Kellyville High School

2015 – 2017 School Plan

STUDENT LEARNING

SCHOOL COMMUNITY LEARNING

CULTURE AND VALUES

NSW GOVERNMENT | Education & Communities

Public Schools NSW

School Code 8477

SCHOOL VISION STATEMENT

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.

SCHOOL CONTEXT

Kellyville High School is an established 7-12 comprehensive, coeducational high school of over 1060 students located in the Hills Shire, within a Community of Schools that includes Kellyville PS, Sherwood Ridge PS and Beaumont Hills PS. Our school values and culture underpin our daily work in ensuring a Safe, Respectful, Responsible, Engaged and Active Learning (S'RREAL) environment. An active P&C promotes opportunities for students via scholarships in academia, sport, music and the arts and other support.

The school has consistently celebrated student achievement in the Higher School Certificate with over 78% of the cohort 2014 offered university placements in the first round. Students are taught by an enthusiastic, committed and experienced staff in a technology rich environment. National Curriculum implementation, through our Project-Based-Learning approach, is now in phase two with a focus on collaborative practice and links to global communities.

Our wide variety of innovative student programs includes our Inclusive Education Faculty (IEF) with 48 students; an active Learning Support Team (LST) with a focus on individual education plans; a student wellbeing team with a focus on mental health, wellbeing and mindfulness; English as an Additional Language or Dialect (EALD) staff support our 14% of students. Additionally, 9 students and 1 staff member identify as Aboriginal and are well-supported.

The Certificate of Gifted Education has been completed by 96% of staff. Enrichment classes for Gifted & Talented students are offered in Stage Four and an elective offered in Stage Five. The newly established media team of students and staff promotes the school and serves to provide global connectedness and a sense of belonging for our students. Our merit scheme promotes student leadership, achievement and participation through academic, service, sport, values and community service options. The school has developed a strong sporting ethos and is highly competitive within the Macquarie Zone.

SCHOOL PLANNING PROCESS

Following our validation and review of the 2012-2014 School Plan, this plan is the result of extensive consultation between the students, staff, executive and team leaders, our parents and community partners. Focus groups, online surveys, 'future thinking' sessions to generate ideas, student profiles, trend data analysis, regular update meetings were utilised. Important themes of student wellbeing, student voice, collective responsibility, design thinking and web-literacy flow throughout the three strategic directions.

STRATEGIC DIRECTIONS

STUDENT LEARNING	SCHOOL COMMUNITY LEARNING	CULTURE & VALUES
Students who value their own learning with an understanding of the importance of their interaction with the world. Students who are inquisitive and think deeply and logically, as well as being able to evaluate evidence effectively. Students that collaborate and communicate with others in both critical and creative ways.	Empower the school community to share collective responsibility to foster student and staff learning and wellbeing. This can be achieved by strengthening community understanding of educational practices which support collaboration, innovation and delivery of authentic learning. A commitment to increase community engagement in a supportive and connected learning environment.	Students, staff and families work together to uphold our school values. A culture of inclusion promotes connectedness in our community. Customs and practice develop resilience and foster wellbeing of students and staff.

PRINCIPAL SIGNATURE: _____ DATE: 02 04 2015   DIRECTOR ENDORSEMENT: _____ DATE: 02 04 2015

Strategic Direction 1 - Student Learning

Purpose – *why we need it and why is it important?*	Students who value their own learning with an understanding of the importance of their interaction with the world. Students who are inquisitive and think deeply and logically, as well as being able to evaluate evidence effectively. Students that collaborate and communicate with others in both critical and creative ways.
Key Improvement Measures – *how will we know?*	1. Wellbeing programs contribute to a culture of positive relationships. 2. Student growth from Year 7 to Year 9 NAPLAN is consistently 10% above the National average and HSC results improve to 45% of our candidates achieving in the top two bands. 3. Students are active participants in their learning.

People – *who will do it?*	**Processes** – *how will we do it?*	**Products / Practices** – *what is achieved?*
Leaders • Senior executive and curriculum leaders have the skills to support staff in implementing flexible learning opportunities • School leaders will establish a professionally challenging and supportive learning culture and actively invest in building to create a collective knowledge bank within the school. • A continuing expectation of innovation and improvement of teaching practice to be set by the executive staff of the school. **Students** • Students strengthen their capacity to communicate, collaborate; to think critically and creatively • Students have the capacity and skills to interact with a variety of people, within and beyond the school • Through collaboration students have an understanding of how they will achieve their personal best • Students develop reflective processes in relation to their learning so they are engaged in a learning journey with direction and understanding.	**Relationships** • Implement, evaluate, review purpose and content of the school programs including wellbeing, and First5Days • Access data sets to identify the reason for 'disconnected' students and address 'academic' engagement **Global connections** • ICT enabled collaboration spaces • Authentic connections and partnerships developed locally and globally (uni; corporate; educ; international) **Individual, flexible curriculum** • Project Based Learning – Phase II Joint projects (Phenomenon based learning) • Co-construct authentic student directed projects • Examine, customise, implement and evaluate support pedagogies such as phenomenon based learning and flipped learning models to support management and monitoring of PrBL	• Product: Wellbeing programs contribute to a culture of positive relationships. • Product: Stronger, positive relationships between staff/student; staff/staff; student/student • Practice: Teaching staff have access to a broad range of data about student achievement and wellbeing and use it for analysis to diagnose students' needs and to ensure differentiated learning. • Product: Students who can practice strong communication, collaboration, critical thinking skills, creative thinking skills • Practice: Integrated projects across KLAs • Practice: Global connections embedded in teaching programs and assessment tasks • Practice: Evidence of current pedagogies is incorporated in teaching/learning programs, implemented in classrooms and results monitored. • Product: School curriculum structures reflect student requirements for their future learning. • Practice: Students influence the direction of their learning, and question, test and reflect on their success. • Product: Individualised flexible curriculum options for students

Staff

- Staff have a deep understanding of latest research into current best practice models of pedagogy
- Build a positive school culture through inspiring and motivating staff to focus on students' learning and participate in ongoing professional learning.
- Staff will be aware of the impact of constructive feedback and how it affects learning and engagement
- Staff will ensure recognition is given for the quality and improvement in work, rather than just the completion of set tasks

Parents

- Support a culture of change and positive partnerships with parents for the benefit of students.
- Families work together with the school to develop strategies to use in the home to build on students' strengths
- Parents' knowledge of teaching and learning programs develops their capacity to become partners in their child's learning.

Community Partners

- School initiatives and community partnerships will be strengthened to continue to facilitate innovation within and beyond the classroom.

- Examine potential of alternative curriculum structures including changed hours on core, multi-age classes, flexible learning times and spaces
- Improved technology literacy - (collect, comment, share)
- Look at data sets to inform learning

Technology (web based and network literacy, digital citizenship)

- Students and staff are trained in digital citizenship, web-literacy and network literacy
- Integrate and use technology as a tool for learning
- Introduce Office365 and Google Apps For Education
- Create technology hubs within the school

Feedback and Student Voice

- Train students and create opportunities for student and teachers to engage in meaningful critical analysis and set goals
- Students influence the direction of their learning, and question, test and reflect on their success.
- Students widely consulted through discussion and document analysis about classroom practice and reporting

---

- Practice: Integrated projects across faculties
- Practice: Students think critically and creatively
- Product: High quality online exposure and enhanced critical and creative thinking skills
- Practice: High quality differentiated teaching and learning demonstrated across the school through high levels of teacher and student support.

- Practice: Staff confidently incorporate technology in daily practice and programs to improve student learning outcomes.
- Product: All students have a degree of exposure to high quality online exposure and enhanced critical and creative thinking skills
- Practice: Students are creative and productive users of technology and confident communicators.

- Practice: Student evaluation is influential in school curriculum and governance
- Product: Student voice is influential in key aspects of learning and teaching
- Product: Students influence the direction of their learning, and question, test, and reflect on their success.

Strategic Direction 2 – School Community Learning

Purpose – Why we need it and why is it important?	Empower the school community to share collective responsibility to foster student and staff learning and wellbeing. This can be achieved by strengthening community understanding of educational practices which support collaboration, innovation and delivery of authentic learning. A commitment to increase community engagement in a supportive and connected learning environment.
Key Improvement Measures – how will we know?	1. All staff develop and implement a Professional Learning Plan (PLP), outlining goals that reflect school directions and national standards for teachers and Principals. 2. The team structure demonstrates staff contribution to the achievement of school priorities. 3. Parent satisfaction ratings improve over the period 2015 – 2017.

Priority / People – who will do it?	**Processes** – how will we do it?	**Products / Practices** – what is achieved?
Leaders ▪ Senior executive and school leaders have the skills to support staff in implementing PLPs and standards and achieve accreditation at higher levels ▪ Our 'Leading learners' will be given opportunities to share best practice through innovative and dynamic teaching and pedagogical practice. **Students** ▪ Students have the capacity and capabilities needed to be empowered in their decision making at key transition points **Staff** ▪ Staff assume collective responsibility for the quality of classroom experiences. ▪ Staff will design and implement emerging/ future educational thinking and learning environments to support communication, collaboration, critical thinking and creativity. ▪ Develop staff capabilities by designing training and school wide systems and structures to support differentiation	**PLPs** ▪ Establish professional learning partnerships (critical friend colleague) and conduct lesson observations, possibly using video footage to identify best practice ▪ Formulate processes for collecting, storing and tracking high quality evidence linked to the standards (think; plan; do) ▪ Encourage and support teachers to engage in Leadership and Highly Accomplished accreditation process	▪ Practice: Staff professional learning plans, align within negotiated and identified individual learning needs which contribute to the achievement of school priorities ▪ Product: Career development and satisfaction from improved teaching skills and leadership ▪ Practice: Implementation of Teacher Professional Standards supports Highly Accomplished and Lead accreditation ▪ Product: Coordinated plan of professional learning for the introduction of the Teaching Standards is implemented and sustained ▪ Practice: Staff have the opportunity to share best practice pedagogy as part of professional sharing staff meetings
	Leadership ▪ Create and implement an executive role to support staff in the implementation of best teaching practice referenced to the teaching standards ▪ Analysis of assessment tasks, Trial HSC and HSC results to refine and design teaching practices that improve student learning outcomes ▪ Staff have purposeful leadership roles based on professional expertise.	▪ Practice: Leadership capacity of teachers is recognised and built on through opportunities to mentor, lead action learning, and facilitate whole school programs.

- Staff seek feedback about the quality of their practice as a result of a culture of shared responsibility
- Staff have a deep understanding of latest research into current best practice models of pedagogy
- Staff actively seek quality, differentiated professional learning to support their professional learning goals
- Staff will develop skills through classroom observation, team teaching and collaborative programming opportunities
- Staff understand and meet the National Teaching and Leadership Standards

Parents
- Parents have an increased understanding of educational practices
- Communicate the school strategic plan and provide forums for parental feedback in their child's learning and how the school can best meet students' needs.
- Parents and community partners work together to foster genuine and productive relationships that support student learning outcomes

Community Partners
- Mentoring and shadowing through community agencies and partnerships provide leadership roles for students in a variety of contexts.

Consultative decision making
- Involve parents in more substantial roles in implementation and evaluation of processes and programs
- Seek feedback from parents and the community regarding school based issues by using surveys such as Tell Them From Me to influence decision making

Parent and Community Engagement
- Students have the opportunity, capability and capacity to make informed decisions during key transitions
- Explore ways to improve efficiency and effectiveness of school communication channels
- Conduct community awareness forums
- Develop a targeted parent transition program for commencement of high school
- Evaluate homework to explicitly connect learning at home and school to build on the families' capacity to support learning at home
- Showcasing of student work from project based learning experiences, performances, student presentations, student conferences
- Publish regular articles in school newsletter to promote educational practices and staff learning
- Parents are supported to participate in their child's learning as partners.

- Practice: Parent satisfaction ratings improve over the period 2015 – 2017.
- Practice: Parent contribution to whole school planning and evaluation
- Practice: Data gathered from surveys of the school community will influence school decision making
- Practice: Use of external community partners i.e. chamber of commerce, universities, business, industry and community organisations to broaden student and teacher understanding of post school life choices

- Product: Valuable and effective connections with broader school community including local community of schools, businesses and parents
- Product: Families' develop their understanding of learning programs and expected student learning outcomes through excellent home-school communication.
- Product: Greater understanding of the significant differences in the systems and processes of high school
- Practice: Parent and community partners are engaged with Project Based Learning and have an understanding that 21C learning skills support diverse post-school destinations
- Product: Parents confident about the credentialing process for ROSA/HSC and school-based assessment

Strategic direction 3 – Culture & Values

Purpose – *why we need it and why is it important?*	Students, staff and families work together to uphold our school values. A culture of inclusion promotes connectedness in our community. Customs and practice develop resilience and foster wellbeing of students and staff.
Improvement Measures – *how will we know?*	1. Student voice is evident in school decision making. 2. Tell Them From Me survey data indicates improved spirit and identity.

Priority / People – *who will do it?*	**Processes** – *how will we do it?*	**Products / Practices** – *what is achieved?*
Leaders ▪ Engagement in high quality mentoring and coaching activities, as part of the leader's professional learning program, will grow and enhance professional practice and the capacity of leaders to be successful leaders. ▪ Review structure and leadership of school teams	**Student voice** ▪ Students are consulted through key practices related to decision making ▪ Parent and student contribution to whole school planning and evaluation ▪ Formation of a sports council contributes to a stronger house spirit	▪ Product: Students hold positions of influence and collaborate with teachers at various levels ▪ Practice: S'RREAL values are embedded as part of school culture.
Students ▪ Students demonstrate their understanding of S'RREAL ▪ Students understand the importance of community through involvement with internal and external community activities ▪ Students have the capacity and skills to interact with local and global communities ▪ Students are active school citizens	**Community connection** ▪ Develop increased scope for participation in Volunteering Awards program – refer to DEC website, e.g. Duke of Ed, SOS, Blood bank ▪ Whole school customs such as sporting, arts and wellbeing programs, embed a culture of inclusion ▪ Students participate in international links programs and opportunities at sister schools in Europe and Asia ▪ Review the house system to incorporate opportunities for greater house/school spirit ▪ Formulate a student alumni to mentor students and provide input to school projects	▪ Practice: Increased numbers of students receive awards. ▪ Product: Legacy of community support for our school via an alumni program ▪ Practice: A strong, effective house system encouraging school spirit and identity including the contributions of alumni.
Staff ▪ Staff openly promote and actively engage in school life ▪ Develop staff capabilities to implement PBL leading to a consistent approach and reinforcement of expectations 'in the classroom' ▪ Staff can select a variety of leadership opportunities to support the strategic directions of the school	**Wellbeing** ▪ Analyse role of the Year Advisor to address the whole child, including wellbeing, social and learning needs ▪ Review student structures for Junior school (7-9) and Senior school (10-12)	▪ Product: School quality surveys indicate improved spirit and identity. ▪ Product: Increased participation by students in whole school projects such as wellbeing program, school musical, house system ▪ Practice: The KELLY's short film festival fosters

Parents ▪ Parents and families work with the school to promote our customs and values ▪ Parents support directions for structural change	▪ Use of data analysis to inform decision making about PBL/Sentral, post destination data, attendance etc.	positive student and staff wellbeing ▪ Practice: Students have a broader understanding of leadership capability informing their choice of representative.
Community Partners ▪ Participation in partnership with key community programs, provides expertise, skills and opportunities for students to engage with authentic learning and community projects	**Social justice** ▪ Implementation of social justice programs e.g. peer mediation, high resolves ▪ Students are able to mediate their own disputes via a peer mediation process	▪ Practice: A variety of problem solving techniques contribute to student wellbeing ▪ Product: Greater connectedness by students to school and to their teachers