

# Strategic Improvement Plan 2021-2024

## Kandos High School 8318



# Kandos

## HIGH SCHOOL

# School vision and context

## School vision statement

**Kandos High School is committed to working in partnership with our community to develop the potential of our students to enable them to become active and informed citizens, striving for excellence and a positive future.**

We provide this opportunity through sharing the following aspirations for our students and school;

- All of our students are known, valued and cared for in our learning community.
- Our students are provided every opportunity to develop a strong foundation in literacy and numeracy and deep content knowledge across key learning areas.
- We prepare our students to make a strong start in life and assist them to make successful transitions to school and their future pathways in higher education, training or the workplace.
- We aim to provide a learning environment where every student, every teacher and every leader strives to improve each year.
- All our students' are engaged and challenged to be lifelong learners and critical thinkers.
- We share and implement the values of the Department of Education in our roles as educators: Service; Integrity; Trust; Accountability; Equity and Excellence.
- We support our students in developing the school values of; Respect; Responsibility and Positive Relationships.

## School context

Kandos High School is in the picturesque Capertee Valley bordering the Wollemi National Park. Our local community relies on industry centred on agriculture, tourism and mining. Our school has proudly educated students from the towns of Kandos, Rylstone and the surrounding communities at the Fleming Street site since 1929. The school and students are supported by strong connections to our local community, who actively support many school initiatives throughout the school year. Our current enrolment is 193 students, including 23 Aboriginal students.

Our experienced and committed staff work extremely hard to provide a safe, caring environment that caters for the needs of all students. We provide learning opportunities and programs to support the development of the whole child and effective engagement in the curriculum. There is a strong focus on literacy and numeracy and individualised learning supported with innovative teaching and learning strategies.

Our school has a Positive Behaviour for Learning (PBL) foundation based on the values of being respectful, responsible and building positive relationships. Academic, cultural, sporting and vocational courses are offered through core and elective options. Kandos High School is developing a number of significant projects that will give greater depth to the learning context of the school, focusing on improving STEM (Science, Technology, Engineering, Mathematics) and a Community Links to Industry Program (CLIP) supporting alternate learning pathways for our students. This is aligned with strong wellbeing programs to ensure all our students are achieving their potential and develop into informed, confident and resilient young people.

**As a result of a thorough and comprehensive situational analysis three priority areas were identified by the learning community in planning for the development of the Strategic Improvement Plan 2021-2024. There is a focus on improvement in leading, learning and teaching. These are informed by evidence and supported by research.**

### 1. Student growth and attainment

### 2. Quality teaching and learning

### 3. Excellence in educational leadership

**These key focus areas continue to build on and enhance the work previously undertaken as we focus on learning for our students, teachers and leaders through data driven practice and instructional strategies in partnership with our parents and community. We will continue to implement the strategies in the What Works Best resources which clearly aligns to research based practice.**

# Strategic Direction 1: Student growth and attainment

## Purpose

At Kandos High School every student is known, valued and cared for staff are committed to developing foundational skills in literacy and numeracy, and strong content knowledge, skills and understanding in key learning areas for all our students.

Kandos High School uses information about individual students' strengths and areas for development to design rich learning experiences supporting student progress and achievement at an individual, whole school and system level.

## Improvement measures

### Target year: 2022

**Top 2 Bands Reading** - (*Proportion of students in the top two bands (or above) in reading*)

Improvement in the percentage of students achieving in the top 2 bands to be above the school's lower bound system-negotiated target in reading of 12.6% toward the upper bound target of 17.6%.

### Target year: 2023

**Aboriginal student HSC attainment** - (Proportion or number of Aboriginal students attaining the HSC whilst maintaining their cultural identity).

Increase the % of Aboriginal students attaining the HSC whilst maintaining their cultural identity to be at or above the lower bound system negotiated target of 57%.

### Target year: 2024

As part of our School Excellence Framework Self Assessment processes the school will have **integrated elements of practice within the Excelling benchmark** in the following domains;

- *Learning*
- *Wellbeing*
- *Curriculum*

## Initiatives

### Learning Culture, Wellbeing and Engagement

Use evidence based research and professional learning opportunities to support staff in driving a culture of high expectations, supported by effective student engagement and transition programs to move students toward self-directed learning. Continue to refine student well-being and engagement programs that cater to individual learning needs, informed by a "whole child" approach to engagement.

We will achieve this through:

- A whole school focus on high expectations with students for learning and behaviour, supporting their individual sense of belonging, advocacy and success.
- Ensuring every minute of learning time matters by setting positive attendance expectations and habits, creating a welcoming school environment and support for disengaged students with early intervention.
- Assessment is integrated within the teaching and learning cycle with clear learning intentions and success criteria to support student comprehension of what they need to know, do and understand.
- Opportunities to collaborate with peer learners and participate in group work to improve students' sense of achievement, interpersonal relationships and attitudes to learning.
- Working in partnership with the learning community inclusive of parents to ensure every student is known, valued and cared for as a person and a learner.
- Aboriginal education and cultural awareness and understanding is a core component of our quality learning environment.

### Curriculum Implementation, monitoring and reporting of achievement

Use evidence based research and professional learning

## Success criteria for this strategic direction

### Learning Culture, Well-being and Behaviour

- The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence.
- Effective partnerships and strong collaborations between parents, students and the community inform and support continuity of learning for all students at transition points and students are motivated to deliver their best to continually improve.
- Teachers, parents and the community work together to support consistent implementation of our Attendance Strategy and processes ensuring student absences are not impacting on learning outcomes.
- 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 fulfil their potential.
- The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.
- There is school-wide, collective responsibility for student learning and success, which is shared by parents and students.
- Positive, respectful relationships are evident and widespread among students and staff to promote student well-being ensuring optimum conditions for student learning across the school.

### Curriculum Implementation, monitoring and reporting of achievement

- All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas.
- The school's curriculum provision supports high expectations for student learning and is enhanced with learning alliances with other schools and organisations.

# Strategic Direction 1: Student growth and attainment

## Improvement measures

- *Assessment*
- *Reporting*
- *Student Performance Measures*

### Target year: 2022

**Top 2 Bands Numeracy** - (Proportion of students in the top two bands (or above) in numeracy).

Increase the proportion of students achieving in the top 2 NAPLAN numeracy bands by 2.6.% or greater to be at or above the lower bound target of 16% and moving toward the upper bound target of 21%.

### Target year: 2022

**Aboriginal student Achievement-** (Increase % of Aboriginal students achieving top 3 NAPLAN bands in reading and numeracy).

Increase the percentage of Aboriginal students achieving in the top 3 NAPLAN bands in reading and numeracy to be above the school's lower bound system-negotiated target.

### Target year: 2022

**Attendance** - (Proportion of students attending > 90% of the time).

Increased (uplift) percentage of students attending school more than 90% of the time by 3.7% or above. (Baseline is 55.7%, Lower bound is 61.3%, Upper bound 66.3%. (Current 52.56%).

### Target year: 2022

**HSC Achievement** - (Increase % of HSC course results in top three bands).

Improvement in the % of HSC course results in top 3 bands to maintain the current percentage of 58.8%. (Lower bound system-negotiated target of 43.2% or above upper band target of 48.2%)

## Initiatives

opportunities to support staff in developing teaching and learning programs that incorporate effective literacy and numeracy teaching methods and integrate differentiation strategies ensuring all our students are appropriately challenged and provided with effective feedback on the next steps for learning.

We will achieve this through:

- A whole school approach to reading and numeracy
- Monitor and track student progress and achievement to inform differentiation and point of need instruction.
- Gradual release of responsibility model to support modeled, shared, guided and independent learning.
- Systematically building student understanding of skills concepts and content knowledge.
- Sequencing lessons and content to create achievable steps for students to progress toward mastery of reading and numeracy skills.
- Use of data to inform instruction and intervention strategies - reviewing learning before beginning new or more complex concepts to identify and build on what students already know and understand.

## Success criteria for this strategic direction

- Students' learning and courses of study are monitored longitudinally 7-12 to ensure continued challenge and maximum learning.
- 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.
- Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning.
- Formative Assessment is used flexibly and responsively as an integral part of daily classroom instruction and practised expertly by teachers.
- The school uses data to inform collective decisions about student learning, aligned with improvement measures in the school plan.
- Student reports are personalised and comprehensive, providing detailed, clear and specific information about student learning, growth, next steps and improvement measures.
- The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data.
- School data shows that student progress and achievement is greater than students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures.
- Progress and achievement of equity groups within the school is equivalent to the progress and achievement of all students in the school.

## Evaluation plan for this strategic direction

# Strategic Direction 1: Student growth and attainment

## Improvement measures

### Target year: 2022

**Well-being-** (Proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School).

TTFM Well-being data (advocacy, belonging, expectations) improves to be at or above the baseline target of 64.4%, lower bound is 69% and upper bound 74%.

### Target year: 2023

**Expected Growth** - (Increase % of students achieving expected growth in reading and numeracy)

Increase in the percentage of students achieving expected growth in NAPLAN reading to be above the school's lower bound system-negotiated target of baseline 51.1%, lower bound 59.7% and upper bound 64.7. (Current 64.71 %.)

Increase in the percentage of students achieving expected growth in NAPLAN Numeracy to be above the school's lower bound system negotiated baseline of 62.1%, lower bound 67.7 and upper bound 72.7%. (Current 44.44%).

## Evaluation plan for this strategic direction

### The evaluation plan will involve:

- 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 the School Excellence Framework elements and themes
- Executive Team and whole staff reflective sessions.

**Questions:** To what extent have we achieved our purpose? What has been the impact?

### Data:

What data is being collected, by who and when?

- Professional Learning PL evaluations
- NAPLAN/SCOUT
- Internal Assessment
- Lesson Observations
- Program Audits
- Student/Staff/Community survey responses

### Analysis

Ongoing analysis will be integrated through progress and monitoring.

### Implications:

The findings of the analysis will inform:

- Future actions and strategies
- Annual reporting on the school progress measures published in the Annual School Report and regularly reported throughout the school year on varied social media platforms including Facebook, newsletter and website.

## Strategic Direction 2: Quality teaching and learning

### Purpose

Kandos High School staff ensure student learning is underpinned by high quality evidenced based teaching practice.

Staff demonstrate high levels of professionalism and commitment.

Teachers work individually and collaboratively to evaluate the impact of their practice on student achievement, engage in professional learning to improve their expertise to plan for the ongoing learning of each student in their care.

### Improvement measures

#### Target year: 2024

As part of our School Excellence Framework Self Assessment processes the school will have **integrated some elements of practice within the Excelling benchmark** in the following domains;

- *Effective classroom practice*
- *Data skills and use.*

#### Target year: 2024

As part of our School Excellence Framework Self Assessment processes the school will have **integrated professional practice to support the Excelling benchmark** in the following domains;

- Professional Standards
- Learning and Development.

### Initiatives

#### Quality Professional Practice

Use evidence based research, professional learning opportunities and effective school processes to lead a culture of continuous improvement focused on implementing the most effective strategies to improve teaching and the sharing of professional expertise leading to improvement of practice toward excellence.

We will do this through:

- Explicit teaching practice where students understand why they are learning content, how it connects with what they already know, what they are expected to learn and how will they know they have succeeded.
- Ensuring teachers design learning experiences that are accumulative, build on prior knowledge and are part of a systematic process inclusive of evaluative practice.
- Encourage students to self-assess, reflect on and monitor their own learning.
- The provision of effective and timely feedback to students with relevant, explicit, ongoing, constructive and actionable information about their progress.
- Teachers engage in professional collaboration that explicitly aims to improve professional practice and student outcomes in terms of co-teaching, lesson observation, peer coaching, reflection, appraisal and feedback.
- Develop high quality teacher - student relationships encompassing a broad range of strategies and actions to encourage a safe, positive and stimulating learning environment.
- School staff work with the community to analyse student progress and achievement data to develop, implement and monitor and evaluate continuous improvement initiatives.

#### Effective use of data to inform practice

Use evidence based research and professional learning

### Success criteria for this strategic direction

#### Quality professional practice.

- All lessons are systematically planned as part of a coherent program that has been collaboratively designed. Accommodations and adjustments are made to suit needs as they arise.
- Lesson planning 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.
- A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities.
- Effective teaching methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.
- Teachers routinely review learning with each student both in class and through 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.
- All classrooms and other learning environments are well managed within a consistent, school-wide approach to student management.
- Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption.
- The school has a high performing teaching staff as measured against the Australian Professional Standards, whose capacities are continually built to ensure every student experiences high quality teaching.
- The leadership team has participated in capacity development programs and implements principles of evaluative thinking, continually monitors the impact



## Strategic Direction 2: Quality teaching and learning

### Initiatives

opportunities to support staff competency in implementing data literacy, analysis, use in planning for teaching and formative assessment.

We will do this through:

- Whole school framework to support collaborative analysis of data with colleagues and targeted case management to track student progress over time.
- Teachers regularly collect meaningful data and set aside time to analyse the data to monitor student learning and progress
- Make informed teaching decisions based on data analysis
- Ensuring we will do this through supporting professional learning in effective data use, including the opportunity to work within the community of practice.
- School wide focus on data and making the learning of students visible to the whole school community - students, teachers, parents and key stakeholders.
- Focus on the data walls to celebrate student growth and achievement.
- Students are taking on active roles in setting learning targets, evaluating their learning and monitoring their progress towards their goals.

### Success criteria for this strategic direction

of programs and approaches used by all teachers, and improves practice as required.

- The school trials innovative practices and has processes in place to evaluate, refine and scale success.
- 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.
- The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. Teachers collaborate with staff in other schools to share and embed good practice.

#### Effective Use of Data.

- All teachers have a sound understanding of student assessment and data concepts (e.g. causality, bias). They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.
- The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis.
- Teachers clearly understand, develop and apply a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.
- School staff collaborate with the school community to use student progress and achievement data to identify strategic priorities, and develop and implement plans for continuous improvement. Strategies implemented reflect research on best practice and include ongoing monitoring of success.

## Strategic Direction 2: Quality teaching and learning

### Evaluation plan for this strategic direction

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#### The evaluation plan will involve:

- 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 the School Excellence Framework elements and themes
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**Questions:** To what extent have we achieved our purpose? What has been the impact?

#### Data:

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#### Analysis

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#### Implications:

The findings of the analysis will inform:

- Future actions and strategies
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# Strategic Direction 3: Excellence in Educational Leadership

## Purpose

Kandos High School engages in distributed leadership with staff and key stakeholders to support a self-sustaining and self-improving learning community that will continue to design and support strong strategic and effective leadership to lead high level learning for the Kandos/Rylstone community.

Working in partnership with parents, staff are committed to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success.

The Leadership team will ensure resource allocation and accountability requirements serve the strategic vision of Kandos High School and its learning community.

## Improvement measures

### Target year: 2024

As part of our School Excellence Framework Self Assessment processes the school will have **integrated some elements of practice within the Excelling** benchmark in the following domains;

- *Educational Leadership*
- *School Planning, implementation and reporting*

### Target year: 2024

As part of our School Excellence Framework Self Assessment processes the school will have **integrated professional practice within the Excelling** benchmark in the following domains;

- *School Resources*
- *Management practices and processes*

## Initiatives

### Building Educational Leadership

Use evidence based research and professional learning opportunities to support staff in sustaining a culture of high expectations, quality professional practice, effective leadership capability development to ensure effective distributed leadership for continuous improvement at system, whole school and classroom levels.

We will achieve this through:

- a shared commitment to fostering collaborative networks, within, between schools and across professional learning networks.
- A strategic approach to leadership development supporting outward looking, connected, and forward thinking to drive sustained improvement and responsibility.
- Leadership that enables teachers to practice in a culture of professional learning and growth, where they work with others to develop and share expertise.
- Effective leadership practices ensuring a focus on instructional outcomes: Establishing goals and expectations; Strategic resourcing; Planning, Coordinating and evaluating teaching and the curriculum; Promoting and participating in teacher learning and development and Ensuring an orderly and supportive environment.
- High impact professional learning to support whole school professional development and the successful integration of classroom embedded practice.

### School Resourcing, Promotion and Community Engagement

Use research, evidence-based strategies and innovative thinking in resourcing, implementing and monitoring the daily operations of the school and the strategic school improvement initiatives in partnership with the learning community to successfully deliver ongoing, measured improvement in student progress and achievement.

## Success criteria for this strategic direction

### School Resourcing, Promotion and Community Engagement

- 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.
- The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning.
- The school demonstrates a high performance culture, focused on student progress and achievement and high quality service delivery. All students are taught by quality teachers.
- The school is recognized as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school.
- The school is recognised as a leader for its impact on learning progress, its effective practices and continuous improvement, and its active support of (improvement in) other schools.
- The school systematically and regularly monitors a range of indicators to gauge the impact of its plan and to inform changes to the implementation that support its ultimate success. The annual report contains data that measures the impact of the plan in terms of student learning progress.
- Technology that supports learning is available and expertly integrated into lessons by teachers. Administrative staff are expert users of available technology and systems.

## Evaluation plan for this strategic direction

The evaluation plan will involve:

# Strategic Direction 3: Excellence in Educational Leadership

## Initiatives

We will achieve this through:

- Refining our infrastructure to support effective home school and community partnerships ensuring: Effective communication practices; Connecting Learning at Home and at School; Building Community and Identity; Recognising the Role of the Family; Consultative Decision-Making; Collaborating Beyond The School; Encouraging active participation with families in learning and school programs.
- Improving access to digital technologies within the school to support equity of access for our students.
- Teachers will become skilled confident and creative innovators.
- Students accessing modern, connected and constructive learning spaces to support engaged personalised learning.
- Teachers will have the development, support and resources they need to integrate digital tools within the learning environment.
- School communities will have access to digital tools and connectivity for effective communication and collaboration.
- Actively and respectfully engaging in genuine consultation and collaboration with the Aboriginal community.

## Evaluation plan for this strategic direction

- 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 the School Excellence Framework elements and themes
- Executive Team and whole staff reflective sessions.

**Questions:** To what extent have we achieved our purpose? What has been the impact?

### Data:

What data is being collected, by who and when?

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### Analysis

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### Implications:

The findings of the analysis will inform:

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