



Killara  **HIGH SCHOOL**

School Plan

2012-2014

2014 Priorities

Killara High School School Plan for 2012-2014

School Context:

Killara HS has an enrolment of over 1560 with 50% of students from language backgrounds other than English. There are 105 teaching staff and 16 support staff working at the school. Enrolments have increased 27% since 2002. There twenty on site demountable have recently been reduced to six through the building of Block G and Block B enhancements. In its 44th year of operation at the Koola Avenue site, Killara continues the tradition of quality comprehensive education for girls and boys and remains one of the leading secondary schools in the state.

Priorities

1. Student Engagement and Wellbeing
2. Literacy and Numeracy
3. Communication and Communities

Development Plan:

No	Priority Area Student engagement and well being	Strategies	Indicators
1	<p>Outcome Student learning outcomes are improved and learning potential is maximised through the provision of an inclusive school culture nurtured by staff which features collaborative teaching, team planning, cooperative learning, transition planning, and an enhanced understanding of specific student welfare and Stage needs.</p> <p>2014 Targets</p> <ul style="list-style-type: none"> • Identified at risk students meet individual school-determined benchmarks in <ul style="list-style-type: none"> - attendance 	<ul style="list-style-type: none"> • Implement (from term 4 2013) revised 7-12 welfare curriculum "Discover". Professional learning for staff in home group teams to implement program. Implementation of registration and evaluation of welfare curriculum. • Unite staff in their commitment to the philosophy, rationale and practice of Home Group programs and student/ staff connectedness • Staff updated each term of students whose needs should be better met through accommodations and adjustments. • Head Teachers (supported by DPs) lead the development in their KLA of individual learning programs for identified students. • Professional learning for all staff, informed by the LAST in identifying the emergent 	<ul style="list-style-type: none"> • Increased student engagement and well being through embedded Home Group programs, including improved attendance. • Improved TTFM data re advocacy, engagement and belonging looking particularly at STAGE 5. • Improved level of communication between the Learning Support team, HT's and teachers • Individual learning programs for identified students reflecting negotiated accommodations and adjustments. • Formalised system of reporting the achievements of identified students which reflect the learning provisions applied. • Increased use of online Learning Support referral form by all teachers

	<ul style="list-style-type: none"> - submission of assigned work - achievement. • All students provided with dignified, meaningful and rigorous learning experiences. 	<p>needs of students.</p> <ul style="list-style-type: none"> • Professional learning to improve the practice of accommodation and adjustments for our diverse range of students • Professional learning on the use of LMBR Student Management to register and monitor issues related to student welfare, attendance and progress • Maintain positive Peer Support program practices with strong teacher commitment • Continue to develop the Killara whole school Learning and Support Team as a means to support students 	<ul style="list-style-type: none"> • The maintenance of fortnightly Year team meetings • Increased understanding of, and capacity to, accommodate the needs of ASD students
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	Priority Area Teaching and Learning: Literacy and Numeracy	2014 Strategies	2014 Indicators
2	<p>Outcome All students improve the quality of their writing and improve their reading for meaning skills, thereby achieving improved success in all subjects</p> <p>2014 Targets</p> <ul style="list-style-type: none"> • 0.35+ effect size for reading and writing growth for year 9 students in NAPLAN • HSC English Advanced students maintain results at or above state average Band 6 • All KLA programs contain specific literacy and numeracy outcomes and teaching strategies 	<ul style="list-style-type: none"> • Continue the Literacy Task Force made up of representatives from each KLA, to research, determine directions and monitor the implementation of best practice literacy teaching and learning • Identify and support professional learning needs in literacy for different KLAs • Strategies for explicit teaching of reading (with a focus on teaching the understanding of inferential ideas in texts) and writing available for all teachers • Assessment tasks for Stage 4 in all KLAs include literacy outcomes • All teachers use internal and external data to track student progress <ul style="list-style-type: none"> • Sharing literacy needs and skills across KLAs using literacy continuum. Map curriculum and assessment tasks in all Stage 4 courses so students' literacy needs can be shared among faculties to enable shared building of student skills through shared feedback <ul style="list-style-type: none"> • Develop a resource bank of student work samples and use annotated work samples as models for students to understand the requirements for high achievement. 	<ul style="list-style-type: none"> • Led by Kerrie Hanich • Literacy task force continues to meet monthly to determine directions for teacher professional learning in literacy. Students and teachers learn that different reading strategies are used for answering literal, inferential and interpretive questions about rich texts • Specific teaching strategies and reading outcomes in all Year 7 KLA programs. <ul style="list-style-type: none"> • All teachers use effect size analysis on at least one class in Stage 4 (and / or other as appropriate) • All teachers utilise SMART data and internal assessment data to track students' progress <ul style="list-style-type: none"> • Stage 4 teachers make use of assessment information on literacy outcomes from other faculties to support students in further developing their reading, writing and speaking skills <ul style="list-style-type: none"> • Students are assessment-ready by understanding the requirements of each task set, through provision of exemplar models and explicit teaching of literacy components of tasks

		<ul style="list-style-type: none"> • Continued focus on Assessment AS and FOR learning • Student learning is assessed and tracked systematically • Increase self and peer assessment practice as a means to promote improved understanding of assessment tasks and student reflection on their own work • Continued roll out of Visible Thinking Routines (which commenced in 2013) and the formation of Cultures of Thinking focus groups. • Continuation of the KSP Middle Years semester projects. In semester one, teams of four teachers from all seven schools will complete a Quality Teaching Rounds project. In semester two, pairs of teachers will plan and team teach cross curricular lessons based on the general capabilities and cross curriculum priorities from the NSW syllabuses for the Australian Curriculum. • Commencement of Quality Teaching Rounds: the five teachers who completed training and took part in the semester one KSP project will lead their own Quality Teaching Rounds with cross KLA teams of teachers at Killara High School in semester two • Effective teaching of numeracy: focus on the literacy dimensions inherent in numeracy 	<ul style="list-style-type: none"> • Assessment <i>for</i> learning and <i>as</i> learning strategies clearly evident in teaching programs. • Increased self and peer assessment practice • An increased capacity for teachers to develop strategies to regularly incorporate assessment <i>for</i> learning and <i>as</i> learning strategies into classroom practice through opportunities for teachers to share pictures of practice across faculties in focus groups. • Teachers incorporate visible thinking strategies into classroom practice. • A culture of thinking is developing in classrooms • Lesson observations by colleagues via QT rounds across all seven schools in the KSP • Resources developed to support the implementation of the NSW Syllabuses for the Australian Curriculum • Increased understanding of the Quality Teaching Framework • The development of a culture of peer lesson observation by teachers
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	Priority Area Communication and Communities	Strategies	Indicators
3	<p>Outcome Improved student performance and wellbeing is supported by improved feedback to students and parents and improved communication within the school community.</p> <p>2014 Targets Communicate school achievements and ethos to the wider community, in particular prospective parents in local primary schools through:</p> <ul style="list-style-type: none"> • Enhanced web based services to parents, students and staff • timely replies to parent and community enquiries • increased participation of KHS teachers in Killara Schools Partnership (KSP*) professional sharing meetings • further development of North Shore Secondary Schools Partnership (NS5**) collaborative programs under the Empowering Local Schools (ELS) initiative <p>* Killara Schools Partnership comprises Killara HS, Lindfield East PS, Lindfield PS, Roseville PS, Killara PS, Beaumont Rd PS and Gordon East PS ** NS5 comprises Chatswood HS, Killara HS, Ku ring gai Creative Arts HS, St Ives</p>	<ul style="list-style-type: none"> • Enhance the image of the school in the wider community. • Increased participation in the school's diverse enrichment program for students • Continued website development to enhance web based services to parents, students and staff consistent with findings from the Assessment Review • School administrative services (attendance, student progress review meeting (SPRM) bookings and distribution of information to parents) managed through web based communication systems • Increased participation of KHS teachers in Killara Schools Partnership (KSP) professional sharing meetings • Further development of North Shore Secondary Schools Partnership (NS5) collaborative programs under the 	<ul style="list-style-type: none"> • Improved presentation of students outside school through behaviour and wearing of correct school uniform. • Student achievements and school successes celebrated in local media and through local primary schools. • Successful use of social media in communicating with the wider community. • Development of a revised school communications strategy consistent with an inaugural NS5 communications strategy. • Updated website and increased access to information, proformas and on website. • expansion of Sentral Server online services to provide parents with access to timely accurate information on students attendance and achievement, calendar, diary, assessment schedules and learning programs. • school administrative services (attendance, student progress review meeting (SPRM) bookings and distribution of information to parents) managed through web based communication systems. • Expanded use of Edval software to support internal communications and administrative processes. • Participation of increased numbers of teachers in Killara Schools Partnership initiatives focused on Stages 3 and 4. • Fortnightly NS5 principal and DP meetings • Curriculum coordination initiatives across the NS5 to support Australian Curriculum implementation and other KLA collaborations

HS and Turramurra HS		<p>Empowering Local Schools National Partnership (ELSNP) initiative to enable sharing of expertise through professional learning opportunities, to empower staff to pursue action learning focused on collaboration and innovation using ELSNP project funding, to provide opportunities for staff to pursue their own learning (academic scholarships) using ELSNP project funding and to build on connections with local businesses, universities and experts within our community using ELSNP project funding.</p> <ul style="list-style-type: none"> • Implementation of Local Management & Business Reform (LMBR) • Evaluation of elearning capacities across NS5, development of elearning skills of staff through mentoring support for targeted teams in the NS5 • Develop community knowledge of and involvement in the KPS-Menindee CS partnership • Block G and Block B enhancements supported by the P & C will continue throughout 2014, including review and consolidation of school maps and communication via diaries, handbooks and website.. Infrastructure Master Plan development of the Lion Library expansion and outdoor amenities enhancements planning will continue in consultation with Killara High School community stakeholders, including the P&C, staff and student leadership groups. 	<ul style="list-style-type: none"> • Continuation of combined School development days established annually for NS5 • Dynamic and active connections with NS5 schools, local community partners, universities and business • Flagship projects and perpetual projects activated for NS5 • Staff of all five schools working collaboratively • LMBR and budgeting tool implementation • ELS participation sustained and range of innovations in resource management expanded <ul style="list-style-type: none"> • Exchange (staff and student) programs with Menindee CS sustained in 2014
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The School Plan has been endorsed and approved by:							
Principal:		Date:		School Education Director:		Date:	
Signature:				Signature:			

