



School plan 2018-2020

Kellyville High School 8477

Kellyville High School



Learning | Excellence | Integrity

School background 2018–2020

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. Students will grow into global digital citizens.

School context



School planning process

Following our validation and review of the 2015–2017 School Plan, this plan is the result of extensive consultation between the students, staff, executive and team leaders, our parents and community partners. Important themes of self, others and community flow across all three strategic directions as we lead change.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1 CONNECTING

Purpose:

We strive to create a learning environment that is built on the connections developed between students, parents, teachers, the wider community and the world. Together we develop programs that develop social conscience and learn to make decisions that benefit the global community. Working together supports sense of belonging and challenges thinking. The understanding and development of student voice will instil a sense of engagement, connection and pride in themselves and their school.



STRATEGIC DIRECTION 2 LEARNING

Purpose:

We strive to develop future leaders who have the confidence to demonstrate their genius. Students' ownership of their education will be achieved by the creation and delivery of inquiry based programs and the opportunity to engage with authentic audiences. The support of passionate and purposeful learning will ensure that our students become future focused members of the global community.



STRATEGIC DIRECTION 3 PRACTICE

Purpose:

We embrace change and model teaching practice that is flexible and innovative. Our reflection on quality teaching and professional feedback will develop a growth mindset and produce teaching programs that reflect and adapt to a changing world. Individualised and dynamic teaching and learning is based on data analysis and evidence based research put into practice. Student engagement and academic success relies on collaboration between professional partners to deliver individualised and dynamic learning.

Strategic Direction 1: CONNECTING

Purpose

We strive to create a learning environment that is built on the connections developed between students, parents, teachers, the wider community and the world. Together we develop programs that develop social conscience and learn to make decisions that benefit the global community. Working together supports sense of belonging and challenges thinking. The understanding and development of student voice will instil a sense of engagement, connection and pride in themselves and their school.

Improvement Measures

- Literacy, Numeracy continue to improve on an individual basis.
- Reduce the gaps for school achievement for low SES, ATSI and minority groups
- Increased confidence in publicly funded education
- Increased proportion of students reporting a sense of belonging and expectations for success.
- Less incidence of cyberbullying.

People

Leaders

Leaders are active in making and developing community connections and give student voice a real role in making and raising decisions/concerns.

Students

Students will be able to influence and participate in policy development and implementation.

Staff

Staff work collaboratively in respectful productive relationships.

Parents/Carers

Parents feel connected to the school.

Community Partners

Community Partners willingly share their experiences from the global stage.

Processes

Identity

- All school and classroom programs include the matrix of National curriculum general capabilities of literacy, numeracy, ICT, ethical understanding, intercultural understanding, personal and social capability, and cross curriculum priorities of sustainability, Australia and Asia engagement, ATSI histories and cultures.
- Lead collaborative relationships between staff, student and the global community.

Impact

- Students are co-authors in policy making and implementation strategies.
- Students engage in altruism.
- Students understand and practise environmental stewardship.
- Staff to expand their understanding and connection with KHS students through extra curricular activities.
- Students are taught how to be a global digital citizen and understand and practise its tenants and incidence of cyber bullying decrease.

Inclusion

- Student voice through SEC, HC raising concerns which are brought to executive team to act upon.
- Students and staff collaborate to provide student choice through innovative curriculum structures such as Masterclasses

Practices and Products

Practices

Identity

- Student centred learning environments nurture, guide, challenge and inspire individual confidence, creativity and resilience
- Students engage respectfully as global digital citizens

Impact

- All stakeholders (teachers, students and parents) have an understanding of and practise the global digital citizenship
- Students participate in programs that foster and recognise traditions, values, beliefs, opinions and practices of others
- Recognise and foster personal connections by learning to manage relationships with peers and colleagues all over the globe
- Teachers open their classroom to other stakeholders to participate in delivering the learning to students.

Inclusion

- High levels of student achievement and engagement
- Student raised concerns consistently discussed at executive meetings and responded to in order to support students.
- Use of social media to invite parent participation.

Products

Strategic Direction 1: CONNECTING

Processes

- Build partnerships with external agencies to provide sponsorship opportunities, work opportunities and professional expertise
- School Community are regular participants learning and assessment processes.
- School community regularly respond to communication.

Evaluation Plan

Practices and Products

Identity

- Programs that have an emphasis on general capabilities and cross curriculum priorities and develop global digital citizenship.
- Students who practise altruism at school in their community and globally
- Students that have pride in their school and experience a strong sense of belonging.

Impact

- Published Global Citizenship policy for Kellyville HS.

Inclusion

- Increased influence of student voice creates improved buy-in on school policies/procedures by students.
- Students engaged in wide range of activities including extra-curricular activities, in consultation and collaboration with staff
- Parents are effective collaborators in their child's learning. Parents feel empowered to communicate areas of concern and suggestions to improve their students experiences at school.
- Improved communication and accountability as parent have faster access to information and are encouraged to participate more actively in their child's education. Improved attendance at Parent Teacher Nights, Subject Selection nights, Year 12 information nights, P&C, Elevate parent seminars.

Strategic Direction 2: LEARNING

Purpose

We strive to develop future leaders who have the confidence to demonstrate their genius. Students' ownership of their education will be achieved by the creation and delivery of inquiry based programs and the opportunity to engage with authentic audiences. The support of passionate and purposeful learning will ensure that our students become future focused members of the global community.

Improvement Measures

- Curriculum structures equip young people with the skills and capabilities they need to thrive in a rapidly changing, globalised world.
- Learning and task design explicitly reflect collaboration with students and staff.
- Teaching and learning programs provide scope for inquiry based learning.
- Reflective practice embedded for staff and students to improve learning mindsets.
- Increased proportion of students in the top two NAPLAN bands for reading and numeracy (SSP3)
- Increased proportion of Aboriginal students in the top two NAPLAN bands for reading and numeracy (SSP4)

People

Leaders

Leaders will provide opportunities that foster a shared understanding, strengthen teaching and learning practices to thrive in a global community.

Students

Students will be enabled to articulate purpose in their learning, within and beyond the school, which will foster integration of knowledge and the solving of real-world problems.

Staff

Staff recognise that within every classroom exists opportunities to facilitate collaborative partnerships with community and students to deliver curriculum that allows for positive impact on student learning and drive.

Parents/Carers

Parents adapt a mindset that acknowledges the connection between learning and wellbeing to facilitate student pursuit of excellence and adaptability to the demands of future learning.

Community Partners

Community Partners work in mutual partnership with schools to sustain an inclusive, cohesive community.

Processes

Personal Best

- Establish structures and processes within the school's wellbeing and reporting calendars to publish a PAR – Personal Achievement Record.
- Learning portfolios implemented by students and used to build ownership of their learning

Purpose Built

- Faculties establish structures to facilitate students as co-planners of their learning.
- Staff explore and enable opportunities for cross curricular projects within their scope and sequences.
- Expand school curriculum offerings to prepare students for the future demands beyond school.

Passion Based

- Curriculum design reflects scope of entrepreneurial model of learning.

Evaluation Plan

Practices and Products

Practices

Personal Best

- Students set regular learning and wellbeing goals and reflect on their growth and achievement to foster a mindset of continual growth.
- Each semester, students collect evidence of learning and reflecting on their work to better understand their learning and ability to transfer skills and knowledge to new contexts.

Purpose Built

- Democratic approach to student choices with input into school/curriculum/programs/assessment tasks.
- Student input into planning open ended task design and rich learning experiences.
- Staff collaborate in aligning curriculum to provide future focused learning opportunities.
- Students co-evaluating each other's work is integral component of feedback.

Passion Based

- Provide students opportunities to realise and explore their passion.
- Students value/appreciate/articulate their learning as relevant to their future pursuits.

Products

Personal Best

- Individual goals and strategies for

Strategic Direction 2: LEARNING

Practices and Products

- students to reflect and measure their growth.
- Student Learning Portfolios created containing annotated evidence of skills and knowledge.

Purpose Built

- Teaching programs that reflect input of students in curriculum and/or task design.
- Increased passion-based projects.
- New extra-curricular activities, master classes and community involvement.
- Achievement of goals for students, PDP goals for staff and milestones of school plan.

Passion Based

- Passion based learning experiences are integrated into KLA teaching and learning programs.
- Student voice is used to inform and guide passion based curriculum development.

Strategic Direction 3: PRACTICE

Purpose

We embrace change and model teaching practice that is flexible and innovative. Our reflection on quality teaching and professional feedback will develop a growth mindset and produce teaching programs that reflect and adapt to a changing world. Individualised and dynamic teaching and learning is based on data analysis and evidence based research put into practice. Student engagement and academic success relies on collaboration between professional partners to deliver individualised and dynamic learning.

Improvement Measures

- Educator Impact processes will systematically reflect evaluative thinking and collaborative coaching practices
- Multiple futures-focused researched based programs and initiatives inform teaching-learning programs
- HSC, NAPLAN, TTFM and SCOUT data tell of value-added results, curriculum engagement and Positive Behaviour for Learning
- Increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school (SSP2)
- Increased number of teachers accredited at the Highly Accomplished and Lead Teacher levels by NESA (SSP7)

People

Leaders

Leaders from students, staff and executive will be offered opportunities to continually develop skills that support a shared understanding, strengthen teaching and learning practices within a global community. They will develop structures, resources and learning and social environments that connect home, school and global opportunities. They will demonstrate instructional leadership, and model evaluate thinking and evidence-based practice.

Students

Students strengthen awareness and skills that reflect the real-world-as-classroom, and the interdisciplinary nature and problematic application of all knowledge. They will contribute student voice to learning experiences that encompass deep thinking, innovation and creativity.

Parents/Carers

Parents understand that learning within rather than between students fosters personal excellence and that learning across subjects extends the opportunity to embrace the advantages of an inclusive and global community. They work with students and staff to reinforce common and contemporary understandings of learning best practice.

Community Partners

Community Partners acknowledge the mutual advantages that arise when working with schools, reflecting high personal standards and the inclusion of a cohesive

Processes

Professional Growth

- Inquiry-based learning practices are investigated and refined, along with differentiation and flipped learning models, and the development of cross-KLA assessment task model exists in Stage 4 and Stage 5.
- Unpack the current curriculum model offered at KHS and investigate more flexible, alternative course structure and study programs.
- Targeted professional development on futures-focused learning practice to support teaching techniques, and inform, design and develop multipurpose learning spaces that promote investigative, real-world classroom practices across the school.

Professional Partners

- HAT and Lead teachers will be identified and supported with strong focus on resources, time and opportunities.
- Structures and processes for all staff working on maintenance and accreditation will enhance and provide leadership opportunities across the school.
- Targeted professional development on 'peer-coaching' and an enhanced peer feedback model developed, which further includes opportunities for student voice.
- A formalised 'academic' mentoring program will be developed to align with the current wellbeing model for students to build ownership of their learning.

Practices and Products

Practices

Professional Growth

- Inquiry Based Learning (IBL) is implemented across and between all KLAs with authentic cross-curriculum assessment tasks reflected teaching-learning programs and the assessment schedule.
- Curriculum patterns of study are investigated in Stage 4 and Stage 5 and reflect student voice and a variety of futures focussed alternative options.
- Spaces and structures are well-researched and piloted and the school is positioned to implement a new model in Stage 4.

Professional Partners

- The 'coaching' model will enhance the current Educator Impact (EI) model of peer reflection and to build professional partnerships amongst all staff.
- An explicit mentor model be established with NBT and an academic mentor program established using the coaching model.
- An accreditation process and validation structure is further developed and evident at KHS that monitors staff teacher identified hours – including the evaluation and logging of details in eTams.

Professional Mindset

- All staff and students utilise the Positive Behaviour for Learning (PB4L) model as part of their ongoing practice, incorporating the idea of 'growth

Strategic Direction 3: PRACTICE

People

community.

Processes

Professional Mindset

- A committee will reinvigorate Positive behaviour for Learning at KHS, target professional learning to ensure staff are well informed about KHS application of PBL principles and a uniform approach to PBL practice.
- Increased opportunities for acknowledgement of student genius will be developed and a growth coaching mindset program will be implemented to enhance staff and student practice.
- A team dedicated to research and data analysis will be developed that can inform current and future practice.

Evaluation Plan

Practices and Products

mindset' and 'genius'.

- Data and evidence-based research inform ongoing growth mindset and improved professional practice and student learning outcomes.
- A process is in place where staff teams can request both particular and overall data analysis (from HSC Analysis, TTFM, SCOUT, research) and that data is shared with all staff and students to inform current and future practice.

Products

Professional Growth

- Cross KLA assessment tasks in Stage 4 and Stage 5 reflected in the assessment schedule booklets.
- Teacher Professional Learning sessions facilitate the focus on future ways of learning.
- Adaptive learning spaces reflect and encourage authentic learning experiences.

Professional Partners

- Equitable, transparent procedures established to ensure participation in NESA accredited professional learning (support 50 hrs).
- Lead and Highly Accomplished staff maintain accreditation at that level.

Professional Mindset

- An action research model, using agile learning model, is developed and used by staff teams in practice.
- Statistics demonstrate that students

Strategic Direction 3: PRACTICE

Practices and Products

take ownership of their behaviour and learning, by halving the top two tiers of the PB4L triangle (to 2.5% and 7.5%).