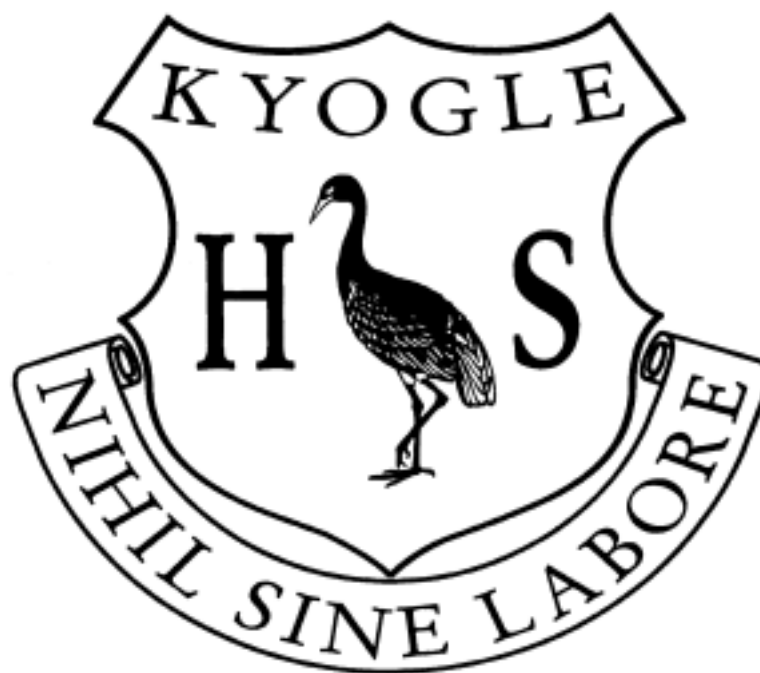# Strategic Improvement Plan 2023-2026

Kyogle High School 8189

School vision and context

School vision statement

At Kyogle High School, all students will be engaged in meaningful, challenging and future focused learning, designed for individuals to achieve and thrive within a supportive learning environment. Teaching and learning programs will be dynamic and draw on feedback, assessment and data to support improved student learning outcomes. The school will be supported by strong community connections to create opportunities for our students to be active future citizens. Kyogle High School will facilitate professional dialogue and collaborative classroom practice to drive school improvement and a shared responsibility for student engagement, learning and success.

School context

Kyogle High School is a rural school situated in Northern New South Wales. The student population is diverse; ranging from family members who have lived in the district for generations to those who have recently moved to the area. The demographics include 10% Aboriginal and Torres Strait Islander students. Offering a broad curriculum, staffs ensure that students achieve their personal best. Special attention is given to students with diverse academic, social and language needs. Through professional development, teachers work collaboratively to develop a well-rounded school experience for all students at Kyogle High School. The teaching staffs at Kyogle High School are committed to the delivery of a comprehensive curriculum. Revising the school plan yearly is an opportunity to review and refine both teaching and learning programs and curriculum structure. Active engagement in quality professional learning continues to remain a priority for staff.

The school enjoys strong community partnerships with the Parent and Citizen Association, businesses, sporting organisations and the local council.

The school's equity funding will be prioritised within the 2023-2026 Strategic Improvement Plan to create positive impact on the learning process, effective classroom practice and continuous improvement for all members of the school community. The school will be responsive to the needs of the school and wider community and will use best practice to embed a culture of high expectations and effective cater for the range of equity issues in the school.

It has been determined by the SeF self analysis, that a whole school approach is required to achieve improvement in student performance. Specifically, the school will use a collaborative approach to embed best practice into the classrooms based on the What Works Best strategies and the Schools Excellence Framework. Rigorous and timely analysis of data will inform practice and high impact and strategic professional learning to ensure growth in teach expertise.

Targeting improvement in NAPLAN and Higher School Certificate, supported by planned strategies focusing on improved attendance and wellbeing, the percentage of students in the Top 2 Bands will increase.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in literacy and numeracy and build strong foundations of academic excellence, Kyogle HS teachers will support explicit, consistent and research informed teaching practice.

Improvement measures

HSC achievement - top 2 bands
Achieve by year: 2023

The proportion of students who achieve in the Top 2 bands of the HSC Course Results show an uplift to meet or exceed the system negotiated lower bound target.

HSC achievement - top 3 bands
Achieve by year: 2023

The proportion of students who achieve in the Top 3 bands of the HSC Course Results show an uplift to meet or exceed the system negotiated lower bound target.

Reading growth
Achieve by year: 2023

Students in Years 8 and 9 (45.2%) achieve expected or above expected growth in Reading, as measured through the system Check-In Assessment data and when compared to Statistically Similar School Groups (42.7%) and state average (48.5%)

Numeracy growth
Achieve by year: 2023

Students in Years 8 and 9 (42.9%) achieve expected or above expected growth in Numeracy, as measured through the system Check-In Assessment data and when compared to Statistically Similar School Groups (45%) and state average (52.4%).

Aboriginal Top 3 Bands
Achieve by year: 2026

Increase the percentage of the HSC course results in the top 3 bands to reach the lower bound system negotiated

Initiatives

Quality Teaching

Improve the quality of teaching and learning through a focus on explicit teaching practice.

- develop teaching activities that incorporate differentiated strategies, including rubrics, to meet the specific needs of students across the full range of reading and numeracy abilities

- executive collating, collaborating and analysing data from the WWB survey to direct future professional learning

- embed a culture of agreed practice in the delivery of quality teaching evidenced through teacher reflection of teaching and learning programs

- provide professional learning opportunities and support colleagues to implement effective teaching strategies to improve students' numeracy achievement

- All staff have Professional Development Plans (PDPs) aligned to the whole school goal of: *Provide professional learning and structures to support teachers to establish and maintain effective relationships with students through the communication of high expectations and by reflective teaching.*

- consistent monitoring and modifying of Aboriginal students Personalised Learning Plans (PLPs) to reflect students progress in literacy and numeracy and engagement in school.

Data Skills and Use

- executive collating, collaborating and analysing data from the WWB survey to identify and leverage exemplary data-informed practice within KHS.

- develop consistent practice in collation and use of existing data within the school (classroom observation notes, Professional Development Plans)

- staff engage with Scout and this is evidenced in

Success criteria for this strategic direction

- Teachers demonstrate sustained use of whole-school, evidenced-based teaching strategies, to optimise learning growth for all students. This is evidenced in Teaching and Learning programs.

- All teachers use systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. This is evidenced in reporting to parents/carers.

- All teachers have a sound understanding of student assessment and data concepts. They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice. This is reflected in Teaching and Learning programs and PLAN2 data collection.

- Teachers clearly understand, develop an apply a full range of assessment strategies in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness. This is reflected in Assessment Tasks and rubrics.

- Teachers utilise the Australian Professional Standards for Teachers to reflect on their practice and plan and monitor their professional development and growth, resulting in improved student outcomes as evidenced in reporting each semester.

Evaluation plan for this strategic direction

Data becomes evidence when it helps us answer a question or test whether a claim is true. The Situational Analysis clearly demonstrated that there needs to be a whole school approach to improving Reading and Numeracy results.

Our school intends to use a range of evaluative practices including:

Question: *In what ways and to what extent have we*

Strategic Direction 1: Student growth and attainment

Improvement measures

target.

Initiatives

Teaching and Learning programs.

- staff regularly share and compare internal measures of growth in literacy and numeracy to ensure there is consistent judgement

- effective tracking of attendance and engagement data

- facilitate meeting with Stage 3 teachers in Numeracy to develop shared knowledge and understanding of the data and identify areas for improvement and shared strategies across stage 3 and 4.

 - Assess, provide feedback and report on student learning

Evaluation plan for this strategic direction

supported improved student outcomes in reading and numeracy and can demonstrate the impact this has on the improvement of overall student learning outcomes?

Data Sources:

- internal assessment both within faculty and across KLAs

- external assessment eg. NAPLAN , Validation of Assessment for Learning and Individual Development (VALID) and Higher School Certificate (HSC) through Scout (Departments data and analysis platform), PLAN2 data

- surveys including: Tell Them From Me (TTFM), school generated surveys

- granular data supporting aggregate data in analysing NAPLAN data

- document analysis including: Teaching and Learning programs, meeting minutes,

-direct feedback

- work samples

Analysis:

Ongoing timely analysis of a specified range of data sources will measure success but also inform areas for improvement or modification. Use of consistent data collection across faculties. held on a common access platform.

Evidence of Activity - Program running; student attendance; observations/feedback; staff attendance at PL specifically on data use; percentage of staff accessing the Departments Data and Analysis platform -SCOUT.

Evidence of process quality - teaching and learning programs; observations, staff feedback of professional learning

Evidence of impact - Check in's with staff; student and

Evaluation plan for this strategic direction

staff exit slips; pre and post test

Implications:

The Situational Analysis informed the need for consistency of staff use of data across the school. It is important that data is valued and used to inform PL to direct quality teaching and learning. Granular data for classroom teacher knowledge of each student in the classroom informs teaching and learning programs (differentiation). Future analysis will inform future directions in terms of targeted staffing, budget allocation and whole school professional learning.

Strategic Direction 2: Teaching, Learning & Leading

Purpose

To enhance the teaching, learning and leading of both students and staff at Kyogle High School with a focus on quality professional learning.

Improvement measures

Effective Classroom Practice
Achieve by year: 2026

The school progresses in practice to self-assess, and be externally validated, at the Sustaining and Growing level within the element of Effective Classroom Practice of the School Excellence Framework.

Learning & Development
Achieve by year: 2026

The school progresses in practice to self-assess, and be externally validated, at the Sustaining and Growing level within the element of Learning and Development of the School Excellence Framework.

Professional Standards
Achieve by year: 2026

The school progresses in practice to self-assess, and be externally validated, at the Sustaining and Growing level within the element of Professional Standards of the School Excellence Framework.

Initiatives

Collaboration and Effective Classroom Teaching

Teachers are engaged in strong collaborations to inform and support the continuity of learning for all members of the school community.

- staff regularly self-assess their practice against What Works Best (WWB) survey

- executive collating, collaborating and analysing data from the What Works Best (WWB) survey to direct future professional learning

- develop a consistent approach to observations and feedback as part of the Professional Development Plan (PDP) process.

- strengthen processes to guide effective student feedback on Teaching and Learning processes.

- develop a shared understanding and consistent approach to collaboration and effective classroom practice

- develop a process, at Executive level, to evaluate staff reflection on the teaching and learning process

- continuation of leadership building capacity and density using agreed frameworks (Generative dialogue, Australian Institute for Teaching and School Leadership (AITSL) resources, teaching standards)

Standard 5: Assess, provide feedback and report on student learning

Success criteria for this strategic direction

- Teaching staff demonstrate and share their expertise within Kyogle High School and with other schools.

- The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of timely feedback between teachers.

- The leadership team maintains and builds on a focus on distributed instructional leadership to sustain a culture of effective, evidenced-based teaching an ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.

- The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning.

Evaluation plan for this strategic direction

Q. To what extent are teachers supported in the ongoing implementation, monitoring and evaluation of teaching and learning programs and support adjustments based on student data?

D. Learning Support Team minutes, T&L programs, analysis of student data, staff self reflection on T&L programs, staff attendance at PL

A. Quality teaching and learning needs to be supported through a planned professional learning schedule.

Next Steps - The self assessment using the Schools Excellence Framework identified the need for improved collaboration opportunities for staff to lead to improved student learning outcomes. Using Best Start and NAPLAN data, small group tuition to support improved literacy and numeracy outcomes for identified students. Future analysis will inform future directions in terms of targeted staffing, budget allocation and whole school professional learning.

Strategic Direction 3: Equity Focused

Purpose

Develop a school wide, collective responsibility to support student's wellbeing and learning needs to ensure there is a strong focus on equity from all interested parties.

Improvement measures

Wellbeing
Achieve by year: 2023

Increase the proportion of students with a positive wellbeing as measured through the system's Tell Them from Me (TTFM) survey (advocacy, belonging, expectations) to achieve or exceed the lower bound system negotiated target.

Attendance >90%
Achieve by year: 2023

Increase the attendance of students by 4% from the school baseline data to reach the lower bound system negotiated target.

Initiatives

Attendance

- a process for tracking and supporting improved attendance is established. This process is presented to all staff and communicated to parents.

- realign the role and function of Year Advisers to take a proactive, supportive approach in discussing absences.

- whole-school role under Head Teacher Administration to follow up on persistent absences through timely contact home, parent meeting and attendance plan.

- daily mentor meetings to ensure all students are welcomed and valued.

-school-based early intervention strategies to address significant and long-term attendance issues including involvement of parents and carers.

- students with 100% attendance are acknowledged at academic assemblies

- tracking of data of at risk students between initial letter of concern about attendance and letters acknowledging improved attendance

Standard 4 - Create and maintain supportive and safe learning environments

Well Being

- staff self-assess their practice against What Works Best (WWB) survey

- executive collating, collaborating and analysing data from the WWB survey to direct future professional learning

- enhance TTFM survey for students, staff and parents. Data analysis guides discussions and future actions.

- establish parental survey using iPads, concerning student wellbeing, through parent-teacher nights,

Success criteria for this strategic direction

Every day counts, and regular attendance is valued by students and staff to:

- develop a sense of belonging
- develop and maintain friendships
- be more engaged at school
- progress with their learning
- be more aware of career and life options.

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. Led by Head Teacher Administration.

The school is organised with regular Mentor Meetings so 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.

The Leadership Team promotes positive, respectful relationships to promote student wellbeing to ensure optimum conditions for student learning across Kyogle High School.

Kyogle High School uses student exit data to provide valuable information on our students' educational and employment journey after school to support future students to have access to the guidance, subjects and skills they need to achieve their education and employment goals.

Evaluation plan for this strategic direction

Q. To what extent is data collected, consultation held with key stakeholders and systems established to increase attendance and well being to improve student learning outcomes?

D. School-level data including school surveys, classroom observations, roll marking, interviews. Scout including the Attendance and Engagement data, Tell Them From Me

Initiatives

information nights and visits to the front office.

- Positive Behaviour for Learning (PBL) Committee meets regularly and analyses data to share with the school community. Positive Behaviour for Learning (PBL) planning and goal setting is informed by the data analysis.

- increase the percentage of parents/carers attending Parent & Citizen meetings by 2%.

Standard 4 - Create and maintain supportive and safe learning environments

Evaluation plan for this strategic direction

and Wellbeing Framework for Schools.

A. Attendance and Wellbeing needs to be supported through a planned professional learning schedule.

Next Steps - Supporting school attendance and student wellbeing is a shared responsibility and everyone has a role. The Every Day Counts - student attendance guide will help with refining attendance expectations; planning for improved attendance; ways to build teacher capacity with explicit classroom practices and professional learning resources; and working with the local community to raise expectations.