Strategic Improvement Plan 2021-2024

Henry Kendall High School 8467

School vision and context

School vision statement

At Henry Kendall High School we value holistic personal and academic excellence in a supportive, inclusive school and community based environment. Henry Kendall High School provides students with the foundation to develop skills to persevere and are supported within a culture of diversity and strong teacher/student relationships. Our students are confident, creative and innovative individuals who are leaders, critical thinkers, problem solvers and engaged learners whose achievement is measured in personal growth. Our students will enter future pathways as responsible and productive community members who value life-long learning and continue to reflect our values of acceptance and respect for all.

School context

Henry Kendall High School is a coeducational comprehensive high school with a student enrolment of approximately 840 students including six classes in the Support Unit and 62 Aboriginal and Torres Strait Islander students. The student population has continued a gradual increase over the past five years. 22% of students have a background where English is an additional language or dialect (EAL/D). Henry Kendall High School is located near the CBD of Gosford City. We have a proud academic, sporting, cultural and student welfare tradition. Students participate in a wide range of learning experiences focussing on enquiry based learning in the pursuit of academic improvement and excellence.

The Henry Kendall High School's staffing entitlement in 2020 was 63 teaching staff and 18 non-teaching staff. The school also employs a Principal Support Officer, Teacher Administration Support and additional Finance Support, as well as a Head Teacher Secondary Studies from school funds. Our executive staff is stable with over 80% being here for more than five years. 30% of our staff are in their early career as teachers. Stability and school culture are reflected in that there is very little turnover of staff each year.

Henry Kendall High School enjoys the support of its culturally and linguistically diverse community. We have also fostered strong partnerships with universities, cultural institutions, external providers, businesses and community groups and, highlighted by our P-TECH partnership with IBM International, Central Coast Local Health District and the University of Newcastle. Students represent the school across the Central Coast area in music and dance ensembles and a wide range of sporting activities, with both state and regional representation.

The school's equity funding will be used to support programs developed in the 2021- 2024 Strategic Improvement Plan.

The school is committed to improving effective classroom practices with staff professional learning being the key to ensuring this. This learning will ensure that both literacy and numeracy levels can be enhanced through improved data collection, analysis and use which underpins our belief in individualised and differentiated learning. The school will introduce Applied Learning as a stand-alone subject in Stage 4, as well as Wellbeing and Aboriginal Studies in our to ensure future focussed learning opportunities enhance student engagement and prepare students for a rapidly changing world. Real world connections, transdisciplinary approaches, and problem driven learning underpin curriculum focus across the school. Research driven formative assessment practices are fundamental to ensuring personalised and responsive approaches tailor learning to each student, and remains a key focus area across the school. Student reporting provides a lens on student skill development and application aligned with what industry and business employers are looking for. There is a continued focus on Higher School Certificate performance including staff professional learning and curriculum development.

Our school's mission statement is: "Developing confident, responsible citizens who strive for excellence." We aim to develop the best in each student, and to draw out their talents and interests so that they are well placed to pursue their career options. Henry Kendall High School holds strong beliefs about the relationships we build with our parents and our

School vision statement

School context

community in order to provide a proactive school committed to ensuring opportunities and high standards.

Henry Kendall High School provides a curriculum that is relevant, current and challenging incorporating Future Focussed Learning principles. Key features include excellence in the creative and performing arts, sporting programs, Applied Learning curriculum, Wellbeing and Aboriginal Studies across all stage 4, industry partnerships including our P-Tech program, STEM education, valued relationships with the Aboriginal Community and AECG, the Support Unit, Vocational Education opportunities, and a dynamic and embedded holistic focus on student welfare. Henry Kendall High School is a proud member of the Gosford City Learning Community through our partnerships with Gosford Public School and Point Clare Public School, as well as with Gosford High School. These relationships provide a dynamic learning approach from K-12, and ensure that our schools are an integral part of our community.

Strategic Direction 1: Student growth and attainment

Purpose

Student growth and attainment is a fundamental element of our core business. This will be delivered through explicit, consistent and research-informed teaching practices.

Improvement measures

Target year: 2022

NAPLAN Top 2 Bands Reading

Increase the % of students achieving in the top 2 bands of reading to exceed the lower bound system negotiated target of 23.9%.

NAPLAN Top 2 Bands Numeracy

Increase the % of students achieving in the top 2 bands of numeracy to exceed the lower bound system negotiated target of 25.8%.

Target year: 2022

HSC Achievement

Increase the % of HSC course results in the top 2 bands to exceed the lower bound system negotiated target of 30.7%.

Target year: 2022

Attendance

Increased the % of students attending school more that 90% of the time to exceed the lower bound system negotiated target of 72.4%.

Target year: 2023

NAPLAN Expected Growth Reading

Increase the % of students achieving expected growth in reading to exceed the lower bound system negotiated target of 68.9%.

Initiatives

NAPLAN Reading and Numeracy

Explicit strategies embedded within English and Mathematics Stages 4/5 curriculum areas.

Withdrawal of identified students for explicit and extension small group work.

Development of meaningful partnerships with the Gosford City Learning Community with particular focus on Stage 3.

Targeted Professional Learning relevant to specific faculty-based and whole school needs

Increase effective communication about literacy and numeracy strategies with the school community and engage parent community to supplement school strategies with at home support.

HSC Achievement

Maintain rigorous HSC teaching and learning approaches whilst ensuring balanced pathway opportunities support all students.

Attendance

Maintain and articulate a school community focus on high levels of school attendance and its correlation with academic and social attainment.

Success criteria for this strategic direction

NAPLAN Reading and Numeracy

Data analysis reflects attainment of targets.

Measured improvements through prior and post intervention strategies including diagnostic testing.

Clearer lines of communication; structured, purposeful and effective literacy initiatives that provide a continuation of learning between Stage 3 and 4.

HKHS staff feel empowered to deliver effective literacy and numeracy initiatives.

School community members are effectively informed about literacy and numeracy initiatives and how they can help at home.

HSC Achievement

High quality teaching practices are reflected in strong student engagement that leads to student achievement aligned with aspirations and individual growth, including attainment of top 2 band results.

Attendance

Data analysis reflects attainment of the attendance target.

School processes ensure effective follow-up and interventions of identified attendance issues, including DoE and external agency intervention.

Evaluation plan for this strategic direction

NAPLAN Reading and Numeracy

Student and teacher feedback on the withdrawal program.

Feedback from all GCLC teachers on the effectiveness of the initiatives.

Comparative analysis of relevant data sets 2020 - 24

Strategic Direction 1: Student growth and attainment

Improvement measures

NAPLAN Expected Growth Numeracy

Increase the % of students achieving expected growth in numeracy to exceed the lower bound system negotiated target of 71.6%.

Evaluation plan for this strategic direction

(Best Start, basic skills, NAPLAN).

HKHS staff surveyed for future improvements / needs.

Parents and students surveyed for future improvements/needs.

HSC Achievement

HSC data analysis.

Course teacher self-evaluation.

Head Teacher conferencing with course teachers.

Attendance

Attendance data.

Evaluation of school processes.

Evaluation of school refuser data.

Comparison of attendance data with school belonging data.

Strategic Direction 2: Future Focused Learning Now

Purpose

Development and application of contemporary curriculum design, teaching and learning approaches and pedagogical innovation that will prepare students for a rapidly changing world and is responsive to individual student needs.

Improvement measures

Target year: 2024

Applied Learning

Increase the % of students demonstrating engagement in self-directed learning as measured against the General Capabilities Framework at the end of Stage 4 from baseline data at the commencement of Stage 4.

Target year: 2024

Learning Partnerships

All students in the Stage 5 P-Tech Program demonstrate growth in employability skills at the end of Stage 5 from baseline data established at the commencement of the program, as measured through a presentation of learning.

Target year: 2024

Formative Assessment

By 2024 all staff are implementing formative assessment practices in teaching and learning across all faculties and across stages 4-6.

Target year: 2024

Skills Based Reporting

Student reports 7-12 incorporate a focus on student skill development and a student developed reflection statement on their own learning.

Initiatives

Applied Learning

Implementation of a research driven model of Applied Learning as a core component of the Stage 4 curriculum

Learning Partnerships

Embed effective industry partnerships within and beyond the Stage 5 curriculum that enhance student learning opportunities in real world contexts.

Formative Assessment

Plan and implement a whole school framework of training and implementation in Formative Assessment.

Embed cyclic evaluation of Formative Assessment in existing structures.

Collate and analyse data to measure effectiveness and impact of formative assessment practices on student learning across the 4 year School Planning cycle through 2024;

Qualitative data

- Student voice data (2019 Year 9 and 10, 2020 Year 8, 2021 Year 7 and Year 9). Subsequent years TBD.
- Student work samples
- Teaching and Learning programs, assessment tasks.
- Lesson observations

Quantitative:

- Internal assessment data for Year 2019/20 compared to 2021.
- Internal assessment data for Year 2020/21 compared to 2022.
- Internal assessment data for Year 2021/22 compared to 2023.
- Internal assessment data for Year 2022/23 compared to 2024.

Success criteria for this strategic direction

Applied Learning

- Digital Portfolio's - Regular critical reflection through maintaining a Digital Portfolio serves to personalise learning, enhance engagement, support goal setting and pin point each students position within a continuum of learning.
- Student Led Conferencing - Students effectively use their Portfolios to demonstrate personal and academic progress. They are able to articulate future learning goals and the support required.
- Presentation of Learning - Students present to a panel reflecting on their personal and academic growth as they transition from Stage 4 to 5. This presentation is the culmination of their learning.

Learning Partnerships

- Enhanced curriculum - Students engage in industry based experiences providing job readiness, access to the latest technologies, specialist speakers and industry visits.
- Mentoring and Job Readiness - Students undertake the P-Tech Mentoring Program and can articulate enhanced job readiness skills.
- Digital Badges - students complete digital learning courses in cutting edge technology on the Open P-Tech Platform across stage 5.

Formative Assessment

- All staff are trained in five pillars of Formative Assessment.
- All staff demonstrate evidence of Formative assessment strategies utilised in teaching and Learning practices across stages 4, 5 and 6.
- Formative assessment evidence and evaluation is embedded in Collaborative Peer Learning observation feedback.
- Students across Stages 4-6 articulate an understanding of Formative Assessment in their learning.

Strategic Direction 2: Future Focused Learning Now

Initiatives

- Stage 6 - Mathematics Year 11 data

Skills Based Reporting

Redesign student reports with a focus on skill development and instigation of a student led reflection statement.

Success criteria for this strategic direction

- Data analysis demonstrates teaching practices that are responsive to student needs through Formative Assessment strategies.
- Annual implementation and effectiveness report demonstrates embedded practice and positive impacts on student learning.

Skills Based Reporting

- Staff across the school are able to articulate consistent and comparable understanding of reporting on student skill development.
- Students demonstrate increased ownership of learning through engagement in the development of Stage appropriate reflection statements on their reports.

Evaluation plan for this strategic direction

Applied Learning

- Establishment of baseline data in student engagement in self-directed learning at the commencement of Stage 4.
- Evaluation of student engagement in self-directed learning at the end of Stage 4.
- Annual evaluation of digital portfolio development to gauge program effectiveness.

Learning Partnerships

- Establishment of baseline data in student employability skills at the commencement of Stage 5.
- Evaluation of employability skills at the end of Stage 5.
- Student feedback on P-Tech Mentoring Program.
- Student attainment of digital badges.

Formative Assessment

- Formative Assessment embedded in CPL feedback.

Strategic Direction 2: Future Focused Learning Now

Evaluation plan for this strategic direction

- Data collation and analysis to inform directions each year, as well as areas for strength and improvement.
- Report collated and presented to executive on effectiveness of FA implementation each year.
- Champion teams to continue leading support of Formative Assessment implementation.

Skills Based Reporting

- Executive feedback on teacher consistency and comparability in understanding of reporting skills based reporting in learning.
- Teacher and student feedback on the process of developing student led reflection statements in student reports.
- Evaluation of the quality and honesty of student reflection statements.

Strategic Direction 3: School Culture

Purpose

Skills Based Reporting

Improvement measures

Target year: 2024

Wellbeing

A 10% increase in student feeling of sense of belonging, personal success and self-advocacy across stages 4 and 5 from 2021 baseline data.

Target year: 2024

Aboriginal Education

50% increase in cultural content in KLA programs from 2021 baseline data.

Target year: 2024

Student Leadership and Voice

Increase the number of students nominating for senior leadership positions who have been involved in Student Action Teams.

Initiatives

Wellbeing

Create a strength based proactive approach to Wellbeing which allows students to engage across multiple platforms and grow as confident and capable individuals within the classroom and school community.

Aboriginal Education

Increased cultural awareness and shared ownership of Aboriginal Education across the school as evidenced in teaching and learning programs.

Student Leadership and Voice

A proactive student leadership program provides multiple opportunities for all students to engage in student driven initiatives and development of explicit leadership skills.

Success criteria for this strategic direction

Wellbeing

Students actively participate in a range of wellbeing activities.

Delivery of stage 4 Wellbeing teaching and learning program.

Aboriginal Education

Teachers and faculties begin naturally, confidently and organically embedding cultural awareness and content into lessons in all KLA's without fear or hesitancy.

Student Leadership and Voice

Student Action Groups provide explicit opportunities for development of leadership skills that are reflected in individual and collective capacity when applying for senior leadership positions

Evaluation plan for this strategic direction

Wellbeing

Establishment of baseline data across stages 4 and 5 through internal measures of student feeling of sense of belonging, personal success and self-advocacy.

Annual evaluation across stages 4 and 5, through internal measures, of student feeling of sense of belonging, personal success and self-advocacy.

Aboriginal Education

Establishment of baseline data in cultural content within KLA programs mapped across the school.

Annual evaluation of cultural content in KLA programs against baseline data.

Student Leadership and Voice

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Evaluation plan for this strategic direction

Evaluation of senior leadership applications and interviews against Student Action Team involvement in Stages 4 and 5.