

Strategic Improvement Plan 2021-2024

Ku-ring-gai High School 8416



inspire, challenge, create

School vision and context

School vision statement

Our vision is to promote *harmony in diversity* within a strong learning community where the individual worth and the contribution of all members is value, as are high expectations and the development of students into successful competent global citizens.

School context

Ku-ring-gai High School is a growing, comprehensive, co-educational high school of 600 students with a multi-categorical support unit of 3 classes and 21 students. It is situated in a stimulating natural environment adjacent to the Ku-ring-gai Chase National Park. The school specialises in the provision of high quality learning experiences with a focus on academic excellence and creativity in learning.

Ku-ring-gai High School is a member of the Pittwater Network of schools and a member of the North Shore alliance of five public secondary schools in Northern Sydney. The school has highly visible and collaborative leadership teams which foster a dynamic and innovative culture in teaching and learning. The 2020 staffing entitlement was 49 teaching staff and 11 non-teaching staff. The Talent Enrichment Program (TEP) is a unique initiative to Ku-ring-gai High School and offers a wide selection of subjects in creative and performing arts, humanities, technology, STEM and sport, in a vertical stream. Strong school and community partnerships support a diverse and committed staff in providing enhanced learning opportunities for all students.

In 2020 a major refurbishment was completed and included 15 new flexible learning spaces and a new multi-purpose school hall. Indoor outdoor learning spaces and drama and music amphitheatres provide state of the art drama and music resources. The P&C were active in securing a grant for the provision of a new kitchen in the Bini Shell-Margaret Preston Hall which was also completed in 2020 as well as a grant to enhance the theatrical lighting and technology in the new school hall..

A focus on literacy and numeracy will continue with the support of the ..Macquarie Park Strategic Support Team. This alliance resulted in a 2.55% value added across NAPLAN with Ku-ring-gai HS being the second highest school in Sydney for growth and improvement/value added. 100% of teachers were trained in using teaching sprints and professional learning around the Literacy Progressions and EALD Progressions saw a 35% increase in teachers feeling confident in using the progressions.

Staff professional learning will, in the 2021-2024 School Improvement Plan centre around high potential and gifted student growth and engagement. Ongoing data analysis and collaboration with families will assist in identifying high potential achievers and all teaching and learning programs will offer challenge and engagement individualised and differentiated learning. The Northern Academy of the Arts initiative will support the gifted arts and performance students.

The majority of the school's equity funding will be used to support initiatives developed in the 2021-2024 Strategic Improvement Plan including a Mathematics Learning Hub, literacy support and well being initiatives to achieve the major well being focus of *Belonging* for all students.

The focus on personal and academic success for all HSC students will be ongoing and will include ongoing staff professional learning around deeper data analysis to assist students in appropriate subject choices and future pathway choices.

Strategic Direction 1: Student growth and attainment

Purpose

The purpose of Student Growth and Attainment is to ensure that all our students achieve growth in their learning through the delivery of data informed, research driven collaborative teaching strategies and quality summative and formative assessment aimed at identifying and targeting student specific needs for growth and attainment.

Our teachers will work collaboratively to evaluate the effectiveness of their teaching practice and reflectively adapt it through targeted and explicit professional learning, using student assessment data to inform teaching.

Improvement measures

Target year: 2023

Numeracy

Expected growth: An increase in the percentage of students achieving expected growth in NAPLAN Numeracy to the lower bound target of 74.7%

Target year: 2023

Reading

Expected growth: An increase in the percentage of students achieving expected growth in NAPLAN Reading to the lower bound target of 72.4%

Target year: 2022

NAPLAN: An increase in the percentage of students achieving in the top 2 Bands in Numeracy to the lower bound target of 33.4%

Target year: 2022

NAPLAN: An increase in the percentage of students achieving in the top 2 Bands in Reading to the lower bound target of 32.9%

Target year: 2022

Initiatives

Numeracy: Growth and attainment

Highly effective teaching practices.

All teachers are committed to implementing the most effective teaching practices, where explicit teaching strategies are used while prioritising evidence-based teaching strategies, ensuring learning gaps are filled and students extended to reach their full potential.

- Embed the use of formative data collection, using the progressions for goal setting in order to drive the necessary changes and adjustments to meet the changing needs of students, through explicit, evidenced based teaching practices.
- School wide use of student assessment data to identify student achievement and progress, ensuring reflection on teaching effectiveness and informing future school directions.
- Whole school approach to Numeracy Learning Progressions and PLAN2.
- Establishing cross faculty collaboration in the design and implementation of evidenced based programs and lessons through teacher collaboration and support to further enhance the development of teacher efficacy in the classroom.
- Analyse NAPLAN, HSC and Minimum Standard data to identify target areas in the design and implementation of teaching and learning programs.
- Review and improve the use of formative data sources, monitoring and reflecting on the effectiveness of teaching practice on student learning.

Reading: Growth and attainment

Success criteria for this strategic direction

Success criteria:

Teachers collaborate and reflect on practice to ensure student success in learning. Teacher collaboration, sharing of knowledge, data, feedback and other information about student progress and achievement in order to meet the learning needs of all students.

Assessments are co-developed and used regularly across the school to promote consistent and comparable teacher judgement on student learning, to monitor learning and progress, and identify skill gaps for improvement, including areas for extension to student learning.

The school identifies expected growth for each student and ensures students are achieving higher than expected growth on internal school progress and achievement data.

School data will demonstrate student progress and achievement is on par or greater than students at statistically similar schools on external measures, which is consistent with student progress and achievement in internal measures.

The progress and achievement of equity groups within the school will be equivalent to or greater than the progress and achievement of all students in the school.

The EALD and LaST Teams collaboratively build the capacity of all teachers and are an integral component of whole school approaches to Language Acquisition and Literacy and Numeracy Program.

An integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the needs of all students.

Evaluation plan for this strategic direction

Evaluation plan:

Questions: Do all teachers understand and explicitly

Strategic Direction 1: Student growth and attainment

Improvement measures

HSC achievement:

HSC achievement: An increase in the percentage of students achieving results in the top 2 Bands in HSC courses to the lower bound target of 39.9%.

Initiatives

A collaborative and reflective approach to teaching, supported by quality and effective, evidence based teaching strategies, where programs are regularly reviewed and adjusted to meet student needs.

- Ensure all lessons are systematically planned as part of a program that has been collaboratively designed.
- Adjustments are made to accommodate arising student needs in learning.
- Planning of lessons referencing student information, including progress and achievement data, curriculum requirements, student feedback, providing continuous improvement for all students, across the full range of abilities.
- Embed whole school approach to Literacy Learning Progressions and PLAN2.
- Develop quality EALD teaching, professional learning and whole school implementation.
- Change and adjust teaching practice according to student learning needs, using Progressions, explicit individual student learning goals, and use formative feedback to plot student growth and differentiation to teaching and learning activities.

Integrated approach to quality teaching

An integrated approach to quality teaching, curriculum planning and delivery of evidenced based teaching strategies promoting student achievement.

- Establishing high expectations where all teachers are committed to identifying, understanding the most effective and explicit teaching methods, prioritising evidence based teaching strategies.

Evaluation plan for this strategic direction

teach literacy and numeracy at all levels of achievement, in all subjects areas, with success that can be measured by improved student progress and achievement data?

Do teachers collaborate to evaluate and reflect on and adapt teaching practice?

Data: External student performance measures (NAPLAN), HSC Data, Attendance, internal student performance measures (Literacy and Numeracy Progressions), Teaching Programs, classroom observations, student work samples, additional student support records.

Strategic Direction 1: Student growth and attainment

Initiatives

- Review systematic and data driven development and delivery of curriculum in line with Departmental and NESA requirements.
- Adjust strong focus on professional learning aligned with the school plan , and its impact on the quality of teaching and student learning outcomes is evaluated.
- Review of explicit systems for collaboration and feedback to sustain quality teaching practice.
- Establish school culture strongly focused on learning, the building of aspiration and ongoing performance throughout the school community.
- Establish explicit systems for collaboration and feedback to sustain quality teaching practice.

Strategic Direction 2: Wellbeing

Purpose

The purpose of having Wellbeing as a Strategic Direction is to nurture the development of resourceful and resilient individuals with a strong sense of community and belonging so these skills will flow beyond the school gates for all students, staff, including teachers and leaders.

The school is organised so all students have regular opportunities to meet with an identified staff member who is able to provide advice, support and assistance to help student reach their full potential.

Improvement measures

Target year: 2022

An increase in the percentage of students reporting a strong sense of wellbeing and belonging to the lower bound target of 63.3%

Target year: 2024

Positive, respectful relationships are evidenced and widespread among students and staff to promote student wellbeing ensuring optimum conditions for student learning across the school.

Target year: 2022

Attendance:

Increase the amount of students attending school to the lower bound target of 77.1%

Initiatives

Wellbeing

The school is committed to a strategic and planned approach to develop whole school wellbeing processes to support the wellbeing of all student so they can connect, succeed, thrive and learn.

- The schools organisation is structured to ensure all students have access to a mentor who can provide advice, support and assistance to help students fulfil their potential.
- Collaborative practice through a strong and multidisciplinary Wellbeing team ensure student wellbeing is at the core of everything we do.
- The school implements whole school changes to practices resulting in measurable improvements in wellbeing to support learning.
- Teacher access to professional learning in wellbeing and mentoring.
- Student wellbeing initiatives are aligned to identified student need as identified by internal and external data.
- Cross school collaboratively across the school teams ensuring student needs are met by implementing evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support student learning.

Expectations of behaviour across the school setting

Expectations of behaviour will be codeveloped with feedback from students, staff and community designed to ensure effective learning conditions. These expectations will be clearly communicated, explicitly consistently and

Success criteria for this strategic direction

The school has a strategic and planned approach in the development of its whole school wellbeing processes supporting the wellbeing of all students so they can succeed thrive, connect and learn.

The school's wellbeing and LaST teams collaborate with teachers, parents and students to share knowledge, data, feedback and other relevant information needed to ensure student wellbeing.

Adjustment guides are prepared in collaboration with students, parents/carers and external providers as needed ensuring each student is known and their needs catered for.

School data demonstrates increased student sense of wellbeing and belonging in internal and external data.

Whole school changes to practices will reflect an increase in support for student wellbeing and sense of connection.

Evaluation plan for this strategic direction

Questions: Is there a whole school understanding of the Wellbeing Framework?

How will a whole school approach to behaviour improve wellbeing outcomes for students?

Data: Wellbeing Programs, student, parent/carers and staff surveys both internal and external, TTFM, RAISE, other wellbeing systems, including Sentral wellbeing.

Strategic Direction 2: Wellbeing

Initiatives

supportively applied across the school.

- Strong support systems developed for beginning teachers systems developed Beginning teachers aligned to a mentor
- Co-teaching culture developed in the school and reflections on lessons.
- Lesson observations and quality feedback on student behaviour management and engagement.
- Teacher professional learning is targeted to meet the changing needs of students.
- Formal PDP processes demonstrate teachers' self reflection on student engagement and high expectations.
- Evidence of implementation of student adjustment guides in managing behaviour to maximise student learning and sense of wellbeing.

Attendance and Engagement

Active and collaborative engagement between the school, parents/carers, students and the wider community to support students at transition points , including students with atypical, highly mobile enrolment.

- Review Orientation and Transition Programs: Comprehensive and Inclusive orientation and transition programs for all incoming Year 7 students supporting engagement and attendance.
- Embed learning supported by Orientation and Transition led by our Wellbeing Team, Learning Support Team and the Year 10 Peer Support Leadership Team promoting student learning and connection.

Strategic Direction 2: Wellbeing

Initiatives

- Review Wellbeing Team processes: Support of students' attendance in collaboration with families, external agencies and liaison with school community.
 - Embed a strategic and planned approach developing whole school processes that support the wellbeing and attendance of all student so they can feel connected, successful in order to thrive and learn.
 - Review school community systems to ensure continuity of learning is not negatively impacted due to absences or transitions from different educational settings and or other circumstances such as mobile enrolments.
 - Establish access to mentors for every student for advice and support.
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Strategic Direction 3: Learning Community

Purpose

Our purpose is to ensure that every student, every teacher, every leader and every staff member is committed to learning in order to reach their full potential as informed, critical and creative, ethical members of society.

Consistent school-wide practices for assessments are used to monitor, plan and report on student learning across the curriculum. Formative assessment is integrated into teaching practice in every classroom, confirming that student learn what is taught.

Improvement measures

Target year: 2024

A focus on continuous improvement in teaching and learning.

Target year: 2024

Strong and established community links with primary schools, TAFE and further education providers extending our learning community.

Initiatives

A culture of continuous improvement in learning.

A culture of continuous improvement in learning. Effective and explicit, data informed teaching methods. A culture of continuous improvement in learning. Enhanced teacher commitment to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

- Develop systems to ensure student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.
- Establish collaborative support so all staff demonstrate personal responsibility for maintaining and developing their professional standards. Professional standards used as a reference point for whole school reflection and improvement.
- Embed professional learning which is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated.
- Establish explicit systems for collaboration and feedback to sustain quality teaching practice.
- Review and ensure resources are strategically used to achieve improved student outcomes and high quality service delivery, including human resources such as school based and external support teams.
- Embed and strengthen community collaboration to increase the number of students participating in external competitions, demonstrating a commitment to learning and achievement in the pursuit of

Success criteria for this strategic direction

An integrated approach to quality teaching, curriculum planning and delivery and assessment promotes learning excellence and responsiveness in meeting the needs of all students.

A strong and high functioning professional learning community which is focussed on continuous improvement of teaching and learning.

There is a high functioning Wellbeing and LaST team focused on student wellbeing and engagement, working collaboratively with students, families, teachers, and external agencies as needed, to support learning.

Teachers are engaged in strong collaboration to support the continuity of learning for all students.

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation and the modelling of effective teaching which is differentiated to meet the needs of all students' range of ability, ensuring student engagement.

Evidence informed teaching methods to ensure students are meeting educational outcomes in a supportive environment.

The school supports a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement.

School data demonstrates evidence of strong community links with improved student access to programs and further study in other educational settings.

Evaluation plan for this strategic direction

Questions: How have high expectations of a dynamic learning community, focussed on continuous improvement in teaching and learning, had a positive impact on student learning?

How will a whole school planned approach to the

Strategic Direction 3: Learning Community

Initiatives

personal best.

- Strengthen the establishment of a school culture which is strongly focused on learning, the building of educational aspiration and ongoing performance throughout the school community.
- Establish active and collaborative engagement between the school, parents/carers, students and the wider community to support students at transition points, including students with atypical, highly mobile enrolment. ensuring high expectations in learning.

Learning community links

Effective and strong community links:

Improve and strengthen our educational community links through greater collaboration between local primary schools, Tafe, industry, Universities and other education providers.

- Strengthen school culture ensuring it is strongly focused on learning, the building of educational aspiration and ongoing performance throughout the school community working in partnership to improve student outcomes as they transition into high school and into further education, training or the workforce.
- Review and improve transition and orientation programs in collaboration with feeder primary schools to ensure a smooth transition into high school maximising learning and strengthening relationships between educational settings to better cater to student learning needs.
- Embed stronger collaborative support for student access to industry based work experience to widen and extend student learning opportunities.

Evaluation plan for this strategic direction

establishment of community links with local primary schools, Tafe and other educational providers increase student engagement in learning opportunities?

Data: External Data performance measures -NAPLAN, attendance, HSC, early entrance to university, Tafe, differentiated teaching programs, student surveys, including TTFM.

Strategic Direction 3: Learning Community

Initiatives

- Develop highly effective collaboration between the school and external agencies supporting student transition into stage 6 as needed to support learning at all entry levels.
 - Expand our links with external and internal agencies providing support, including temporary and supportive educational settings for students requiring additional assistance and support.
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