

# Kellyville High School Annual Report



2018

Kellyville High School



Learning | Excellence | Integrity

8477

## Introduction

The Annual Report for **2018** is provided to the community of **Kellyville High School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Ms Justina Barnier

Principal

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## School background

### 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

Kellyville High School is an established 7–12 comprehensive, coeducational high school of 1100 students located in the Hills Shire. Our school values and culture underpin our daily work in ensuring a Safe, Respectful, Responsible, Engaged and Active Learning (S'RREAL) environment. Our merit scheme promotes student leadership, achievement and positive participation through academic, service, sport, values and community service options, culminating in awarding the coveted Marella Award. An active P&C promotes opportunities for students via scholarships in academia, sport, the arts leadership. The school has consistently celebrated student achievement in the Higher School Certificate with over 76% of the 2017 cohort offered university placements in the first round. Inquiry based learning and student voice form the basis of collaborative programming practice. Our wide variety of innovative student wellbeing programs focus on character and citizenship development. An active Learning Support Team focuses on individual education plans; a proactive student wellbeing team with a focus on mental health, wellbeing and mindfulness; thirteen percent of our students enjoy English as an Additional Language or Dialect support. Aboriginal students are well supported with individual learning programs. Enrichment classes for Gifted & Talented students are offered in Stage Four and an elective offered in Stage Five. STEM is embedded into Year 8 and delivered as a Stage 5 elective investigating coding, robotics and designing creative solutions to problems. The internationally recognised media team of students showcases our school to a global community and fosters a sense of pride in our school and our achievements. Opportunities for our school include a bi-annual European tour, annual Japanese visits, whole school musical productions and creative masterclasses in the arts and mathematics. The school has developed a strong sporting ethos and is highly competitive within the Macquarie Zone.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated Kellyville High School is 'excelling' across all areas of Teaching and Learning.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## 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.

#### Overall summary of progress

Students undertook a digital citizenship program in Term 3. PYLO visit with students reinforced appropriate social media behaviours. Mobile phone policy was drafted. Student and parent portal implemented to improve communication.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>Literacy, Numeracy continue to improve on an individual basis.</li><li>Reduce the gaps for school achievement for low SES, ATSI and minority groups</li><li>Increased confidence in publicly funded education</li><li>Increased proportion of students reporting a sense of belonging and expectations for success.</li><li>Less incidence of cyberbullying.</li></ul>	<p>SLSO salaries to support student literacy and numeracy \$5000</p> <p>First5Days resources \$1000</p>	<p>All students met minimum standard HSC requirements in Year 10</p> <p>Tell them from Me data shows decrease in bullying incidents across the school.</p>

#### Next Steps

Mobile phone policy to be consulted with parents and staff before implementation in 2019. Student and parent portal used for Parent Teacher Interviews and Excursion organisation.

## 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.

#### Overall summary of progress

Personal Achievement Record for students researched developed by the team.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>• Curriculum structures equip young people with the skills and capabilities they need to thrive in a rapidly changing, globalised world.</li><li>• Learning and task design explicitly reflect collaboration with students and staff.</li><li>• Teaching and learning programs provide scope for inquiry based learning.</li><li>• Reflective practice embedded for staff and students to improve learning mindsets.</li><li>• Increased proportion of students in the top two NAPLAN bands for reading and numeracy (SSP3)</li><li>• Increased proportion of Aboriginal students in the top two NAPLAN bands for reading and numeracy (SSP4)</li></ul>	STEM resources \$2000  Teacher professional development  \$500	Increase number of STEM elective offerings in to 2019  Wellbeing program restructured to include academic mentors in Y7 and Y12 and new wellbeing program written

#### Next Steps

PAR will be implemented as a pilot in 2019 following consultation with students, staff and parents. Pedagogical theories continue to be researched.

## 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.

#### Overall summary of progress

Data collection to investigate current PB4L model completed. Genius Hour research undertaken. Model for HAT/LEAD and accreditation developed.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>• Educator Impact processes will systematically reflect evaluative thinking and collaborative coaching practices</li><li>• Multiple futures–focused researched based programs and initiatives inform teaching–learning programs</li><li>• HSC, NAPLAN, TTFM and SCOUT data tell of value–added results, curriculum engagement and Positive Behaviour for Learning</li><li>• Increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school (SSP2)</li><li>• Increased number of teachers accredited at the Highly Accomplished and Lead Teacher levels by NESA (SSP7)</li></ul>	<p>Executive conference on Collective Efficacy \$5000</p> <p>Educator Impact \$9000</p>	<p>Leadership growth via the Educator Impact for Leaders module.</p> <p>Accreditation model to achieve HAT/LEAD developed by the school to implement in 2019</p>

#### Next Steps

Genius hour to be implemented in Stage 4 classes. Peer coaching to be introduced as a model to support collective efficacy. PB4L model to be reinvigorated.

<b>Key Initiatives</b>	<b>Resources (annual)</b>	<b>Impact achieved this year</b>
<b>Aboriginal background loading</b>	\$10,207	Assistance in purchase of uniforms and funds to support Aboriginal film production with Media Team and local Aboriginal Elder.
<b>English language proficiency</b>	\$800	School Learning Support Officer to Support EAL/D Teacher
<b>Low level adjustment for disability</b>	\$68,793	All students with disability in mainstream have had the assistance of a Student Learning Support officer.
<b>Support for beginning teachers</b>	\$8,292	Provision of casual relief and Teacher Professional Learning.
<b>Targeted student support for refugees and new arrivals</b>	\$4,790	School related costs and SLSO support.

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	526	516	550	548
Girls	507	508	513	502

### Student attendance profile

School				
Year	2015	2016	2017	2018
7	94.9	94	95.3	94.2
8	94.1	93.1	93.2	93.7
9	92.5	92.9	93.7	93.2
10	91.4	90.8	93.1	92.4
11	92.5	91.7	93.6	94.2
12	93.4	88.8	95.5	94.9
All Years	93.1	92	94	93.8
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

### Management of non-attendance

Kellyville High School monitors student attendance closely. We strive to improve student's educational outcomes, improve lateness and reduce truancy. We support students in making positive choices about their attendance and work with the Department and HSLO to support students at risk.

## Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	15		
Employment		0	3
TAFE entry	75		13
University Entry	0	0	84
Other	0	0	0
Unknown	10		0

### Year 12 students undertaking vocational or trade training

15 students completed vocational education as part of their school based study.

### Year 12 students attaining HSC or equivalent vocational education qualification

All Year 12 students in the 2018 cohort attained HSC or equivalent vocational education qualification.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	12
Classroom Teacher(s)	55.6
Learning and Support Teacher(s)	0.9
Teacher Librarian	1
Teacher ESL	0.8
School Counsellor	1
School Administration and Support Staff	17.57
Other Positions	1

\*Full Time Equivalent

Kellyville High School has an excellent staff who meet the professional requirements for teaching in NSW public schools.

### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	12

### Professional learning and teacher accreditation

The HT Mentor role in 2018 included refinements and adjustments to the Induction program for New and Beginning teachers. Mentor sessions were scheduled for Tuesday afternoons in terms 1 and 3, as well as regular individualised meetings. More practical tasks were included for the Modules that focused on the 7 Australian Professional Standards for Teachers for beginning teachers. Their teaching was enhanced by learning how to:

\*Examine their student learning needs by examining NAPLAN data and investigating learning styles

\*Read Individual Education Plans and apply the information to classroom situations and use the adjustment registers.

\*Differentiate content and delivery using various practical strategies.

\*Create effective marking criteria

\*Provide effective feedback that is factual and constructive. This was extended to include report writing on academic progress.

\*Use data analysis to drive their practice. Beginning teachers were shown how to analyse data to adapt teaching and learning strategies and programs.

\*Use lesson planning and different management strategies to maximise learning and reduce challenging behaviours in the classroom.

Participation in the accreditation process, including the structure of submissions

The induction program was delivered in the same time frames established the previous year. Term 1 focused on New and Beginning teachers introducing processes and procedures of the profession and the school systems. Term 3 focused on the Accreditation process for beginning teachers and the 7 Australian Professional Standards for Teachers.

The HT Mentor continued to work individually with the Beginning Teachers to assist with their Accreditation processes throughout the year. By the end of 2018, four Beginning Teachers finalised their Accreditation reports and joined the ranks of Proficient Teachers. Several others, mainly casuals or temporary teachers

whose contracts had been finalised, had either completed their reports and were waiting on their supervisor reports or were finalising their annotations.

Beginning teacher release time was timetabled into the school week and this allowed for a more efficient and effective use of time with their mentors. Teacher feedback was that they felt better supported with this approach. They met more regularly with their mentors and had time to prepare stronger programs and lessons.

All beginning teachers attended a two day beginning teacher conference with a mentor teacher. Beginning teachers and mentors were exposed to the following topics in the workshop:

- Discipline and managing difficult students
- Building relationships with students
- Building relationships with Parents
- Overcoming self doubt
- Making mistakes
- Managing your workload
- Teacher wellbeing
- Accreditation

The HT also assisted with other aspects of Accreditation. A workshop was held for Pre 2004 teachers to assist them with logging hours through eTAMS. Teachers in their Maintenance cycles were assisted in their writing of their NESA report and their teacher identified hours verified by working closely with approved delegates. A flowchart on the maintenance cycles was devised and each faculty was lead through this process by the HT mentor. Teachers that were aspiring to follow the HAT/LEAD path were identified and led through the executive module in Educator Impact, along with all Executive Team members.

The HT Mentor continued to coordinate the Educator Impact Program in the school with the introduction of the leadership modules and half of the teaching staff participating. The feedback obtained from the first round of 360 degree observation was used by teachers to refine their PDPs in the self-reflection stage of the process. New goals were set or existing ones enhanced. The EI feedback from year ending 2017 was analysed. The findings showed that our focus on differentiation in that year had been positive but there was room for further extension of surface and deeper learning and calibrating difficulty. This was supported by the 2018 data. Students felt teachers needed to better know their ability levels and support them in their revision and summarising what they had learnt. This led to participating teachers focusing their goals in these areas. The PLP process continued with the new time frames set to align with the calendar year and the processes established in continued to provide a good framework for the steps on the process to run smoothly.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	914,916
<b>Revenue</b>	12,018,435
Appropriation	11,198,911
Sale of Goods and Services	135,662
Grants and Contributions	609,171
Gain and Loss	0
Other Revenue	56,988
Investment Income	17,704
<b>Expenses</b>	-11,857,743
Recurrent Expenses	-11,857,743
Employee Related	-10,074,213
Operating Expenses	-1,783,531
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	160,692
<b>Balance Carried Forward</b>	1,075,608

This is Kellyville High Schools Financial Summary for 2018.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	9,044,980
Base Per Capita	213,201
Base Location	0
Other Base	8,831,779
<b>Equity Total</b>	351,741
Equity Aboriginal	6,468
Equity Socio economic	52,711
Equity Language	130,067
Equity Disability	162,495
<b>Targeted Total</b>	1,252,490
<b>Other Total</b>	110,133
<b>Grand Total</b>	10,759,345

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

### NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

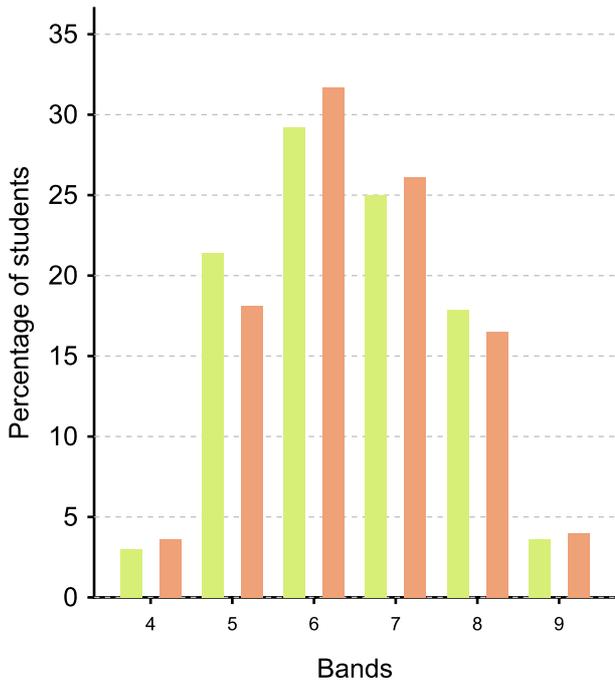
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

In 2018 12.6% of Year 7 students achieved a Band 9 in reading, this is a 2.1% increase on the average for Kellyville High School.

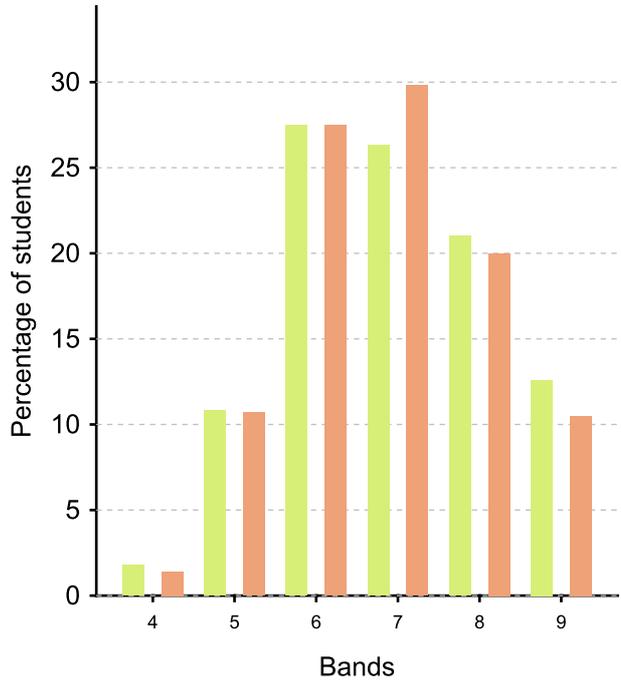
Year 9 NAPLAN literacy results were among the best achieved by Kellyville High School students with 10% achieving a Band 10 in Grammar and Punctuation, 7.2% achieving a Band 10 in Reading, 11.4% achieving a Band 10 in Spelling, and 10% achieving a Band 10 in Writing.

**Percentage in bands:  
Year 7 Writing**



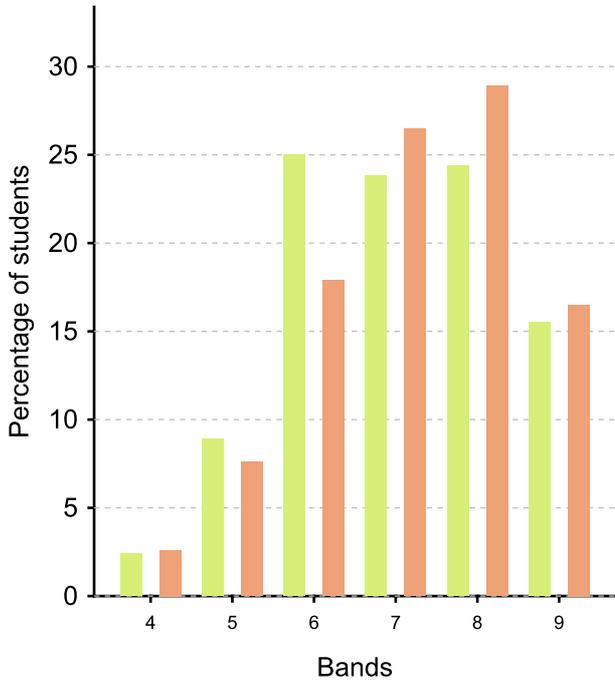
Band	4	5	6	7	8	9
Percentage of students	2.4	8.9	25.0	23.8	24.4	15.5
School avg 2016-2018	2.6	7.6	17.9	26.5	28.9	16.5

**Percentage in bands:  
Year 7 Reading**



Band	4	5	6	7	8	9
Percentage of students	3.0	21.4	29.2	25.0	17.9	3.6
School avg 2016-2018	3.6	18.1	31.7	26.1	16.5	4.0

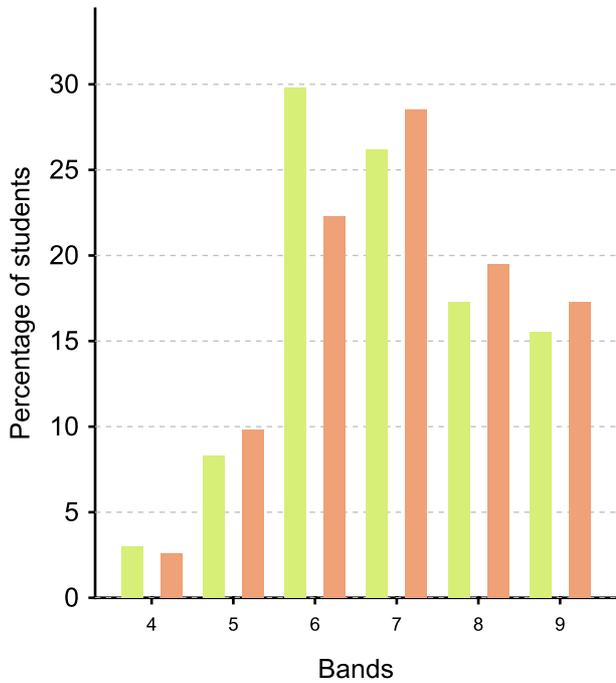
**Percentage in bands:  
Year 7 Spelling**



Band	4	5	6	7	8	9
Percentage of students	1.8	10.8	27.5	26.3	21.0	12.6
School avg 2016-2018	1.4	10.7	27.5	29.8	20.0	10.5

Band	4	5	6	7	8	9
Percentage of students	3.0	21.4	29.2	25.0	17.9	3.6
School avg 2016-2018	3.6	18.1	31.7	26.1	16.5	4.0

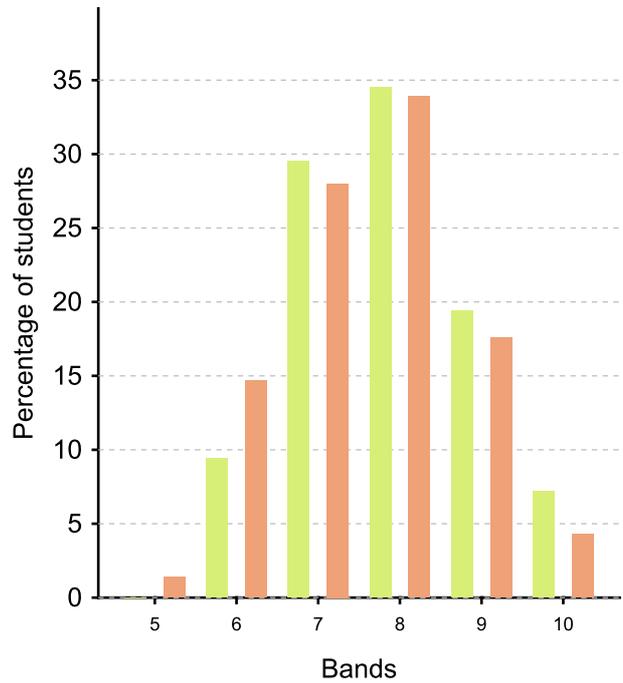
**Percentage in bands:**  
Year 7 Grammar & Punctuation



Band	4	5	6	7	8	9
Percentage of students	3.0	8.3	29.8	26.2	17.3	15.5
School avg 2016-2018	2.6	9.8	22.3	28.5	19.5	17.3

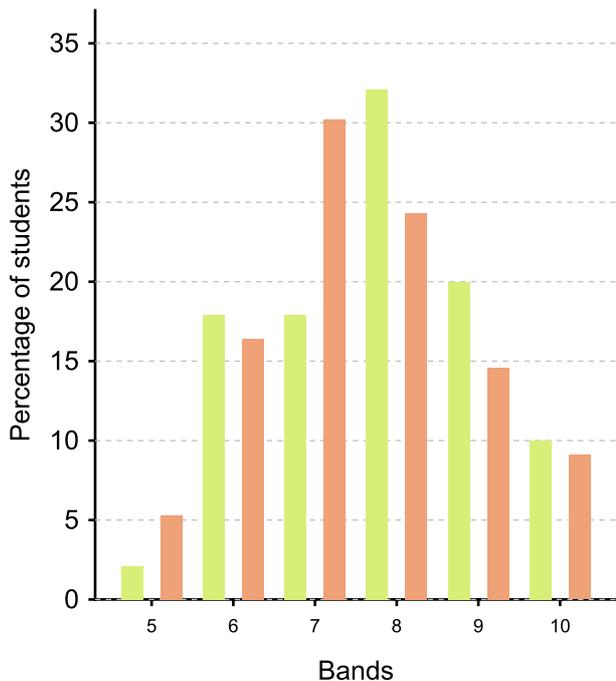
Band	5	6	7	8	9	10
Percentage of students	2.1	17.9	17.9	32.1	20.0	10.0
School avg 2016-2018	5.3	16.4	30.2	24.3	14.6	9.1

**Percentage in bands:**  
Year 9 Reading

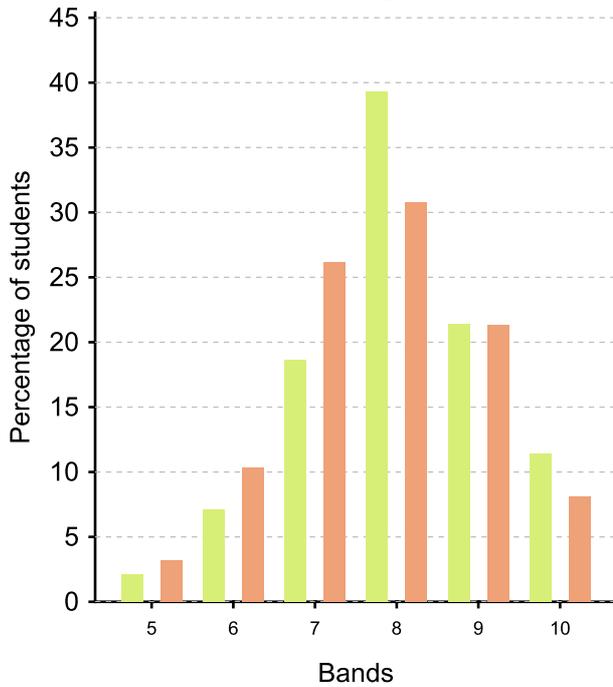


Band	5	6	7	8	9	10
Percentage of students	0.0	9.4	29.5	34.5	19.4	7.2
School avg 2016-2018	1.4	14.7	28	33.9	17.6	4.3

**Percentage in bands:**  
Year 9 Grammar & Punctuation



**Percentage in bands:  
Year 9 Spelling**

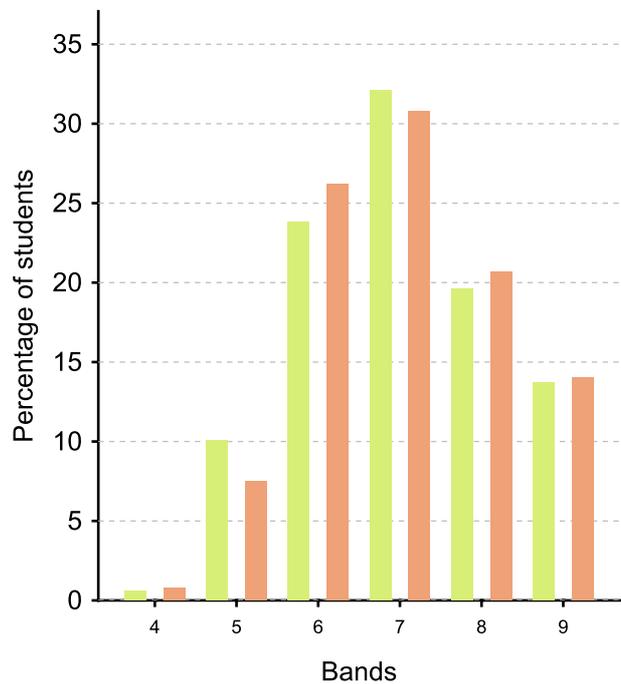


Band	5	6	7	8	9	10
Percentage of students	6.4	15.0	27.1	34.3	7.1	10.0
School avg 2016-2018	8.9	18.8	26.5	33	8.9	3.8

In 2018 13.7% of the Year 7 cohort achieved a Band 9 in Numeracy, this is higher than the state average. 19.6% of students achieved a Band 8 and 32% achieved a Band 7, both of these are substantially above state average.

In 2018 7.9% of the Year 9 cohort achieved a Band 9 in Numeracy, this is lower than the state average. However, 22.1% of students achieved a Band 9 result in the numeracy section of the NAPLAN exam.

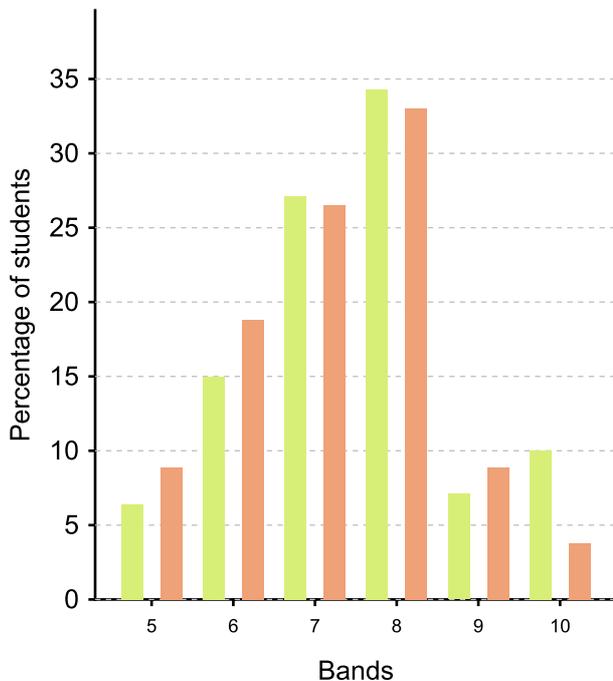
**Percentage in bands:  
Year 7 Numeracy**



<span style="color: #90EE90;">■</span> Percentage in Bands
<span style="color: #FF8C00;">■</span> School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	2.1	7.1	18.6	39.3	21.4	11.4
School avg 2016-2018	3.2	10.3	26.2	30.8	21.3	8.1

**Percentage in bands:  
Year 9 Writing**

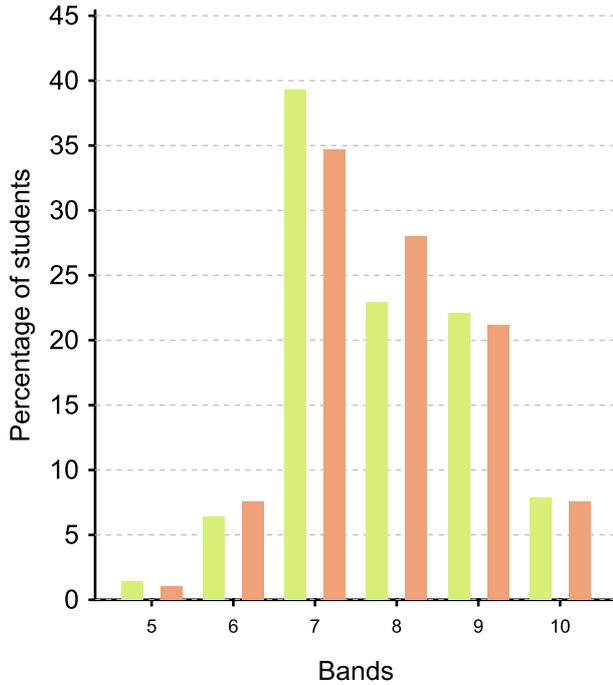


<span style="color: #90EE90;">■</span> Percentage in Bands
<span style="color: #FF8C00;">■</span> School Average 2016-2018

<span style="color: #90EE90;">■</span> Percentage in Bands
<span style="color: #FF8C00;">■</span> School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	0.6	10.1	23.8	32.1	19.6	13.7
School avg 2016-2018	0.8	7.5	26.2	30.8	20.7	14

**Percentage in bands:**  
Year 9 Numeracy



Band	5	6	7	8	9	10
Percentage of students	1.4	6.4	39.3	22.9	22.1	7.9
School avg 2016-2018	1	7.6	34.7	28	21.2	7.6

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

**In 2018 Year 7 students**

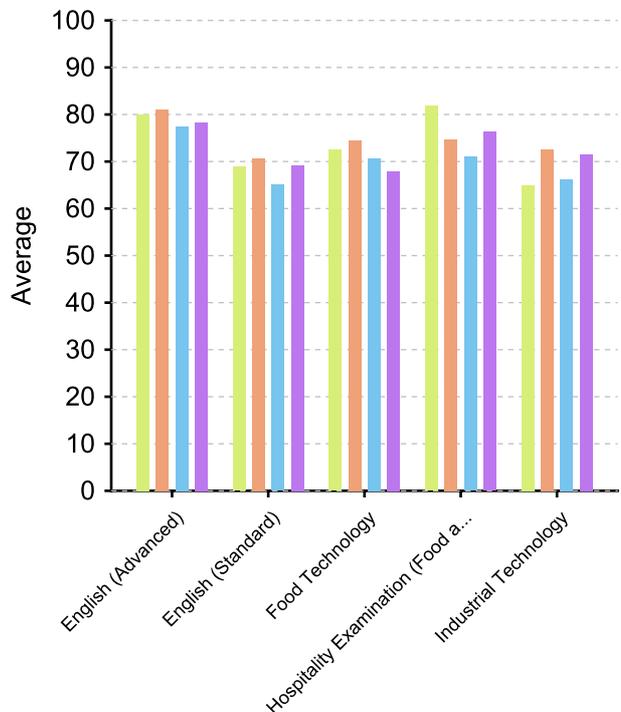
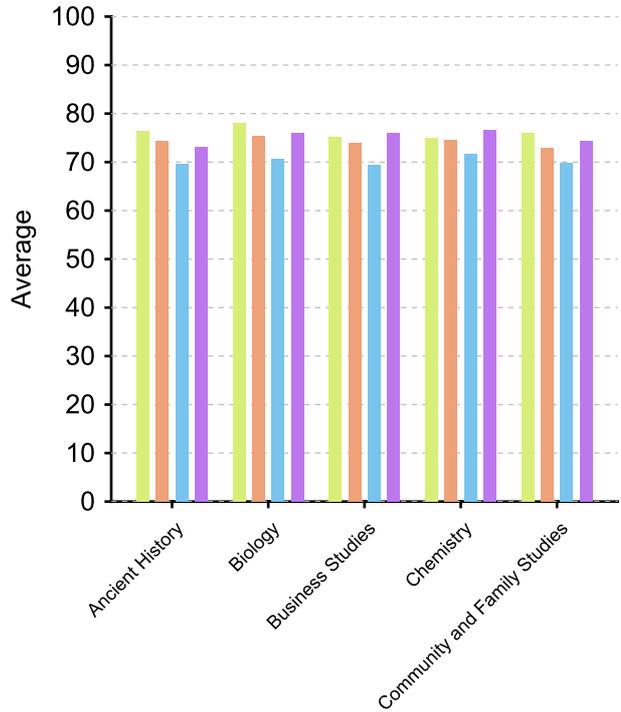
- 100% of ATSI students achieved a Band 6 in Grammar and Punctuation.
- 50% of ATSI students achieved a Band 5 and 50% achieved a Band 6 in Numeracy.
- 50% of ATSI students achieved a Band 5 and 50% achieved a Band 6 in Reading.
- **50% of ATSI students achieved a Band 6 and 50% achieved a Band 8 in Spelling.**
- 100% of ATSI students achieved a Band 5 in Grammar and Punctuation.

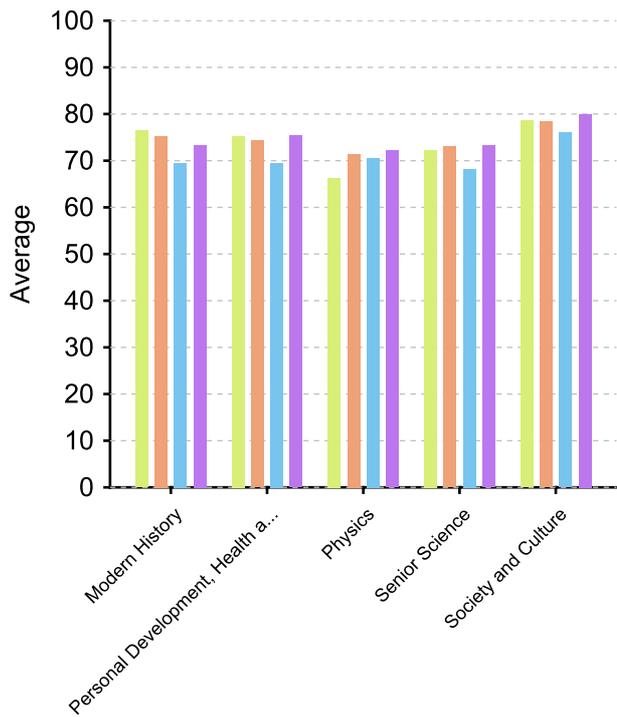
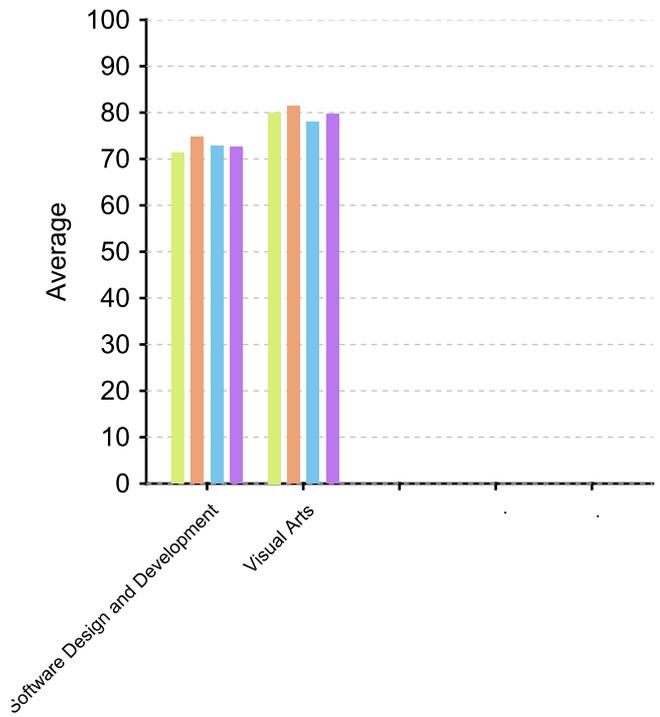
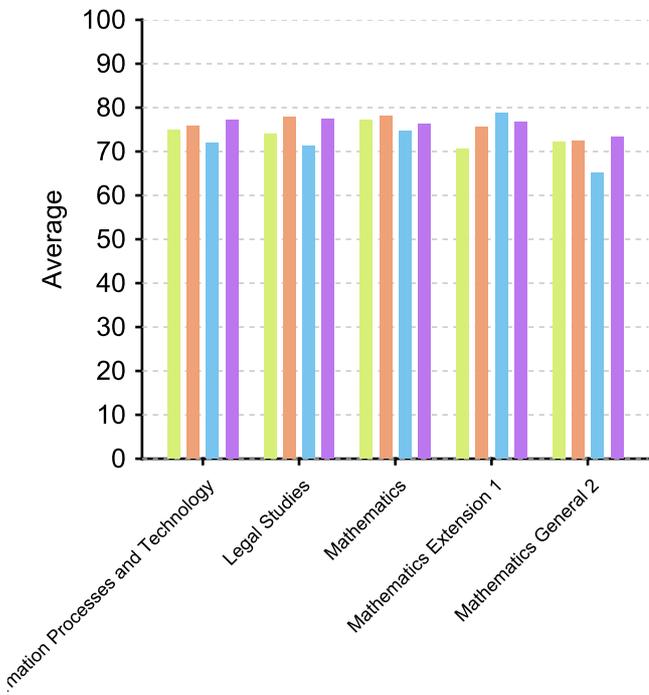
**In 2018 Year 9 students**

- 100% of ATSI students achieved a Band 6 in Grammar and Punctuation.
- **50% of ATSI students achieved a Band 8 and 50% achieved a Band 10 in Numeracy.**
- 50% of ATSI students achieved a Band 6 and 50% achieved a Band 7 in Reading.
- 50% of ATSI students achieved a Band 6 and 50% achieved a Band 7 in Spelling.
- **50% of ATSI students achieved a Band 6 and 50% achieved a Band 8 in Writing.**

**Higher School Certificate (HSC)**

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).





Subject	School 2018	SSSG	State	School Average 2014-2018
Ancient History	76.3	74.3	69.5	73.0
Biology	78.1	75.4	70.7	76.0
Business Studies	75.1	74.0	69.3	75.9
Chemistry	74.9	74.5	71.8	76.5
Community and Family Studies	76.0	72.9	69.9	74.3
English (Advanced)	80.0	81.1	77.5	78.3
English (Standard)	68.9	70.6	65.0	69.1
Food Technology	72.5	74.4	70.7	68.0
Hospitality Examination (Food and Beverage)	81.8	74.8	71.0	76.3
Industrial Technology	65.0	72.5	66.2	71.5
Information Processes and Technology	74.9	75.9	72.0	77.1
Legal Studies	74.0	77.9	71.2	77.4
Mathematics	77.1	78.1	74.8	76.3

Mathematics Extension 1	70.6	75.6	78.7	76.7
Mathematics General 2	72.2	72.3	65.1	73.3
Modern History	76.5	75.3	69.5	73.3
Personal Development, Health and Physical Education	75.3	74.3	69.5	75.3
Physics	66.3	71.4	70.6	72.2
Senior Science	72.3	73.1	68.2	73.3
Society and Culture	78.6	78.4	76.1	80.0
Software Design and Development	71.2	74.8	72.9	72.5
Visual Arts	80.0	81.5	78.0	79.7

The flag ceremony symbolised acceptance, love for one another and gave a strong message that "diversity is our strength. Dances, Stalls, Henna Artists, speeches and various other entertainment were performed by students and community members from CMRC (Community Migrant Resource Centre). There were small stalls set up in the hall for activities such as henna and as always the talented students of KHS set very high standard for their dance performances. In fact their standards were so high that the CMRC wanted to book some of the performances as part of their show case at University of Sydney. Everyone had a lot of fun, expressing ourselves, our ethnic backgrounds and traditions to the community of Kellyville and many smiles were brought to many faces.

At the end of the day everyone got together, united as one. No matter what religion you follow, what race you are, mother tongue, skin tone or tradition; you are always welcome at Kellyville High School.

## Parent/caregiver, student, teacher satisfaction

587 students completed the Tell them from me survey in 2018.

- 69% of student felt a strong sense of belonging, a growth of 7% from 2017.
- 5% of students suggested truancy was an issue, a decline of 7% from 2017.
- Academic outcomes in English, Maths and Science were all above the NSW Government Norm.
- A decline of 5% of students feeling they were bullied at school was noted, following the introduction of the new Anti-Bullying Policy.

## Policy requirements

### Aboriginal education

Aboriginal students were financially supported. Two staff attended training at conferences to improve Aboriginal Education programs. Our school was also present at the return to Marella ceremony at Bernie Mullein field and we continue to enjoy our relationship with Aunty Rita Wright.

### Multicultural and anti-racism education

On the 20th of March 2018, Kellyville High School celebrated Harmony Day which symbolized the beauty of all races and cultural beliefs. The day was filled with pride, honour and acceptance of all. The positivity that was showcased throughout the school truly proved what Kellyville High is all about. All teachers and students dressed up in their traditional clothing representing the cultural diversity of our school.