

# Strategic Improvement Plan 2021-2025

## 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 support from specialist English as an Additional Language or Dialect (EALD) teachers. The school also hosts an Intensive English Centre, a Hearing Support unit, one class for students with mild intellectual disabilities 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 specialist English as an Additional Language or Dialect (EALD) teachers 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.

A thorough situational analysis was conducted by the school's leadership and learning teams. Findings were shared through parent meetings, staff meetings and focus groups and recommendations have informed the strategic directions of this Strategic Improvement Plan.

# Strategic Direction 1: Student growth and attainment

## Purpose

Our purpose is to improve the 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

### HSC achievement - top 2 bands

Achieve by year: 2023

**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%

### Reading Growth

Achieve by year: 2025

### Numeracy Growth

Achieve by year: 2025

## 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, numeracy or writing 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.

# Strategic Direction 1: Student growth and attainment

## Initiatives

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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

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**Implications:** The findings from the analysis will inform annual reporting on school progress measures, future directions around literacy and numeracy improvements and Stage 6 support.

## 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

#### Attendance (>90%)

Achieve by year: 2023

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

Achieve by year: 2022

**Wellbeing:** Increase the number of students who feel accepted and valued by their peers and by 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 Personalised Learning and Support Plans (PLaSPs). Attendance is at or above 90%.

Achieve by 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)

Strategic Support engaged to support strategies to improve attendance.

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 Hairdressing 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

### 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. Positive and **respectful relationships** are evident and widespread among students and staff.
7. Improved parent attendance at forums and information evenings. Feedback from parents and community is **analysed and actioned** to improve community satisfaction.

### 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?

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

How has student social and learning behaviours improved?

**Data:** teacher programs

student focus groups and surveys from CLIL

## Strategic Direction 2: Student and Community Engagement

### Initiatives

can provide advice, support and assistance to help students fulfill their potential.

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

Student Support Officers provide one on one mentoring and support. Additional group workshops focused on social skill building in place for Junior students.

### Community Connect Forums

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

Safeguarding Kids Together engaged to develop a Community Engagement Action Plan for 2021-2022

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

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. Can we use this model to develop plans for other equity groups to improve learning and wellbeing outcomes?

**Implications:** Where to next? How has parent involvement across a range of measures improved student outcomes?

# 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

Achieve by year: 2022

Teaching and Learning Programs embed differentiated strategies for English as an Additional Language or Dialect (EALD) students, and students who require low-level adjustments for disabilities.

English as an Additional Language or Dialect (EALD) English HSC top two bands improve to 20% in 2022

Achieve by 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

Achieve by year: 2022

On the School Excellence Framework DOMAIN of Learning Culture move from sustaining and growing to excelling,

Students identified as having high potential or being gifted are achieving to their full potential on internal and external data.

## Initiatives

### 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. Completion of all units by 2023
- 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**
- 4.. The **learning goals** for students are informed by **analysis of internal and external student progress** and achievement data.

## 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 targeted 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: How effective is the professional learning? Is the process of differentiation understood by ALL teachers? Are High Potential & Gifted students challenged to achieve to their full potential?