School plan 2018-2020

Killara High School 8457

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 1640 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 to build critical and creative thinkers, 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 four 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, and the City Country Alliance (CCA) links us with schools across NSW. Killara High School has joined 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.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1
Student Learning

Purpose:

The school community will nurture, guide, inspire and challenge students to find the joy in learning, to build their skills and understanding and to make sense of their world. There is collective responsibility for student learning and success. We teach students the skills to understand and be responsible for their own learning and wellbeing in order to connect, succeed, thrive and learn. Students clearly understand the role of the learner and can creatively utilise knowledge and understanding and problem solving. Students are engaged, challenged and confident.

STRATEGIC DIRECTION 2
Leadership

Purpose:

To enable a self–improving community that will continue to support the highest levels of learning and wellbeing across the school. A coaching culture ensures ongoing capacity building in teachers so that every student experiences high quality teaching. School leaders are reflexive and proactive in the continual evaluation and monitoring of impact of their practice and engaged in capacity development programs. Administrative systems and processes underpin ongoing school improvement and the professional effectiveness of all school members to build ongoing school improvement.

STRATEGIC DIRECTION 3
Curriculum and Assessment

Purpose:

The school promotes student success through an integrated approach to quality teaching and learning, curriculum planning and assessment that is responsive in meeting the needs of all students. Teaching and learning programs are adjusted to address individual student needs, ensuring that students are challenged and adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcomes. All students are supported to achieve at minimum standards literacy and numeracy

Strategic Direction 1: Student Learning

Purpose

The school community will nurture, guide, inspire and challenge students to find the joy in learning, to build their skills and understanding and to make sense of their world. There is collective responsibility for student learning and success. We teach students the skills to understand and be responsible for their own learning and wellbeing in order to connect, succeed, thrive and learn. Students clearly understand the role of the learner and can creatively utilise knowledge and understanding and problem solving. Students are engaged, challenged and confident.

Improvement Measures

Teaching programs and student work samples will reflect teaching strategies to address general learning attribute development.

Data from general learning attributes on reports reflects skill development.

Student learning log for students will indicate learning goal setting and reflection on learning.

TTFM data reflects increased student engagement and rigour, resilience and positive learning experiences.

People

Students

have an understanding of general learning attributes reporting outcomes, track their own learning, set appropriate learning goals and keep evidence of their own learning and, in doing so, articulate how and why they learn.

Staff

have a shared understanding of general learning attributes reporting outcomes and develop teaching strategies focussed on future–focussed skill development. Teachers are reflexive in provide a teaching and learning environment that promotes student wellbeing, engagement and efficacy.

Parents/Carers

have an understanding of the general learning attributes reporting outcomes and the related progression. Parents/carers work collaboratively with students and teachers to support realistic goal setting supporting student learning, wellbeing and achievement.

Leaders

establish structures and processes to identify, address and monitor student learning and wellbeing needs.

Processes

Personalised Learning, Goal Setting and Reflection.

Student learning is data driven. Report outcomes reflect student progress and students, parents/carers and teachers have a clear understanding of what is required to enable students to understand and move forward with their learning. Students are setting learning goals and a coaching approach is used for learning goal setting and reflection.

Future focussed skill development.

A whole school approach is developed to explicitly teach skills and dispositions to enable students to thrive, connect and engage their sense of curiosity in   a rapidly changing and interconnected world.

Student Wellbeing

The school has made a commitment to nurture, guide, inspire and challenge students to find the joy in learning, to build their skills and understanding and to make sense of their world.

Evaluation Plan

Student TTFM surveys

Student focus groups

Evaluation of report reflection

Classroom observation data

Practices and Products

Practices

All students use a common language across all KLAs to measure their progression to determine their learningAll stakeholders have a clear understanding of the skills and dispositions presented in semester reports

Students and teachers are involved in the continuous use of data to inform planning and practice, monitor achievement and move learning forward.

Students are being taught skills to collaborate, use critical and creative thinking and solve complex problems. Teachers are developing effective teaching strategies to providing the skill development students need to build resilience and efficacy needed to connect, succeed and thrive.

Products

Structures are in place where teachers make informed and consistent judgements about student learning attribute development based on knowledge and understanding of skill progression.

A student centred learning environment exists where all students are supported and challenged and receiving timely and meaningful feedback to move learning forward.

All students know how to access support to manage their own learning and wellbeing needs required to flourish and teaching strategies focussing on student resilience and wellbeing are embedded in programs.

Strategic Direction 2: Leadership

Purpose

To enable a self–improving community that will continue to support the highest levels of learning and wellbeing across the school. A coaching culture ensures ongoing capacity building in teachers so that every student experiences high quality teaching. School leaders are reflexive and proactive in the continual evaluation and monitoring of impact of their practice and engaged in capacity development programs. Administrative systems and processes underpin ongoing school improvement and the professional effectiveness of all school members to build ongoing school improvement.

Improvement Measures

Evidence in PDP companion of authentic engagement by all teachers in process of reflection and continual improvement underpinned by coaching.

Evidence in PDP documentation that all members of the executive team have identified leadership goals in line with the School Plan and are authentically engaged in process of reflection and continual improvement underpinned by coaching.

Classroom teachers and teachers engaging in Executive Development program. Teachers are flourishing

All teachers are engaged in research in the twilight sessions

People

Students

All students are taking responsibility for their learning

Staff

All teachers are leading/ classroom teachers lead learning in their classrooms, HT lead learning in their area of responsibility/Senior Exec lead learning across the school focussed on reflection and continual improvement in outcomes for students.

Leaders

Work together to positively influence student outcomes (Collective teacher efficacy)

Processes

Collaborative Practice Coaching and PDPs

Strengthen the PDP process so all teachers are engaged in Peer Coaching (in coaching teams) enabling growth and focus on continual improvement supported by the PDP handbook. All goals linked to standards and strategic directions.

Leadership Development

Opportunities exist for all teachers to engage in leadership development to increase leadership density across the school. All teachers are leading learning in a professional learning community resulting in sustained and measurable whole school improvement. All executive are setting leadership goals and engaging in coachingWellbeing aspect – flourishing

Evaluative Practice Research Engaged

All teachers are evaluating their practice by engaging in research to improve their practice.

HUB Partnership/ 5R's/Research engaged/ Twilight Sessions

Evaluation Plan

Observation and coaching notes from Classroom teachers PDP handbook

Practices and Products

Practices

All staff are supported in a focus on continual improvement to classroom practice to improve learning outcomes for students.

Teachers are committing to leadership development.

Teachers are engaging in research around classroom practice and using their findings to improve their practice

Products

All staff are engaging in a genuine PDP process, built on coaching, that is embedded in the school.

A leadership development program is established. Teachers are linking their PDP goals to HA and Lead standard descriptors.

Teachers are research engaged

Strategic Direction 3: Curriculum and Assessment

Purpose

The school promotes student success through an integrated approach to quality teaching and learning, curriculum planning and assessment that is responsive in meeting the needs of all students. Teaching and learning programs are adjusted to address individual student needs, ensuring that students are challenged and adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcomes. All students are supported to achieve at minimum standards literacy and numeracy

Improvement Measures

Evidence in teaching programs of adjustments

SMART/Value Added Data

All students meet minimum standards in Literacy and Numeracy

Improvement in student engagement as indicated by responses from the Tell Them From Me student survey.

People

Students

are engaged in learning that is designed to meet their needs. All students are developing skills to think critically and creatively, work collaboratively and engage in peer and self assess progress and solve problems. Students in Year 10 are engaged in Z–Elective learning.

Staff

are taking responsibility to make adjustments for students learning. Teachers are evaluating curriculum and explicitly teaching critical and creative thinking skills and skills to work collaboratively and solve problems. Teachers create learning profiles for all classes and provide targeted intervention in the areas of literacy and numeracy.

Parents/Carers

Value the parent as a participant in student learning including those requiring adjustments.

Leaders

HTs will continue to embed peer and self–assessment and support the use of data to inform pedagogy. Executive will support the establishment of the Z–elective.

Processes

Curriculum and Assessment

Deliver quality learning experiences where all students are engaged in learning to engage and challenge. Embedded feedback, peer and self–assessment data drives learning to ensure students access support, extension and enrichment. Students understand where they are and how to move forward in their learning. Establish the Z–Elective as a component of the Year 10 curriculum.

Student Wellbeing

Differentiation of the curriculum to challenge and engage and meet the cognitive and socio–emotional needs of all learners.

Literacy and Numeracy

Develop and implement collaborative practices to effectively use data to determine students' current achievement and skill development in literacy and numeracy and design appropriate interventions.

Evaluation Plan

Student focus groups

Online test results and SMART reveal minimum standards met

Completion of Student and Staff Tell them From Me

Practices and Products

Practices

Students engaged in learning that is designed to meet their needs

All teachers are engaged in embedding future focussed learning strategies into programs.

Students are completing assessments tasks that provide clear direction to move forward with learning.

The evaluation and use of data is an embedded practice to inform interventions and initiatives in literacy and numeracy.

Products

All teaching programs have evidence of adjustments and teaching strategies to support all student learning and student work samples support this

A curriculum exists that incorporates future–focussed learning skills including the implementation of the Z elective

Assessments practices accurately assess what students know and provide explicit feedback for students to move learning forward