

# Strategic Improvement Plan 2021-2024

## Killara High School 8457



# School vision and context

## School vision statement

To be the best school for every student, we will inspire and develop resilient learners within a culture that values student growth and wellbeing, together with recognising that teachers have the biggest impact on student learning. Our work is all about learning, and using relevant data that improves the learning experience for every student, every day, to promote curiosity, wondering, thinking, questioning and inclusivity.

## School context

Killara High School is a leading coeducational comprehensive high school with an outstanding reputation for providing opportunities where all students can excel in academic, sporting, cultural, leadership and community service endeavours.

Our school is large, diverse, ambitious and innovative. There is a strong proactive focus on student learning and engagement to build critical and creative thinkers.

Killara High School has a current enrolment of 1618 students, including over 50% of students from a non-English speaking background. A broad curriculum is offered across the school, and a cross-curricular problem-based learning program operates in Year 10 called Apollo.

Killara High School has a strong commitment to student leadership and social justice. There are five leadership councils, extensive involvement in charity work and a focus on indigenous issues. Aboriginal Studies is a school priority, and runs every year.

Our students enthusiastically participate in a wide range of academic and sporting competitions. There is an extensive curriculum enrichment program that includes 12 music ensembles, 3 dance ensembles, drama, sport, debating, Model United Nations Assembly, Duke of Edinburgh's Award Scheme, chess, coding, robotics, art, light and sound and many others.

Our school's wellbeing program focuses on developing the whole student and includes camps, workshops and a comprehensive home group program. The collaborative leadership team is highly engaged with students, parents and staff who form an articulate and confident community with high expectations. The school has a strong focus on rigorous professional learning which targets the improvement of student learning outcomes.

A BYOD program operates, and the school is the NSW flagship for the introduction of Compass Education, an online school and student management system. The school values its strong links with its community. The Parents and Citizens Association has a close working relationship with the school. Parents are committed to ensuring that the school has high-quality facilities. The school operates within three partnerships: the Killara Schools Partnership, the City Country Alliance and the North Shore Five (NS5).

# Strategic Direction 1: Student growth and attainment

## Purpose

Success in learning means striving for personal best, making progress and attaining goals. This requires explicit teaching and active learning based on student agency. The purpose of our focus in this Strategic Direction is to redefine success so that all students strive, grow and attain their personal best in order for Killara High School to be the best school for every student.

## Improvement measures

### Target year: 2022

#### Reading and Numeracy

- **Reading.** Increase the percentage of students achieving in the top 2 NAPLAN bands for Reading from our baseline of 36% to 47.80%.
- **Numeracy.** Increase the percentage of students achieving in the top 2 NAPLAN bands for Numeracy from our baseline of 63.3% to 72%.

### Target year: 2023

#### Expected Growth Numeracy and Reading

- **Expected Growth in Numeracy.** NAPLAN. Increase the percentage of students achieving their expected growth in Numeracy from the baseline of 68.5% to 75.30%.
- **Expected Growth in Reading.** NAPLAN. Increase the percentage of students achieving their expected growth in Reading from the baseline of 67.1% to 73.50%.

### Target year: 2022

#### HSC course results

- **Results in the Top 3 Bands HSC.** Increase the percentage of students achieving in the top 3 Bands

## Initiatives

### Highly effective, data-informed teaching practices: Universal strategies.

This initiative aims to support teachers in using data to inform their explicit teaching strategies and to differentiate student learning experiences. Explicit teaching strategies will be implemented based on the NSW Department of Education's What Works Best research. Practical and research-based professional learning experiences will support staff in developing high-impact learning experiences that aim to increase student growth and attainment. This initiative aims to increase collective teacher efficacy, which is the collective belief of the staff to positively affect student learning. According to Hattie (2016) a school staff that collectively achieve great things is vital for the health of the school and if they believe they can make a positive difference then they very likely will. Another aim of this initiative is to improve students' literacy and numeracy skills, which underpin their future workforce participation and productivity, and can also impact on their long-term social and health outcomes.

- **Embed** universal strategies to explicitly teach the skills of inferential reading and further develop the sophistication of student writing through explicit teaching strategies.
- **Develop and implement** an evidence-based numeracy strategy. This will be developed and implemented by our numeracy coordinator in collaboration with our Head Teacher Mathematics.
- **Re-calibrate and develop** internal data systems and routines to enable staff to identify precise student learning needs to support effective differentiation of the curriculum. The school will use data so that student growth and attainment can be tracked and measured.
- **All faculties develop** teaching and learning programs that include explicit literacy and numeracy skill development strategies. Practical and research-based professional learning is undertaken by teachers to support the implementation of explicit teaching strategies for literacy and numeracy.

## Success criteria for this strategic direction

- **Teaching domain. Effective classroom practice. Explicit Teaching.** Teachers are skilled at explicit teaching techniques such as questioning and assessing to identify students' learning needs, and use a range of explicit strategies to explain and break down knowledge.
- **Learning domain. Learning culture. High expectations.** There is demonstrated commitment within the school community that all students make learning progress. Partnerships with parents and students support clear improvement aims and planning for learning.
- **Learning domain. Curriculum. Differentiation.** Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement.
- **Learning domain. Assessment. Whole school monitoring of student learning.** The school analyses summative assessment data to identify learning progress of individual students and student cohorts. Teachers use summative data to identify student learning and validate formative assessment practices.
- **Learning domain. Student performance measures.** The school's value-add\* trend is positive
- **Learning domain. Student Performance Measures. Student growth.** Students are aware of - and most are showing - expected growth on internal school progress and achievement data.

## Evaluation plan for this strategic direction

### Questions:

- What will be the impact of using consistent, explicit evidence-based teaching practices on student performance?

# Strategic Direction 1: Student growth and attainment

## Improvement measures

in the HSC from the baseline of 84.5% to the target of 92.50%.

### Target year: 2024

- **Writing:** Increase the percentage of students achieving in the top 2 NAPLAN bands for Writing to be at or above our statistically similar school group (SSSG).
- **Expected Growth in Writing.** Increase the percentage of students achieving their expected growth in NAPLAN Writing to be at or above the SSSG for 2024 and above KHS result in 2023.

## Initiatives

### Improving student learning outcomes: Targeted and Intensive Teaching and Learning Strategies.

This initiative aims to strengthen data informed practices across the school that provide targeted and intensive teaching and learning support for students. Our school's aim in relation to making data informed decisions is in alignment with Sharratt's 2019 research, where she encourages teachers and leaders to be moved and inspired by data, and help pinpoint the action that will be effective. We will generate data and use it in a way that makes the learner come alive in the minds and actions of leaders and teachers - on a large scale. All students can achieve growth and attainment through high expectations and early, proactive, ongoing teacher support. This is achieved by providing effective professional learning for teachers in the area of data analysis, and teachers analysing a variety of data sources to take precise action that is differentiated to the needs of each student.

- **Implement** explicit teaching strategies that support growth and attainment for all students, including and not limited to high potential and gifted students, and students with additional learning needs, in order to develop a culture of challenge and high expectations for every student.
- **Review and update** current teaching and learning programs and analyse a range of internal and external data to inform targeted and intensive strategies.
- **Development** of teacher expertise in differentiation for English as Additional Language/Dialect (EAL/D) students.
- **Development** of teacher expertise in data analysis.
- **Evaluate** the collaborative communication and planning processes for students with additional learning needs, so that early interventions are provided.
- **Implement** a range of data informed intensive, intervention programs to ensure all students gain the necessary literacy and numeracy skills for life beyond school.

## Evaluation plan for this strategic direction

- How can the school determine that its systems and processes are enhancing student growth and attainment?
- How will we measure the effectiveness of teacher professional learning?

### Data:

The following data sources will be used to determine success and guide the formation of programs:

- Best Start
- NAPLAN
- HSC Minimum Standard
- RAP
- Tell Them From Me Survey
- Student Learning and Support Plans (SLSPs)
- Check-In Assessment

**Analysis:** We will analyse the data to determine the extent to which the purpose has been achieved.

**Implication:** Data analysis will determine our future directions in terms of professional learning and teaching strategies.

# Strategic Direction 1: Student growth and attainment

## Initiatives

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### Developing student agency and expanding opportunities to demonstrate growth and attainment

This initiative aims to identify that student agency is a crucial factor in education, and when activated with expert guidance, it results in empowering learners. We want all students to be articulate in stating clearly what they are learning and 'where to' next, through co-developed precise performance goals. We also want to acknowledge, credential and celebrate student growth and attainment across a broader range of non-traditional learning experiences through a micro-credentialing program.

- **Develop** and implement a structure whereby students use assessment data to reflect on their progress and are setting their co-developed learning goals. Students will build their own Student Learning Portfolios, including co-constructed report comments.
- **Establish** a micro-credentialing growth and attainment program that aims to recognise the skills acquired by students undertaking various learning experiences across the school. This program will offer a suite of extra-curricular activities including opportunities for students to engage with experts in particular career areas for example: Nurses, mechanics, hair stylists, plumbers, electricians, carpenters, lawyers and other career paths.

## Strategic Direction 2: Student Wellbeing

### Purpose

Wellbeing is both a pre-condition and consequence of learning. It is a key part of students' and teachers' experience at school. Proactive and responsive wellbeing programs, positive student behaviour structures, and strong community partnerships are vital to achieve our purpose, which is to develop a deep and sustained sense of wellbeing in our school community.

### Improvement measures

**Target year: 2022**

#### Universal Wellbeing Support

Increase the system negotiated target Wellbeing score from a baseline of 67.3% to our Upper Target of 73%.

**Target year: 2022**

#### Student Attendance

- Increase our attendance target from our baseline of 86.6% to 96%.

**Target year: 2024**

#### Intensive Wellbeing Support

- Effective behaviour management strategies decrease negative behaviours by a minimum of 25% determined by a two year baseline of incident reports as at year end 2020.

**Target year: 2024**

#### Connectedness and Community Partnerships to Enhance Learning

- Parent Tell Them From Me data indicates increased parent connectedness and engagement with school.
- Develop connections with two external organisations that provide students with guidance about career

### Initiatives

#### Universal wellbeing initiatives:

The aim of this initiative is to develop a comprehensive and effective wellbeing structure that unleashes the potential in all students. The concept of wellbeing and its close links with learning are not new. A wealth of evidence is available to inform educators of this important relationship in the work we do every day with students. Our aim through this initiative is to provide support for students' cognitive, social and physical wellbeing. Through this initiative, we aim to provide opportunities for students to experience and develop skills around making good choices, setting and achieving meaningful goals, acknowledging positive relationships, experiencing enjoyment, personal growth and development, health, and safety at Killara High School.

In this initiative we will:

- **Develop** high impact wellbeing programs to suit the specific needs of all students, tailored to each year group.
- **Evaluate** systems and **develop** effective processes to ensure all students confidently know who they can seek support from in the school, how to seek support and when to seek support.
- **Develop** and **implement** early intervention strategies to support student mental health. Staff undertake evidence based professional learning to enhance early intervention in mental health support for students.
- **Implement** Positive Behaviour for Learning (PBL) and Mental Health First Aid.
- **Review** and **update** administrative systems behind wellbeing structures. This includes staff roles, Compass systems, whole school information sharing, referral systems, merit system and the sports house system, in order to improve school pride and belonging.
- **Enhance** classroom and playground physical spaces to modernise and beautify the school environment.

### Success criteria for this strategic direction

#### Initiative 1: Universal wellbeing support

**Learning Domain. Wellbeing. Behaviour.** Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.

- Students will be engaged with and responsive to the goals of targeted wellbeing programs through quality delivery of wellbeing priorities.
- Teachers demonstrate confidence in using the Notice, Inquire, Plan early intervention approach to student wellbeing issues.
- Appropriate and timely student wellbeing referrals are made by staff.
- All students can identify how, who and when to seek support from in the school and are actively utilising help-seeking strategies.
- Incidents of negative behavior seen through Compass chronicle entry decreases as a result of explicit behavioural expectations and training provided through the Positive Behaviour for Learning framework.
- Staff are confident in using wellbeing related school administrative systems.
- Students are positively rewarded at appropriate times through a well-understood and widely utilised honour system. Increase in the use of Compass merits incrementally over the plan cycle.
- Students and staff are engaged with the school house system by running and participating in house competition events and house point tallies are visible and known to all. Celebration methods of house success are visible and embedded into school systems.
- School physical spaces are clean, visually appealing, and uplifting. Classrooms are tidy and enhanced with work samples and engaging visuals. The playground is well maintained and uplifting murals are present in prominent locations.

# Strategic Direction 2: Student Wellbeing

## Improvement measures

pathways that enhance engagement in secondary education.

## Initiatives

### Targeted and Intensive Student Support

This initiative aims to support students through targeted and intensive wellbeing strategies so that students develop strong positive character traits that are reflected in their behaviour, decision making and relationships. By differentiating our wellbeing support services, and providing bespoke responses to students, we envision our students to be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community. We aim to do this in the following ways.

- **Update** school systems and procedures for attendance monitoring and student absence follow up.
- **Develop** high impact school based student engagement programs targeting attendance.
- **Develop** bespoke preventative wellbeing strategies aiming to reduce negative behaviours and disengagement by engaging students at risk in internal and external evidence based intervention programs.

### Connectedness through Community Partnerships

This initiative aims to support students through effective transition programs, parent workshops, strategic career support and community connections. We envision that through these connections, our students will grow and flourish, do well and prosper. We hope to provide strategies that support students to be actively connected to their learning through meaningful, engaging and rewarding personalised learning experiences. Through workshops, we aim to engage parents and the broader school community to actively participate in the school and in helping students to develop positive connections.

- **Expand** opportunities for parental connection through parent information sessions and strengthened transition programs.
- Annual Tell Them From Me parent data is analysed and acted upon to improve parental connection with the school through development of selected

## Success criteria for this strategic direction

- Students will be at school, in class, on time, every day. Teachers consistently follow attendance monitoring procedures. The school identifies background causes of student attendance issues, develops and implements tailored programs to engage relevant students and data shows increased attendance.

### Targeted and Intensive Student Support

**Learning Domain. Wellbeing. A planned approach to wellbeing.** The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning.

- Staff identify high risk students and take proactive steps to improve school engagement through partnerships with families and placement of students in relevant high impact intervention programs.
- School Student Support Officer develops and runs evidence based intervention programs for students at risk.
- School works in partnership with external agencies and families to offer students external evidence based intervention programs.
- High risk students are engaged in meaningful intervention programs selected to meet their individual needs leading to increased school engagement including attendance, academic performance, positive behavior and decreased risk taking.

### Connectedness through Community Partnerships

- Parents are engaged with the school through attendance at school parent events and report positive benefits through exit ticket surveys.
- Tell Them From Me parent data is used to identify areas to increase parental engagement.



## Strategic Direction 2: Student Wellbeing

### Initiatives

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initiatives.

- **Engage** universities, community groups and external organisations to expand the wellbeing programs offered to students.
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### Evaluation plan for this strategic direction

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#### Question:

How can the school determine that its systems and processes for enhancing student wellbeing and engagement have been successful ?

#### Data:

- Tell Them From Me student and parent survey
- Attendance
- Compass Chronicle

#### Analysis:

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

#### Implications:

The analysis of data will determine the future direction of the wellbeing structures being used at our school.



# Strategic Direction 3: Excellence in Teaching

## Purpose

The purpose of this strategic direction is to emphasise the central importance of expert teaching in the learning process. Great teaching inspires successful learning for every student. The purpose here is to focus on driving continuous improvement in the core-business of excellence in pedagogy, collaboration and teacher collective efficacy to empower every student to succeed in learning.

## Improvement measures

**Target year: 2024**

**Teacher wellbeing that works towards great teaching and inspired learning.**

- Positive trends seen in internal Killara High School staff wellbeing survey.
- Develop a teacher mentoring program that includes at least one trained mentor from every faculty across the school, including members of the senior executive. At least one mentor is available every period.
- Teacher wellbeing activities offered weekly and exit slips indicate positive impacts.

**Target year: 2024**

**Teaching Expertise**

- All teaching and learning programs use formative assessment to shape instruction and promote responsive teaching.
- All teachers utilise high quality skills in explicit teaching and differentiation based on CESE's What Works Best research document.
- All teachers engage in classroom collaboration.

**Target year: 2024**

## Initiatives

### Supporting excellence in teaching through teacher wellbeing

This initiative aims to promote staff wellbeing and excellence in teaching. Through the activities within this initiative, it is envisioned that staff will nurture professional relationships with their colleagues within a supportive environment to help each other excel as effective practitioners in the classroom. Teacher wellbeing is the core foundation for excellence in practice. Through this initiative, it is our hope that our teachers will be respected, valued, encouraged, supported and empowered to succeed.

- **Evaluate and enhance** the beginning teacher induction course so that all teachers commence with a strong foundation.
- **Evaluate, update and enhance** communication processes to support collaboration, effective consultation and operational stability.
- **Develop** wellbeing activities and initiatives to support and enhance teacher wellbeing and connectedness.
- **Develop** a high-impact and meaningful teacher mentoring program.

### Effective professional learning for continuous improvement and data informed practice

This initiative aims to strengthen our drive towards continuous improvement in teaching. This initiative strives towards ensuring that every student and every teacher, through our commitment to high expectations, improves every year. It is our aim through this initiative that our school develops explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing school-wide improvement in teaching practice and student results. We also aim to implement a program of high-impact teacher professional learning and formal internal-review structures for continuous improvement.

## Success criteria for this strategic direction

- **Teaching domain. Effective classroom practice. Explicit teaching.** A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.
- **Teaching domain. Data skills and use. Data literacy.** The school promotes and demonstrates professional learning in data concepts, analysis and use of student assessment data and related tools. Teachers use data effectively to evaluate student understanding of lesson content.
- **Teaching domain. Learning and development. Coaching and mentoring.** The school's structure and organisation ensure that direct support is available to new staff members from experienced teachers, and beginning teachers are mentored.
- **Teaching domain. Learning and development. Professional learning.** Teachers actively evaluate, share and discuss learning from targeted professional development with other staff in their school to improve whole school practice.

## Evaluation plan for this strategic direction

### Question:

Professional learning should be determined by student needs. Therefore, we will need to determine the best way to determine student needs and design professional learning in response to this.

How will we measure the impact of explicit teaching strategies ?

### Data:

- HSC
- NAPLAN

## Strategic Direction 3: Excellence in Teaching

### Improvement measures

#### Data informed practices inform faculty and personal professional development

- All faculties successfully develop and utilise faculty professional learning plans

**Target year: 2024**

#### Educational community partnerships to work towards excellence in teaching

- Develop academic links with at least one university, and other experts to support excellence in teaching and learning.

### Initiatives

- **Develop** professional learning programs that support and grow data informed practice - including data literacy, data analysis and data use.
- **Develop** high Impact professional learning focused on supporting teachers in using explicit teaching in all classrooms.
- **Develop** sustainable and consistent systems to gather and analyse internal data to assess student progress and inform future teaching strategies.
- **Implement** a whole school faculty review process to support faculty head teachers and classroom teachers to engage in structured reflection with formal faculty review processes to support the school's culture of continuous improvement.

### Faculty and Personal Professional Development

The aim of this initiative is to provide support for teachers and faculties to develop faculty and personal professional development goals that aim to support teachers in gaining instructional expertise in teaching students. We aim to invest in and prioritise ongoing personal professional development for all teachers, to acknowledge the central importance of individual and collective teacher expertise and ensure continuous improvement, professional growth and career development. Our stance on the importance of professional learning align with the Australian Institute for Teaching and School Leadership viewpoint that professional learning is the formal and informal learning experiences undertaken by teachers that improve their individual professional practice, and a school's collective effectiveness, as measured by improved student learning, engagement with learning and wellbeing. At its most effective, professional learning develops individual and collective capacity across the teaching profession to address current and future challenges. We aim to achieve this through the following.

- **Update and enhance** personal and faculty professional development structures, including annual professional learning planning for faculties.
- **Develop** opportunities and support structures to drive consistent best-practice in every classroom.

### Evaluation plan for this strategic direction

- Teacher professional learning evaluation survey
- Tell Them From Me
- Teacher collaboration feedback

#### Analysis:

This data will determine the nature of the professional learning program moving forward.

#### Implications:

The data from this evaluation will provide a strategic focus for our professional learning program moving forward.

## Strategic Direction 3: Excellence in Teaching

### Initiatives

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#### **Academic partnerships to work towards excellence in teaching**

Through this initiative we aim to develop links with universities and other professionals to enhance teaching.

- **Develop** academic partnerships to enhance the learning experiences of our teachers, and teacher education students. By establishing links with universities, we hope to gain access to expertise to improve teacher practice and student outcomes. It is important that we collaborate with leaders in education to learn and share with other experts beyond the school gate.
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