

Strategic Improvement Plan 2021-2024

Kirrawee High School 8437

KIRRAWEE HIGH



School vision and context

School vision statement

Kirrawee High School strives to develop young people within an inclusive world community who are self-reliant, compassionate, engaged and measure their achievement by personal best academic excellence and high ethical standards.

The Kirrawee High School community endeavours to uphold our three Signature Strengths:

- * Resilient learners who work towards their personal best
- * Respectful global citizens who embrace a common humanity
- * Responsible and engaged students who are proud of themselves and their school

To achieve academic excellence and prepare students for the future, we use inquiry-based learning and explicit teaching strategies to build strong foundations in literacy, numeracy and deep content knowledge, underpinned by confidence in each student's ability to learn, adapt and reflect our 'Signature Strengths'.

School context

School context

Kirrawee High School is a comprehensive high school with a strong and proud tradition of excellence in academic attainment, the performing and creative arts, sport, student leadership, vocational education and training, student wellbeing and supporting students with additional needs.

Located in Sydney's south, adjacent to the Royal National Park, the school develops resilient and active global citizens committed to social justice. Kirrawee High School, for more than 50 years, has offered broad curricula and co-curricular opportunities encouraging participation and involvement for all students. In particular: the school's music program including, widely acclaimed biannual musical productions, representative sporting teams that have won 44 NSW Combined High School state championships, student leadership and social justice initiatives, the school's languages program that includes immersive overseas cultural experiences, and public speaking/debating success have significantly contributed to the school's reputation and standing in the community as a truly comprehensive high school.

In 2021 enrolments were around 1174 with 79 teaching staff and 32 non-teaching staff. The School has 4% of teaching staff in their early career as 'Beginning Teachers'. The student population comes from 29 different nationalities, with 3% of KHS students speaking a language other than English at home (EAL/D). 24 students (approximately 2%) identify as Aboriginal/Torres Strait Islander. Approximately 67% of Kirrawee High School students are from the local catchment area, with Grays Point Primary School and Gymea Bay Public School the two predominant feeder schools.

A comprehensive situational analysis has been conducted, which led to the 2021-2024 Strategic Improvement Plan, both of which involved genuine consultation with students, staff and parents. We have identified a need to use the majority of the school's equity funding to support a range of initiatives through our situational analysis.

There is a trust that people are working for something greater than themselves and that a thriving school community will continue to bring benefits for all. The school enjoys excellent support from the broader community, especially from parents/carers in a formal sense (through the school's Parents & Citizens Association) and everyday interactions.

Kirrawee High School develops students to actively engage in their learning, think critically and independently, and develop the necessary skillset to positively contribute to humanity as active global citizens. The school develops ethical, resilient, and emotionally intelligent young people who define personal accomplishment and continual improvement to measure their character and achievement.

The school is committed to continually improving effective and innovative classroom practices, with staff professional learning and critical reflection essential to this end. Such a commitment ensures that the curriculum is differentiated for all learners and can achieve literacy and numeracy targets through improved data collection, analysis, and use,

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underpinning our belief in individualised and differentiated learning.

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

This plan will maximise student learning outcomes, develop staff pedagogical skills in student learning, and build social and emotional intelligence that nurtures student wellbeing.

There will also be a focus on Higher School Certificate performance, including staff professional learning around the deeper analysis and use of data to develop individual and group support programs. Each faculty will develop ways of deepening the knowledge base of their students.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in literacy and numeracy, building strong foundations for academic success, we will develop and refine data-driven teaching practices responsive to individual students' learning needs.

Improvement measures

Target year: 2022

NAPLAN Top 2 Bands numeracy increase by an uplift of 5.7%.

Target year: 2022

NAPLAN Top 2 Bands reading increase by an uplift of 6.5%.

Target year: 2022

HSC Top 2 bands increase by an uplift of 4.9%.

Target year: 2022

HSC Top 3 bands increase by an uplift of 4.4%.

Target year: 2023

Expected growth in reading with an expected uplift of 4.1%

Target year: 2023

Expected growth in numeracy with an expected uplift of 4.2%

Target year: 2023

Proportionally contribute to the Sutherland Principal Network target uplift of Aboriginal students attaining the HSC in 2023, while maintaining their cultural identity.

Initiatives

Consistently challenge and set high expectations for all students

Provide increasingly more complex tasks that consider the prior knowledge and ability of each student, and ask challenging questions that require deeper thinking and problem-solving.

Provide students with quality examples and exemplars of responses and learning tasks. Work with students to unpack why one response is better than others by interrogating the differences in the standard required to reach higher grade levels.

Use frameworks to scaffold knowledge and responses that communicate contextually appropriate high-level knowledge and understanding.

Model goal setting and work with students to co-develop goals that are relevant, specific, measurable, challenging and achievable, and aligned to their individual needs.

Provide clear and concise learning intentions and success criteria at the beginning of each lesson and unit of work to establish expectations early in the learning process.

Create the expectation that every minute of every lesson is important and valuable.

Provide clear and specific feedback that identifies the next step and skills needed for students to improve.

Use formative and summative assessment to inform teaching.

Use regular formative assessment to understand students' strengths and areas for improvement, and provide a variety of meaningful learning opportunities that cater to the full range of understanding and abilities in the classroom.

Pitch each lesson at the right level for students in the class. Use student data to inform the expected standard.

Develop and apply a variety of assessment methods each

Success criteria for this strategic direction

There is a demonstrated commitment within the school community that all students make learning progress.

The school's value-added trend for 9-12 is positive with an uplift in NAPLAN reading and numeracy and value-added in years 9-12.

Most students achieve in the top two bands for NAPLAN reading, writing and numeracy.

Students are aware of and most are showing expected growth on internal school progress and achievement data.

School data shows that student progress and achievement on external measures is consistent with progress and achievement on internal assessments.

The school analyses summative assessment data to identify the learning progress of individual students and student cohorts.

The school has successfully implemented the High Potential Gifted Education policy to promote engagement and challenge for every student across intellectual, creative, socio-emotional and physical domains.

Evaluation plan for this strategic direction

Question:

Have we maximized learning outcomes in reading and numeracy? What has been the successes of our data-driven practices? How has using assessment impacted our teaching practices? Are our teaching programs flexible and dynamic? Do students have high expectations and experience individual growth? Do school procedures, programs, practices support promote engagement and challenge for every student?

Data:

NAPLAN, individual management plans, in-school assessment, HSC results, Results Analysis Package

Strategic Direction 1: Student growth and attainment

Initiatives

lesson to check for students' understanding and inform what should be taught next.

Regularly provide students with opportunities to demonstrate what they know and can do in relation to the learning intentions and success criteria of the unit of work.

Use assessment to provide students with opportunities to reflect on their progress to inform future learning goals.

Evaluation plan for this strategic direction

data, Australian Tertiary Admission Rank results.

Analysis:

Data sources collected and analysed by all classroom teachers, leaders and teams to determine the extent to which the purpose has been achieved. Analyse student growth and achievement data to inform school planning and policy implementation.

Implications:

Detailed analysis of the data to determine impact will guide ongoing implementation of the school plan to provide improvement and student growth.

Strategic Direction 2: A planned approach to wellbeing

Purpose

Kirrawee High School will include a strong focus on enabling students to build social and emotional intelligence and nurture student wellbeing through the curriculum. Students will be supported through programs and activities that support their wellbeing.

Improvement measures

Target year: 2022

Percentage of students reporting positive wellbeing across the areas of sense of belonging, advocacy at school and expectations for success increased more than 6% Tell Them From Me survey data

Wellbeing scope and sequence consolidated through curriculum planning with thematic focuses mapped against Stage 4 and 5 learning.

Target year: 2022

Percentage of students attending school 90% or more improved by 6%.

Referral indicators for absenteeism are used and communication with parents regularly occurs.

Target year: 2024

Scope and sequence for Year Advisers implemented in Year Meetings and consolidated through the curriculum in stage 4 and 5.

Wellbeing initiatives evaluated and activities consolidated to those with a measurable positive impact on wellbeing.

Initiatives

Teach healthy coping strategies, resilience and self-regulation

Support the development of self-regulation skills, such as naming and understanding emotions, physical regulation of the stress response, and encouraging students to de-escalate emotional responses and maintain focus in stressful situations.

Establish mentoring programs that identify strengths and success as well as build resilience. A teacher mentor can work with students to build strategies that foster resilience and self-regulation and can help students feel that they have an adult at school that they can turn to for support and advice.

Build a positive learning environment characterised by supportive relationships and regular contact with each student

Focus on opportunities that allow students to confidently build relationships with their new peers and teachers and become accustomed to school routines.

Establish opportunities for the development of student voice to encourage students to feel connected to their learning.

Planned approach to improve student attendance

Share information about student wellbeing appropriately with relevant staff.

Discuss students' progress with parents and carers to establish partnerships built on trust and respect. Communication must work both ways so that all sources of support (school staff, specialist staff, parents and carers) for a student are kept informed and can act in a student's best interests at all times.

Initiate and take responsibility for implementing health, safety, child protection, and school and departmental wellbeing policies. Consult with other agencies as required in response to identified wellbeing needs of

Success criteria for this strategic direction

Implementation of a whole-school wellbeing scope and sequence focusing on all aspects of wellbeing.

Proactive programs are initiated and implemented by the Welfare team to all students 7-12, focusing on social, emotional, behavioural and intellectual engagement.

Interactions between the welfare team and students are increasingly positive in nature.

Students report positive well-being in the Tell Them From Me survey.

Open and regular communication between parents and teachers fostering positive relationships across the school community.

Students have a greater capacity to cope with difficult situations, self-regulate and demonstrate resilience.

Evaluation plan for this strategic direction

Question:

Are students able to cope with difficult situations, self regulate and demonstrate resilience? Has attendance improved? Is Kirrawee High School a positive learning environment? Are students aware that wellbeing support is available through all staff at Kirrawee High School?

Data:

Wellbeing programs, Sentral, mentoring uptake, staff/ student surveys, Tell Them From Me survey data, wellbeing scope and sequence, teaching and learning programs, pulse data.

Analysis:

Data sources collected and analysed by all classroom teachers, leaders and teams to determine the extent to which the purpose has been achieved.

Strategic Direction 2: A planned approach to wellbeing

Initiatives

students

Check-in with students regularly.

Evaluation plan for this strategic direction

Implications:

Detailed analysis of the data to determine impact will guide ongoing implementation of the school plan to provide improvement and student growth.

Strategic Direction 3: Excellence in teaching and learning

Purpose

To improve student learning through high-quality, evidence-based teaching strategies. Teachers develop and use engaging learning opportunities, taking shared responsibility for student improvement and contributing to a transparent learning culture that is underpinned by high expectations.

Through professional learning, all staff will develop a practical understanding of the structures to improve teaching practice by working collaboratively within and across faculties.

Improvement measures

Target year: 2024

Greater than 50% of teachers applying for professional learning based on professional development plan goals with a systematic approach to sharing learning and implementation.

Target year: 2024

100% of beginning teachers are mentored with structured and regularly revised plans.

Target year: 2024

Teachers use data from formative and summative assessment to plan, modify and deliver lessons to meet the learning needs of students.

Target year: 2024

Classroom activities demonstrating utilisation and building of future-focused strategies - collaboration, critical thinking, creativity and communication. (4Cs)

Target year: 2024

Lessons communicate specific learning intentions and success criteria that are known by students, and students regularly reflect on their achievement.

Initiatives

Explicit Teaching and Effective Feedback

Explicit teaching

Prepare for explicit teaching by reviewing prior learning before beginning new or more complex learning to identify and build on what students already know.

Explain, model, and guide learning and be clear about all tasks' purpose and relevance and provide opportunities for guided and then independent practice as students gain proficiency and understanding of concepts and skills and progress towards mastery.

Monitor student progress and check for understanding by regular review of student learning plans to ensure lessons, activities and assessments are modified to meet the learning needs of all students

Effective Feedback

Reflect and communicate about the learning task with students and acknowledge students' progress or effort, either verbally or in the comments made on students' work. Ensure that students act on feedback that they receive.

Encourage students to self-assess, review and monitor their work by facilitating students' opportunities to reflect on and self-graded assessments.

High Expectations

Guide and support students towards meeting expectations.

Consistently challenge all students to learn new things plan and provide increasingly more complex tasks that consider the prior knowledge and ability of each student, and ask challenging questions that require deeper thinking and problem solving.

Pitch each lesson at the right level for students in the class. Use student data to inform the expected standard.

Success criteria for this strategic direction

Teachers consistently apply for professional learning in line with their PDP goals and share learning with their colleagues.

Beginning teachers are supported through a planned mentoring program that assists them with the demands of all aspects of their role.

Staff are collaborative and regularly share best practice.

Staff have engaged with 4Cs training and classroom observations show that teachers are implementing future-focused learning strategies that build critical and creative thinking and reflection skills.

Student Tell Them From Me survey data reflects that students have high academic buoyancy and perseverance.

Evaluation plan for this strategic direction

Questions:

Has the increased uptake of professional learning led to collaborative practices? Have all staff and faculties engaged with the implementation of 4Cs? Have school-wide practices been developed to support the implementation of 4Cs? Have students reported feeling challenged, yet confident in their key learning areas?

Data:

Teaching programs, classroom observations, student work samples, coaching records, staff/student surveys, pre and post teacher assessments, Tell Them From Me survey data, professional learning tracking spreadsheet.

Analysis:

Data sources collected and analysed by all classroom teachers, leaders and teams to determine the extent to which the purpose has been achieved.

Strategic Direction 3: Excellence in teaching and learning

Initiatives

Use common scaffolds and metalanguage across the school to ensure consistency in the language used with students and to set clear expectations for all students.

Engage with parents and carers to encourage them to hold high expectations of their children and regularly inform parents and carers of their child's progress and learning goals as well as learning expectations.

Evaluation plan for this strategic direction

Implications:

Detailed analysis of the data to determine impact will guide ongoing implementation of the school plan to provide improvement and student growth.