

# Strategic Improvement Plan 2022-2026

## Kincumber High School 8585



**KINCUMBER  
HIGH SCHOOL**

# School vision and context

## School vision statement

Kincumber High School is an inclusive school that sets high expectations for all and strives for continuous improvement in learning and teaching. The school recognises the importance of wellbeing and forms strong relationships with the local community and encourages students to be positive and responsible global citizens.

Learning at Kincumber High School is future focused with a goal of preparing students for a successful life beyond school in a rapidly changing world. The school offers a broad curriculum, offers a wide range of co-curricular activities and supports the development of the whole student.

The school recognises the pivotal role that highly trained teaching professional plays in improving student performance and school culture. Kincumber High School values and supports teacher quality and development with a strong focus on early career teachers, quality and accreditation and establishing leadership density.

The school has collaboratively established the following five directions as the schools vision for the future.

1. To deliver learning that is **future focused** and prepares students for life beyond school in a rapidly changing world.
2. To be a school setting **high expectations** that strives for **continuous improvement** in learning and teaching.
3. To be a school with great **facilities, resources** and **teachers** offering a **broad curriculum** and a wide range of co-curricular activities.
4. To be an **inclusive** school that supports the development of the **whole student**.
5. To be a school who forms strong **relationships** with it's community and encourages students to be **positive global citizens**.

## School context

Kincumber High School is a coeducational comprehensive high school with a student enrolment of 1020 students. This includes 47 students in the Student Support Unit, consisting of six classes who are integrated across the school and make a considerable contribution to the social fabric of our school community. The school is also proud to have an Aboriginal enrolment of 55 students and is a member of the Tjudibaring Aboriginal Education Consultative Group.

Kincumber High School is a member of the Kincumba Learning Community and together with our partner primary schools, Avoca Beach, Copacabana, Pretty Beach and Kincumber, work collaboratively to provide a community of schools that value public education for all. The student population has stabilised over the past 5 years and in 2022 sits at 1020 students. The schools' FOEI (family occupation and education index) value is 73 compared with the NSW average of 100. Higher FOEI values indicate greater disadvantage. 19.2% of our students are in the higher 2 Quartiles of the FOEI and there is a significant enrolment of Aboriginal Students (5.3%). The school also has a very small EALD student population.

The school has a strong focus on educating the whole child and has a proud academic, sporting and cultural tradition. Students represent the school across the Central Coast area in music and dance ensembles and a wide range of sporting activities, with both state, regional and national representation. Students participate in a wide range of learning experiences focusing on providing opportunities for students and improving student learning outcomes.

Kincumber High School's staffing entitlement in 2022 was 76 teaching staff and 19 non-teaching staff. The school also employs an additional 0.4 LAST support and 4.0 temporary SLSO positions. The executive and teaching staff are experienced and a significant number are engaged to mark the Higher School Certificate. A comprehensive New and Beginning Teachers program is utilised to support an increasing number of early career teachers at the school.

# Strategic Direction 1: Student growth and attainment

## Purpose

Kincumber High School aspires to be a high performing school where every student improves every year. Student growth and attainment improvement measures will allow us to determine the success of the school in teaching and learning.

## Improvement measures

### HSC achievement - top 2 bands

Achieve by year: 2023

#### HSC Achievement

Maintain the percentage of HSC course results in the Top 2 bands to exceed the lower bound system negotiated target of 36.1%.

### HSC achievement - top 3 bands

Achieve by year: 2023

#### HSC Achievement

Maintain the percentage of HSC course results in the Top 3 bands to exceed the lower bound system negotiated target of 66.7%.

### Numeracy growth

Achieve by year: 2023

Using A to E grade reporting, there is an uplift of 6% of students attaining A-C grades in Mathematics from Semester 1 to 2.

The school Check In Assessment in Numeracy shows all students improving from pre-test to post test.

### Reading growth

Achieve by year: 2023

Using A to E grade reporting, there is an uplift of 6% of students attaining A-C grades in English from Semester 1 to 2.

The school Check In Assessment in Literacy shows all

## Initiatives

### Effective use of data to drive student improvement in Literacy and Numeracy

Enhance staff capacity to utilise data to inform teaching practice.

- All staff analyse summative data incl. Best Start, NAPLAN and Check In data to identify target areas and modify teaching practice.
- Embed the use of formative assessment to inform teaching.
- Introduce individual student learning profiles, incl. personalised goals.
- Identify students for targeted literacy (reading) and numeracy programs.
- Provide targeted professional learning on effective data skills and use in literacy and numeracy (incl LEED and TEEEL) and Scout for executive.
- Strengthen collaboration Stage 3 to Stage 4 in use of data to inform practice in literacy and numeracy.

### Effective use of data to drive student improvement in HSC achievement

The leadership team maintains a culture of high expectations, effective, evidence-based teaching and ongoing improvement for every HSC student.

- Analyse summative data incl. HSC Minimum Standard and HSC data to identify target areas, review and modify teaching practice.
- Embed the use of formative data sources, monitoring and reflecting on teaching effectiveness.
- Engage in professional learning of assessment to personalise learning and build teacher capabilities and collective pedagogical practice.

### Personalised learning for Aboriginal Student Achievement

Maintain a strong, diverse whole school program of cultural affirmation.

## Success criteria for this strategic direction

### NAPLAN Reading and Numeracy

- School data demonstrates that student progress and achievement match or is greater than students at other SSG schools on external measures (NAPLAN)
- Data and longitudinal tracking informs teaching programs for students. Students at risk of not meeting the school's improvement measures are identified and supported to achieve expected growth.
- All teachers are invested in and committed to understanding and implementing a whole school approach to support all students to achieve their educational potential through talent development opportunities and differentiated teaching and learning practices.
- Clearer lines of communication; structured, purposeful and effective literacy and numeracy initiatives that provide a continuation of learning between Stage 3 and 4.

### Targeted Professional Learning

- All teachers are invested in and committed to understanding and implementing whole school and faculty approaches to achieving academic success for all students.

### Effective use of data to drive student improvement

- The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels.

### HSC Achievement

- The leadership team maintains a focus on strategic instructional leadership to sustain a culture of high expectations, effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and achieve established targets.
- Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative

# Strategic Direction 1: Student growth and attainment

## Improvement measures

students improving from pre-test to post test.

## Initiatives

- Use of ongoing data analysis for every Aboriginal student to inform practice and drive student progress.
- Engage in authentic collaboration with parents, students and community through strategically aligning PLPs and individual learning goals with strategic targets in literacy, numeracy, attendance and HSC.
- Develop cultural competencies of staff through professional learning, working with community and reconnecting with Tjudibarang AECG.

## Success criteria for this strategic direction

assessment is practised expertly by all teachers.

### Aboriginal Student Achievement

- Cultural identity and academic pathways affirmed through a holistic program that includes Aboriginal Education Officer, cultural programs and whole school events, PLP's, community events, University cultural links.

## Evaluation plan for this strategic direction

### Question

What has been the impact of using consistent evidence based practices on student performance?

Has quality teaching impacted on student growth?

Is there consistent practice across the school?

To what extent of student improvement has been achieved?

### Data

NAPLAN, Internal student performance measures (literacy, numeracy progressions), Teaching programs,

Formative assessment, Summative tasks, Check in data, Student feedback

### Analysis

Analyse the data to determine the extent to which the purpose has been achieved

### Implications

Where do we go from here?

Future directions and next steps.

## Strategic Direction 2: Wellbeing (Student and Staff)

### Purpose

Kincumber High School is focused upon building both staff and student wellbeing through a climate of care and positivity. Whole school processes support the wellbeing of all students and seek to develop skills essential for thriving in a complex and challenging world. We aim to create inclusive environments which produce happy, healthy, engaged and successful individuals who are positive contributors to school and society.

### Improvement measures

Achieve by year: 2026

#### Positive relationships at school

Increase the percentage of students reporting positive relationships at school from 83% (TTFM 2020) to 85% or higher.

#### Wellbeing

Achieve by year: 2023

#### Sense of Belonging

Increase the percentage of students attaining a strong sense of belonging at school at/above the agreed lower bound target of 68.13%.

#### Wellbeing

Achieve by year: 2026

#### Positive Behaviour

Increase the ratio of students receiving positive behaviour referrals (recorded on Millennium) through the reward and recognition program, from a baseline of 977 positive behaviour referrals in 2021 for 1021 students at 0.96 per student to 2 per student (or greater).

Achieve by year: 2026

#### Intellectual Engagement

Increase the percentage of students reporting positive

### Initiatives

#### Improving Student Wellbeing

Every student is known, valued and cared for at KHS.

- Wellbeing Scope and Sequence developed and delivered for 7-12.
- Reward and Recognition program - positive behaviour blue slips and values education and awards.
- Sense of Belonging initiatives - clubs, teams and associations.
- Anti-Bullying Approach - incl. Ignore, Walk Away, Report, Anti-Bullying Week and alignment with the Be You organisation.
- Student Advocacy - incl Student Wellbeing Survey and Student Forums.
- Expectations for success - high expectations for students to work hard and achieve their personal best.

#### Improving Student Attendance

KHS Attendance Strategy developed and delivered incl:

- Establish a KHS Attendance Team.
- Regular data analysis and identification of students of concern.
- Develop a range of communication strategies for families.
- Implement positive reinforcement initiatives.

#### Improving Staff Wellbeing

Every staff member is known, valued and cared for at KHS.

- Introduce an annual KHS Staff survey in addition to the People Matter Survey.
- Increasing Staff Wellbeing activities in Professional Learning events (incl. Staff Development Days and Staff Meetings).

### Success criteria for this strategic direction

#### Attendance

- Student attendance increases across all year groups in the school (Scout Dashboard).

#### Student Wellbeing

- Increased numbers of students reporting higher levels of advocacy and support at school. (TTFM and KHS Student Wellbeing Survey).
- Increased numbers of students reporting higher levels of sense of belonging to our school compared to previous years and against the state average. (TTFM).
- A reduction in instances of bullying. (Millennium, Student Forums and TTFM).

#### Staff Wellbeing

- Increased numbers of staff reporting feeling supported at KHS (KHS Staff Wellbeing Survey).
- Increased numbers of staff reporting higher levels of morale (TTFM).
- Increased numbers of staff reporting confidence in school leaders to lead student improvement and change (TTFM).

### Evaluation plan for this strategic direction

#### Data sources:

- A focus on strategic decision-making processes by implementing structured analysis of the Question, Data, Analysis, Implications (QDAI) process to unpack the areas of Curriculum, Student Performance Measures and Educational Leadership
- Tell Them From Me (TTFM) data
- Scout Dashboard
- Attendance data
- Millennium behaviour referral data
- Student Forums data

## Strategic Direction 2: Wellbeing (Student and Staff)

### Improvement measures

levels of intellectual engagement at school from 42% in 2020 against a state average of 46% (TTFM) to 46%.

#### Wellbeing

Achieve by year: 2023

#### Advocacy

Increase the percentage of students attaining a strong sense of advocacy at school at/above the agreed lower bound target of 57.82%

#### Wellbeing

Achieve by year: 2023

#### Expectations for Success

Increase the percentage of students reporting High Expectations for Success at school from their teachers at/above the agreed lower bound target of 79.92%

#### Attendance (>90%)

Achieve by year: 2023

#### Attendance

Maintain percentage of students attending school more than 90% of the time at/above an agreed baseline of 64.50%.

#### Morale - Staff Wellbeing (TTFM)

Achieve by year: 2026

#### Staff Morale

Maintaining numbers of staff reporting higher levels of morale (TTFM) in the top two responses at 78% or greater.

#### Confidence in school leaders - Staff Wellbeing (TTFM)

Achieve by year: 2026

#### Confidence in school leaders

Maintaining numbers of staff reporting confidence in

### Initiatives

- Friday Break 1 Communication Meetings.
- Continuing "thumbs up" awards - colleague acknowledgement.
- Staff Social Committee - weekly prizes, Christmas Party planning.

### Evaluation plan for this strategic direction

- KHS Student Wellbeing Survey
- KHS Staff Wellbeing Survey

## Strategic Direction 2: Wellbeing (Student and Staff)

### Improvement measures

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school leaders to lead student improvement and change (TTFM) at 83% or greater.

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# Strategic Direction 3: Pathways and Partnerships

## Purpose

### Improvement measures

#### Future Focused Learning

Achieve by year: 2026

#### Future Focused Learning

Review first rollout year of Project-Based Learning, expand into further teaching and learning programs. Deploy reporting strategy for soft skills development.

#### Student Educational Pathways

Achieve by year: 2026

#### Student Educational Pathways

Increase the percentage of Kincumber High School students planning to finish Year 12 to above 85% from a school baseline of 73% (TTFM survey 2021). Increase the percentage of Kincumber High School students aspiring to university to above 60% (NSW baseline 67% as reported in TTFM 2021) and from a school baseline of 51% (TTFM survey 2021).

#### Annual student and parent survey data

Achieve by year: 2026

Annual student and parent "Your Say" forum & "Satisfaction" survey

Achieve by year: 2026

#### Annual parent survey data

Annual student and parent "Your Say" forum & "Satisfaction" survey

#### Student Pathways (aspiring to University)

Achieve by year: 2026

#### Staff Pathways and Professional Development

Achieve by year: 2026

#### Staff Pathways and Professional Development

## Initiatives

### Future Focused Education

#### Future Focused Learning at KHS provides a skillset and pathways opportunities for every student:

- Establish and embed a Future Focused Learning Framework for KHS incl. assessment and reporting models.
- Strategically target technology resources to support Future Focused Learning.
- Student Pathways Project incl. academic, vocational and leadership pathways through student aspiration and engagement initiatives and engagement of external providers.
- Engage in the DoE Educational Pathways Program to broaden opportunities in vocational learning and professional networks:

### Student Educational Pathways

#### Provide KHS students with clearly identified and supported academic, vocational and leadership pathways:

- Student aspiration and engagement programs.
- Engage external providers to enhance student leadership and engagement programs.

### Staff Pathways and Professional Development

#### Support the continuous development of every teacher at KHS throughout their teaching career:

- Enhance early career induction and mentoring.
- Provide targeted professional learning and collaboration to support growth and achievement and maintenance of accreditation.
- Support teachers to strive for higher levels of accreditation.

### School and Community Partnerships, and School Promotion

## Success criteria for this strategic direction

### Future Focused Education

- Future Focused Learning Framework established and embedded across all KLAs.
- Future Focused Learning 'Skills' are evaluated and reported upon each semester.

### Student Educational Pathways

- Increase in aspirational expectation by the whole-school community (student and parents).
- An increase in student engagement (7-12) and a greater number of students completing their HSC.

### Staff Pathways and Professional Development

- Embedded whole school teacher development processes to drive improvement in teaching practice.
- Increase in the percentage of high performing teachers as measured against the Australian Professional Standards for Teachers.

### School and Community Partnerships, and School Promotion

- Stronger relationships with parents and the broader community, and an increase in school community (parent and student) satisfaction.
- Increased awareness of school achievements through enhanced school branding and promotion

## Evaluation plan for this strategic direction

### Student, teacher and parent feedback:

- A focus on strategic decision-making processes by implementing structured analysis of the Question, Data, Analysis, Implications (QDAI) process to unpack the areas of Curriculum, Student Performance Measures and Educational Leadership
- Tell Them From Me (TTFM) survey
- Annual Student and Parent "Your Say & School Satisfaction" survey



## Strategic Direction 3: Pathways and Partnerships

### Improvement measures

100% of teachers completing and maintaining at least 20 hours of professional learning each year. All full-time 2026 Early Career Teachers attain Proficiency Status. Interested and supported teachers continue higher accreditation process through Highly Accomplished Lead Teacher Policy. Kincumber High School has teachers an officially recognised Highly Accomplished / Lead Teacher.

#### **School and Community Partnerships, and School Promotion**

Achieve by year: 2026

#### **School and Community Partnerships, and School Promotion**

90% of Kincumber High School Families who complete the 'School Satisfaction Survey' rate their overall level of satisfaction with the school as "very satisfied". Kincumber High School further enhances its community relationships by consolidating existing connections to educational and business partners, and forging new relationships. Increased awareness of school achievements through enhanced school branding and promotion.

### Initiatives

#### **Establish new, and strengthen existing, partnerships within and beyond the school community:**

- Create and deliver annual Student and Parent "Your Say & School Satisfaction" surveys
- Expand student delivered community service programs including Red Shield Appeal and Clean4Shore

### Evaluation plan for this strategic direction

- Feedback from staff on initiatives via annual KHS SIP staff survey

#### **Data analysis:**

- Analysis of SCOUT Data (e.g. Student Enrolment & Human Resources)
- Analysis of HSC results through SCOUT (e.g. SSGs, School v State)
- Analysis of ATAR & non-ATAR HSC students post-school pathways