

Strategic Improvement Plan 2023-2026

Koorringal High School 8483



School vision and context

School vision statement

Koorungal High School aims to provide exciting and innovative learning experiences that ensure engagement for our diverse student base. We work to maintain an environment where complacency is challenged, where excellence is the benchmark and where dignity and respect are demonstrated to all.

School context

Koorungal High School stands as the sole partially selective high school in the Riverina region, with its establishment dating back to 1973. As a large co-educational comprehensive high school, we accommodate approximately 900 students. Notably, the school's diverse student body comprises 16% of First Nations students, 10% from a non-English speaking background, 19% who secured selective enrolment via the NSW State Selective Schools test, and 4% from defence families.

Koorungal High School prides itself on its extensive program offerings designed to cater to students' academic, cultural, and sporting pursuits, whilst fostering a safe and supportive learning environment. The school's facilities boast an impressive Trade Training Centre, industry-standard cafe, purpose-built Performing Arts Venue (PAV), farm, recently established Clontarf Academy, and a brand new workout gym titled the 'Crow's Nest,' alongside a gymnasium, multipurpose outdoor courts, two sporting fields, and a newly refurbished library.

To ensure teaching and learning aligns with current pedagogical practices, Koorungal High School's staff have undergone post-university studies through UNSW to obtain a Certificate of Gifted Education. Moreover, the school's learning environment encompasses innovative technologies and flexible learning spaces, thereby promoting a conducive learning experience for all students.

Central to Koorungal High School's ethos are its core values of Respect, Responsibility, and Excellence, which underscores its commitment to supporting students to achieve their personal best. This is achieved with the guidance of a robust well-being team that provides wrap-around support, further cementing the school's status as a leading educational facility.

Through our consultation process and consideration of important partnerships such as the one outlined in the Partnership Agreement between the NSW Aboriginal Education Consultative Group Inc and the NSW Department of Education, our high level areas of improvement for further development were identified as:

- Student Growth and Attainment
- Teaching and Leading
- School and Community.

Strategic Direction 1: Student growth and attainment

Purpose

To develop students that are self-directed and critical learners who understand where their learning is currently and how they can continue to move their learning forward.

Improvement measures

HSC achievement - top 2 bands

Achieve by year: 2023

Increase the proportion of students achieving in the top 2 HSC bands by 5%.

HSC achievement - top 3 bands

Achieve by year: 2023

Increase the proportion of students achieving in the top 3 HSC bands by 5%.

Check-in Numeracy

Achieve by year: 2026

An increase in Check-in Assessment mean scaled score for numeracy in Year 7, 8 and 9 for 2023 compared with Year 7, 8 and 9 in 2022.

Check-in Literacy

Achieve by year: 2026

An increase in Check-in Assessment mean scaled score for literacy in Year 7, 8 and 9 for 2023 compared with Year 7, 8 and 9 in 2022.

Initiatives

Learning Culture

Staff engage in research and evidence-based high impact strategies consistently across the school to improve learning, wellbeing and life opportunities for the young people we work for. Staff will:

- initiate professional learning which focuses on identifying the schools culture on learning and how to address and target areas of improvement.
- employ formative processes to better support students in moving their learning forward.
- develop consistency in practice around emerging technologies and how to embed these in the classroom to enhance student experience and outcomes.

Differentiation

A school wide approach to support individual students, based on identified needs to move their learning forward. Staff will:

- develop consistent processes to identify individual student needs through Individualised Learning Plans for students requiring adjustments and/or extension.
- embed formative processes in the classroom which are consistent and provide meaningful and actionable targets for growth.
- continue to build the capacity of staff in creating learning environments where students feel engaged and challenged. Students can articulate their learning and what they need to do to move their learning forward.

Success criteria for this strategic direction

- There is a school-wide, collective responsibility for student learning and success in reading and numeracy, which is shared by students, parents/carers and staff.
- Assessment is used flexibly and responsively as an integral part of daily class room instruction. Formative assessment is practiced expertly by teachers.
- Teaching and Learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents/carers in planning to support learning, and share expected outcomes.
- Teaching and learning programs are dynamic, showing evidence of revisions based on feedback of teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.
- Feedback is personalised and comprehensive, providing detailed, clear and specific information about student learning, growth and next steps in learning.

Evaluation plan for this strategic direction

Question: To what extent have consistent, explicit enquiry-based teaching protocols had an impact on student performance? Do teachers collaborate to evaluate, reflect on and adapt practice?

Data: These data sources will be collected and analysed by relevant teachers, leaders and teams: external student performance measures; internal student performance measures; teaching programs; classroom observations; student work samples; School Excellence Framework assessments.

Analysis: Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

Implications: Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning

Strategic Direction 2: Teaching and Leading

Purpose

To develop a cohesive and high quality learning community that delivers best practice teaching and learning to every student.

Improvement measures

Achieve by year: 2026

Move Learning and Developing in the SEF S-aS from 'Sustaining and Growing' to 'Excelling'.

Achieve by year: 2026

Move Internal and External Measures Against Syllabus Standards in the SEF S-aS from 'Developing' to 'Sustaining and Growing'.

Initiatives

Professional Practice

There are explicit processes that promote collaboration and feedback to support students in their learning and enhance teaching practices, build the leadership capacity of staff and inform ongoing professional learning. The school will:

- establish collaborative support for teacher development, cross-faculty collaboration and evidence-based programs and lessons.
- embed systems that facilitate professional dialogue driving improvement in teaching practice across the school which leads to improved student learning.
- lead the analysis of RAP data to support the identification of strengths and areas of improvement in the delivery of HSC teaching and learning.
- increase engagement with contemporary professional readings informing professional practice and dialogue.

Effective use of data

Teachers use data effectively to understand which students are progressing at an appropriate level in response to the teaching approaches in their classroom and how they could best adjust their practice to drive improvement for all students in their classes.

Staff will:

- gain a sound understanding and confidence in working with data to inform their teaching and implement appropriate interventions as required.
- develop a range of strategies that monitor and assess student progress to inform teaching moving forward as well as reflect on teaching effectiveness.
- develop capacity in 'data literacy' and use this data to inform next steps in learning.

Success criteria for this strategic direction

The school uses embedded and explicit structures that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school-wide improvement in teaching practice and student results.

Teaching staff demonstrate and share their expertise within their school and with other schools. All teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school trials innovative practices and has processes in place to evaluate, refine and achieve success.

All teachers have a sound understanding of student assessment and data concepts (eg. causality, bias). They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.

Evaluation plan for this strategic direction

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Strategic Direction 3: School and community

Purpose

To develop and sustain a positive school culture that permeates all aspects of student life, as well as within our broader school community.

Improvement measures

Attendance >90%

Achieve by year: 2023

Increase the proportion of students attending greater than 90% of the time by 7%.

Wellbeing

Achieve by year: 2023

Increase the proportion of students reporting positive wellbeing by 5%.

Aboriginal student HSC attainment

Achieve by year: 2023

Increase the proportion of Aboriginal students attaining the HSC by 3%.

Initiatives

School Culture

There is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so that they can connect, succeed, thrive and learn. The school is:

- developing a deep sense of school culture and belonging through opportunities that students can regularly engage with such as academic pursuits, the performing arts, leadership and sport.
- committed to promoting positive relationships between staff and students through targeted wellbeing activities and initiatives.
- leading inclusive programs which promote and cater for the diverse school population.
- celebrating success and growth in all aspects of a child's learning.

Community connections

The school engages in strong collaboration between parents, students and the community that inform and support continuity of learning for all students. The school will:

- ensure that parents have visibility and insight into how well their children are progressing on an ongoing basis and have knowledge of who they can contact to provide feedback or seek clarity.
- provide opportunities for staff and students to engage with Aboriginal culture, heritage and language with the support of the AEO, local community, AECG and Aboriginal Education Team.
- continue to invest in the Community of Schools program.
- promote connections between the school and other external agencies, organisations and schools to enhance student learning and to provide opportunities for our students and staff.

Success criteria for this strategic direction

There is a school-wide collective responsibility for student learning and success, which is shared by parents/carers and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

Positive, respectful relationships are evident and widespread among students and staff and promote student well being to ensure optimum conditions for student learning across the school.

Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. Reporting to parents has been enhanced in response to feedback received.

The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school.

Evaluation plan for this strategic direction

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Implications: Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning