data
- Scout - Value added data
- Student work samples
- Literacy and numeracy coaching data
- Student PLPs Education Perfect data
- formative and summative subject assessments

**The evaluation plan will involve:**

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around data analysis and data literacy.
- Executive team and whole staff reflective sessions.

After analysing the data, a determination will be made as to the future of the four years' work and **'Where to Next?'**

# Strategic Direction 2: SD 2 - Student Engagement

## Purpose

Our purpose is to develop and promote wellbeing and curriculum approaches that recognise and support the unique potential of each child.

## Improvement measures

### Target year: 2022

Proportion of students attending greater than 90% of the time at lower bound target.

### Target year: 2021

**Annual TTFM** student survey data improves in the area of intellectual engagement to reach the NSW Government norm of 46%.

**Annual TTFM** student survey data improves in the driver of student outcomes: 'Relevance of School' to reach the NSW Government norm of 5.8.

Annual TTFM combined survey data indicates an overall increase from below the baseline figure of 57.3% to reach a minimum of the upper bound system-negotiated target of 67.7%.

### Target year: 2021

School referral data indicates an upward trend of students finding the learning engaging.

### Target year: 2024

**SEF assessment** of the element 'Curriculum' indicates improvement from Sustaining and Growing to Excelling across all themes.

### Target year: 2024

Develop deep staff understanding and effective implementation of programs related to the High Potential and Gifted Education (HPGE) Policy.

## Initiatives

### Wellbeing and engagement

Embed a whole-school approach to student wellbeing and engagement where there is a collective responsibility for student learning, attendance and success. This will be achieved through:

- Introduction of Check in Periods.
- Provision of a range of co-curricular activities.
- Introduction of new procedures for monitoring attendance.
- Use of PLPs and ILPs as needed to support student engagement
- Embedding student voice into learning and school activities.

### Future Focussed Learning Curriculum

Embed an evidence-based curriculum model into the school timetable that aligns with the 'What Works Best' review in the themes of: High expectations, Explicit teaching, Effective feedback, Wellbeing & Collaboration.

## Success criteria for this strategic direction

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.

Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.

Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated.

The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation and the modelling of effective practice.

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

Positive, respectful relationships re evident and widespread among students and staff that promote student wellbeing to ensure optimum conditions for student learning across the school.

## Evaluation plan for this strategic direction

**Question:** What has been the impact of the future focused learning curriculum on student performance? Are students engaged in purposeful and relevant learning? Do teachers collaborate to evaluate, reflect on and adapt practice?

**Data:** These data sources will be collected and analysed

### Evaluation plan for this strategic direction

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by relevant teachers, leaders and teams:

- external student performance measures
- internal student performance measures
- Compass analytics data for attendance
- TTFM responses
- teaching programs
- classroom observations
- student work samples
- School Excellence Framework assessments.

**Analysis:** Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

After analysing the data, a determination will be made as to the future of the four years' work and '**Where to Next?**'

# Strategic Direction 3: Pathways to Lifelong Learning

## Purpose

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Our purpose is to create and enable an aspirational habit of mind that fosters the development of skills and dispositions that will make our students successful global citizens.

## Improvement measures

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### Target year: 2021

Each Year 10, 11 and 12 student has an individualised learning plan articulating and guiding their learning goals and post school aspirations.

### Target year: 2024

Increase in the % of Aboriginal students (measured as an average over 4 year increments) attaining the HSC and or access to further training, whilst maintaining their cultural identity, to a minimum of the school's data for all students.

### Target year: 2024

All students achieve Level 6, by the end of Year 10, on ACARA's Information and Communication Technology Capability learning continuum.

### Target year: 2024

Improvement in the percentage of students, who indicate that they have post school aspirations, as measured in the TTFM survey, to reach the NSW Government norm.

### Target year: 2024

21st century skills are progressively developed (as identified in the 'Summit Wheel').

## Initiatives

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### Aspirational Post School Options

Develop a targeted Years 10-12 strategy, providing support and clear pathways for individual students to achieve an HSC (including ATAR options) and/or access to further study or work.

### Supporting the Success of Aboriginal Students

Build the capabilities of all staff to embed Aboriginal perspectives and contextually relevant learning into all areas of the curriculum to authentically engage and build the academic achievement and aspirations of Aboriginal students.

### Building ICT Capabilities

Develop a comprehensive and ongoing staff professional learning program to continually build teacher capacity to progress ICT capabilities for students in Years 7 to 10.

### Future Focused Learning Competencies

Establish and embed the teaching of Michael Fullan's 6Cs of Education and the KMHS core values.

## Success criteria for this strategic direction

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All senior students have an individualised career plan that sets high expectations and clearly articulates and supports students' learning and post school goals.

Progress and achievement of Aboriginal students is equivalent to or greater than the progress and achievement of all students with reference to post school destinations.

All staff undertake professional learning that focuses on building cultural awareness and strengthens understanding of how to respect and celebrate Aboriginal culture so that all teachers have expert knowledge on the quality practices that support the learning of Aboriginal students.

Technology that supports learning is available and expertly integrated into lessons by teachers.

Teachers collaborate across KLAs to develop and strengthen student achievement of the key competencies.

## Evaluation plan for this strategic direction

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**What does the exit data inform the school about students' access to post school options?** Do students have the general capabilities to be successful in a range of career options?

### Data:

These data sources will be collected and analysed by relevant teachers, leaders and teams:

- Destinations of school leavers
- Percentage of students, including Aboriginal students, achieving at the HSC.
- Correlation of ILPs to career destinations
- Student Surveys
- Parent Surveys
- Partnership data

## Evaluation plan for this strategic direction

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- ICT Capability Data
- HSC Minimum Standards
- Literacy & Numeracy data
- Internal data from the 'Summit Wheel'

**Analysis:** Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

After analysing the data, a determination will be made as to the future of the four years' work and **'Where to Next?'**