

School plan 2018-2020

Killarney Heights High School 8422



School background 2018–2020

School vision statement

Through inspiring teaching we develop motivated engaged students who will work collaboratively utilising critical thinking skills. Our aim is for students to be innovative and resourceful and connected to the world. Through our school values of "Respect, Connect and Aspire" to form positive relationships with a strong connection to our school and community.

School context

Killarney Heights High school is a comprehensive coeducational high school in the northern suburbs of Sydney. In 2018 the school population was 900 students which included 46% of NESB students. It enjoys a strong academic reputation in the community with extension classes in each year. The parent body is active and provides strong support throughout the year. The student well being program is underpinned by the principles of positive psychology. The school has a strong extra curricular program with the band program having achieved wide success.

School planning process

Stakeholders consisting of staff, parents and students were surveyed in 2017.

The results from these surveys were presented to the staff in meetings, to students in an assembly and to parents in the e-newsletter.

During a meeting conducted by the senior executive it was decided to continue the three strategic directions from the previous plan.

Staff formed teams to work on each of the strategic directions to develop a purpose and the products and practices, these were led by non executive to develop leadership depth within the school.

The strategic directions were presented to the P&C who gave their full support for the future direction of the school.

School strategic directions 2018–2020



Purpose:

Develop inspiring teachers and leaders who use and reflect on evidence based teaching to foster motivated and successful students.

Purpose:

To develop engaged learners who think critically and creatively in a collaborative learning environment.

Purpose:

To create a positive and supportive environment that enables the development of healthy, resilient and successful individuals with a strong connection to our school and community.

Strategic Direction 1: Inspiring Teachers Successful Learners

Purpose

Develop inspiring teachers and leaders who use and reflect on evidence based teaching to foster motivated and successful students.

Improvement Measures

To increase the value added of students in external tests by 10%.

To increase the percentage of HSC bands 5 and 6 by 10%.

To increase the percentage of students in the top two NAPLAN bands to 50%.

Increase the use of formative assessment and feedback.

Increase the percentage of teachers with leadership roles.

All teachers trained and participate in Instructional Rounds.

People

Leaders

Team leaders and Head Teachers facilitate pedagogical discourse

Leaders train staff on learning support processes

Support and encourage literacy program

Staff

Development of a GATS team

Through professional learning teachers will gain knowledge to implement evidence based practices

All teaching and learning programs will have embedded literacy and numeracy strategies

Teachers regularly implement formative assessment

Staff use data to reflect on practice and identify learning needs

Students

Students reflect on their own learning and feedback to identify how they can improve

Students actively use literacy and numeracy strategies

Parents/Carers

Parents and carers understand the importance of the understanding of formative assessment.

Processes

Professional Development on differentiated pedagogical strategies and processes

Development of strategies to empower students to drive their own learning

Development of effective literacy and numeracy evidence based practices

Development and training in evidence based practices

Evaluation Plan

Gather data from external testing.

Observe lessons as part of Instructional rounds.

Collect examples of formative assessment and feedback.

Collect data from staff about leadership opportunities.

Practices and Products

Practices

Teachers will use GATs strategies

Implement individual learning plans

Create and implement differentiated activities

Regular opportunities for reflection on learning

Literacy and numeracy embedded in teaching activities

Embedded formative assessment and feedback

Demonstrate evidence based practices in the classroom

Products

GATS team

Differentiated learning activities

Individual plan for students to support learning

Reflection tool for assessment and reports

Whole school literacy program

Programs containing explicit literacy and numeracy activities.

Teacher observations show use of literacy and numeracy strategies.

Programs contain evidence based practices

Strategic Direction 2: Skills for the future

Purpose

To develop engaged learners who think critically and creatively in a collaborative learning environment.

Improvement Measures

Increased assessment and learning tasks that embed collaboration and higher order tasks.

Work samples indicate an increase students using higher order thinking skills

Classroom observations indicate an increased use of challenging learning experiences with explicit criteria and detailed quality feedback

People

Leaders

Provide ICT Training and support

Encourage and promote cross faculty collaboration

Staff

Reflect on teaching practice in relation to challenging and engaging students

Design assessment and learning activities that challenge and engage students

Plan and implement collaborative learning activities

Develop skills when using technology to foster student's higher order thinking

Students

Students will access suitably challenging tasks

Develop higher order thinking skills including the use of technology

Students use ICT tools to demonstrate higher order thinking skills

Parents/Carers

Support BYOD program

Processes

Professional development of teachers on how to create challenging learning activities with specific criteria and provide detailed feedback

Development of challenging and engaging learning and assessment activities that foster collaboration and higher order thinking

Student ICT skills are developed in order to complete challenging learning activities

Evaluation Plan

Assessment and learning tasks collected that demonstrate collaboration

Work samples of learning tasks that show use of higher order thinking skills

Instructional rounds observations show use of challenging learning experiences with explicit criteria and detailed feedback.

Practices and Products

Practices

Teachers engage in Instructional Rounds

Assessment and learning activities challenge students by embedding higher order thinking skills

Staff collaborate within and across faculties when designing assessment tasks and learning programs

ICT used for collaboration and the development of higher order thinking skills

Products

Assessment and learning tasks that show an increase in class and cross-curricular learning via collaboration

Assessment and learning activities that embed ICT and higher order thinking skills

Data from lesson observations will show the use of challenging learning experiences with explicit criteria and detailed quality feedback

Student work samples will show evidence of ICT and higher order thinking skills

Strategic Direction 3: Positive Education

Purpose

To create a positive and supportive environment that enables the development of healthy, resilient and successful individuals with a strong connection to our school and community.

Improvement Measures

Increased positive responses in TTFM and Resilience Doughnut surveys

10% increase in positive awards in Sentral

10% reduction in suspensions

Increase the variety of outside agencies students are able to access.

Increase staff wellbeing

People

Leaders

Leaders to analyse data to develop yearly wellbeing plan.

Leaders provide training and support for wellbeing

Staff

Staff to encourage and facilitate activities and events that support staff collaboration and wellbeing

Staff have a shared understanding and use of PBL principles that are consistently promoted

Students

Students engage with PBL

Students are supported to achieve individual goals through programs and extracurricular activities that take into account the learners' needs.

Parents/Carers

Parents are provided with information and training on schools wellbeing programs

Community Partners

The school engages with outside agencies to support wellbeing programs

Yearly wellbeing plan is promoted to parents at information evening

Processes

Collect and analyse wellbeing data in order to implement effective strategies for whole year groups and individual students

Evaluate PBL team processes and implementation on a whole school level

Provide opportunities for students to access support from outside agencies

Provide a variety of opportunities for students to participate in extra-curricular events to build on student strengths, talents and confidence in a variety of settings

Create a staff social team

Evaluation Plan

Reports from TTFM, Resilience Doughnut and data from Sentral

Collate data from use of outside agencies

Survey staff on wellbeing.

Practices and Products

Practices

Wellbeing team to collect and analyse wellbeing data

Teachers consistently applying PBL processes

Students are provided with information about outside agencies

Students attend extra-curricular activities

Staff attend social gatherings

Products

Yearly wellbeing plan for students

PBL Action Plan

Reduced negative incidents for students, decrease in suspensions

More positive incidents and awards recorded

Students access outside agencies

Students are resilient, confident and well-equipped with a strong connection to the school