

Strategic Improvement Plan 2022-2026

Henry Kendall High School 8467



School vision and context

School vision statement

At Henry Kendall High School we value holistic personal and academic excellence in a supportive, inclusive school and community based environment. Henry Kendall High School provides students with the foundation to develop skills to persevere and are supported within a culture of diversity and strong teacher/student relationships. Our students are confident, creative and innovative individuals who are leaders, critical thinkers, problem solvers and engaged learners whose achievement is measured in personal growth. Our students will enter future pathways as responsible and productive community members who value life-long learning and continue to reflect our values of acceptance and respect for all.

School context

School context

Henry Kendall High School is a coeducational comprehensive high school with a student enrolment of approximately 800 students including six classes in the Support Unit and 62 Aboriginal and Torres Strait Islander students. The student population has gradually increased over the past five years, and is now stable in number. 22% of students have a background where English is an additional language or dialect (EAL/D). Henry Kendall High School is located near the CBD of Gosford City. We have a proud academic, sporting, cultural and student welfare tradition. Students participate in a wide range of learning experiences focussing on enquiry based learning in the pursuit of academic improvement and excellence.

The Henry Kendall High School's staffing entitlement in 2021 was 65 teaching staff and 18 non-teaching staff. The school also employs a Business Manager, Teacher Administration Support and additional Finance Support, as well as a Head Teacher Secondary Studies from school funds. Our executive staff is stable with over 80% being here for more than five years. 30% of our staff are in their early career as teachers. Stability and school culture are reflected in that there is very little turnover of staff each year.

Henry Kendall High School enjoys the support of its culturally and linguistically diverse community. We have also fostered strong partnerships with universities, cultural institutions, external providers, businesses and community groups and, highlighted by our P-TECH partnership with IBM International, Central Coast Private Hospital and the University of Newcastle. Students represent the school across the Central Coast area in music and dance ensembles and a wide range of sporting activities, with both state and regional representation.

The school's equity funding will be used to support programs developed in the 2022- 2026 Strategic Improvement Plan.

The school is committed to improving effective classroom practices with staff professional learning being the key to ensuring this. This learning ensures that both literacy and numeracy levels can be enhanced through improved data collection, analysis and use which underpins our belief in individualised and differentiated learning. In 2021 the school introduced Applied Learning as a stand-alone subject in Stage 4, as well as Wellbeing and Aboriginal Studies, to ensure future focused learning opportunities enhance student engagement and prepare students for a rapidly changing world. Real world connections, trans-disciplinary approaches, and problem driven learning underpin curriculum focus across the school. Research driven formative assessment practices are fundamental to ensuring personalised and responsive approaches tailor learning to each student, and remains a key focus area across the school. Student reporting provides a lens on student skill development and application aligned with what industry and business employers are looking for. There is a continued focus on Higher School Certificate performance including staff professional learning and curriculum development.

Our school's mission statement is: "Developing confident, responsible citizens who strive for

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excellence." We aim to develop the best in each student, and to draw out their talents and interests so that they are well placed to pursue their career options. Henry Kendall High School holds strong beliefs about the relationships we build with our parents and our community in order to provide a proactive school committed to ensuring opportunities and high standards.

Henry Kendall High School provides a curriculum that is relevant, current and challenging incorporating Future Focussed Learning principles. Key features include excellence in the creative and performing arts, sporting programs, Applied Learning curriculum, Wellbeing and Aboriginal Studies across all stage 4, industry partnerships including our P-Tech program, STEM education, valued relationships with the Aboriginal Community and AECG, the Support Unit, Vocational Education opportunities, and a dynamic and embedded holistic focus on student welfare. Henry Kendall High School is a proud member of the Gosford City Learning Community through our partnerships with Gosford Public School and Point Clare Public School, as well as with Gosford High School. These relationships provide a dynamic learning approach from K-12, and ensure that our schools are an integral part of our community.

Strategic Direction 1: Student growth and attainment

Purpose

Student growth and attainment is a fundamental element of our core business. This will be delivered through explicit, consistent and research-informed teaching practices.

Improvement measures

Reading growth

Achieve by year: 2023

Reading Growth

Increased % in average student check in assessment data in Year 9 in comparison to the Year 8 baseline data of 49.6% set for the same cohort in Term 1, 2022.

Numeracy growth

Achieve by year: 2023

Numeracy Growth

Increased % in average student check in assessment data in Year 9 in comparison to the Year 8 baseline data of 59.3% set for the same cohort in Term 1, 2022.

HSC achievement - top 2 bands

Achieve by year: 2023

HSC Achievement

Increase the % of HSC course results in the top 2 bands to exceed the lower bound system negotiated target of 30.7%.

Attendance (>90%)

Achieve by year: 2023

Attendance

Increased % of students attending school more that 90% of the time by 72.4%% or above.

Initiatives

Reading and Numeracy

Explicit teaching and learning strategies through the English and Mathematics Stages 4/5 curriculum areas.

Reading and Numeracy

Implementation of the ILSP Program.

HSC Achievement

Maintain rigorous HSC teaching and learning approaches whilst ensuring balanced pathway opportunities support all students.

Attendance

Maintain and articulate a school community focus on high levels of school attendance and its correlation with academic and social attainment.

Success criteria for this strategic direction

NAPLAN Reading and Numeracy

Data analysis reflects attainment of targets.

Measured improvements through prior and post intervention strategies including diagnostic testing.

HSC Achievement

High quality teaching practices are reflected in strong student engagement that leads to student achievement aligned with aspirations and individual growth, including attainment of top 2 band results.

Attendance

Data analysis reflects attainment of the attendance target.

School processes ensure effective follow-up and interventions of identified attendance issues, including DoE and external agency intervention.

Evaluation plan for this strategic direction

NAPLAN Reading and Numeracy

Student and teacher feedback on the ILSP withdrawal program.

Comparative analysis of relevant data sets 2022 - 25 (Best Start, basic skills, NAPLAN).

HKHS staff surveyed for future improvements / needs.

Parents and students surveyed for future improvements/needs.

HSC Achievement

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HSC data analysis and faculty focus strategies for subsequent year.

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

Course teacher self-evaluation.

Head Teacher conferencing with course teachers.

Attendance

Attendance data.

Evaluation of school processes.

Evaluation of school refuser data.

Comparison of attendance data with school belonging data.

Strategic Direction 2: Formative Assessment

Purpose

Development and application of contemporary curriculum design, teaching and learning approaches, and research driven pedagogies that is continually responsive to individual student needs and develops reflective, independent learners.

Improvement measures

Achieve by year: 2026

Formative Assessment

Achieve by year: 2026

By 2026 all staff are trained and implementing formative assessment practices in teaching and learning across all faculties and across stages 4-6.

Implementation of the Formative Assessment Collaborative Team

Achieve by year: 2026

Planned and systematic approaches to the leadership of formative assessment practices through a distributive model.

Initiatives

Formative Assessment

Plan and implement a whole school framework of training and implementation in Formative Assessment.

Embed cyclic evaluation of Formative Assessment in existing structures.

Formative Assessment

Embed cyclic evaluation of Formative Assessment in existing structures.

FACT Team

Provision of a cross KLA leadership and planning team to effectively plan and monitor the success of formative assessment implementation in all KLA's.

Success criteria for this strategic direction

All staff are trained in five pillars of Formative Assessment.

All staff demonstrate evidence of Formative assessment strategies utilised in teaching and Learning practices across stages 4, 5 and 6.

Evaluation plan for this strategic direction

Data collated and analysed from lesson observations focused on formative assessment practices.

Data collated and analysed from student interviews to ascertain effectiveness of holistic approaches.

Strategic Direction 3: Student Wellbeing

Purpose

Henry Kendall recognises the obstacles faced by our youth today and aim to develop a student's capacity in dealing with challenges and changes in their lives. Students have the opportunity to build their personal skills to enhance their wellbeing within and beyond the classroom. Development of social, emotional and interpersonal skills underpin interventions to enhance resilience and self-esteem. All students will engage in a strength-based approach to build their capacity to make informed decisions, cope with change and the unpredictabilities of life.

Improvement measures

RIOT Program

Achieve by year: 2026

Measurable improvements in teacher confidence to identify and manage to student anxiety against both quantitative and qualitative data.

Student Wellbeing

Achieve by year: 2026

A 10% increase in student sense of belonging, personal success and self-advocacy across stages 4 - 6 from 2021 baseline data.

Initiatives

Resilience in Teens (RIOT) program

Implementation of the RIOT program across the school to provide holistic and consistent interventions to address student anxiety.

Student Wellbeing

Implementation of a cohesive, multi-dimensional student wellbeing program across all facets of school life.

Success criteria for this strategic direction

Staff participation in RIOT training.

Delivery of RIOT workshops to students.

Increased student awareness of anxiety and capacity to self-manage these.

Increased teacher capacity to recognise signs of student anxiety.

Increased teacher capacity to manage identified instances of student anxiety.

Students actively participate in a range of wellbeing activities.

Delivery of stage 4 Wellbeing teaching and learning program.

Cooinda cultural program increases indigenous understanding, pride and self-advocacy.

Evaluation plan for this strategic direction

Establishment of baseline data through an internal survey

Teacher improvements measured through a survey developed by Parentshop and likert scale data, and through teacher focus groups.

Annual evaluation across all stages, through internal survey measures, of student sense of belonging, personal success and self-advocacy.