

Strategic Improvement Plan 2021-2025

Karabar High School 8524



School vision and context

School vision statement

Karabar High School is committed to high expectations for all. We aim to provide a variety of learning opportunities and stylise learning suitable to individual needs. The school provides an inclusive, responsive and supportive environment that allows each individual to develop to their potential. The school is conscious of its role within the local community and in the society in which it operates, working closely with other community agencies to support student academic, emotional and social development. This allows all students to leave the secondary education sphere tooled with the skills required to be positive and productive members of the local and wider communities.

Karabar seeks out opportunities to build links with the local community, whilst also providing them the necessary supports to maximise outcomes. The school has representation on a number of inter-agency panels and forums advocating youth interests.

The school works on building teacher capacity to promote and develop agreed values, positive behaviours and success in all students.

School context

Karabar High School caters for students from the Queanbeyan, Jerrabomberra and Googong zones of New South Wales with an increasing enrolment - 2021 enrolment being 991 students.

The school is located 3 hours drive from Sydney and 20 minutes from Canberra. Despite its location and proximity to Canberra it falls within the rural zoning of the NSW Department of Education due to its' distance from the Sydney metropolitan area. Also important to note is that Canberra has its own jurisdiction making it impractical to share resources or teaching practice.

The Queanbeyan region is serviced by two government 7-12 public high schools with a further two in the planning stage - these schools will impact on the enrolment of Karabar High School in to the future.

Karabar High School remains committed to a strong focus on high level academic achievement whilst providing a diverse breadth of curriculum. The school is a Department of Education recognised partially selective high school and entry is accessed through the NSW Department of Education Selective Schools testing and admissions process. We are also proud to offer a Performing Arts selective stream. which students access through a rigorous audition/trial process.

The school has a diverse multicultural background with a significant percentage of students identifying as having an Aboriginal or European heritage. Over the recent past the school has had a further diversity of cultural backgrounds accessing the school.

Karabar High School has the equivalent of 75 teaching staff and an additional 20 School Administration and Support staff who are enthusiastic, committed and work towards supporting all students to achieve their desired post school destination.

Strategic Direction 1: Student growth and attainment

Purpose

The Karabar High School community is aspirational and has high expectations for and of both students and staff. To continue the growth achieved over the past three-year school plan the school will focus on basic skills required for long-term success. After a situational analysis was conducted into school performance it has been determined that the explicit teaching of these skills will lead to improved student growth and higher attainment in the HSC and other externally based assessments.

Throughout the 2021-2024 school plan, the school will also focus on consistency of teaching across the school. This will be driven by a teaching staff that are professionally developed, supported, and resourced to work collaboratively. Staff will also be supported to adopt a reflective approach to their teaching practice both individually, across faculty, and across the school.

Improvement measures

HSC achievement - top 3 bands

Achieve by year: 2023

Increase the proportion of students achieving in the top three bands in the HSC course results by 9.9% from baseline data towards the system-negotiated target.

NAPLAN top 2 bands - Reading

Achieve by year: 2022

Increase the proportion of Year 7 and 9 students achieving in the top two bands in NAPLAN reading by 5.8% from baseline data towards the system-negotiated target.

NAPLAN top 2 bands - Numeracy

Achieve by year: 2022

Increase the proportion of Year 7 and 9 students achieving in the top two bands in NAPLAN numeracy by 6.6% from baseline data towards the system-negotiated target.

Initiatives

Back to basics - Effective Classroom Practice

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities and subjects.

Teachers employ evidence-based effective teaching strategies.

Stage 6 learning

Teachers will participate in high impact professional learning focused on developing a deep understanding of explicit teaching practice.

Success criteria for this strategic direction

School data shows that student progress and achievement is greater than students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures.

Progress and achievement of equity groups within a school is equivalent to the progress and achievement of all students in the school.

Evaluation plan for this strategic direction

Q (Question): Are students achieving at or above SSG

D (Data): HSC, NAPLAN results

A (Analyse): Analyse the HSC and NAPLAN results to determine trend data

I (Implications): The data analysis is utilised to inform future practice and direction.

Strategic Direction 2: Connection

Purpose

Karabar High School is committed to developing an inclusive culture where every student is known, valued and cared for. It will achieve these values by developing and maintaining a positive learning culture where all students aspire to do well and achievement is celebrated regularly across the school year and hard work is valued.

Students will develop a Karabar connection for their six years of schooling and beyond with a strong recognition that they are part of the Karabar family for life.

The school will also work within its local and broader community to build stronger connections and develop a connected approach to ensuring that all students can achieve their best and become lifelong contributors to the society which they will move in to.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

Increase the proportion of students attending school 90% of the time or more by 5.6% from baseline data towards the system-negotiated target.

Wellbeing

Achieve by year: 2023

Increase the proportion of students reporting a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) by 2.7% from baseline data towards the system-negotiated target.

Initiatives

Attendance

The school is focused on building individual and collective wellbeing through a climate of care and positivity.

Caring for students

Staff nurture professional relationships with students which are safe, respectful and supportive, and which help students to reach their full potential.

Students have positive and respectful relationships with each other, their teachers and the community.

Success criteria for this strategic direction

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

The school is organised that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential.

Evaluation plan for this strategic direction

Q (Question): Are students attendance data for both partial and whole day improving

D (Data): Compass attendance data for both subject specific and whole day absences

Evidence of mentoring program data including student mentoring goals and their progress towards achieving them.

A (Analyse): Analyse the Compass attendance data

I (Implications): The data analysis is utilised to inform future practices and directions.

Strategic Direction 3: Opportunity

Purpose

Karabar High School is committed to developing well rounded students who are provided every opportunity to explore differing contexts and experiences that will lead to a broader understanding of the world in which they live. Such understanding leading to improved educational outcomes.

In order to do this the school is committed to providing a range of experiences both curriculum and non-curriculum or extra curricular based.

Staff are also provided increased opportunity to undertake leadership roles to empower student learning and to contribute to attainment of the 2021-2024 school plan.

Improvement measures

NAPLAN expected growth - Reading

Achieve by year: 2023

Increase the proportion of Year 9 students achieving expected growth in NAPLAN reading by 6.2% from baseline data towards the system-negotiated target.

NAPLAN expected growth - Numeracy

Achieve by year: 2023

Increase the proportion of Year 9 students achieving expected growth in NAPLAN numeracy by 9% from baseline data towards the system-negotiated target.

Aboriginal student HSC attainment

Achieve by year: 2023

Increase the proportion of Aboriginal students attaining the HSC whilst maintaining their cultural identity from baseline data towards the system-negotiated target.

Parent Aspirations

Achieve by year: 2025

Increase the proportion of parents reporting educational aspirations through the Tell them from Me survey by 8% from 2016 baseline data towards the school-based target.

Initiatives

Transitions and continuity of learning

Parents and the broader community support and enable the aspirations of every student.

Equity

The school will identify equity groups and implement engaging extra curricular and school based programs that support student attainment and growth.

Success criteria for this strategic direction

The school engages in strong collaboration between parents, students and the community that inform and support continuity of learning for all students at transition points.

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning.

Evaluation plan for this strategic direction

Q (Question): Are students exiting Karabar High School achieving positive exit outcomes

D (Data): Post school destination data

A (Analyse): Analyse post school destination data to determine if the programs being offered are meeting student needs

I (Implications): Continuation of and/or change in direction of program offerings to Stage 5 and Stage 6 students

Q (Question): Are students achieving at levels equal to peers and similar school groups

D (Data): NAPLAN and HSC data

A (Analyse): An analysis of NAPLAN and HSC data shows equity groups are meeting outcomes equal to peers within the school

I (Implications): Targeted funding and support for equity groups to ensure equality of outcomes across groups