

Strategic Improvement Plan 2022-2026

Kirrawee High School 8437

KIRRAWEE HIGH



School vision and context

School vision statement

Kirrawee High School strives to develop young people within an inclusive world community who are self-reliant, compassionate, engaged and measure their achievement by personal best academic excellence and high ethical standards.

The Kirrawee High School community endeavours to uphold our three Signature Strengths:

- * Resilient learners who work towards their personal best
- * Respectful global citizens who embrace a common humanity
- * Responsible and engaged students who are proud of themselves and their school

To achieve academic excellence and prepare students for the future, we use inquiry-based learning and explicit teaching strategies to build strong foundations in literacy, numeracy and deep content knowledge, underpinned by confidence in each student's ability to learn, adapt and reflect our 'Signature Strengths'.

School context

School context

Kirrawee High School is a comprehensive high school with a strong and proud tradition of excellence in academic attainment, the performing and creative arts, sports, student leadership, vocational education and training, student wellbeing, and supporting students with additional needs.

Located in Sydney's south, adjacent to the Royal National Park, the school develops resilient and active global citizens committed to social justice. Kirrawee High School, for more than 50 years, has offered broad curricula and co-curricular opportunities encouraging participation and involvement for all students. In particular: the school's music program including, widely acclaimed biannual musical productions, representative sporting teams that have won 44 NSW Combined High School state championships, student leadership, and social justice initiatives, the school's languages program that includes immersive overseas cultural experiences, and public speaking/debating success have significantly contributed to the school's reputation and standing in the community as a truly comprehensive high school.

In 2021 enrolments were around 1174 with 79 teaching staff and 32 non-teaching staff. The School has 4% of teaching staff in their early career as 'Beginning Teachers'. The student population comes from 29 different nationalities, with 3% of KHS students speaking a language other than English at home (EAL/D). 24 students (approximately 2%) identify as Aboriginal/Torres Strait Islander. Approximately 67% of Kirrawee High School students are from the local catchment area, with Grays Point Primary School and Gymea Bay Public School as the two predominant feeder schools.

A comprehensive situational analysis has been conducted, which led to the 2022-2026 Strategic Improvement Plan, both of which involved genuine consultation with students, staff, and parents. We have identified a need to use the majority of the school's equity funding to support a range of initiatives through our situational analysis.

There is a trust that people are working for something greater than themselves and that a thriving school community will continue to bring benefits to all. The school enjoys excellent support from the broader community, especially from parents/carers in a formal sense (through the school's Parents & Citizens Association) and in everyday interactions.

Kirrawee High School develops students to actively engage in their learning, think critically and independently, and develop the necessary skill set to positively contribute to humanity as active global citizens. The school develops ethical, resilient, and emotionally intelligent young people who define personal accomplishment and continual improvement to measure their character and achievement.

The school is committed to continually improving effective and innovative classroom practices, with staff professional learning and critical reflection essential to this end. Such a commitment ensures that the curriculum is differentiated for all learners and can achieve literacy and numeracy targets through improved data collection, analysis, and use,

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underpinning our belief in individualised and differentiated learning.

The majority of the school's equity funding will support initiatives developed in the 2022-2026 Strategic Improvement Plan. Some funds will support other activities not embedded in this plan.

This plan will maximise student learning outcomes, develop staff pedagogical skills in student learning, and build social and emotional intelligence that nurtures student wellbeing.

There will also be a focus on Higher School Certificate performance, including staff professional learning around the deeper analysis and use of data to develop individual and group support programs. Each faculty will develop ways of deepening the knowledge base of their students.

Strategic Direction 1: Student growth and attainment

Purpose

To build strong foundations for academic success this direction seeks to maximise student learning outcomes in literacy and numeracy. This will be achieved through the development and refinement of data-driven teaching practices responsive to individual students' learning needs.

Improvement measures

HSC achievement - top 2 bands

Achieve by year: 2023

HSC Top 2 bands increase by an uplift of 4.9%.

Reading growth

Achieve by year: 2023

Growth in Reading Check In Assessment mean scaled score from Term 2 to Term 4 for Year 8 students.

HSC achievement - top 3 bands

Achieve by year: 2023

HSC Top 3 bands increase by an uplift of 4.4%.

Numeracy growth

Achieve by year: 2023

Growth in Numeracy Check In Assessment mean scaled score from Term 2 to Term 4 for Year 8 students.

Initiatives

Focus on Numeracy

Improve effective teaching practice through a specific focus on explicit numeracy teaching, data analysis, and monitoring of student progress.

- Develop systems and professional capacity to analyse NAPLAN and internal school data to identify and monitor improvement measures and target areas of need.
- Numeracy professional learning and teaching practice are informed by research such as What Works Best and High Impact Professional Learning.
- Strengthen collaborative support for teacher performance development, cross-faculty collaborations and feedback and reflection on numeracy teaching effectiveness.
- Work collaboratively with parents and families on strategies that lead to student growth.

Focus on Reading

Improve effective teaching practice through a specific focus on; high-impact strategies to teach reading, data analysis, and the monitoring of student progress.

- Deliver high-impact professional learning on reading comprehension and teaching practice for all staff to build teacher capabilities and collective pedagogical practice.
- Embed reading comprehension strategies and assessment into teaching and learning programs.
- Expertly use student assessment data to monitor student progress and reflect on teaching effectiveness.
- Develop systems for the analysis of data in order to monitor improvement measures and target areas of need.
- Work collaboratively with parents and families on strategies that lead to student growth.

HSC improvement through ALARM and CUBE

Success criteria for this strategic direction

Teachers collaborate to share curriculum knowledge, data, feedback, and other information about student progress and achievement which meet the learning needs of all students.

The school identifies expected growth for each student. Students are achieving higher than expected growth on internal school progress and achievement data.

Teaching and learning programs incorporate assessments that are used regularly to promote consistent and comparable judgment of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension.

Teachers utilise high-quality explicit teaching strategies to maximise student engagement

School data shows that student progress and achievement on external measures is consistent with progress and achievement on internal assessments.

Evaluation plan for this strategic direction

Have we maximized learning outcomes in reading and numeracy? Have we maximised learning outcomes in stage 6 HSC? What have been the successes of our data-driven practices? How has using assessment impacted our teaching practices? How have staff implemented the new learning to inform planning and programming?

Teachers collaborate to share curriculum knowledge, data, feedback, and other information about student progress and achievement which meets the learning needs of all students.

Data:

NAPLAN, individual management plans, in-school assessment, HSC results, Results Analysis Package data, Australian Tertiary Admission Rank results.

Strategic Direction 1: Student growth and attainment

Initiatives

Embed effective classroom writing practices that enable students to create quality responses, receive feedback, and achieve improvement.

- Deliver high-impact professional learning in ALARM and CUBE including developing school 'champions' and 'experts'.
- Develop and implement collaborative support systems for the development of staff understanding and effective implementation of ALARM and CUBE writing strategies
- Maintain a whole school adoption of CUBE

Evaluation plan for this strategic direction

Analysis:

Data sources will be collected and analysed by all classroom teachers, leaders, and teams to determine the extent to which the purpose has been achieved and to inform school planning and policy implementation.

Implications:

Detailed analysis of data to determine impact will guide ongoing implementation of the school plan to provide improvement and student growth.

Strategic Direction 2: A planned approach to wellbeing

Purpose

Kirrawee High School will include a strong focus on nurturing student wellbeing by enabling students to build social and emotional intelligence through embedded wellbeing programming and curriculum. Evidence based wellbeing planning will facilitate tailored opportunities for students to build self-regulation skills and enable them better cope with social and academic challenges.

Improvement measures

Wellbeing

Achieve by year: 2023

Percentage of students reporting positive wellbeing across the areas of sense of belonging, advocacy at school and expectations for success meet or exceed the state mean Tell Them From Me survey data

Attendance >90%

Achieve by year: 2023

Percentage of students attending school 90% or more increase by 6% from 2022.

First Nations Students

Achieve by year: 2026

Initiatives

Highly effective Wellbeing strategies to enhance resilience and self regulation.

Develop and implement social and emotional learning across KLA's

Review and extend the use of Check-in system, monitoring and reflecting on regular data analysis.

Embed HPGE monitoring system into teacher practice.

Embed Stage 6 support systems, use of individual learning plans, and check-ins to enhance positive wellbeing and engagement in learning.

Promotion of cultural and academic goals for First Nations students.

Planned approach to improve student attendance

Develop and implement improved student attendance procedures and responsibilities for all staff

Identify and implement strategies and programs that address the learning and support needs of students to improve attendance patterns.

Success criteria for this strategic direction

Respectful and positive relationships are evident throughout the school through explicit teaching of coping strategies, resilience, and self-regulation

Planning and provision for learning are informed by holistic information about each student's wellbeing and learning needs.

Regular and ongoing planning, monitoring, and evaluation of the whole school approach to student wellbeing and attendance.

Highly effective processes guide and assist teachers in actively supporting students.

Open and regular communication between parents and teachers fosters positive relationships across the school community.

Evaluation plan for this strategic direction

Question:

Are students able to cope with difficult situations, self regulate and demonstrate resilience? Has attendance improved? Is Kirrawee High School a positive learning environment? Are students aware that wellbeing support is available through all staff at Kirrawee High School?

Data:

Wellbeing programs, Sentral, mentoring uptake, staff/ student surveys, Tell Them From Me survey data, wellbeing scope and sequence, teaching and learning programs, pulse data.

Analysis:

Data sources collected and analysed by all classroom teachers, leaders and wellbeing teams to determine the extent to which students report improved ability to self-regulate and employ healthy coping strategies.

Strategic Direction 2: A planned approach to wellbeing

Evaluation plan for this strategic direction

Implications:

Detailed analysis of the data will guide planning of wellbeing initiatives for whole school, cohort and individual student needs in line with areas of identified need for students' social and emotional growth and improvement.

Strategic Direction 3: Excellence in teaching and learning

Purpose

To improve student learning through high-quality, evidence-based teaching strategies. Teachers develop and use engaging learning opportunities, taking shared responsibility for student improvement and contributing to a transparent learning culture that is underpinned by high expectations.

Through professional learning, all staff will develop a practical understanding of the structures to improve teaching practice by working collaboratively within and across faculties.

Improvement measures

Achieve by year: 2024

KHS staff utilise the 'what works best @ KHS' research document and other educational research to develop an individualised goal for improving teaching practice.

Achieve by year: 2024

Appointment of an induction coordinator and assessment of leadership roles and opportunities across the school including 2ic process, YA's and other sporadic leadership opportunities.

Achieve by year: 2024

Teachers use data from formative and summative assessment to plan, modify and deliver lessons to meet the learning needs of students. Continue with LISC. effective feedback and questioning and self reflection, move focus to peer reflection.

Achieve by year: 2024

Classroom activities demonstrating utilisation and building of future-focused strategies - collaboration, critical thinking, creativity and communication. (4Cs)

Achieve by year: 2024

Ensure consistency across the school with assessment notifications, goal setting, feedback and feedback

Initiatives

Formative Assessment

Embed the use of formative assessment and data collection leading to changes to explicit teaching practice.

Review and improve the use of formative assessment data sources, monitoring and reflecting on teaching effectiveness and meeting the needs of students.

Embed quality assessments into teaching programs and lesson plans, that create opportunities for students to receive feedback on their learning and inform future learning goals.

Quality Teaching and Distributed Leadership

Establish collaborative support for teacher performance development, cross-faculty collaborations, and evidence-based programs and lessons.

Develop and implement systems that support quality teaching and leadership development across the school.

Provide opportunities for leadership development that creates a mutual commitment that will spark higher levels of engagement and a greater sense of ownership.

Induction

Establish an induction coordinator to be responsible for the process of inducting new staff into Kirrawee High School.

Success criteria for this strategic direction

Teachers use professional standards and PDPs to identify and monitor specific areas for development or continual improvement.

Teachers routinely use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice, and meet the learning needs of students.

Student Tell Them From Me survey data reflects that students have high academic buoyancy and perseverance.

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

Evaluation plan for this strategic direction

Questions:

Has the increased uptake of professional learning led to collaborative practices? Have all staff and faculties engaged with the implementation of LISC? Have school-wide practices been developed to support the implementation of LISC? Have students reported feeling challenged, yet confident in their key learning areas? Has the introduction of an Induction Coordinator helped with new staff induction in to the school?

Data:

Teaching programs, classroom observations, student work samples, coaching records, staff/student surveys, pre and post teacher assessments, Tell Them From Me survey data, professional learning tracking spreadsheet.

New staff to be surveyed to see if their expectations have been met with regards to Orientation to Kirrawee High School.

Analysis:

Strategic Direction 3: Excellence in teaching and learning

Improvement measures

acknowledgement.

Evaluation plan for this strategic direction

Data sources collected and analysed by all classroom teachers, leaders and teams to determine the extent to which the purpose has been achieved.

New Teacher Orientation Survey to be analysed to see what needs to be improved.

Implications:

Detailed analysis of the data to determine impact will guide ongoing implementation of the school plan to provide improvement and student growth.