

# School plan 2015 – 2017

**Killara High School**

**8457**



Killara High School



## School vision statement

Consistent with its motto *Conserva Progredere* Killara High School conserves the best from the past while pursuing new directions and development into the future.

We are committed to the values of democracy, responsibility, fairness and care. School programs focus on learning for life through the development of students' capacities to reflect on experience, make wise decisions and continue learning.

Our school community builds upon its traditions in, and reputation for, academic, creative and sporting excellence to develop students' independent and critical thinking and deliver the highest quality teaching and learning programs.

We are committed to developing and sustaining genuine relationships based on mutual respect among students, staff and families as well as individual and collective responsibility for actions and behaviour.

We foster students' appreciation of their responsibilities to others and an understanding of their individual and collective responsibility for social justice. We provide diverse learning pathways and support each learner to experience personal success and a sense of achievement.

Shared decision making underpins the school's professional culture of innovation, mutual support, critical reflection on practice and collective accountability.

## School context

Killara High School, founded in 1970, is a comprehensive school with an enrolment of 1588 students, including 50% students from a language background other than English.

The school has a proud tradition of academic excellence and a strong reputation for providing high-quality comprehensive education. Purposefully created streams and a gifted and talented program are features of Stage 4. The vast majority of students progress to university studies. There is a strong proactive focus on student learning and engagement and management initiatives in the middle years, teacher professional learning, student leadership and wellbeing programs, extensive curriculum enrichment opportunities and genuine communication with key stakeholders including local primary schools.

The school operates within three partnerships. The Killara Schools Partnership (KSP) brings together Killara High School and six local primary schools. Killara is one of five secondary schools that collaborate through the North Shore 5 (NS5) partnership. Killara High School is also in partnership with Macquarie University in the Professional Experience HUB School initiative.

## School planning process

The school plan was developed by staff, students and parents after an extensive consultation period.

All staff and parents were invited to provide written feedback in a survey, which asked them to identify what they valued about the school, and what they would add, remove or adapt from current practice.

Student leaders developed focus questions in consultation with staff, which formed the basis for discussion with randomly selected student groups.

Parents were invited to an open forum about future directions and were provided with feedback from the parent surveys.

Our strategic directions were developed by the school executive and teachers using the information gained through the consultation process. The School Planning and Executive teams developed the purpose, people, processes, products and practices.

The school's executive staff will have direct responsibility and accountability for the implementation, monitoring and evaluation of the plan.



## STRATEGIC DIRECTION 1

Developing successful learners

### Purpose:

To provide students with a challenging, engaging, inclusive and relevant curriculum designed to develop knowledge, skills, understanding and attributes such as integrity and empathy. The ongoing development of students as critical and creative thinkers, taking managed risks with their learning in an environment of mutual respect is central to education at Killara High School.

## STRATEGIC DIRECTION 2

Transforming learning through professional growth

### Purpose:

To facilitate active student engagement in a culture that promotes high expectations and personal best. Teaching innovation and authentic learning is supported and fostered through the provision of professional learning and coaching and mentoring of all teachers, to provide challenging and stimulating learning experiences.

## STRATEGIC DIRECTION 3

Fostering wellbeing across our school community

### Purpose:

To continually develop a culture in which students, families and staff have a sense of self-worth, self-awareness and personal responsibility that enables them to manage their emotional, mental, ethical and physical wellbeing. Students develop resilience and a sense of optimism about their lives and the future.

# Strategic Direction 1: Developing successful learners

## Purpose

To provide students with a challenging, engaging, inclusive and relevant curriculum designed to develop knowledge, skills, understanding and attributes such as integrity and empathy. The ongoing development of students as critical and creative thinkers, taking managed risks with their learning in an environment of mutual respect is central to education at Killara High School.

## Improvement Measures

- ❖ strategies into teaching and learning activities.
- ❖ Evidence of future focussed learning skills.

## People

**Students:** engage in authentic and differentiated learning to allow them to develop as resilient learners, with a capacity to solve problems and work collaboratively.

**Staff:** differentiate the curriculum through regularly evaluated and refined explicit teaching programs engage in professional learning, such as the *Making Thinking Visible* course, to enhance their capacity to teach critical and creative thinking. Teachers actively pursue opportunities to engage with the broader educational community.

**Parents/Carers:** engage with their child's learning through genuine communication and regular progress reviews.

**Community partners:** The Killara Schools Partnership (KSP) professional development focus, and curriculum sharing through the NS5, both assist teachers and students to meet goals. Simon Breakspear of Learn Labs works with staff to discover ways of connecting students' in-school and real world learning.

**Leaders:** continue to research and implement strategies to meet student learning needs, focusing on goals established through the Performance Development Framework, and monitor and review curriculum to empower student choice.

## Processes

Every KLA has high quality programs that embed Quality Teaching framework and the Australian Curriculum general capabilities. Provision is made for timely and high-quality feedback.

Plans are developed for the implementation of an authentic cross-curricular problem based learning elective in Stage 5 to develop skills and dispositions needed for Stage 6 study.

A culture of thinking is fostered by focusing on formative styles of assessment and metacognitive strategies. Visible thinking routines are evident in teaching and learning sequences.

Teachers participate in ongoing learning to integrate technology in learning and assessment. Student ICT fluency will form a core part of their learning.

Teams of teachers actively participate in teaching and learning projects each semester through the KSP. NS5 combined professional learning and Innovation Grants enable teachers to create and implement programs to increase student engagement.

## Evaluation Plan:

Analysis of NAPLAN and HSC value added data. Feedback from students, teachers and families through surveys, such as *Tell Them For Me*, NS5 SDD evaluations and DEC Performance and Development Framework (PDF) class surveys. Annual evaluations of faculty and whole school programs.

## Products and Practices

**Product:** All students are consistently engaged in learning that is meaningful, developmental and rigorous.

**Practice:** Stimulating, high-quality, BOSTES-aligned teaching and learning programs and assessment practices support every course.

**Product:** Students in Stage 5 will engage in the study of a cross-curricular problem based learning elective, with a focus on real world problems.

**Practice:** Teachers develop an authentic problem based learning elective model that has as its focus authentic problem solving and the development of critical thinking skills.

**Product:** Assessment data is used to monitor, track and report on student and school performance.

**Practice:** Students use assessment and reporting processes to reflect on their learning.

**Product:** Students develop critical and creative thinking skills, are reflective learners and are able to direct and co-create their own learning.

**Practice:** Students use visible thinking routines and self- and peer-assessment to improve their understanding of assessment and to promote self-reflection and efficacy.

**Product:** Technology supports the key learning components of engagement, collaboration and connection to real-world expertise.

**Practice:** Students and teachers use technology routinely and authentically to improve learning outcomes.

**Product:** Students extend their learning beyond the syllabus, developing the skills of advocacy and representation, and engaging with the school and wider community.

**Practice:** Students actively participate in student leadership and curriculum enrichment opportunities.

# Strategic Direction 2: Transforming learning through professional growth

## Purpose

Innovation and authentic learning is supported and fostered through the provision of professional learning, coaching and peer coaching of all teachers, to provide challenging and stimulating learning experiences.

## Improvement Measures

- ❖ All teachers have engaged in the Performance and Development planning cycle including a reflection on progress.
- ❖ Evidence of engagement with the Australian Professional Standards for Teachers at Proficient, Highly Accomplished or Lead in PDPs and accreditation documentation.
- ❖ Increased engagement in classroom observation and feedback to improve practice evidenced by the percentage of teachers who have completed the peer coaching program and time allocated for classroom observation in the weekly professional learning schedule.
- ❖ Increase in the number of teachers engaged professionally in school, community and university partnerships.

## People

**Students:** are encouraged to have agency in their learning and to develop critical and creative thinking capacity.

**Staff:** use the process of peer coaching to access the effectiveness of the implementation of professional learning into their classroom practice to transform student learning. Peer coaching is used to assess how learning occurs., Professional learning is focused on the implementation of the Australian Curriculum, the Australian Professional Standards and the PDF. Teachers use information about student progress to inform their planning and teaching and adapt curriculum to support 21<sup>st</sup> century learning.

**Parents/Carers:** professional learning outcomes are shared with families through communication channels.

**Community partners:** Shared professional learning with the KSP such as the Quality Teaching Rounds, Peer Coaching through HUB School Initiative and the Middle Years Project; joint professional learning with the NS5 focusing on shared priorities.

**Leaders:** encourage and support a culture of shared professional learning within the school, recognising the importance of driving continuous improvement.

## Processes

Teacher training in the use of the NSW DEC Performance and Development Framework to develop whole school, faculty and individual goals. Professional learning to enable teachers to conduct peer observations in the classroom.

Teachers use student performance data and other student feedback to evaluate the effectiveness of their own teaching (SEF)

A culture of coaching and peer coaching is fostered between staff, and the leadership team demonstrates instructional leadership, modelling evidence-based practice and shared decision making.

### Evaluation Plan:

All teachers will create an annually reviewed performance and development plan (PDP), supported by school executive and peer coaches

PDP process used to monitor teacher development

Annual KLA review

Annual review of teaching and learning programs

## Products and Practices

**Product:** All staff are self-reflective, setting goals in line with school strategic directions and linked to the Australian Professional Standards for teachers, and engaged in professional learning informed by professional development plans and the PDF. There is evidence of individual career growth against professional standards.

**Practice:** An embedded system of collaboration, classroom observation and mentoring exists that drives continuous improvement in teaching and learning.

**Product:** Well-developed and current policies and processes to identify address and monitor student learning needs.

**Practice:** Teachers regularly use student performance data and other student feedback to evaluate the effectiveness of teaching practice and an increased capacity exists for teachers to develop strategies to regularly incorporate assessment *for* learning and *as* learning strategies into classroom practice

**Product:** The development of a culture of peer lesson observation and feedback to improve classroom practice, using the GCI framework and AITSL classroom practice continuum

**Practice:** Peer observation and feedback become part of a culture of reflective practice

**Product:** The design of a professional experience program for Teacher Education Students through the Professional Experience HUB School Initiative partnership with Macquarie University.

**Practice:** All teacher education students consistently supported through their practicum.

# Strategic Direction 3: Fostering wellbeing across our school community

## Purpose

To continually develop a culture in which students, families and staff have a sense of self-worth, self-awareness and personal responsibility that enables them to manage their emotional, mental, ethical and physical wellbeing. Students develop resilience and a sense of optimism about their lives and the future.

## Improvement Measures

## People

**Students:** develop the knowledge, skills and attitudes to become successful, responsible and resilient citizens, and are encouraged to use their voice through representative groups.

**Staff:** model expected practices and have a consistent approach to the reinforcement of school values and priorities and implement the MindMatters program. Teachers differentiate curriculum delivery to meet student needs and are engaged in delivery of Home Group and wellbeing programs.

**Parents/Carers:** learn how to support their children to increase their resilience, especially in Stage 6. Provide support for school-based programs and services that support mental health and wellbeing.

**Community partners:** Effective linkages with external agencies are maintained, and built, to collaboratively support student learning and mental health. Organisations such as Headspace, KYDS, Ku-ring-gai Council and our local service clubs are effectively utilised to support students and programs.

**Leaders:** support staff in skill development.

## Processes

The school implements a whole-school approach to wellbeing, using *MindMatters* as a foundation, that is clearly defined and embedded in both curriculum and welfare programs for students and staff.

Continued support for the implementation of the Disability Standards for Education ensuring that individual learning is supported by the effective use of school systems and community expertise. The Learning Support Team leads the school community in the implementation of personalised student support.

Year 7 team meetings help teachers develop a consistent approach to facilitate successful transition from Stage 3.

Continued evaluation of, and improvement to, the welfare curriculum delivered in all areas resulting in all students being supported.

Ongoing evaluation and streamlining of administrative systems to enable staff to complete tasks efficiently.

### Evaluation Plan:

Feedback from students through surveys, such as *Tell Them From Me*.

Annual review of student's individual learning plans.

Regular monitoring of Sentral wellbeing data

Student Wellbeing Committee minutes

## Products and Practices

**Product:** All members of the school community understand the importance of mental health and the importance of resilience.

**Practice:** Wellbeing, happiness and resilience is purposefully promoted throughout the school community, using the language and practices of positive psychology. *MindMatters professional* learning is used to empower staff to build a positive school environment.

**Product:** All students have access to a rigorous, dignified and meaningful curriculum and enrichment opportunities. Deep knowledge and understanding of students' learning and support needs is evident in all teaching programs. All teachers are supported in providing personalised learning through a differentiated curriculum.

**Practice:** Quality professional learning exists for all teachers and support staff to support all students achieving personal best. The school actively collects and uses information to support students' transition.

**Product:** Strong and sustaining supportive relationships between all staff, students and families.

**Practice:** Home Group and leadership programs provide support for all students to enable meaningful and valuable participation in the corporate life of the school.

**Product:** Effective, inclusive communication within the school community.

**Practice:** The development of a shared vision for the school with students, parents and families and all staff.