

Strategic Improvement Plan 2021-2024

Keira High School 8541



School vision and context

School vision statement

Keira High School seeks to provide a holistic education that is relentlessly focused upon the development of the whole child.

Our vision is to promote equity and excellence to ensure that all students become successful learners across a diverse curriculum, confident, creative individuals and active and informed citizens.

The school's innovative and dynamic learning environment will build leaders of tomorrow, successful professionals, trades and business people, worthy citizens, great friends and happy individuals.

We will drive an academic culture that challenges and supports all students to pursue excellence and develop a lifelong love of learning.

We will promote the skills for all our students to confidently engage future technologies and respond to the rapidly evolving landscape of the 21st Century.

School context

Keira High School is a high performing comprehensive, coeducational high school in North Wollongong proudly serving the local community. The learning community is enriched by a diverse student population of 886 and significantly includes 33 students of Aboriginal heritage.

Through our Situational Analysis we have identified key focus areas to enable the learner and to enable high impact teaching to occur. Building strong networks of support to develop the highest levels of both wellbeing and attendance for all students is a prime focus. All students will be explicitly guided to experience genuine agency within their own learning. A focus on delivering the enabling conditions for every classroom at Keira to be highly effective learning environment will focus on explicit and high impact professional learning and professional collaboration.

The school enjoys strong partnerships with the Keira Community of Schools and promotes itself as the local high school of choice for families living in Mt Pleasant, Balgownie, Fairy Meadow, Mt Ousley, North Wollongong and Coniston.

A Keira student enjoys success through a range of learning opportunities not limited only through academic achievement, but also in creative and the performing arts, sport, civics and citizenship and student voice. Optimal wellbeing is valued as an overarching framework and the school drives a scope and sequence of programs promoting cognitive, spiritual, social, emotional and physical wellbeing.

Personalised learning supports all students and a network of engagement and support is explicitly facilitated across the curriculum. Deliberate programs that target the successful transition of all learners into the secondary setting are complemented by an innovative and dynamic curriculum that challenges all students. We are proud leaders in Aboriginal Education and are committed to delivering innovative whole school Aboriginal Education programs. Our relationship with the Aboriginal community is vital and we respect the guidance we have been given in shaping our learning programs.

A highly professional staff enthusiastically engages the Performance and Development Framework in targeting enhanced pedagogical practice. Mentoring, collaboration and coaching are embedded as drivers across the school to facilitate the sharing of professional practice and support all staff to meet, maintain and seek higher levels of professional teaching standards.

Keira confidently holds its place within an elite group of education providers that stretch from the foot of the Illawarra escarpment to the shores of the Tasman Sea. Alliances with the University of Wollongong, Conservatorium of Music, Innovation Campus and TAFE Illawarra enhance the school's capacity to engage in learning programs, academic research and curriculum opportunities for both its students and teachers. Service organisations, business and industry links further enhance the learning options, entrepreneurial experiences and civic pathways beyond the classroom.

Graduates of Keira High School are lifelong learners who remain committed to an

School vision and context

School vision statement

School context

appreciation of our land and our first people, the celebration of Australia's diverse culture, the value of community and the importance of personal integrity.

Strategic Direction 1: Student growth and attainment

Purpose

To transform the literacy and numeracy of all students. To build a paradigm that values these key essentials as critical to all successful learning. To foster a culture of high expectations across the curriculum to ensure that all students are engaged in, and supported by personalised learning agendas that identify performance and chart improvement.

Improvement measures

Target year: 2024

The Core Skills

Percentage of students achieving in the **top two bands for reading** increased by 8%

Percentage of students achieving in **top two bands for numeracy** increased by 12%

Percentage of students achieving **expected growth in reading** increased by 15%

Percentage of students achieving **expected growth in numeracy** increased by 15%

The percentage of Aboriginal students achieving in the **top three bands for reading and numeracy** be in line with data for all students

A 12% increase in students achieving in the **top two bands** in the Higher School Certificate

An 8% increase in students achieving in the **top three bands** in the Higher School Certificate

Target year: 2024

Data Informed Practice

Consistent practice in the use of data across the school community to set learning goals, develop assessment strategies and to plan for progress will demonstrate the characteristics of *Excelling* within the *School Excellence*

Initiatives

The Core Skills

Explicit teaching of skills in **Reading, Writing and Numeracy** is supported by specific frameworks and professional learning to enable all teachers to support improved student progress at all levels.

The reading, writing and numeracy demands in each Key Learning Area inform the explicit teaching of skills in Stage 4 and Stage 5 programs that develop student capacity to access higher performance bands within Stage 6.

High impact professional learning delivers skills to teachers to annotate programs, unit plans, lesson plans and work samples to allow a high quality analysis and evaluation of progress that directly informs future teaching.

Data Informed Practice

A strategic and planned whole school focus enables teachers to intelligently identify critical sources of data and ensures they are skilled in developing assessments which provide rich data sets.

Data is used to inform planning, identify learning intentions, modify teaching practices and chart student progress.

Students, teachers and parents are engaged in authentic dialogue to establish a clear understanding of current performance and to chart improvement agendas.

Success criteria for this strategic direction

The Core Skills

- A consistent and highly effective approach to supporting student literacy is evidenced across faculties
- Students are able to use a range of high impact methods to support structured written responses
- The explicit teaching of reading is having a measurable impact on student progress
- A consistent approach to supporting numeracy is evidenced across faculties

Data Informed Practice

- Expected growth has been identified and shared with students, to empower their involvement in the development of improvement plans and to inform feedback processes
- Teachers clearly understand and use a range of assessment strategies that have high impact on student learning and are able to reflect on teaching effectiveness to inform change and support improved student growth
- Teacher planning evidences that data is explicitly used to plan for student progress and monitor success

Evaluation plan for this strategic direction

The Core Skills

Has an explicit focus on enhancing the core skills had a positive and measurable impact on student performance in NAPLAN and the proportion of students achieving within the top 2 and top 3 bands in the HSC in line with our improvement measures?

Are we enabling students to meet, or exceed their expected rates of growth?

- Student work samples coded across faculties to

Strategic Direction 1: Student growth and attainment

Improvement measures

Framework - Version 2.

Evaluation plan for this strategic direction

assess the use of specific high impact strategies to support improved writing responses

- Analysis of reading assessment data
- Student work samples coded across faculties to assess the use of specific high impact strategies to support improved numeracy
- Analysis of student performance data, both in NAPLAN and the Higher School Certificate

Data Informed Practice

Are the learning goals for students informed by an analysis of internal and external student progress and achievement data?

Is there evidence that students, teachers and parents are collaboratively using progress and achievement data to implement plans for continuous improvement?

- Audit and analysis of the specific use of faculty assessment data
- Case studies of the use of data to support student progress from across all faculties and stages
- Analysis of internal and external student assessment data
- Comparison data with SSSG and the state is analysed at school, faculty and course level

Strategic Direction 2: Enabling the Learner

Purpose

To embed within the mindset of all students a respect of self, a celebration of diversity and an appreciation of their place and contribution to their world. To place all students at the centre of their own learning through a holistic education that enables learner agency.

Improvement measures

Target year: 2024

Attendance

- Increase in student attendance above the state average trending upwards towards system negotiated upper bound targets
- **By 2024 - proportion of students attending over 90% increased by 12%**

Wellbeing

- Increase in student reported positive wellbeing levels trending upward towards system negotiated upper bound targets
- By 2024 a 10% increase (on 2020 baseline) shown in school internal data displaying positive relationships across the school

Target year: 2024

High impact Feedback

- Formative assessment occurs during the learning process to give teachers, students and parents/carers feedback about student progress.
- Increased use of effective and timely feedback to provide evidenced based judgements and inform further teaching
- A percentage increase in the number of students reporting high expectations.
- A percentage increase in students reporting agency in their learning.

Initiatives

Optimal Wellbeing

A school wide strategic approach to enhancing student wellbeing through a collaborative review, development and implementation of support mechanisms, interventions, adjustments and strategies that are responsive to students' emerging needs enabling them to connect, succeed and thrive.

An explicit and strategic program to support high levels of student attendance addresses both instances of low attendance rates and positively rewards high levels of and positive growth in attendance rates.

Establishment of a Wellbeing Hub as a centralised resource that provides interventions and stage sequenced programs, utilises external agencies and provides a space for all stakeholders to strategically promote social, emotional, behavioural and intellectual engagement and foster positive relationships across the whole school.

High impact Feedback

A consistent whole school approach to providing timely and strategic feedback throughout the teaching and learning cycle.

Building the capacity of students to engage with quality feedback will allow for increased self-regulation and agency in their learning.

High impact professional learning to equip staff with a combination of feedback strategies that provide students with information that is timely and directly connected to learning intentions and success criteria.

The establishment of protocols which allow student voice to be heard and acted upon in reference to the effectiveness and impact of specific teaching strategies, assessment and feedback opportunities.

Success criteria for this strategic direction

Student Wellbeing

- All stakeholders demonstrate collective responsibility for the development and implementation of a strategic attendance program that supports optimal attendance for all students
- Teachers, parents, and the community work together to support consistent and systematic processes that ensure student absences do not impact on wellbeing and learning outcomes
- High impact professional learning sessions build the capacity of staff to identify wellbeing needs and effectively provide for these in the classroom to enhance student learning
- A strategic evaluation of wellbeing processes, practices and procedures used in the development of the Wellbeing Hub and targeted stage specific wellbeing programs
- A centralised Wellbeing Hub operates with a strategic case management approach to meet the wellbeing needs of all students

High Impact Feedback

- Students are actively engaged in the use of relevant, explicit, ongoing, constructive and actionable information to improve their performance against learning outcomes
- Feedback to a student about aspects of performance or understanding is provided by a teacher, peer, or through self-reflection
- Feedback explicitly and effectively communicates expectations, engages students in their learning and communicates clearly opportunities for improvement
- Teachers demonstrate their detailed knowledge of where their students need to get to and sufficiently record and collate evidence of where students attainment currently sits
- Teachers have an increased capacity to provide explicit, specific and timely feedback so students have the opportunity to action and apply the

Strategic Direction 2: Enabling the Learner

Success criteria for this strategic direction

feedback

- Student voice is actively sought in the review of teaching and learning programs

Evaluation plan for this strategic direction

Student Wellbeing

What impact has a case management approach for acute attendance cases had on the number of students in this category?

Which strategies have been most successful in addressing student need, leading to measurable improvement in attendance rates?

- Attendance data from SENTRAL/Scout
- HSLO referral information, case management meeting minutes and student file notes

Are we having a measurable impact on reducing the number of students involved in incidences of negative behaviour?

- SENTRAL reports, student referrals to Councilor, SSO and external agencies.
- Suspension data
- Staff/student surveys
- TTFM responses

High Impact Feedback

How has the delivery of feedback to students developed?

Are there consistent practices across all faculties?

What evidence is there of impact on students accessing higher levels of performance through their response to explicit feedback?

- Planning and delivery of professional learning

Strategic Direction 2: Enabling the Learner

Evaluation plan for this strategic direction

- Lesson observations
- Program evaluations of feedback cycle
- Annotated assessment tasks
- Work samples and analysis of student portfolios, as well as the informal questions, teacher judgements and observation
- TTFM-Measure of high expectations and student agency

Strategic Direction 3: Enabling High Impact Teaching

Purpose

To ensure that all teachers create challenging and supportive learning environments that relentlessly target improved learning outcomes for every student. All teachers will value, demonstrate and share outstanding professional knowledge and collaborative practice to be positioned as instructional leaders.

Improvement measures

Target year: 2024

Highly Effective Classrooms

- TTFM: Effective learning time school mean increase to 7.5
- TTFM: Explicit Teaching Practices and Feedback school mean increases to 7.5
- TTFM: Positive learning culture school mean increases to 7.0
- TTFM: Expectations for success school mean increases to 8.0
- Decrease in percentage of suspensions and category placements by 10%
- Practice in the School Excellence Framework Element of Effective Classroom Practice will consistently display substantial features of Excelling by 2024

Target year: 2024

Professional Collaboration

- All staff participate in high quality collaborative practice
- 100% of beginning teachers are aligned to coach or mentor
- Staff TTFM data indicates improvements from baseline to a 100% in the area of teacher collaboration

Initiatives

Highly Effective Classrooms

Explicit Teaching

A whole school approach that ensures teachers are committed to identifying, understanding, planning and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

High Expectations

A whole school approach that fosters a culture of aspirational expectations of learning progress and achievements for all students, and is committed to the pursuit of excellence.

Classroom Management

A consistent whole school approach to effective classroom management that combines preventative and responsive strategies.

Professional Collaboration

A whole school approach that has embedded and explicit systems that facilitate professional dialogue, collaboration, mentoring and coaching to ensure ongoing development and improvement of all teachers.

School leaders build a strong culture in which collaborative planning, reflection and peer coaching are embedded in everyday school life, so that teachers are supported, and support one another to continuously develop their skills and knowledge.

An explicit program of professional learning will build a high capacity and deep understanding in all staff to ensure that *Professional Collaboration* is a high impact enabler across all areas of our *School Improvement Plan*.

Success criteria for this strategic direction

Highly Effective Classroom

Explicit Teaching

- Teachers clearly explain to students what they are learning, why they are learning it and how they will know if they have been successful
- Teachers acknowledge that learning is a cumulative and systematic process, and as such plan and deliver a systematic and sequenced approach to what is being taught, acknowledging learning as a cumulative process

High Expectations

- Teachers cater for the diverse learning needs of their students by implementing strategies that provides appropriate levels of challenge and support to enable all students to thrive

Classroom Management

- Teachers model and share a flexible repertoire of strategies for classroom management that provides a consistent, school wide approach.
- Well planned teaching promotes high levels of student engagement and learner agency

Professional Collaboration

- Teachers are highly skilled in collaboration within professional learning communities and share high impact teaching strategies which improve student progress and outcomes
- Teaching staff demonstrate and share their expertise within the school and with other schools
- Teachers initiate and sustain collaborative relationships to expand professional learning opportunities
- Teachers contribute to professional networks and associations and build productive links with the wider community to improve teaching and learning.

Strategic Direction 3: Enabling High Impact Teaching

Evaluation plan for this strategic direction

Highly Effective Classroom

Do all students understand what they are learning, why they are learning it and how they will know if they have been successful?

- Annotated lesson plans are analysed and evaluated
- Annotated programs are analysed and evaluated
- Lesson observations review the impact of strategies on student learning and progress
- Student and staff focus groups examine impact of learning intentions and success criteria

Does the whole school community demonstrate aspirational expectations of learning progress and achievement for all students?

- TTFM data including student, teacher and parent to examine the aspirational expectations for all students
- Annotated lesson plans to identify evidence of curriculum differentiation
- Annotated programs to identify evidence of curriculum differentiation
- Student and staff focus groups to examine impact of curriculum differentiation

Are all learning environments across the school well managed within a consistent, school-wide approach?

- Wellbeing Sentral data is analysed and evaluated

Professional Collaboration

To what degree are explicit systems for collaboration and feedback supporting sustained quality in teaching practice?

Do the explicit systems for professional collaboration improve teacher practices and student outcomes?

Do staff evaluate professional learning activities to identify, promote and implement the most effective strategies to improve teaching and learning?

Strategic Direction 3: Enabling High Impact Teaching

Evaluation plan for this strategic direction

Is there a measurable increase in consistency across the school that directly impacts on student learning?

- Teacher surveys
- Analysis of teacher planning documents
- Evidence of scaffolding and support documents for collaboration
- Professional learning evaluations
- Student voice surveys