

School plan 2018-2020

North Kellyville Public School 4664



School background 2018–2020

School vision statement

North Kellyville Public School delivers boldly future-focused primary educational programs which are individualised to suit the specific needs of students so that they thrive in a rapidly changing and interconnected world. Students, staff members, parents and community groups develop a positive identity and sense of belonging to the school. North Kellyville Public School prepares students to lead enriched lives with the ability to solve complex problems and be mindful global citizens.

School context

At North Kellyville Public School, staff members work with the community to create cutting-edge educational experiences within our state-of-the-art facilities. We acknowledge that education in a changing world has a vital role to play in preparing students for successful, enriched lives. At North Kellyville Public School, students are challenged yet nurtured and work both independently and in groups to solve authentic problems. Learning includes partnership with industry in order to develop skills in students of innovation, fair-testing and experimentation. Students accumulate a strong repertoire of general capabilities including literacy, numeracy, creative and critical thinking, intercultural understanding, ethical understanding, information and communication technologies and personal and social capability.

Underpinning success at every level of the school is a relentless focus on the formation and maintenance of positive interpersonal relationships. Resilience, persistence and personal responsibility are key themes of wellbeing programs.

Opening on January 29, 2019, North Kellyville Public School currently has 15 mainstream and 3 support classes with a total enrolment of 325 students. The site features 40 homebases, adjoining maker spaces, group study rooms and learning nooks, outdoor amphitheatres, two full sized sports courts and a natural turf playing field. The school is situated in the burgeoning developmental area in Sydney's northwest in close proximity to the new northwest metro. North Kellyville Public School is part of the Kellyville Community of Schools which also consists of Rouse Hill, Ironbark Ridge, Kellyville, Beaumont Hills and Sherwood Ridge Public Schools.

School planning process

The development of this School Plan was facilitated by deep consultation. Parents/carers were invited to complete an online survey seeking their views on priority areas in teaching, learning and leadership. Responses were explored more thoroughly during a face-to-face parent/carer forum with the principal. This facilitated conversation gleaned various perspectives and assisted the school executive to synthesise themes that summarised the aspirations that parents hold for their children. Staff members each contributed during various meetings to the development of strategic directions and priority areas. Executive staff members consulted students with particular reference to the innovative learning spaces, use of technology and wellbeing. The student voice was synthesised and presented to executive staff for inclusion in the plan.

Throughout the planning process, School Excellence and Accountability policies and implementation documents were heavily referenced, while senior Department of Education officers including the Director Educational Leadership and Principal, School Leadership were consulted.

Following consultation, the executive staff compiled a draft plan which was then communicated to key stakeholders for further feedback.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1 Wellbeing

Purpose:

To enable all students, staff and community members to connect, succeed and thrive in an environment of positive, respectful relationships, personal responsibility and resilience. To facilitate a school environment where all stakeholders experience a sense of deep commitment, identity and belonging.



STRATEGIC DIRECTION 2 Data Informed Practice

Purpose:

To develop feedback systems and evidence loops that enable teachers and executive staff to measure impact on student learning leading to reinforcement of effective and refinement of ineffective strategies. To ensure that point-in-time information about individual student achievement and growth is accessible and used to design learning experiences that are personalised and responsive to needs. To enable students to understand their own learning so that they can develop goals and reflect on their achievements.



STRATEGIC DIRECTION 3 Future Focused Learning

Purpose:

To prepare students across all curriculum areas and learning stages with skills and capabilities to thrive in a rapidly changing and interconnected world. To connect students and engage their sense of curiosity.

Strategic Direction 1: Wellbeing

Purpose

To enable all students, staff and community members to connect, succeed and thrive in an environment of positive, respectful relationships, personal responsibility and resilience. To facilitate a school environment where all stakeholders experience a sense of deep commitment, identity and belonging.

Improvement Measures

Over 85% of students in Years 3–6 report that the school is a safe and secure environment and that they have not experienced any form of bullying according to Tell Them From Me student snapshots.

Over 80% of students report having a teacher who supports and advocates for them, demonstrating that the student is known, valued and cared for.

People Matter Survey shows a rating of **over 85%** on items of 'Employee Engagement' and 85% on 'Employee Support'.

Over 90% of students can define personal responsibility and understand that they have complete control over their behavioural and learning choices according to school-based surveys.

People

Staff

Teachers:

- Engage in research-based professional learning in Choice Theory Reality Therapy.
- Implement consistent approaches across the school.
- Seek support from supervisors and colleagues
- Fulfil joint responsibility for Work Health & Safety
- Model active, healthy lifestyles and healthy eating.
- Refer individual cases to school executive and Learning Support Team to develop tailored plans.

Parents/Carers

Parents:

- Engage with school literature such as policies.
- Participate in the formation of school Wellbeing procedures.
- Provide balanced feedback to staff in a courteous manner.

Students

Students:

- Analyse own behavioural and learning choices and replace irresponsible choices with responsible ones in order to meet needs.

Processes

1. Implement a **whole school integrated and inclusive approach to student wellbeing** in which students can connect, succeed and thrive using a common language associated with responsibility.

2. Establish an effective Wellbeing Team which draws **on evidence-based research** to develop whole school programs to cater for the physical, emotional, social, cognitive and spiritual wellbeing needs of staff and students.

3. Staff members meet and exceed professional obligations in an environment of support where **professional wellbeing** is prioritised.

Evaluation Plan

Progress towards improvement measures will be evaluated through: parent and student Tell Them From Me Surveys, signage displayed around the school, capacity of students and parents to define bullying and articulate language of personal responsibility and staff engagement / participation rates with wellbeing initiatives designed to assist participants maintain a positive, healthy work life.

Practices and Products

Practices

Practice: Students strive towards and achieve meaningful goals.

Practice: The school has high expectations for every student.

Practice: Resilience is built into day to day classroom conversation

Practice: Choice Theory is used as a basis for heightened personal responsibility and self-determination of behaviour.

Practice: The language of raising responsibility is used to empower students to make positive choices.

Practice: School systems support collaboration and collegiality.

Practice: Quality professional learning is provided to support staff in meeting their obligations.

Products

Product: Students engaged in regular physical activity.

Product: Clear behavioral expectations and consequences are established and displayed around the school.

Product: Integration and reverse-integration of students in and out of the support classes according to need.

Product: Clear bullying-prevention strategies implemented.

Strategic Direction 1: Wellbeing

People <ul style="list-style-type: none">• Develop and model the expected behaviours within the Wellbeing procedures aligned to core values.
Community Partners Community of Schools: <ul style="list-style-type: none">• Align professional learning and disseminate resources as appropriate.• BHPS/RHPS CTRT alignment

Strategic Direction 2: Data Informed Practice

Purpose

To develop feedback systems and evidence loops that enable teachers and executive staff to measure impact on student learning leading to reinforcement of effective and refinement of ineffective strategies. To ensure that point-in-time information about individual student achievement and growth is accessible and used to design learning experiences that are personalised and responsive to needs. To enable students to understand their own learning so that they can develop goals and reflect on their achievements.

Improvement Measures

Longitudinal analysis shows that every student is achieving **acceptable growth each year (0.40)** in aspects of reading evidenced through standardised assessment.

Longitudinal analysis shows that every student is achieving **acceptable growth each year (0.40)** in aspects of number evidenced through standardised assessment.

At least 80% of students are able to effectively identify their learning goals in literacy and numeracy and next steps to improve.

People

Staff

Teachers:

- Discuss student performance in terms of both achievement and growth.
- Engage in regular data talks^[i] with members of their stage, learning and support and executive teams.
- Collect and analyse student performance data to inform teaching practice.
- Personalise learning to individual students based on goals which are derived from data.
- Embrace an evidence seeking culture.

^[i] Data talks refers to teachers presenting student data (statistics, assessment results, observational notes) and discussing the data with a group of colleagues. During the data talk, teachers explain what data they have collected, how it has been used to inform practice and what it tells them about the students' learning.

Parents/Carers

Parents:

- Partner with teachers and offer insights during formal interviews.
- Support the development of individual education and adjustment plans.
- Recognise the importance of individual growth over being 'the best'.

Students

Processes

1. Design and implement whole school strategies to **measure the impact of quality teaching on student learning** using both qualitative and quantitative data.
2. Draw on student growth and achievement data to **inform whole school interventions in order to personalise learning** and target support in line with student need (low and high).
3. Support **students to monitor their learning and set individual goals**, ensuring that students have a clear understanding about how to improve.

Evaluation Plan

Progress towards improvement measures will be evaluated through: coding of lessons using an evidence based framework (QTR, 21CLD), growth effect size comparing achievement in standardized assessments, focus groups and case studies of students, work samples, performance in external assessments including NAPLAN and VALID^[i], progress of students along literacy and numeracy learning progressions.

^[i] The Validation of Assessment for Learning and Individual Development (VALID) program provides online end-of-stage assessments for the science key learning area. The assessments assist schools to monitor student achievement and inform planning, programming and assessment practice.

VALID replaces the Essential Secondary Science Assessment (ESSA). The structure and delivery of the tests is similar

Practices and Products

Practices

Practice: Stage meetings focus on discussion of quality, valid and reliable student data, ensuring every student is known, valued and cared for.

Practice: Teachers use tracking spreadsheet to monitor student achievement, identify students requiring additional support and make judgements about the effectiveness of their own practice.

Practice: Students monitor individual goals and articulate learning.

Practice: Teachers provide specific, explicit and timely formative feedback related to defined learning intentions and success criteria

Practice: A school wide feedback culture exists where both internal and external data is systematically collected and analysed and quality teaching is enhanced.

Practice: Differentiation is deeply understood and implemented in all classrooms.

Products

Product: Quality, functional Excel tracking document established and used to support consistent collection and analysis of data.

Product: Student learning goals are derived through a consistent process across the school

Product: Learning intentions and success criteria are considered, displayed and referred to regularly.

Strategic Direction 2: Data Informed Practice

People
Students: <ul style="list-style-type: none">• Strive to produce quality work.• Articulate learning goals.• Describe their work in terms of 'learning' rather than 'doing'.
Community Partners
Community of Schools: <ul style="list-style-type: none">• Align professional learning and disseminate resources as appropriate.

Processes
to ESSA online.

Strategic Direction 3: Future Focused Learning

Purpose

To prepare students across all curriculum areas and learning stages with skills and capabilities to thrive in a rapidly changing and interconnected world. To connect students and engage their sense of curiosity.

Improvement Measures

100% of classes engage no less than twice a year in design thinking units of works.

Tell Them From Me survey results indicate high levels (**80%+**) of students are engaged and interested in learning.

Coding of lessons by a curriculum team using QTF/21CLD rubric, **shows continual numerical growth** in design that supports the development of future focused learners.

People

Staff

Teachers:

- Engage with professional learning and embrace the challenge of flexible learning modes.
- Design units of work with emphasis on general capabilities.
- Implement design thinking tasks which mirror the scientific method of inquiry.
- Become highly proficient users of technology for learning.

Parents/Carers

Parents:

- Offer support to the school in areas of expertise.
- Attend celebrations of learning.
- Ask questions of their children related to learning.

Recognise that the process is just as, if not more, important than the product

Students

Students:

- Develop the cognitive capacity to focus in flexible learning environments.
- Respect learning zones within classrooms and adhere to the guidelines associated with each zone.
- Engage with technology responsibly and ethically.

Processes

1. Create and maximise **future focused learning environments** to inspire students to be leaders of their own learning. Students will learn to collaborate and use creative and critical thinking to solve complex problems and become mindful global citizens.

2. Staff will continually review their pedagogical approach to **equip students with general capabilities and digital competences**.

3. Develop and design programs that provide opportunities which **empower students to effectively communicate, work collaboratively, express their creativity, think critically, create connections and embrace culture**. These will promote deep thinking and problem solving to development lifelong skills.

Evaluation Plan

Progress towards improvement measures will be evaluated through: coding of lessons using an evidence based framework (QTR, 21CLD), design-thinking task effectiveness, TTFM responses, student and staff case studies.

Practices and Products

Practices

Practice: Film making is used as a form of documenting learning.

Practice: Programs embed future focused modes including design thinking, technology, learning spaces and creative and critical thinking. Students are owners of their learning and are engaged in authentic tasks.

Practice: Collaboration and team teaching are evident school wide.

Practice: Multiple technological platforms are used school wide.

Practice: Technological devices are abundant, well-managed and used in a versatile manner.

Products

Product: Staff participate in professional learning on the general capabilities of the syllabus documents to develop future-focused teachers.

Product: Staff are supported to be flexible and select from a range of effective strategies that encourage creative thinking, problem solving and effective communicating.

Product: A clearly defined pedagogical approach exists, underpinned by research including Microsoft 21CLD, General Capabilities, Design Thinking, Scientific Method of Inquiry, FFL modes and Choice Theory.

Product: Casual teachers are inducted and provided with information about 'how we

Strategic Direction 3: Future Focused Learning

People

Community Partners

Community of Schools:

- Align professional learning and disseminate resources as appropriate.
- SPS/RPS alliance.

Practices and Products

teach! at NKPS.