### School background 2015 – 2017

#### School vision statement
At Kellyville Public School we are committed to excellence in education. We encourage and expect our students to be respectful, safe learners. Within an inclusive, engaging and supportive school environment we nurture students to become confident, happy and successful learners. Our students are encouraged to be creative and critical thinkers as well as excellent problem solvers, aspiring to the challenge and motivated to reach their full potential. They are taught to be responsible for their own learning and to understand the pathways needed to enhance their individual educational progress. As a community, we strive to create lifelong learners and articulate, active and responsible global and local citizens.

#### School context
Kellyville Public School is situated in north western Sydney and is part of The Hills Network of schools. In 2015, the school has an enrolment of over 600 students. Students at Kellyville are from a diverse population with approximately 39% of students being from 52 different language speaking backgrounds.

Our teaching staff combines an excellent mix of ages and experiences. Kellyville Public School has a long and proud tradition of providing quality public education to the Kellyville Community. Quality teaching together with meaningful digital technology is used to engage students leading to successful learning.

Kellyville Public School embraces the philosophy of equal opportunities for all by catering for gifted and talented students, together with students with special learning needs. Alongside our many and varied extension programs, our school is committed to continuous improvement in teaching and learning for all students and accordingly has identified several strategic priority areas for the basis of the 2015 – 2017 School Plan. School improvement goals are identified as a direct result of extensive evaluation.

Kellyville Public School has a Youth Liaison Officer who works with the school to provide care and assistance to students and parents in need. The school has a small but active P&C membership and an excellent relationship with the parent community and local primary and high schools.

#### School planning process
The school planning process commenced in Semester Two, 2014 with two half day workshops with staff. Since that time, the Principal, executive team and leaders from the student body have consulted with staff, students and the wider parent community to identify our three strategic directions. The school’s current strengths have been identified and areas needing improvement have been evaluated. The educational landscape and situational analysis of the school have been taken into account. Ongoing data collection and its evaluation has played an important role in these key improvement measures and in the 5P Planning Process. (Purpose, People, Processes, Products and Practices).

These directions were informed by the publication and review of documents such as the NSW State Plan 2021, The Melbourne Declaration, School Excellence Framework, Great Teaching, Inspired Learning and the Resource Allocation Model.

A Planning Process Wall was developed in the Connected Classroom and staff and parents were involved and walked through the process. The Director of Schools was consulted during this process. Members of the Executive team have been involved in Professional Development to develop a better understanding of the 5P’s and the milestones of the plan. The milestones have been developed by Committee Members.

The Kellyville Public School Management Plan has been endorsed by the Director, staff, parents and students.
School strategic directions 2015 – 2017

At Kellyville Public School we aspire for all students to become responsible, articulate, self-motivated learners who are able to work independently and collaboratively.

Through a collaborative approach to high expectations, high engagement and high achievement, our purpose is to build the capacity of all students to achieve their potential.

Through quality curriculum programs and teaching practices students will become confident lifelong learners and responsible global citizens.

Student learning is underpinned by high quality teaching where a high level of professionalism and commitment is evident in all classrooms.

At Kellyville Public School our purpose will be to build the capacity of all staff, through professional development aligned with the school plan to deliver a collaborative practice of sustained high expectations and shared responsibility for student engagement and learning.

This will be achieved through the leadership of quality teaching practices, differentiated learning, quality assessment, meaningful feedback and measurable growth performance for sustained learning.

Explicit systems for collaboration and feedback to sustain quality teaching practice will maximise learning in our school.

At Kellyville we are structuring our internal systems to have a transparent, collaborative approach to decision making that is underpinned by school and external data. Our purpose is to ensure a consistent approach to standardised data collection and data entry procedures across the school.

By sharing knowledge, experience and skills within the school and the wider educational community we will build capacity in educational practice leading to higher student achievement.
Strategic Direction 1: Quality Learning

**Purpose**

Why do we need this particular strategic direction and why is it important?

A collaborative approach to high expectations, high engagement and high achievement will build the capacity of all students to enable them to become responsible self-motivated learners capable of achieving their personal goals and leading happy and successful future lives.

**People**

How do we develop the capabilities of our people to bring about transformation?

**Students:** All students will be engaged in quality learning experiences with data driven personalised learning pathways.

Growth in student text writing targeted by the development of a deep understanding of the key elements of writing.

**Staff:** Explicit and targeted professional development in all curriculum areas with a specific focus on text writing, together with the processes and pedagogy of Lane Clark and John Hattie.

**Parents/Carers:** Build an awareness and understanding of the new curriculum and innovative pedagogy in education. Good school attendance and the completion of homework will be a focus.

**Community Partners:** Networking with the Community of Schools to develop a shared knowledge and understanding. Kindergarten and Stage 3 Transition programs will be strengthened.

**Leaders:** Will provide transformational leadership and mentoring of teachers. The provision of a Non-Teaching AP to assist New Scheme Teachers to develop proficiency.

Leadership opportunities will be provided for aspiring student leaders.

**Processes**

How do we do it and how will we know?

- Individualised data driven differentiated learning activities.
- Data identified at risk students in literacy and numeracy to be targeted by support staff.
- Stage planning days to develop quality learning experiences in all syllabus areas of the NSW Version of the Australian Curriculum.
- Ongoing PD of staff in unpacking the key elements of text writing and innovative processes and pedagogy with Lane Clark and John Hattie. (The Visible Learner)
- Improve parent understanding of good attendance, homework, the new curriculum and programs such as Lane Clark and John Hattie.

**Evaluation Plan**

Executive ‘Walk Through Observations’ classroom displays and regular student discussions regarding Learning Intentions and student goal setting.

The Visible Learner Timeline activities, work samples and classroom videos.

Analysis and achievement growth in school based assessment and reporting and Continuum & NAPLAN Growth.

‘Tell Them From Me’ Survey results and focus groups with staff, students & parents.

**Products and Practices**

What is achieved and how do we measure?

- Increased number of students aware of their Learning Intentions and able to articulate their Learning goals. Identified through observations, focus groups, surveys and videos.
- 90% of students achieving grade benchmarks in text writing.
- 90% of students achieving Benchmark levels in Guided Reading.
- 90% of students achieving above state average growth in NAPLAN English and Mathematics.

What are our newly embedded practices and how are they integrated and in sync with our purpose?

**Practice:**

- All learning is data driven and differentiated according to student needs.
- Development of Data Wall and Case Management Time.
- Students utilise learning goals and success criteria to reflect on their learning.
- New curriculum documents used to plan and present high quality learning experiences.
- Non-teaching Assistant Principal to lead and mentor new scheme teachers.
- Students using Lane Clark Processes and John Hattie’s Learning Intentions.

**Improvement Measures**

- Increased number of students aware of their Learning Intentions and able to articulate their Learning goals. Identified through observations, focus groups, surveys and videos.
- 90% of students achieving grade benchmarks in text writing.
- 90% of students achieving Benchmark levels in Guided Reading.
- 90% of students achieving above state average growth in NAPLAN English and Mathematics.
## Strategic Direction 2: Quality Teaching

### Purpose

Why do we need this particular strategic direction and why is it important?

To foster a collaborative culture of high expectations and a shared responsibility for student engagement and achievement through the leadership of quality teaching practices driven by data driven differentiated learning, quality assessment and measurable growth performance.

### People

How do we develop the capabilities of our people to bring about transformation?

- **Students:** Students will develop a deep knowledge and understanding of core subjects and through meaningful feedback will develop an understanding of their individual learning goals and success criteria.

- **Staff:** Targeted Professional Development on data driven differentiated learning, curriculum and pedagogy to inform reflective practice and build individual and collective capacity.

- **Parents/Careers:** Develop strategies for parents to support school curriculum and pedagogy through regular communication, parent teacher information evenings and workshops. School attendance and the completion of homework will be discussed.

- **Community Partners:** Enrich and extend understanding of curriculum and pedagogy by working collaboratively and sharing experiences through our Community of Schools and Networking.

- **Leaders:** Building the capacity of school executives and aspiring leaders by Professional Learning Goals and by giving staff the opportunity to be mentors and guide teaching and learning experiences for less experienced staff members.

### Processes

How do we do it and how will we know?

- Deep knowledge of the curriculum and the collaborative planning of quality units of work.

- Teacher resources need to be updated regularly to assist with quality teaching experiences.

- Engaged students achieving success in their learning as shown by data.

- Quality technology experiences to be utilised to engage student learning.

- Embed consistency of teacher judgement across the school.

- Data driven differentiated learning.

- Student self motivated learning.

- Regular and ongoing teacher support and supervision.

- Instructional leadership of Graduate Teachers.

- Staff Professional Accreditation.

### Products and Practices

What is achieved and how do we measure?

- Staff demonstrate increased knowledge and confidence in implementing curriculum and pedagogy.

- Teaching and Learning Programs reflect evidence of assessment and differentiated learning activities.

- School based data indicates 90% of students achieving grade benchmarks in Text Writing.

- 90% of students achieving Benchmark levels in Guided Reading.

- 90% of students achieving at or above stage outcomes in Core Learning Areas.

- Increase in positive parent feedback showing the success of the school’s educational programs K-6.

### Improvement Measures

- Staff demonstrate increased knowledge and confidence in implementing curriculum and pedagogy.

- Teaching and Learning Programs reflect evidence of assessment and differentiated learning activities.

- School based data indicates 90% of students achieving grade benchmarks in Text Writing.

- 90% of students achieving Benchmark levels in Guided Reading.

- 90% of students achieving at or above stage outcomes in Core Learning Areas.

- Increase in positive parent feedback showing the success of the school’s educational programs K-6.

### Evaluation Plan

Principal & Executive Walk & Talk. Evidence of consistent language in all classrooms regarding Learning Intentions, strategies, success criteria, meaningful feedback and processes used to achieve success. Continuous improvement in assessment and reporting. Staff achieving Professional learning Goals underpinned by the Quality Teaching Framework, Great Teaching, Inspired Learning, School Excellence Framework and the Melbourne Declaration.

### Practice

Collaborative Planning of Learning and assessment tasks combined with consistency of teacher judgement.

Staff using learning intentions, success criteria and goal setting for students.

Staff setting Professional Learning Goals to enhance their teaching and develop a deeper understanding of curriculum and effective pedagogy.
## Strategic Direction 3: Quality Systems

### Purpose

**Why do we need this particular strategic direction and why is it important?**

To have standard data and data entry procedures ensuring a consistent approach across the school. To implement a transparent, collaborative approach to decision making that is data driven and accountable. To build capacity in educational practice by sharing knowledge, experience and skills within the school and the wider educational community leading to higher student achievement as per the 5P Planning process.

### People

**How do we develop the capabilities of our people to bring about transformation?**

- **Students:** Develop student capacity to access and engage in a range of quality learning opportunities using digital technology.
- **Staff:** Improve capacity of staff to enter access and analyse data in relation to ongoing student growth & performance.

Develop a high level of skills to enable staff to capably use digital technology to create quality learning “HOT” (Higher Order Thinking) experiences for students.

- **Parents/Carers:** Enable the school community to develop and engage in a shared vision to plan and build partnerships leading to the achievement of measurable growth and progress, via discussions at Parent and P&C Meetings, and communication via digital media.
- **Community Partners:** Encourage networking and professional learning opportunities across the Community of Schools to enhance school management systems. The School Liaison Officer strengthens communication processes with parents and the community.
- **Leaders:** Build leadership capabilities through targeted professional learning goals, networks with educational partners and engagement with current research in education and technology.

### Processes

**How do we do it and how will we know?**

- Online data assessment records for every student.
- Professional development of staff to enable them to submit, access and analyse whole school data resulting in individualised teaching and learning.
- Learning & Support Team Data and Disability Data Collection.
- Data Wall developed and Case Management Time to support classroom teachers.
- Professional development of staff in the use of quality creative software and technology.
- Students to access digital resources at school and home.
- Engage parents to actively support student learning and good school attendance.

### Products and Practices

**What is achieved and how do we measure?**

- All teachers confident in accessing data and utilising technology to maximise quality, differentiated learning opportunities for students.
- Whole school based online data initially in English and Mathematics to drive differentiated learning programs.
- Students create and build knowledge through “HOT” ICT initiatives.
- Improved ongoing communication with parents to increase their knowledge and encourage their participation in school activities.

### Improvement Measures

- All teachers confident in accessing data and utilising technology to maximise quality, differentiated learning opportunities for students.
- Whole school based online data initially in English and Mathematics to drive differentiated learning programs.
- Students create and build knowledge through Higher Order Thinking ICT initiatives.
- Improved ongoing communication with parents to increase their knowledge and encourage their participation in school activities.

### Practice:

- Online whole school based data collection to drive differentiated learning programs.
- Personal learning Plans/Individual Education Plans.
- LST Data and DDC.
- Data Wall – Faces on the data.
- Case Management Time.
- Stage and Staff Meetings to communicate and demonstrate the use of “HOT” Technology and software.
- Ongoing communication with parents via digital media and regular Parent Information and P&C Meetings.
- Working with Children Check to be introduced across the school community.

### Evaluation Plan:

- Evidence of staff competence in submitting and analysing whole school data to improve academic achievement.

- Data generated through digital programs.

- Case Management Evaluation regarding data driven differentiated learning.

- Pre and post staff surveys in competence to use technology and Higher Order Thinking software.