

An abstract painting of a violin, rendered in a style reminiscent of Vincent van Gogh. The body of the violin is a vibrant red, while the f-hole and surrounding areas are painted in shades of orange, yellow, and green. The neck and scroll are depicted in dark, expressive brushstrokes. The background is a mix of blue and grey tones, suggesting a sky or a textured surface. The overall composition is dynamic and expressive, with visible brushwork and a sense of movement.

Kellyville High School 2012 – 2014 School Plan



Education &
Communities



SCHOOL CONTEXT

Kellyville High School is an established 7-12 comprehensive, coeducational high school of over 1000 students located in the Hills district of North-West Sydney. Our school values and culture underpin our daily work in ensuring a Safe, Respectful, Responsible, Engaged and Active Learning (S'RREAL) environment. The school has consistently celebrated student achievement in the Higher School Certificate with over 80% of the 2012 cohort being offered university placements in the first round. Students are taught by an enthusiastic, committed and experienced staff in a technology rich environment. Staff are well into preparation for the implementation of the National Curriculum, participating in professional learning that embraces quality teaching, project based learning for students in the digital age and links with our Community of Schools including Kellyville PS, Sherwood Ridge PS, Beaumont Hills PS. As a comprehensive High School, our wide variety of student needs and programs include Our Inclusive Education Faculty (IEF) with 48 students and Learning Support Team (LST) support the needs of all students. English as an Additional Language or Dialect (EALD) support to our 42% students that include 56 different languages and represent 77 different countries. Additionally, 2 students and 1 staff identify as Aboriginal. In stage 4 the school provides enrichment classes for students who are gifted and talented. Matched by phased implementation of pathways support in Year 9. Our highly regarded wellbeing program includes the implementation of a restructured merit scheme to promote student achievement and participation through academic, service, sport, values and community service options. The scholarship program for year 7 students, sponsored by the P&C will further promote opportunities for students in academia, sport, music and the arts. The school has developed a strong sporting ethos and is highly competitive within the Macquarie Zone. The newly established media team of students and staff promotes the school and serves to provide connectedness and sense of belonging for our students. This plan is the result of consultation between the students, staff and the community.

OVERALL PURPOSE

We are a vibrant and innovative learning community that is committed to delivering excellence within a rich and diverse learning environment. Every student has the opportunity to achieve their personal best through engaged, active learning in a safe, respectful and supportive school.

STRATEGIC DIRECTIONS:

STUDENT LEARNING	SCHOOL & COMMUNITY LEARNING	CULTURE & VALUES
Students are literate and numerate and are creative and productive users of technology. Students who can think deeply and logically. Students who can obtain and evaluate evidence in a disciplined way. Students who can be innovative and resourceful and plan activities independently. Students that collaborate, work in teams and communicate ideas to make sense of their world.	Teachers and the support staff have the capacity to provide curriculum that is sufficiently flexible to meet the diverse needs of our students. Teachers engage in individualised, team and shared professional learning for the 21st Century. Teachers with the capacity to implement the new National Standards. Staff and students who achieve leadership at all levels.	A school community working in a diligent and sustainable manner embedding a system of values and a culture of success that develops a highly developed social conscience. The well-being and resilience of students and staff are valued in the creation of lifelong learners.

PRINCIPAL'S SIGNATURE: _____

DATE: 28 March 2013

SED ENDORSEMENT: _____

DATE: 02 April 2013

Strategic Direction 1 - Student Learning

Purpose	To produce classroom programs that explicitly teach students to be literate, numerate, creative, productive users of technology. As a result of our classroom programs students will learn to think deeply and logically; obtain and evaluate evidence in a disciplined way. Students will have opportunities to be creative, innovative and resourceful. Students will be taught how to plan activities independently. Students will learn how to collaborate, work in teams and communicate ideas to make sense of their world.		
People – who will do it?	Processes – what will we do?	Products / Practices - How will we know?	
<p>Students:</p> <ul style="list-style-type: none"> • Work independently and collaboratively to explore learning and communicate ideas. • Can expect the experiences in their classroom to allow them to increase their expectations, capacity and achievement • Access other learning opportunities through broader industry, community and tertiary experiences to provide a real world context. <p>Staff:</p> <ul style="list-style-type: none"> • Engage in professional learning that supports our purpose to be implemented in the classroom. • Design and implement teaching and learning experiences and assessment that encompasses deep thinking, innovation and creativity. • Develop ILPs for Aboriginal students <p>Parents:</p> <ul style="list-style-type: none"> • Families will engage with their children's learning and new and innovative programs will continue to build the expectations of parents. <p>School Community:</p> <ul style="list-style-type: none"> • Engage other research practices and experts to support implementation and evaluation of pedagogical practice. 	<ul style="list-style-type: none"> • Implement Project Based Learning and devise suitable and corresponding assessment models • Faculties share best practice models in programming assessment and QTP classroom conferences. • Use data analysis to underpin a new literacy, numeracy and ICT matrix that makes data evident in classrooms with targeted intervention. • Enhance opportunities for students at risk of not completing their schooling through transition programs. • Coordinate effective programs at significant transition points by developing student programs and course patterns that are appropriate for all students • Staff training for NC implementation. • Programming to provide challenging, rich learning environments for NC. • Devise and implement a range of staff and student feedback models to increase guidance and improve student outcomes, incorporating self and peer evaluation of performance. • Identify Aboriginal students and formulate partnership with family and aboriginal community aboriginal/ indigenous ideals • Learning support team develop ILPs for Aboriginal students. • Parents can access the school website or app. and participate in school based opportunities to collaborate in their child's education. Parent Forums made available. Parent communication via COS group. Parent satisfaction surveys are valid, analysed and responded to. • Evidence based practice generates innovative targeted strategic interventions. 	<ol style="list-style-type: none"> 1. Increased attainment of students in NAPLAN, ESSA, ROSA and HSC <ul style="list-style-type: none"> • Sustained, positive growth in band 5 and 6 at HSC to 1.5 marks average value added for each student. • An increase of 1% in the top 2 bands in Numeracy. Boys' growth increased to state average. • An increase of 1% in the top 2 bands in reading. Girls' growth in reading, grammar and punctuation to increase to state average. 2. School professional learning plans explicitly target developing teacher capacity to cater for learner diversity. 3. A coordinated plan of support for the introduction of the NC and National Teaching Standards are implemented. 4. School plans and timetable show evidence of Increased curriculum options available for students. 5. Increased numbers from our local feeder primary schools. 6. Personalised learning plans for Aboriginal students developed in consultation with staff, students and carers and 100% complete the HSC. 7. Confident parents access information from the school and take every opportunity to participate and collaborate in their child's education. 	

Strategic Direction 2 - School Community Learning

Purpose	<p>Teachers have the capacity to provide curriculum that is sufficiently flexible to meet the diverse needs of our students. Teachers engage in individualised, team and shared professional learning for the 21st century learners. Teachers with the capacity to understand and implement the new National Standards. Staff who achieve professional leadership at all levels. All support staff have the opportunity to engage in meaningful, appropriate professional learning that supports their work with students and staff. Our staff engages in opportunities to understand and develop their leadership skills and influence decision-making in the school.</p>		
People – who will do it?	Processes – what will we do?	Products / Practices - How will we know?	
<p>Staff:</p> <ul style="list-style-type: none"> Have a program of personalised professional development using a range of innovative strategies, including planned peer observation, document analysis and conferencing focussed on the implementation of the NC and implementing the new National Teaching Standards. Participate in professional learning that will increase their skills in differentiated learning including, meeting the needs of Gifted and Talented students. <p>Students:</p> <ul style="list-style-type: none"> Engage and actively participate by learning through a variety of curricula and extra-curricular programs to achieve our purpose <p>Parents:</p> <ul style="list-style-type: none"> Participate in forums and meetings to actively engage with their students' learning <p>School Community</p> <ul style="list-style-type: none"> Work together to establish a continuum of learning, care and curriculum 	<ul style="list-style-type: none"> Engage in staff training for the new NC syllabus implementation and National Teaching Standards. Professional Learning Teams are established across stages and curriculum areas that lead improved practice and quality teaching Develop individual professional learning plans explicitly targeted at developing teacher capacity to cater for learner diversity and improving leadership capability Implementation and monitoring of standardised documentation Expand leadership opportunities for staff and students to participate in the cyclical review process Teacher professional learning that focuses on differentiated learning in the classroom and analyses the effect on student learning outcomes. Teacher professional learning in the development of a variety of rich and diverse assessment tasks Consolidate and develop strategic partnerships that enhance the quality of teaching, and learning that are research based e.g. COGE and QT21 across our COS group Implement VET/electives in Stage 5; early commencement of Preliminary course, period length, acceleration, GAT and Middle Schooling. Report on ICT outcomes Develop parent forums before P&C meetings to support their understanding of student learning and improve participation in other collaborative teams 	<ol style="list-style-type: none"> Career development and satisfaction from improved teaching skills and leadership Individualised professional learning plans for staff and TARS, EARS and PARS satisfactorily completed Improved leadership capacity and professional standards achieved School based observations embedded in staff Professional Learning Plans and in the teaching learning cycle School priorities are underpinned by the work of the Teams Increased attainment of students in school based and external assessment Differentiated programs and assessment tasks Teachers achieve post-graduate qualifications and NSWIT certification Students obtain VET qualifications while at school Reports contain ICT outcomes Students attain digital citizenship Increased parent and community engagement Cohesive interdependent learning community focussed on high skills care for students and a continuum of learning K-12. 	

Strategic direction 3 – School Values and Culture

Purpose	A school community working in a diligent and sustainable manner embedding a system of values and a culture of success. We will develop students' social conscience and global citizenship. The well-being and resilience of students and staff are highly valued. Students have the opportunity to develop their leadership and student voice will influence school decision making.	
People – who will do it?	Processes – what will we do?	Products / Practices - How will we know?
<p>Staff:</p> <ul style="list-style-type: none"> Engage in and enjoy the success of the new merit system and PBL PBL Team monitors and responds to data to successfully manage student behaviour and learning Understand the significance of positive psychology in wellbeing of themselves and their students Welfare Team promotes positive psychology, and resilience Promote an international links program Promote displays of student work Deliver school community showcase and performance <p>Students:</p> <ul style="list-style-type: none"> Engage in the new merit scheme and with PBL Student voice will influence decision making Acknowledge the Aboriginal culture and its relationship to our school Participate in International Links programs and Education week Understand, influence and support 'wellbeing' programs. <p>Parents:</p> <ul style="list-style-type: none"> Contribute to the success of the 10th birthday celebrations Support the implementation of our values system Support a COS group performance and showcase <p>School Community:</p> <ul style="list-style-type: none"> Staff engage in peer observation across our COS to reflect on practice and build it into their PLPs School and community will form a partnership to write and implement a school environmental action plan 	<ul style="list-style-type: none"> Implement the new merit system and PBL to support the school's well being and discipline systems PBL team will meet regularly and collate data from welfare structures to determine priority areas and evaluate the PBL plan Investigate and promote the link between positive psychology and student success Explore the relationship between Positive Psychology and high performing schools International Links are established and sustained Establish a student media team to promote school achievement Faculties collaborate to produce displays of student work in Education Week Conduct an inclusive school community showcase SEC and student body are active voices and offer advice about the school direction and priorities 10th Birthday celebrations to include special projects. eg. establish commemorative gardens and celebrate the Aboriginal heritage of Kellyville. Displays of student work and performance are coordinated to maximise audience and position Team formed to manage and organise 10th birthday celebrations Improved communication to parents Staff use embedded QTP processes to reflect on practice, share outcomes with colleagues and inform PLPs. Establish a school environmental team to develop a SEMP 	<ol style="list-style-type: none"> Students clearly understand PBL and are rewarded for their efforts Legacy of community support for our school and improved student wellbeing School life surveys indicate connectedness (2013) Welfare and PBL Teams promote resilient, high performing and personal best for students Students participate in international links programs and opportunities at sister schools in Europe and Asia. Faculties combine to produce display of work in Education Week School Community Productions. SEC communicates regularly to the school community and engages in training to influence decision making in the school Aboriginal students have ILPs and achieve personal bests. 10th birthday celebrations in 2013 Multi-faceted communication and promotion strategy for the school community Staff engage in continuous cycle of professional improvement School Environmental Management Plan (SEMP) implemented.

