

School Excellence Plan 2025-2028

Kiama High School 8171



School vision and context

School vision statement

Kiama High School is an inclusive comprehensive school, dedicated to ensuring every student is known, valued and cared for by a committed and experienced staff who continually build their professional capacity to engage their students in meaningful learning. The school maintains strong connections with our local community that demonstrates our commitment to being part of its fabric by promoting a sense of belonging.

Academic excellence is achieved through a culture of high expectations and a strong focus on explicit teaching strategies for literacy and numeracy. We promote a sense of belonging through active and ongoing programs in wellbeing, cultural and sporting opportunities.

School context

Kiama High School is located on Dharawal Country, the land of the Wadi Wadi people. It is a comprehensive co-educational high school established in 1954 that provides a broad and rich curriculum. In 2024 we celebrated the 70th birthday of this quality educational setting. We value our alumni and induct new members every two years on our Wall of Fame which showcases the success of past students across a wide range of careers and paths.

The school offers a wide range of opportunities to our 768 students, and staff are committed to providing excellence in learning with a focus on equipping young people to face the challenges of the world. Our school is a proud, proactive member of the Kiama Community of Schools (KCoS).

Every student is supported and encouraged to pursue their interests in the academic, sporting, or cultural arena to further enrich their capabilities. The school is a Positive Behaviour for Learning (PBL) school where the core values of Respect, Responsibility and Excellence are reflected in all we do including our outstanding Wellbeing Framework which ensures that our students Connect, Thrive and Succeed.

The Creative and Performing Arts (CAPA) Faculty is a dynamic faculty. Our Showcases are always of a very high standard and our students who enter art and photography competitions consistently win awards. The accomplished dance group regularly performs in Southern Stars, and we have students participating in the Talent Development Program. In 2024, our Aboriginal Dance Ensemble was selected to participate in Schools Spectacular. In 2021, Kiama High School performed its first musical, *Mary Poppins*, in 25 years and there is a commitment from the school to continue this in 2026. The Technology and Applied Studies (TAS) Faculty consistently has students producing outstanding major works in Industrial Technology Timber.

Kiama High School has a proud sporting history and enters teams in a wide variety of Combined High School State Knockout sporting competitions achieving success at regional and state levels.

Cultural activities are offered to celebrate diversity and to recognise our Indigenous students. The school participates in NAIDOC Week in a way that actively engages our wider community. The Student Representative Council (SRC) revived our highly successful KHS Fest in 2023 to support students identifying with the school and celebrating our successes.

Strategic Direction 1: Student growth and attainment

Purpose

The ongoing growth and attainment of students in literacy and numeracy across the curriculum with a focus on effective classroom practice.

Improvement measures

Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2027

- To achieve an uplift of 15 points in Year 9 NAPLAN numeracy mean scaled score by 2027.

Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2027

To achieve an uplift of 15 points in Year 9 NAPLAN Reading mean scaled score.

Improved writing outcomes

Achieve by year: 2028

To achieve an uplift in Year 9 NAPLAN Writing mean scaled score.

Initiatives

Curriculum

- Build teacher confidence to utilise a wide range of **explicit teaching strategies**
- Strengthen consistent **programming** expectations and practices schoolwide
- Implement **new syllabus** requirements
- Provide professional learning that informs effective differentiation strategies, including **HPGE students**

Assessment

- Strengthen **whole school assessment** approaches
- Utilise effective **faculty feedback** practices consistently across the school
- Enhance staff capacity in **data** literacy, analysis and implementation
- Engage **student voice** in reflection strategies
- Explore ideas to engage students, parents and teachers to **share learning progress** and growth

Success criteria for this strategic direction

Teaching and learning programs are dynamic and culturally responsive, with adjustments made based on feedback and reflection.

This is consistent with reliable student assessment to support student progress and achievement.

Teachers think critically and exercise their professional judgement in adjusting teaching and learning programs to address individual student needs and learning goals.

All students are challenged, and all adjustments lead to improved engagement for learning.

Teachers employ explicit teaching strategies to optimise learning progress of students across the full range of abilities.

Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth

Teachers involve students and parents/carers in planning to support learning and share expected outcomes.

Students understand and are actively engaged to provide feedback on assessment approaches used in learning.

Student agency is developed through embedded processes for receiving, reflecting and providing feedback on their learning that is analysed and used to inform teaching.

Evaluation plan for this strategic direction

Question: To what extent did we achieve our purpose?

Data: The school will use the following data sources to regularly analyse the effectiveness of the initiative in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions.

- Sentral data

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- SCOUT, NAPLAN, Check-in assessment
- Parent surveys

Analysis: Ongoing analysis will measure the success of initiatives and identify areas for improvement or modification through:

- Term by term review and triangulation of data sources
- Regular professional discussions around the School's Excellence Elements and Themes
- Leadership team and whole staff reflection sessions

Implications: The findings of the analysis will inform future directions, next steps and resource allocation.

Strategic Direction 2: Wellbeing and Engagement

Purpose

To ensure whole school evidenced based strategies that are strengths based, preventative and protective with a focus on student wellbeing and engagement initiatives and interventions.

Improvement measures

Pathways

There is a focus on positive transitions into meaningful post school pathways.

Achieve by year: 2027

An increase in the proportion of students' HSC results in the top three achievement bands in 2027 compared to 2023 and 2022.

Pathways

There is a focus on positive transitions into meaningful post school pathways.

Achieve by year: 2027

An increase in the proportion of students enrolled in a VET/SBAT while completing Year 12.

Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

Achieve an increase of 1.0% in the attendance rate, from 84.28% in 2023 to 85.28% in 2027.

Initiatives

Attendance

- Strengthen whole school strategies for **attendance monitoring**
- Strengthen **data completeness**
- Build **high expectations on attending school** regularly

Pathways

- Increase **staff participation in professional learning** for HSC strategies.
- Improve **reflective strategies** for staff and students using a range of data sources.
- Continue to strengthen the capacity of the leadership team to uphold a **culture of high expectations** with a sustained focus on evidence informed teaching.

Success criteria for this strategic direction

There is a high expectation culture of high attendance rates for all students.

Teachers, students, parents/carers and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

Evaluation plan for this strategic direction

Question: To what extent did we achieve our purpose?

Data: The school will use the following data sources to regularly analyse the effectiveness of the initiative in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions.

- List data sources here.
- Sentral data
- School climate data
- Parent surveys

Analysis: Ongoing analysis will measure the success of initiatives and identify areas for improvement or modification through:

- Term by term review and triangulation of data sources
- Regular professional discussions around the Schools Excellence Elements and Themes
- Leadership team and whole staff reflection sessions

Implications: Where do we go from here? The findings of the analysis will inform future directions, next steps and resource allocation.

Strategic Direction 3: Learning Culture

Purpose

To strengthen the strong culture of high expectations across all elements of school learning, teaching and leading.

Initiatives

Effective Classroom Practice

- Build staff capacity to inform **effective planning and teaching practice inclusive of differentiation**
- Undertake **trauma-informed practice** professional learning
- Strengthen **predictable classroom routines**

Community engagement

- Strengthen the sharing of **student success** and achievement with the school community
- Strengthen **consultation and collaboration** with the broader school community
- **Strong partnerships** with parents/carers support student learning and wellbeing

Success criteria for this strategic direction

A school-wide approach to effective and positive classroom management is evident.

Support is provided to teachers and students where needed, ensuring optimum learning.

The school-wide approach is communicated and understood by teachers, students and parents/carers.

School staff collaborate with the school community to use student learning and wellbeing data to identify strategic priorities and develop and implement plans for continuous improvement.

Strategies implemented reflect research on best practice and include ongoing monitoring of success.

SEFSaS

Meeting Minutes

PL Schedules

Assessment Schedules indicate a range of learning activities.

Work samples

P&C Meeting minutes

Assembly rosters and agendas

HSLO Attendance Meeting Minutes

YA/DP Meeting Minutes

Evaluation plan for this strategic direction

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Strategic Direction 3: Learning Culture

Evaluation plan for this strategic direction

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- List data sources here.
- Sentral data
- TTFM
- School climate data
- Parent surveys

Analysis: Ongoing analysis will measure the measure the success of initiatives and identify areas for improvement or modification through:

- Term by term review and triangulation of data sources
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