Strategic Improvement Plan 2021-2025

Kellyville High School 8477

Kellyville High School

Learning | Excellence | Integrity

School vision and context

School vision statement

The staff, students and parents/carers at our school embody the values of aspiration, resilience and respect to empower all of us to achieve our personal best.

School context

Kellyville High School, located on the land of the Dharug People in the Hills Shire of north-western Sydney, is a coeducational comprehensive school of 850 students (10% from non-English speaking backgrounds) with an Inclusive Education Faculty of 42 students and 10 students identifying as Aboriginal and Torres Strait Islander.

Opening in 2003, the school committed to delivering quality teaching and learning to all students under the three principles of "Learning, Excellence and Integrity." The logo design symbolically reflects the entry into one stage of development and the exit into the next part of life. The colours chosen are those from the local area of the Kellyville community.

From 2021, a Middle and Senior School structure was introduced to support students and staff in developing a productive and inclusive learning environment. Middle School - Years 7, 8 and 9 - has a focus on wellbeing, literacy, numeracy, school culture, adapting to high school systems and expectations and building partnerships with our local Primary Schools. The two key transition points are Year 6 to 7 and Year 9 to 10. Senior school - Years 10,11 and 12 - has a focus on wellbeing, academic rigour, school to work or tertiary studies, citizenship and building partnerships with outside agencies. There are transition points in Years 10, 11 and 12 reflecting the individual goals of students.

The learning and wellbeing of all students is underpinned by a strong, proactive and supportive wellbeing team that ensures all students and staff are valued and cared for and have access to emotional and social support. This support is extended to include our Positive Behaviour for Learning (PBL) framework to instil the school values of aspirational, respectful and resilient students, staff and parents/carers.

Students are offered a wide range of co-curricular activities focusing on the creative and performing arts, debating, sport, the environment, student leadership and Duke of Edinburgh Program. All individual year groups have committed to a charity of their choice to support through fundraising.

The school has strong collaborative relationships with our local partner Primary schools, P & C and the broader community.

Our current Strategic Improvement Plan for 2021-2024 is focused on 3 directions: Student Growth and Attainment; Leading Learning and Connectedness. Through the implementation of these directions and ongoing feedback and evaluation, the school is committed to setting challenging and achievable learning goals for all students, delivered consistently by teachers in a culture of high expectations.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure each student experiences growth throughout their learning journey. Through explicit teaching informed by evidenced based practices, and evaluation of student performance data, our teachers will adapt and engage in targeted professional and collaborative learning to set our students on the path for success.

Improvement measures

Achieve by year: 2022

HSC Top 3 Bands

Achieving the upper bound system negotiated target of 81%.

HSC achievement - top 2 bands
Achieve by year: 2023

Achieved the lower bound system negotiated target of 46% for student achievement in the top 2 bands in the HSC.

Results for Aboriginal and EAL/D students are equivalent to the progress and achievement of all students in the HSC.

Reading growth
Achieve by year: 2023

Reading Growth

An increase in check-in assessment scaled score for reading in years 8 and 9 has been achieved from 2022 to 2023.

Achieve by year: 2025

Targeted professional learning

All teachers are equipped to analyse school data to design and implement quality teaching practices to meet the individual needs of students

Initiatives

Explicit use of high impact teaching strategies

Review and refine teaching practice through a focus on best practice principles of explicit teaching, quality feedback and effective use of data to inform practice.

- Embed targeted literacy and numeracy strategies into teaching and learning programs
- Analyse internal and external school data to identify targeted areas of need
- Embed the use of learning progressions to formulate student goal setting, plot student progress and differentiated teaching
- Teachers collaborate to share curriculum knowledge, data, feedback and other information about student progress and achievement which meet the learning needs of all students

Success criteria for this strategic direction

The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease. (SEF - Educational Leadership)

The school's curriculum provision supports high expectations for student learning which is monitored longitudinally to ensure continued challenge and maximum learning. (SEF - Curriculum)

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. (SEF - Assessment)

The school uses data to inform collective decisions about student learning, aligned with improvement measures in the school plan. (SEF - Reporting)

The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data. (SEF -Student Performance Measures)

Most students achieve in the top two bands for NAPLAN reading, writing and numeracy.

(SEF -Student Performance Measures)

Progress and achievement of equity groups within a school is equivalent to the progress and achievement of all students in the school.

(SEF -Student Performance Measures)

The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. (SEF - Data Skills and Use)

Strategic Direction 1: Student growth and attainment

Improvement measures

Numeracy growth
Achieve by year: 2023

Numeracy Growth

An increase in check-in assessment scaled score for numeracy in years 8 and 9 has been achieved from 2022 to 2023.

Evaluation plan for this strategic direction

Question

To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes?

Data

These data sources will be collected and analysed by relevant teachers, leaders and teams and discussed at teams/executive meetings throughout each term and the evidence uploaded into SPaRO. The school will use a combination of data sources including:

- Internal assessment e.g. ALAN, PLAN2, Best Start, Year 9 assessment check in, HSC Minimum Standards
- External assessment e.g NAPLAN, HSC, VALID
- Data analysis through literacy and numeracy progressions, into Stage 6 analysis (RAP, Scout)
- TTFM - Social-Emotional / Academic / Drivers of Student Outcomes/
- Student work samples
- Focus groups
- Observations
- IEP and review meetings
- Teaching programs embedding targeted literacy and numeracy strategies
- Learning Support team - pre and post intervention data

Analysis

Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Implications

The findings of the analysis will inform:

- Future actions

Evaluation plan for this strategic direction

- Annual reporting on school progress measures (published in the annual report, in the newsletter and on the school website throughout the year)

Strategic Direction 2: Leading Learning

Purpose

Our purpose is to sustain a focus on leading quality teaching and learning for the improvement of student learning outcomes. Educational programs will embed high impact teaching strategies ensuring relevant and appropriate levels of challenge for the diverse range of all learners. Students will be equipped to develop and refine transferable skills in problem solving, communication and critical thinking to adapt to the challenges they face at all significant transition points for the continuation of learning.

Improvement measures

Achieve by year: 2025

Staff will be proficient at tracking data through the literacy and numeracy progressions to cater for diverse student need.

Achieve by year: 2025

A cycle of targeted and continuous professional learning for all teaching staff is informed by research that deepens teaching practice for ongoing growth in student progress and achievement.

Achieve by year: 2025

All staff Professionally Developed in Quality Teaching and active participation by all staff in Quality Teaching Rounds.

Achieve by year: 2025

Tell Them From Me data will indicate students experiencing the appropriate level of challenge, skill and relevance in social - emotional outcomes.

Initiatives

High Impact Professional Learning

Targeted leadership focus on instructional pedagogy for ongoing improvement in teaching practice and student results

- Teachers have access to effective professional learning aligned to system, school and individual performance goals

- Teachers and school leaders evaluate how adjustments in their practice following professional learning impact on student progress and achievement, regularly recalibrating and refining to ensure ongoing progress and achievement for students

- Professional learning is designed to meet student needs, identified through analysis of current system, school and classroom data about progress and achievement. (High Impact Professional Learning (HIPL) model.

High levels of intellectual quality and significance

Innovative and authentic curriculum provides clear links enabling young people to transfer knowledge and skills to diverse post-school pathways.

- Ensure curriculum options meet the needs of the school community throughout the changing landscape of education.

- School provides opportunities to engage with alternate educational providers to cater for diverse student pathways and increase engagement in learning

- Staff are committed to supporting every student to achieve their educational potential through differentiation in teaching and learning programs

- Use of research base to support students to be successful in developing and applying essential skills through key transition points of learning

Success criteria for this strategic direction

- Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement. (SEF - Curriculum)

- Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcomes. (SEF - Curriculum)

- The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels. (SEF - Assessment)

- A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth. (SEF - Effective Classroom Practice)

- Teachers clearly understand, develop and apply a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness. (SEF - Data Skills and Use)

- The school has a high performing teaching staff as measured against the Australian Professional Standards, whose capacities are continually built to ensure every student experiences high quality teaching. (SEF - Professional Standards)

- The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school-wide improvement in teaching practice and

Strategic Direction 2: Leading Learning

Success criteria for this strategic direction

      student results. (SEF - Learning and Development)

- The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning. (SEF - Educational Leadership)

Evaluation plan for this strategic direction

Question:

Has the quality of teaching led to an improvement in student learning outcomes?

Data:

These data sources will be collected and analysed by relevant teachers, leaders and teams and discussed at teams/executive meetings throughout the term and the evidence uploaded into SPaRO. The school will use a combination of data sources including:

- Identified lesson observations, TTFM survey data
- student growth measures (NAPLAN, HSC, Best Start, internal assessments, reading ages, Assessment Check In data, tracked literacy and numeracy progressions)
- QTR participation rate, Professional learning logs
- PD scope and sequence, meeting minutes, pre & post QTR
- teacher surveys, focus groups
- Staff perceptions survey, TTFM Teacher survey
- Staff PDPs
- Evidence of inclusion of QTM concepts and language in teaching programs (planning and assessment), teacher focus groups
- Professional learning evaluation data

Analysis:

Data is analysed and triangulated regularly to determine

Strategic Direction 2: Leading Learning

Evaluation plan for this strategic direction

the extent to which the purpose and improvement measures have been achieved.

Implications:

The findings of the analysis will inform:

- Future actions
- Annual reporting on school progress measures (published in the annual report, in the newsletter and on the school website throughout the year)

Strategic Direction 3: Connectedness

Purpose

Our purpose is to strategically develop a school culture that will instill a sense of engagement, connection and pride in our school, by staff, students and parents. We strive to create an environment where students and staff have opportunities to influence community connections to foster a strong sense of self.

Improvement measures

Achieve by year: 2025

SCHOOL CULTURE

- School data reflects an increase in positive behaviours recognised by the school community
- Increased platforms for students to access leadership positions, with particular emphasis on increased male applications
- The attendance rates increase from 81.40% to 84.3% - 86.80% by 2022.
- Celebrate on a number of platforms the successes of Kellyville High School in our community
- Student TTFM Data improves from a baseline of 65.49% to be 74.10% agreed lower bound and above the upper bound 76.60% in the area of achieving positive wellbeing by 2023 (Wellbeing targets)

Achieve by year: 2025

COMMUNITY CONNECTION

- An increase of students in our local community enrol in our school up by 20%
- Staff TTFM Data improves with student engagement in class activities from 4.5 to 7.
- TTFM survey to represent an increase of positive reputation of the school in the local community by parents up by 17% from the lower two bands

Initiatives

Active engagement in school life and a sense of school pride

A strategic and planned approach to develop whole school processes that support the wellbeing of all students and staff so they can connect, succeed, thrive and learn.

- Staff nurture professional relationships with students which are safe, respectful and supportive, and which help students to reach their full potential.
- authentic student participation to build student leadership capacity allowing for student discussion, feedback and advocacy.
- implement programs that support students to successfully transition through significant stages of their learning
- attendance programs cater for personalised approaches for engagement and reengagement for student success
- The school fosters opportunities to gain perspectives from various stakeholders to build a positive school culture.

Learning, Excellence and Integrity in Action

The school's vision and values are inherent and are evidenced in aspects of school life.

- Collaborative partnerships are built and sustained with students, staff, families, communities and external agencies
- Share celebrations of achievements with the broader community
- Students actively contribute to the school and community through mentoring, student service and volunteering.

Success criteria for this strategic direction

The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. (SEF- A planned approach to wellbeing)

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school. (SEF- Behaviour)

All classrooms and other learning environments are well managed within a consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption. Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning. (SEF- Effective Classroom Practice)

What Works Best- classroom management

The school is organised so that students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential. (SEF- Caring for Students)

The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school. (SEF- Community Engagement)

Management practices and processes are responsive to school community feedback. There is a whole school approach to improving service delivery and customer (parent and/or student) experience. (SEF- Service Delivery)

All lessons are systematically planned as part of a coherent program that has been collaboratively designed. (SEF- Lesson Planning)

Strategic Direction 3: Connectedness

Evaluation plan for this strategic direction

Question

Has the school culture instilled a sense of engagement, connection and pride in our school by staff, students and parents?

Data

These data sources will be collected and analysed by relevant teachers, leaders and teams and discussed at teams/executive meetings throughout a term and the evidence uploaded into SPaRO. The school will use a combination of data sources including:

- Teaching programs,
- student work samples,
- TTFM Data,
- Sentral data- reduction in suspension data, increase in positive entries, reduction in negative incidences
- Enrolment Applications,
- Engagements in Social Media,
- Leadership platforms
- Leadership nominations,
- Attendance rates,
- Post school destinations
- VET annual surveys

Analysis

Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Implications

The findings of the analysis will inform:

- Future actions

Annual reporting on school progress measures (published in the annual report, in the newsletter and on the school

Evaluation plan for this strategic direction

website throughout the year)