Strategic Improvement Plan 2021-2024

Kogarah High School 8320

School vision and context

School vision statement

At Kogarah High School we are committed to developing young people who are skilled learners, responsible citizens who are prepared for and confident about their future.

To achieve our shared vision all staff are encouraged to work in a collaborative environment, sharing expertise and knowledge to ensure every student is known, valued and cared for. Utilising evidence-based teaching strategies to meet the learning needs of our diverse student community is a priority for every teacher in every classroom.

Our extended school community is integral in the collaborative partnership, working closely with teachers and support staff to ensure improvement in student learning outcomes each year.

The values that underpin our school culture are Respect, Responsibility, Resilience and Reflection.

School context

Kogarah High School is a coeducational, comprehensive secondary school in the Sydney South Metropolitan area. We pride ourselves on our diverse and culturally rich community, and our dynamic school culture, which is focused on developing young people who are engaged learners and responsible citizens.. The Kogarah High School student population of more than 800 comes from over 20 different culturally and linguistically diverse communities. While 84.4% of students are from Language Backgrounds other than English, 20% are receiving EAL/D support. The school also hosts an Intensive English Centre, a Hearing Support unit, one IM class and three class for students with Autism.

Kogarah High School values and fosters students working in a collaborative and supportive setting. Qualified and experienced staff work closely with students, parents and the wider community to provide an engaging learning environment with access to resources which enhance learning experiences. Our experienced learning support team of EAL/D and Learning Support teachers and School Learning Support Officers monitor progress regularly and apply evidence informed learning interventions to ensure every child achieves growth each year.

The school's staffing entitlement in 2021 is 76.8 teaching staff and 18 non-teaching staff. The school employs a part-time Business Manager and Literacy and Numeracy co-ordinators from school funds. Equity funds are used to employ 2.6 EALD teachers and 2.0 Learning and Support teachers. Flexible funding employs additional teachers to provide a breadth of curriculum that meets the needs of senior students and reduce class sizes in the junior years to facilitate explicit teaching and clear effective feedback...

The Kogarah High School wellbeing roadmap ensures every student is known, valued and cared for with ample opportunities to develop and grow skills in resilience and reflection. Close relationships with external support agencies guarantee a positive post school transition for all students.

We have fostered partnerships with universities, businesses and cultural groups that support student aspiration for their post school options. Our comprehensive Vocational Education Program provides opportunities for students to excel at a state level, with students being recognised in annual award ceremonies. Students represent the school in wide range of regional and state sporting activities.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to improve the achievement, growth and achievement in literacy and numeracy of every student by developing and sustaining whole school processes for collecting and analysing data to inform evidence-based teaching practices. Our teachers will work collaboratively with literacy and numeracy coordinators to adapt their practice to target identified need in order to meet expectations on student growth by 2022.

Improvement measures

Target year: 2022

READING: Improvement in the percentage of Year 9 students achieving in the top 2 bands to be above the school's lower bound system target in reading of 15%.

2019 actual =6.8%. Lower bound target = 15% & upper bound target = 20%

Target year: 2022

NUMERACY: Improvement in the percentage of Year 9 students achieving in the top 2 bands to be above the school's lower bound system target in numeracy of 23.7%.

2019 actual = 8.5%. Lower bound target = 23.7% & upper bound target = 28.7%

Target year: 2022

HSC: Increase the percentage of students achieving in the top 2 bands of the HSC to be above the system target baseline of 21.5%

Initiatives

Literacy Leader

An expert teacher will be released to develop and deliver a Professional Learning Program to

1. build the capacity of staff to analyse their teaching programs for opportunities to **embed explicit reading** skill development.

2. deliver professional learning on the use of **literacy progressions**

3. select and model, through **team teaching**, strategies to meet student learning needs

4. lead a teacher action group **collecting and analysing data** to inform ongoing teacher professional learning

Numeracy Leader

An expert teacher will be released to develop a Professional Learning Program to

1. build the capacity of staff to analyse their teaching programs for opportunities to **embed explicit numeracy** skill development.

2. deliver professional learning on the use of **numeracy progressions**

3. select and model, through **team teaching**, strategies to meet student learning needs

4. lead a teacher action group **collecting and analysing data** to inform ongoing teacher professional learning

Stage 6 Support

After school tutorials

1. Tuesday and Thursday afternoons 3-4.30pm tutoring

2. Mathematics, EALD and Social Science/English teachers available to provide one one one and small group learning support to students from low socio-

Success criteria for this strategic direction

1. Teachers **collect, analyse** and interpret **data** and they collaboratively use this to inform planning and modify teaching practice and to determine "where to next?

2. Teachers **collaborate** to identify and understand the most **effective explicit teaching** methods, with the highest priority given to evidence-based teaching strategies.

3. Professional learning is differentiated and its **impact evaluated**. There are explicit systems for **collaboration and feedback** to sustain quality teaching practice.

4. Student assessment data is monitored to assess student achievement against the learning progressions.

Evaluation plan for this strategic direction

Q: What has been the impact of using consistent, explicit Inquiry-based teaching protocols on student performance? Do teachers collaborate to evaluate, reflect on and improve practice.

Data: One member of each faculty collaborates in the literacy TAG and one member in the numeracy TAG for ongoing Inquiry-based investigation into evidence-based strategies

Teaching & Learning programs embed explicit opportunities for skill development and reference literacy and numeracy progressions.

Teacher surveys and lesson observations.

Student work samples and achievement data show clear improvement in targeted skill.

Literacy and Numeracy progression mapping

Analysis: Analysis of lesson observation, student work samples and student data each term will determine if the learning sprint strategy has been successful.

Initiatives

economic backgrounds and EALD students in Years 11 and 12 to reduce the number of Band 1 and Band 2 results.

Additional Staffing

1. Employment of additional Science teacher to ensure Stage 6 specialisation

Evaluation plan for this strategic direction

Implications: The findings from the analysis will inform annual reporting on school progress measures, future directions and budget allocations.

Strategic Direction 2: Student and Community Engagement

Purpose

Research shows a whole school approach to student wellbeing and engagement has the potential to significantly impact student achievement. Positive teacher-student relationships and high levels of advocacy are crucial. Strong partnerships with parents and community groups build a shared sense of responsibility for student learning and success. The situational analysis identifies a need for students to connect more closely with teachers and for greater parent support for improved attendance.

Improvement measures

Target year: 2022

Student Attendance: 64.2% of students attending school 90% of the time or more.

Target year: 2022

Well being: Increase the number of students who feel accepted and valued by their peers and bo others at school as identified in TTFM data from 2020 total of 65% to 70%

Aboriginal Student Achievement: All Aboriginal students identify goals and sign off on PLaSPs. Attendance is at or above 90%.

Target year: 2022

Community Engagement: Parent participation in education forums, information sessions and parent/teacher evenings increases.

On the SEF theme of Parent Engagement move from Sustaining and Growing to Excelling

Initiatives

Individual Student Monitoring

ATTENDANCE & MONITORING:

Head Teacher & Wellbeing team regularly analyses attendance data to inform planning. Wellbeing team seeks to collaborate with parents of student whose continuity of learning is at risk.

Personalised attendance approaches are implemented to improve attendance rates for all students including those at risk. (PCYC, Breakfast check in)

Year advisors meet targeted students fortnightly to review attendance data

Year Advisors update the wellbeing roadmap to provide opportunities for students to develop self regulation skills and foster resilience.

Engagement programs such as Barber shop and Mini Rugby are established to encourage positive behaviour and regular attendance.

Students attracting Integration Funding supported with SLSO assistance for learning & behaviour.

ABORIGINAL STUDENT SUPPORT

Aboriginal students are supported to set goals and achieve academically. Opportunities are sought to build capacity and resilience, ensuring every child is known, values and cared for.

Aboriginal coordinator released to provide support for PLaSPs, goal setting and mentoring.

MENTORING & LEADERSHIP CAPACITY BUILDING

Fortnightly assembly lessons. Students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfill their potential.

Success criteria for this strategic direction

1. Attendance data is analysed and used to inform evidence-based interventions.
2. Expectations of behaviour are designed to ensure effective learning conditions for all students.
3. Teachers regularly and directly engage with parents to improve understanding of the impact of attendance and behaviour on student learning outcomes.
4. Parents and targeted students sign off on PLaSPs
5. Assembly lessons provide opportunities for students to meet with an identified staff member who can provide advice, support and assistance to help students fulfill their potential.
6. Differentiated programs for gifted and high potential students are established for Year 8 in 2021, Year 9 2022
7. Positive and respectful relationships are evident and widespread among students and staff.
8. Great parent attendance at forums and information evenings

Evaluation plan for this strategic direction

Questions:
What has been the impact of consistent attendance monitoring and follow up?

What has been the impact of regularly involving parents in attendance monitoring?

Do students meet regularly with their mentor and discuss their progress & wellbeing?

What is the impact of using consistent, explicit enquiry-based protocols with gifted and high potential students?

How has parent attendance and engagement increased through the Community Connect forums?

How has student social and learning behaviours

Strategic Direction 2: Student and Community Engagement

Initiatives

ABCN and Gymea Community & Aid Centre deliver youth leadership programs and business network mentoring.

Community Connect Forums

Teachers, parents and the community work together to support student learning and engagement.

Each term parents and carers will be invited to attend an evening forum to engage in elements of school programs. Q & A sessions will provide opportunities for a deeper understanding of their children's schooling. Forums will also be an opportunity for parents to provide feedback to the school.

Employment of an Arabic speaking Community Liaison Officer to build the bridge between the community and school.

Employment of a Mongolian Admin Officer to build a stronger connection with our Mongolian Community.

Evaluation plan for this strategic direction

improved?

Data: teacher programs

student focus groups and surveys from CLIL

classroom observations

Faculty assessment tasks

student work samples

attendance data

parent engagement data incl access to parent portal

Tell Them From Me data

Analysis: Analyse the data to determine the extent to which the purpose has been achieved.

Implications: Where to next? Can we develop plans for other year groups?

Strategic Direction 3: Refined teacher practice and collaboration

Purpose

The school self assessment against the School Excellence Framework has identified differentiation and collaboration as areas of need. In the Leading Evaluation, Evidence and Data project the area of Collaboration was scored low by teachers who felt they could improve teaching practice and meeting the needs of EALD and students with additional learning needs by working collaboratively within and across faculties.

Improvement measures

Target year: 2022

Teaching and Learning Programs embed differentiated strategies for EALD students, and students who require low-level adjustments for disabilities.

EALD HSC improve from 0% in 2019 to 7% in 2020. 2021 Target 15%

Target year: 2022

All teachers participate in high quality collaborative practice to analyse data to make informed decisions about where to next for students from EALD backgrounds and students receiving L&ST support.

All teachers have completed the CESE What Works Best professional learning modules on High Expectations and Assessment

Target year: 2022

On the SEF DOMAIN of Learning Culture move from sustaining and growing to excelling

Initiatives

Effective Classroom Practice

- EALD teachers and Learning Support co design teaching activities to support identified students

- PL in Universal Design and meeting the needs of EALD students

- PL in Disability Standards in practice at Kogarah High School

Evidence Informed practice

- Beginning teachers supported and mentored to grow skills and expertise through a guided mentoring program https://www.aitsl.edu.au/lead-develop/develop-others/support-new-teachers

- All teachers complete CESE Using Data to Inform Practice online module in What Works Best Semester 1 and the Explicit Teaching Practice module for Semester 2

- Teachers collect data on student achievement and analyse to determine "Where to next?

- pre formative assessments and post assessment tasks across all subjects identify growth

Targeting High Potential and Gifted students

Year 8 high potential class established and programs developed to challenge students in their learning.

Professional engagement for all teachers with the research on educating students with high potential.

Engagement in the Creativity Leading in Learning Opera House program to build the capacity of teachers to approach teaching and learning from a creative perspective.

Success criteria for this strategic direction

1. Teaching programs are dynamic, showing evidence of revisions based on feedback and reliable student assessment data.

2. Teaching and learning programs show evidence that they are adjusted to meet the needs of learning support, EALD and Gifted and High Potential students.

3. Teaching staff demonstrate and share their expertise within their faculty and across whole school through collaborating in and leading professional learning

Evaluation plan for this strategic direction

Q: Do all programs differentiate for the range of learners in the class?

Have the co-developed programs been successfully delivered, observed and evaluated?

Are students from targetted groups showing expected or above expected growth?

D: Collation of programs and registers, observation records, teacher surveys, student feedback, achievement data

Completion certificates of CESE modules

Meeting minutes demonstrating an analysis of the data.

A: Analysis of the student achievement data determines the extent to which differentiation and universal design has been effective.

I: