

Strategic Improvement Plan 2021-2024

The Rivers Secondary College, Kadina High Campus 8520



THE RIVERS
SECONDARY COLLEGE
KADINA HIGH CAMPUS

The heart of secondary education for Lismore

School vision and context

School vision statement

The Rivers Secondary College, Kadina High Campus, is committed to improving the educational outcomes and well-being of all students to excel and achieve in every aspect of their education and allow students to become lifelong learners. As a school built on the land of the Bundjalung Nation, Kadina High Campus is committed to increasing knowledge and understanding of the histories, cultures and experiences of Aboriginal and Torres Strait Islander people as the First Peoples of Australia.

In 2021 Stage Four will focus on trialing a Foundation Program with the development, implementation and evaluation of Foundation units in core classes in Year Seven. These units will map the students knowledge and understanding of Stage Three outcomes as they progress into Stage Four.

School context

The Rivers Secondary College, Kadina High Campus has an exceptional geographical location in the Northern Rivers/Rainbow region of New South Wales. The school prides itself as a caring and friendly place with students who are confident, outgoing and respectful of each other. This is complemented with teachers who are willing to participate and excel to work towards supporting each individual student to achieve their potential. The school, has approximately 400 students, 45 teaching staff and 8 non teaching staff, offers a wide range of courses, which meet the needs of all students. A collaborative process was used to identify three strategic directions and to plan evidence-based strategies to ensure that the staff, school systems and the community meet the needs of students to successfully manage the complexity and diversity of our world.. The campus has established four teams to support the work of the 2021 - 2024 Strategic Improvement Plan. These teams are Aboriginal Education, Teaching and Learning, Events, and, Well-being. Each team will map out success criteria in the three Strategic Directions identified as relevant to the team.

Kadina is one of three campuses in The Rivers Secondary College.

In 2021 KHC established a permanent Support Unit.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure students grow in their learning through explicit, consistent and research-informed teaching. Our teachers will evaluate their effectiveness and reflectively adapt their practice through quality, targeted professional learning and use of student assessment data to inform teaching

Improvement measures

Target year: 2022

Increase the proportion of students achieving in the top two NAPLAN reading bands by 4% from the baseline.

Increase the proportion of students achieving in the top 2 NAPLAN numeracy bands by 5% from the baseline.

Increase the proportion of HSC course results in top two bands by 6% from system-negotiated target baseline

Improvement in the proportion of HSC course results in top 3 bands by 7% from system-negotiated target baseline

Target year: 2023

Increase the proportion of students achieving expected growth in NAPLAN reading by 6% from system-negotiated target baseline

Increase the proportion of students achieving expected growth in NAPLAN numeracy by 5% from system-negotiated target baseline

Proportionally contribute to the Lismore Principal Network target uplift of Aboriginal students attaining the HSC in 2023 by 22%, while also maintaining their cultural identity

Initiatives

Improved Performance in Reading

Establish and embed systems and practices in the delivery of quality teaching and targeted intervention focused on the improvement of all students reading skills.

Improved Performance in Numeracy

Establish and embed systems and practices in the delivery of quality teaching and targeted intervention focused on the improvement of all students numeracy skills.

Improved Performance in HSC

Establish and embed systems and practices to analyse student achievement and progress in order to reflect on teaching effectiveness and inform future learning experiences

Improved Attainment of HSC for Aboriginal students

Establish and embed systems, practices and relationships to increase the number of Aboriginal students attaining a HSC and experiencing post school success

Success criteria for this strategic direction

Learning Domain- Student Performance Measures

Students consistently perform at high levels on external and internal school performance measures and equity gaps are closing

Teaching Domain- Data Skills & Use

Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions

Leading Domain- Educational Leadership

The principal is the primary instructional leader in the school. The principal and school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement

Evaluation plan for this strategic direction

Student growth and attainment will be analyzed against improvement measures for Reading, Numeracy, HSC Performance, HSC attainment and post school success using the following internal and external data sources:

- Annual HSC growth.
- HSC Minimum standards
- Annual NAPLAN and Best Start data growth
- Improvement of HSC attainment while maintaining cultural identity for Aboriginal students.
- Annual Post School Destination Surveys indicating post school success.
- Annual analysis of effective utilization of student learning management data base.

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

-Annual analysis of data indicating effective classroom practice.

The data sources will be triangulated and analyzed annually to determine sustained evidence of improvement in teaching practice, in student performance, student learning growth and HSC attainment by the final year of the plan.

Strategic Direction 2: Student Wellbeing and Engagement

Purpose

Our purpose is that through a strategic and planned approach to whole school well being processes we create an environment to support the wellbeing of all students so that they can succeed, thrive and learn.

Improvement measures

Target year: 2022

Increase the proportion of students attending greater than 90% of the time to 8% points above the baseline.

Target year: 2024

Improvement in the wellbeing element of the Learning Domain of the School Excellence Framework demonstrating movement from Delivering to Excelling, with sustained evidence.

Initiatives

Wellbeing systems, practices and processes

To develop a culture of positive respectful relationships amongst students and staff that is informed by evidence based strategies and results in measurable improvement in wellbeing and engagement to support learning.

This will be achieved through a planned approach to wellbeing, caring for students and behaviour.

Learning and Support systems, practices and processes

To develop functional approaches, programs and assessment processes to identify, support and monitor student learning needs.

This will be achieved through clear communication of roles and responsibilities, systems and processes, and support for all staff in this context.

Success criteria for this strategic direction

Learning Domain - Learning Culture - Attendance

Data is regularly analysed and is used to inform planning.

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

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.

Learning Domain - Wellbeing - Behaviour

Expectations of behaviour are co-developed with students, staff and the community and are designed to ensure effective conditions for learning. They are explicitly, consistently and supportively applied across the school.

Learning Domain - Wellbeing - Individual Learning Needs.

Well-developed and evidence-based approaches, programs and assessment processes identify, regularly monitor and review individual student learning needs.

Evaluation plan for this strategic direction

Wellbeing and Learning and Support will be analysed against improvement measures for Wellbeing.

The specific evidence will include:-

- Once per term analysis and effective use of student learning management database shows measurable improvement in all areas of student management.

Strategic Direction 2: Student Wellbeing and Engagement

Evaluation plan for this strategic direction

- Student attendance data evaluated each term for the purpose of identifying effective measures to improve wellbeing and attendance.
- Annual student surveys measuring the effectiveness of restorative practices, wellbeing initiatives and discipline procedures.
- Bi-annual staff surveys demonstrating degree of use and level of confidence in restorative practices, feedback on clear expectations of behaviour and transparent communication.
- Annual Tell Them From Me Data demonstrating improvements in Expectations for Success, Advocacy and Sense of Belonging at School.
- Annual analysis of Parents and Citizens and Aboriginal Education Consultative Group feedback.
- The data sources will be triangulated and evaluated annually. The plan will be recalibrated annually based on evidence of improvement in wellbeing systems, practices and outcomes and learning and support systems, practices and outcomes.

Strategic Direction 3: Building Staff Capacity

Purpose

Our purpose is to build capacity in our executive and teaching staff to identify, understand and implement explicit, evidence based teaching strategies and leadership capacity to enhance learning outcomes for our students.

Improvement measures

Target year: 2024

Improvement in all themes in the Curriculum element of the learning domain of the School Excellence Framework demonstrating movement from Delivering to Excelling, with sustained evidence by 2024.

Target year: 2024

Improvement in the Leading Domain of the School Excellence Framework demonstrating movement from Delivering to Excelling, with sustained evidence by 2024.

Initiatives

Teacher Capacity

A sustained focus on building the capacity of teachers to consistently use high impact, evidence based methods in their teaching practice.. This will be underpinned by fostering an environment that encourages collaboration.

Commitment to ensuring that KHC staff are provided with Professional Learning that supports them to design, implement and review strategies for differentiation, mastery and formative assessment.

Implement and develop systems, practices and procedures to ensure all teachers are supported to build their capacity through an explicit focus on Curriculum, Assessment and Professional Standards.

Leadership Capacity

To develop leadership capacity aligned to KHC vision and focus on measurable whole school improvement. A high expectations culture that is underpinned by staff proactively seeking to improve their performance.

This will be achieved through establishing and embedding systems, practices and relationships to ensure that executive and other school leaders identify focus areas for improvement and are supported to improve practice.

Success criteria for this strategic direction

Leading Domain - Educational Leadership - Instructional Leadership

Professional learning in the school emphasizes developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement and build a strong pipeline of leaders.

Leading Domain - School Planning, Implementation and Reporting - School Plan

The leadership team embeds clear processes, with accompanying timelines and milestones, to direct school activity towards effective implementation of the school plan.

Leading Domain - School Planning, Implementation and Reporting - School Plan

Staff understand what they need to do to help address the school plan's strategic directions and meet the school's improvement measures.

Learning Domain - Assessment - Formative

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment practiced expertly by teachers.

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.

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

Strategic Direction 3: Building Staff Capacity

Success criteria for this strategic direction

strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

Evaluation plan for this strategic direction

The specific evidence will include:-

Term reviews of Teaching and Learning programs that demonstrate consistent evidence of differentiation, formative assessment and Literacy and Numeracy strategies.

Annual analysis of the teacher performance development framework and performance development plans shows improved teacher and leader capacity.

Observation of teaching practice, data collated twice annually indicating improved teacher and leader capacity.

Bi-annual student surveys demonstrating that teachers are consistently using high impact, evidence based strategies.

Bi-annual staff surveys demonstrating confidence in differentiating, effectively using high impact teaching strategies and assessment to guide practice.

Annual staff and executive survey demonstrating improvement in leadership capacity.

The data sources will be triangulated and analyzed annually and the plan will be recalibrated annually based on evidence of improvement in teacher and leader capacity.