

Strategic Improvement Plan 2021-2024

Koorringal High School 8483



School vision and context

School vision statement

Koorungal High School aims to provide a safe and happy environment which caters for individual differences and provides opportunities for all students to maximise their potential.

School context

Koorungal High School is one of three government co-educational high schools in the city of Wagga Wagga. The school draws essentially from the suburbs of Koorungal, Lake Albert, Tatton and Springvale. It is a comprehensive, partially selective high school with an equal gender balance. In recent years the school population has been stable at approximately 900 students. Of this, 10% of the student population is of Aboriginal descent along with a growing number of students whose first language is not English. In addition, student enrolment includes students drawn from defence force families and, as a partially selective high school, approximately 150 students who have gained enrolment having been successful in the NSW State Selective Schools Test. Koorungal High School is a leading school in Vocational Education and Training (VET). Our facilities include a trade training centre where students can pursue training in a range of VET subjects, leading to substantial post-school and transition opportunities as well as a fully operational, industry standard cafe. The school has a highly successful creative and performing arts program, which has created pathways to significant learning and career opportunities. We boast a purpose-built performing arts venue and offer courses in VET Entertainment as well as in mainstream Music, Drama and Visual Arts courses. The school follows a Positive Behaviour for Learning wellbeing structure with the values of Respect, Responsibility and Excellence.

Through our consultation process and and consideration of important partnerships such as the one outlined in the Partnership Agreement between the NSW Aboriginal Education Consultative Group Inc and the NSW Department of Education, our high level areas of improvement for further development were identified as:

- Student Growth and Attainment
- Teaching and Leading
- School and Community.

Strategic Direction 1: Student growth and attainment

Purpose

To develop students that are self-directed and critical learners who understand where their learning is currently and how they can continue to move their learning forward.

Improvement measures

Target year: 2022

Increase the proportion of students in the top 2 bands of NAPLAN Reading by 4%.

Target year: 2022

Increase the proportion of students in the top 2 bands of NAPLAN Numeracy by 5%.

Target year: 2022

Increase the proportion of student achieving in the top 2 HSC bands by 5%.

Target year: 2022

Increase the proportion of student achieving in the top 3 HSC bands by 5%.

Initiatives

Supporting individual student learning

Staff engage in research and evidence-based high impact strategies consistently across the school to improve learning, wellbeing and life opportunities for the young people we work for. Staff will:

- Develop capacity in 'data literacy' and use this data to inform next steps in learning.
- Employ formative processes to better support students in moving their learning forward.
- Effectively use data to inform next steps in learning and measure impact of strategies employed.

Differentiation

A school wide consistent approach for assessment is used to monitor, plan and report on student learning through whole school formative assessment practices. Staff will:

- Change and adjust practice using formative feedback to plot students and differentiate teaching to support all students learning.
- Create learning environments where students feel supported and challenged. Students can articulate their learning and what they need to do to move their learning forward.

Success criteria for this strategic direction

- There is a school-wide, collective responsibility for student learning and success in reading and numeracy, which is shared by parents and students.
- Assessment is used flexibly and responsively as an integral part of daily class room instruction. Formative assessment is practiced expertly by teachers.
- Teaching and Learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcomes.
- Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.
- Feedback is personalised and comprehensive, providing detailed, clear and specific information about student learning, growth, next steps in learning.

Evaluation plan for this strategic direction

Question: To what extent has consistent, explicit enquiry-based teaching protocols had impact on student performance? Do teachers collaborate to evaluate, reflect on and adapt practice?

Data: These data sources will be collected and analysed by relevant teachers, leaders and teams: external student performance measures; internal student performance measures; teaching programs; classroom observations; student work samples; School Excellence Framework assessments.

Analysis: Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

Implications: Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning

Strategic Direction 2: Teaching and Leading

Purpose

To develop a cohesive and high quality learning community that delivers best practice teaching and learning to every student.

Improvement measures

Target year: 2023

Increase the proportion of students achieving expected growth in NAPLAN Reading by 6%.

Target year: 2023

Increase the proportion of students achieving expected growth in NAPLAN Numeracy by 7%.

Initiatives

Collaboration

There are explicit processes that promote collaboration and feedback to support students in their learning and enhance teaching practices, build leadership capacity of staff and inform ongoing professional learning. The school will:

- Establish collaborative support for teacher development, cross-faculty collaboration and evidence-based programs and lessons.
- Embed systems that facilitate professional dialogue driving improvement in teaching practice across the school which leads to improved student learning.
- Work with partner schools to identify, promote and undertake professional learning with the goal of sharing, learning from and implementing best practice.
- Increase engagement with contemporary professional readings informing professional practice and dialogue.

Effective use of data

Teachers use data effectively to understand which students are progressing at an appropriate level in response to the teaching approaches in their classroom and how they could best adjust their practice to drive improvement for all students in their classes.

Staff will:

- Gain a sound understanding and confidence in working with data to inform their teaching and implement appropriate interventions as required.
- Develop a range of assessment strategies that monitor and assess student progress to inform their teaching moving forward as well as reflect on their teaching effectiveness.

Success criteria for this strategic direction

The school uses embedded and explicit structures 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.

Teaching staff demonstrate and share their expertise within their school and with other schools. All teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school trials innovative practices and has processes in place to evaluate, refine and scale success.

All teachers have a sound understanding of student assessment and data concepts (eg. causality, bias). They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.

Evaluation plan for this strategic direction

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Analysis: Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Implications: Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning

Strategic Direction 3: School and community

Purpose

To develop and sustain a positive school culture that permeates all aspects of student life, as well as within our broader school community

Improvement measures

Target year: 2022

Increase the proportion of students attending greater than 90% of the time by 7%.

Target year: 2022

Increase the proportion of students reporting positive wellbeing by 5%.

Target year: 2023

Increase the proportion of Aboriginal students attaining the HSC by 7% .

Initiatives

Sense of belonging

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

- Developing a deep sense of school culture and belonging through opportunities that students can regularly engage with such as academic pursuits, the performing arts and sport.
- Organised so that all students have specific staff members who can provide support and assistance in a range of areas to meet their welfare needs.
- Committed to promoting positive relationships between staff and students.

Community connections

The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students. The school will:

- Ensure that parents have visibility and insight into how well their children are learning on an ongoing basis and knowledge of who they can contact to provide feedback or seek clarity.
- Provide opportunities for staff and students to engage with Aboriginal culture, heritage and language with the support of the local community, the AECG and Aboriginal Education Team.

Success criteria for this strategic direction

There is a school-wide collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

Positive, respectful relationships are evident and widespread among students and staff and promote student well being to ensure optimum conditions for student learning across the school.

Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. Reporting to parents has been enhanced in response to feedback received.

The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school.

Evaluation plan for this strategic direction

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Analysis: Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Implications: Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning