

Strategic Improvement Plan 2021-2024

Denison College of Secondary Education, Kelso High Campus 8517



School vision and context

School vision statement

At Denison College Kelso High Campus we are committed to building a strong learning culture based on high expectations within an inclusive and supportive environment. High quality, explicit teaching supports our students to build strong foundations and be proud and successful learners. We work in partnership with our community to build educational aspiration and prepare students for pathways beyond Kelso High Campus.

School context

Situated in regional NSW in the town of Bathurst, Kelso High is a campus of Denison College of Secondary Education with 73 teaching staff and 839 students, including 159 Aboriginal and Torres Strait Islander students and 67 students in the support unit. Kelso High Campus is a well-resourced, spacious and modern facility, boasting a commercial kitchen and a Metal and Engineering Trade Training Centre. The campus has numerous sporting facilities, purpose built music, dance and art learning spaces, science classrooms that connect to large laboratories, a productive horticulture and livestock farm and 34 general classrooms.

Kelso High Campus forms an innovative college structure with Bathurst High Campus as part of the Denison College of Secondary Education. The college has a focus on collaboration and structures that offer enhanced opportunities for students in all years. The curriculum shared between Bathurst High and Kelso High Campuses provides a flexible model for students in Years 9 through 12 and is the cornerstone of the college.

The campus provides academic, vocational education, creative and performing arts, language, literacy and numeracy programs and there is a campus focus on raising student expectations and promoting rigour to improve student achievement. The college has a targeted High Performing and Gifted Education program engaging students from across the college working collaboratively to drive student improvement.

The campus boasts a strong student wellbeing structure. Positive Behaviour for Learning (PBL) systems and practices support a culture that values respect, safe and on-task behaviour. Kelso High Campus encourages students to value learning, self-worth and the rights of others.

Kelso High Campus has strong and long-standing links with its community and is known for outstanding programs, particularly in the areas of school transition, creative and performing arts and sport. A well-established partnership with Charles Sturt University engages with preservice beginning and supervising teachers. Kelso High Campus aims to provide opportunities for all students in a learning environment that promotes individual excellence.

A comprehensive situational analysis has been conducted which will provide the basis of improvement for every year, every student and every teacher in the 2021 - 2024 Strategic Improvement Plan. Consultation was conducted with the whole school community, involving students, staff, parents and the local AECG. Through our situational analysis, we have identified the need to improve student reading and numeracy, increase student achievement in NAPLAN, the top 3 bands in the HSC and improve student attendance and wellbeing. Kelso High Campus is also very committed to closing the gap for our Aboriginal students. We are committed to the NSW Department Of Education's goals as expressed in the strategic plan.

Kelso High Campus continues to value the voice of its community, students and staff in developing an improvement plan that drives us with purpose towards school improvement.

Our plan will be supported by both human and financial resources and these will be

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allocated to ensure we achieve our targeted initiatives. Our financial planning will be monitored by the principal in conjunction with the finance team which includes community members.

Evaluation of the plan will be completed by school teams every term and performance and achievements will be reported regularly to the school community

Collaboration and partnerships within and beyond Kelso High Campus will support a focus of rigour and high expectations to support every student to achieve growth and attainment in their learning.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure our students grow in their learning through an integrated approach to curriculum planning, delivery and assessment that promotes learning excellence and responsiveness in meeting the needs of all students in reading, writing and numeracy across all subject areas and in every HSC subject.

Our teachers will evaluate their effectiveness and reflectively adapt their practice through high impact professional learning and use of student assessment data to evaluate learning and inform teaching practice.

A school wide focus on Instructional Leadership will build capacity by leading, coaching and mentoring around data informed practice, to sustain a culture of effective, evidence-based teaching and ongoing improvement.

Improvement measures

Target year: 2022

Increase the proportion of students achieving in the top two bands in NAPLAN reading by 6.6 % to exceed the lower bound system target.

Target year: 2022

Increase the proportion of students achieving in the top two bands in NAPLAN numeracy by 5.3% to exceed the lower bound system target.

Target year: 2022

Increase the proportion of Aboriginal students achieving in the top three bands in NAPLAN reading by 5.6% to exceed the lower bound system target.

Target year: 2022

Increase the proportion of Aboriginal students achieving in the top 3 bands in NAPLAN Numeracy by 3.1% to exceed the lower bound system target.

Target year: 2022

Initiatives

Explicit Teaching

Every teacher, in every subject area and every classroom will identify, understand and implement the most effective explicit teaching methods. In particular, we will:

- Plan the scope and sequence of lessons linked directly to the syllabus to systematically build student understanding of skills, concepts and content knowledge in reading and numeracy across all subject areas.
- Use and explain the language of the syllabus to increase students' familiarity with the vocabulary so students can unpack assessment questions and understand exactly what they are being asked to do across all subject areas, with a deep focus on HSC subjects
- Explain, model and guide learning using learning intentions, key instructions and success criteria, checking for student understanding through formative assessment, providing students with opportunities to reflect on and apply feedback to improve their work.
- Using high-quality exemplars, which contain detailed annotation, to explain the success criteria in every HSC subject

Use Data to Inform Practice

Every teacher, in every subject area and every classroom will use learning data to evaluate learning and teaching, identifying interventions and modifying teaching practice. In particular, we will:

- Develop systems and processes to enable the consistent collection and use of external and internal sources of data as a routine and regular part of teaching practice, using a variety of formal and informal methods
- Use consistent methods when collecting data between classes and over time so that comparisons of student progress are accurate.
- Work collaboratively to ensure consistency of

Success criteria for this strategic direction

Teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data (professional standards)

Teachers clearly understand, develop and apply a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness. (Data Skills and Use)

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. The school has processes in place to support teachers' consistent, evidence-based judgement and moderation of assessments. (Assessment)

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

- NAPLAN data
- Scout data
- Internal testing: PAT (R) and Reading Age
- Student work samples
- Literacy and numeracy PLAN2 data
- Student PLPs
- Student focus groups.
- SEF SaS
- Check-in data
- High impact Professional Learning self-assessment toolkit

Strategic Direction 1: Student growth and attainment

Improvement measures

Increase the proportion of students achieving in the top 3 Bands in the HSC by 7.3% to exceed the lower bound system target

Target year: 2023

Increase the proportion of students achieving expected growth in NAPLAN Reading by 8.6% to exceed the lower bound system target.

Target year: 2023

Increase the proportion of students achieving expected growth in NAPLAN Numeracy by 4.0% to exceed the lower bound system target.

Target year: 2023

Increase the percentage of Aboriginal students attaining the HSC by 50% based on Year 9 student data 2021 whilst maintaining their cultural identity.

Initiatives

teacher judgement activities, evaluating the effectiveness of teaching practice to drive improvement for all students.

- Supporting staff to make connections between different data sources to build up a rounded picture of each student
- Engage in collaborative analysis of data with colleagues through teams and faculties

Assessment

Every teacher, in every subject area and every class will develop and apply a comprehensive range of assessment strategies to diagnose learning needs. In particular, we will:

- Understand that assessment provides students with learning opportunities to help them look beyond the grades they receive by making student assessment a part of everyday practice and regularly providing students with opportunities to demonstrate what they know and can do in relation to the learning intentions and success criteria.
- Develop and apply a variety of assessment methods each lesson to check for students' understanding and inform what should be taught next
- Design and deliver high-quality formal assessment tasks, including clearly explaining when and why students are being assessed, how the task relates to learning outcomes from the syllabus; rubrics that clearly describe what students need to do to succeed and the various levels of proficiency students should attain.
- Working collaboratively with colleagues to develop and deliver assessment tasks that assess the intended learning outcomes from the syllabus, ensuring that the tasks are accessible to all students.
- Developing and applying a full range of reading assessment strategies: for, as and of learning, including: text selection, understanding text complexity, text deconstruction, disciplinary literacy, differentiation, vocabulary, think alouds.

Evaluation plan for this strategic direction

- Evaluation rubrics -key programs

. The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes.
- Executive team and whole staff reflective sessions
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions

Deep analysis of the data will guide future school planning to provide ongoing improvement to maximise student learning outcomes

Strategic Direction 1: Student growth and attainment

Initiatives

Strategic Direction 2: Rigour and High Expectations

Purpose

Our purpose is to build educational aspiration and ongoing performance improvement throughout the school community. Through effective systems and high impact teaching, a culture of high expectations which effectively caters for all students will be developed.

Our teachers will have a deep and shared understanding of the individual needs and backgrounds of students in their classes and will initiate strategies to implement effective classroom management and promote student responsibility for learning.

A school wide focus on distributed leadership will support colleagues to implement inclusive strategies that engage and support all students, including effective classroom management that promotes student responsibility for learning.

Improvement measures

Target year: 2022

Increase the proportion of students with attendance above 90% by 5.3 % to exceed the lower bound system target.

Target year: 2022

Increase the proportion of students with positive Wellbeing responses in the Tell Them From Me student survey by 4.6 % to exceed the lower bound system target.

Target year: 2024

School self-assessment of the School Excellence Framework (SEF) element Learning Culture indicates improvement from Sustaining and Growing to Excelling.

Target year: 2024

School self-assessment of the School Excellence Framework (SEF) theme Educational Leadership, High Expectations Culture indicates improvement from Delivering to Excelling.

Initiatives

High Expectations

Every teacher, in every subject area and every class will develop and sustain a culture of high student expectations by knowing their students, valuing them as learners, and understanding how to support their learning. In particular, we will

- Create positive classroom environments characterised by supportive, collaborative relationships and frequent student-teacher classroom interactions where each student is supported to learn at a high level.
- Establish clear and consistent expectations for learning and behaviour, where all students are challenged to demonstrate mastery and are expected to learn at a high level,
- Consistently challenge all students to learn new things through effective and challenging questioning and by providing increasingly more complex tasks that require deeper thinking and problem solving.
- Develop effective systems, routines, processes and follow up, to embed a school-wide culture of high expectations.

Classroom Management

Every teacher, in every subject area and every class will build quality relationships with each of their students and foster a safe, positive and stimulating learning environment, encouraging on-task positive learning behaviours, and address disengagement and disruptions in a timely and appropriate manner. In particular, we will

- Establish student-teacher relationships where teachers know student interests, strengths and attitudes towards learning and seek opportunities to engage positively with students.
- Provide structure and predictability, so students can take responsibility for their learning, including planning for challenging behaviour and opportunities for active student participation in learning.

Success criteria for this strategic direction

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students.

There is 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 wellbeing to ensure optimum conditions for student learning across the whole school.

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

- Executive staff leading faculties through a process of reflecting on teaching and learning, and student growth using Faculty Plans.
- Teacher Survey - evaluates teacher impact.
- Student Survey - evaluates teacher impact
- Parent Survey - evaluates teacher impact
- Number of teaching engaging in cross-campus collaboration
- Data response by HT for RAP, adjustment
- Attendance data
- Tell them from me student survey
- Evaluation rubrics -key programs

Deep analysis of the data will guide future school planning to provide ongoing improvement to maximise student learning outcomes.

Strategic Direction 2: Rigour and High Expectations

Initiatives

- Actively supervise students to stay on task, providing verbal and non-verbal corrective feedback in responding to disengagement and disruptive behaviours.
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Strategic Direction 3: Partnerships and Collaboration

Purpose

Our purpose is to develop a culture of high expectations and community engagement, resulting in sustained and measureable whole school improvement.

An authentic and meaningful culture of collaboration will be developed, where our teachers work together to achieve common goals through the sharing of evidence-informed practices, knowledge and problem solving.

Effective partnerships in learning with parents, based on responsive communication will provide our parents and carers with contextually relevant opportunities to be involved in their children's learning.

Genuine partnerships and collaboration with the wider community will support the wellbeing, learning and transition of our students.

Improvement measures

Target year: 2024

School self-assessment of the School Excellence Framework (SEF) theme Educational Leadership, Community Engagement indicates improvement from Sustaining and Growing to Excelling

Target year: 2024

School self-assessment of the School Excellence Framework (SEF) theme Learning and Development, Collaboration and Practice indicates improvement from Sustaining and Growing to Excelling.

Target year: 2022

Increased post-school destination opportunities for students in tertiary studies, apprenticeships, traineeships and full time employment compared to previous cohorts.

Initiatives

Effective Partnerships in Learning with Parents

Effective partnerships in learning with parents and students will help us achieve aspirational expectations of learning progress and achievement for our students, and support student motivation, for students to deliver their best and continually improve. In particular, we will:

- Review and evaluate our school wide communication tools and channels to enhance communication with parents to ensure we value the importance of parent involvement with their child's education through direct communication and promotion.
- Directly and regularly engage with parents - every teacher, in every subject area and every class, using a range of strategies to improve understanding of student learning and strengthen student outcomes.
- Engage parents and carers to work together with the campus to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.
- Support the continuity of learning and opportunity for all students at transition points, including post-school pathways.
- Establish collaborative and productive relationships with a range of allied health providers to service the needs of students and families

Collaboration

Every teacher, in every subject area and every class will be given the opportunity to gain expertise in evidence-based teaching practices through the sharing of knowledge, ideas and practice in non-threatening, encouraging ways. In particular, we will:

- Engage in frequent and ongoing collaboration and professional learning to share and gain expertise in evidence-based practice through formalised communities of practice, including learning teams, cross-KLA teams, faculty teams, learning alliances with local partner primary schools and partnerships

Success criteria for this strategic direction

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve. (Learning Culture)

The school uses embedded and 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. (Learning and Development)

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

- Parent survey
- Teacher Survey
- Evaluation of professional learning and collaboration
- Improved parent response rate in comparison to 200-2021 average benchmark
- Parent feedback in relation to key learning programs, post-school destinations
- Teacher-student learning case studies
- Evaluation rubrics -key programs
- High impact Professional Learning self-assessment toolkit Deep analysis of the data will guide future school planning to provide ongoing improvement to maximise student learning outcomes.

Strategic Direction 3: Partnerships and Collaboration

Initiatives

with Charles Sturt University.

- Build expertise in high leverage learning and assessment strategies to inform the teaching practice for HSC classes.
 - Work with colleagues to use class, cohort and school data to inform co-planning, drawing on the collective expertise of teachers within the teams to support regular discussion and peer review of programs, assessment and interpretation of data.
 - Regularly participate in structured lesson observations and peer coaching that focus on how different teaching approaches impact on student learning.
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