

School plan 2018-2020

Lake Illawarra High School 8474



School background 2018–2020

School vision statement

Our Lake Illawarra High School community aims to provide a safe and caring community where all students reach their highest potential through positive and enriching learning experiences. All staff support life-long learning and a consistent and fair approach that promotes a positive future for every student. We provide opportunities for our students to become responsible citizens who care for and respect themselves and the community, and who can adapt to adversity and the challenges of a changing world.

Lake Illawarra High aims to ensure a positive future for every student. We will know this occurs by ensuring;

- Lake Illawarra High School is a safe place which provides a creative, stimulating and pleasing learning environment.
- Lake Illawarra High School has an excellent reputation within the community.
- Lake Illawarra High School offers a diverse curriculum to accommodate multi-skilled learners.
- All Staff consistently recognise students achievements and provide support for Positive Behaviour for Learning.

School context

Lake Illawarra High School is a comprehensive high school situated on the foreshores of Lake Illawarra on the traditional lands of the Wadi Wadi clan.

In 2018, we have a mainstream enrolment of 540 students, with 15% (101 students) identifying as being of Aboriginal or Torres Strait Islander background. The school is also home to the 'Harbour Centre', a special education unit, which caters for 50 students and has two ED classes, one IM class, two MC classes and one Autism class.

Lake Illawarra High School has a FOIE of 156 in 2018.

At Lake Illawarra High School we cater for a wide range of student abilities and as a result offer an extensive curriculum and many opportunities to engage in extra-curricular activities. The school provides up-to-date technology to maximise learning opportunities and industry standard facilities for vocational training.

The staff at Lake Illawarra High School utilise quality teaching practices, in a safe, secure and well-managed environment, in order to provide an excellent standard of education. Staff are committed to engage students in the desire to grow and learn.

School planning process

Our strategic directions have been developed as a result of extensive consultation with the staff, students and broader school community.

In 2014, a School Planning committee was formed which had representation from across the executive and senior executive team. This team met regularly and used a variety of data sources to comprehensively analyse, develop and refine the final strategic directions.


Data that was used included HSC and NAPLAN results, as well as reports on attendance, truancy, retention and suspension.

A number of different staff and student surveys were conducted which included the Tell Them From Me survey and an internal survey conducted by the SRC.

At the beginning of 2017, the school began a process of whole school programming and assessment review and the initial findings from this review were particularly pertinent in developing our Strategic Directions.

Our parents have been an important part of this process and have taken part in the various surveys and have had input at our monthly P & C meetings.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1 FUTURE FOCUSED LEARNING

Purpose:


To create and foster a learning culture that is safe, respectful and inclusive and which enhances educational outcomes, maximising student potential. To promote and achieve a culture of mutual trust and support among staff, students and the wider community.



STRATEGIC DIRECTION 2 QUALITY TEACHING

Purpose:

To create a collaborative innovative and strategically planned teaching environment that utilises peer expertise to promote quality teaching practices through identified professional learning. To develop expertise in data analysis and implement an effective feedback process.



STRATEGIC DIRECTION 3 LEADING THE SCHOOL AND COMMUNITY

Purpose:

To develop and build leadership capacity within the school and community whilst maintaining a culture of high expectations and community support and engagement. This will result in sustained and measureable whole school improvement.

Strategic Direction 1: FUTURE FOCUSED LEARNING

Purpose

To create and foster a learning culture that is safe, respectful and inclusive and which enhances educational outcomes, maximising student potential. To promote and achieve a culture of mutual trust and support among staff, students and the wider community.

Improvement Measures

- An increase in the amount of students supported through the school wellbeing processes demonstrated through a reduction in short suspension baseline data.
- Improved Year 7 to 9 and 9–12 value added data.
- Increased proportion of all students, in including Aboriginal students in the top two NAPLAN bands for reading and numeracy from 2017 baseline data.
- Learning progression data is being actively used by staff and students to track improvement in literacy and numeracy skills.

People

Staff

- Develop awareness and understanding of what constitutes quality learning, assessment and reporting practice using a range of data sources to inform the next steps in the teaching and learning process.
- Actively engage in promoting school values and whole school initiatives to ensure that a positive learning culture is developed and maintained through consistent, evidence based approaches to classroom and whole school management.

Parents/Carers

Parents understand and follow school procedures, have an awareness of their child's responsibilities and expectations and their role in supporting student achievement.

Students

- Develop awareness and understanding of what constitutes quality learning, assessment and reporting practices.
- Students develop a strong connection to the school through the promotion and reinforcement of the school's key values of Respect, Responsibility and Safety. Students are caring and empathetic towards others and promote school spirit, self-respect and pride in our community.

Processes

Embed the PBL values across all aspects of the school

PBL is used to help all stakeholders understand the behaviours, attitudes and expectations that enhance well-being and lead to improved student learning outcomes. Universal PBL is successfully established and the focus is on the embedding of PBL values, processes and language into everyday, effective classroom practice.

Quality curriculum delivery

Staff use innovative and effective teaching and learning strategies that are evidence based to drive and promote student engagement.

Students develop the key skills of problem-solving, collaboration, Literacy, Numeracy and creativity across the curriculum to enhance their opportunities in today's changing environment. This will include the cross school use of the literacy and numeracy progressions.

Using Data to inform learning

All teachers use a range of assessment data to inform their teaching and learning practice and utilise the expertise of the Learning and Support Teachers and the Student Support Team to build teacher capacity to differentiate curriculum delivery to meet the specific needs of all students including Aboriginal students.

Evaluation Plan

- The progress of these processes will be measured through the collection of data on attendance, suspension, partial-

Practices and Products

Practices

Positive and respectful relationships across the school community that underpin a quality learning environment where students are actively engaged in quality, high order, future focused learning experiences.

A school community that has a deeply developed understanding of the school values and what they look like in practice.

Evidence based teaching strategies are utilised in all KLA's to optimise the learning experiences of all students. Teachers identify strategies through their ongoing professional development to ensure that future focused learning experiences are embedded in all lessons. Effective methods are identified, modelled and shared amongst staff.

Staff analyse a range of assessment data to identify the learning progress of individual students and learning cohorts. Staff use this data to reflect on their teaching practices and to initiate extension work and supports for students.

Products

A positive learning culture that is safe, inclusive, challenging and supports

- Increased attendance patterns both whole school and partial days.
- Decreases in the number of negative behavioural referrals
- Decrease in the number of suspensions for aggressive behaviour.
- All staff recognise and celebrates positive behaviour through the VIVO

Strategic Direction 1: FUTURE FOCUSED LEARNING

Processes

- truancy and welfare notifications.
- The review of VIVO rewards data, PBL SET review and Tell Them From Me, Focus on Learning and Partners in Learning survey information will also be used.
- Leadership Team will evaluate programs / registration with staff to monitor differentiation.

Practices and Products

reward system and regularly utilises 75% of their quota.

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Effective evidence based teaching strategies that focus on the key future focused learning skills are embedded in all teaching programs. Staff and students can clearly articulate the purpose of the strategies used and students' learning progressions are monitored by staff and the students themselves.

Staff become experts at analysing a range of data sources and use evidence to inform teaching practice. Teachers are able to articulate the strategies they have developed to improve student learning outcomes.

Strategic Direction 2: QUALITY TEACHING

Purpose

To create a collaborative innovative and strategically planned teaching environment that utilises peer expertise to promote quality teaching practices through identified professional learning. To develop expertise in data analysis and implement an effective feedback process.

Improvement Measures

- 100% of all Key Learning Areas will have a faculty plan, which identifies the strategic direction of each faculty and is effectively utilised to meet the needs of the school.
- All teachers are involved in authentic and effective professional learning which is linked to PDP and school plan in order to deliver quality educational practices to achieve school strategic directions.
- All teachers engage in the accreditation process to improve their classroom practice and are able to document evidence of improvement every year.
- Improvement in HSC results, specifically a shifting of achievement of all students including Aboriginal students who are achieving in the higher Bands.
- 100% of staff are engaged in collaborative cross-curricular teams to address the specific needs of students.

People

Students

Students will be able to articulate what is expected of them in regards to their learning activities and assessment tasks.

Staff

Investigate peer-observation model to improve teacher practice. Staff are actively involved in the analysis of current KLA practices and have access to quality targeted professional learning opportunities.

Leaders

Leadership teams and KLA's at Lake Illawarra High School will work collaboratively to ensure that across the school staff are learning from each other and are engaged in appropriate leadership professional development.

Processes

Quality Faculty Management

Through collaboration with faculty members and key stakeholders, staff and Head Teachers will identify a KLA strategic direction that informs a Faculty Management Plan and clearly links to the whole school planning document, in order to improve teaching, learning and student outcomes.

Targeted Whole School Teams

Through cross-curricular teams, understanding is strengthened through targeted professional learning. This professional learning is delivered both formally and informally during team meetings, as part of the schools approach to share best practice and ensure consistency across the school.

Innovative, relevant and personalised professional learning

Establish a whole school, professional learning team to access a wide range of data and identify the needs of both individual staff and the whole school. This will develop the capacity of staff in the delivery of quality teaching practice.

Evaluation Plan

Evaluation of faculty management plans, teacher survey on professional learning program and opportunities the school provides for staff to share best practice.

Practices and Products

Practices

- KLA members to complete a situational analysis of current faculty practices/processes in order to identify areas of improvement.
- Faculties to identify strategies to improve literacy and numeracy authentically in their areas
- Faculties to develop formative and differentiated assessment tasks to meet our students at their point of need.
- Whole school staff meetings to be run by KLA's with time allocated for teachers to share expert knowledge from their KLA or team.
- Team teaching for more frequent observation of teaching practices.
- School to identify coaches/mentors to support beginning/new teachers and those seeking accreditation at higher levels.

Products

KLA's to develop and implement faculty Management Plans that are iterative, aligned to whole school priorities and ensure improvements in practice.

- Identified team goals will be communicated to the school staff via our established communication methods i.e Sentral.
- Modelling of individual effective teaching strategies to be implemented across all KLA's
- Members of the whole school team to complete "walk throughs" of interested staff with a specific aspect to be

Strategic Direction 2: QUALITY TEACHING

Practices and Products
observed.

Strategic Direction 3: LEADING THE SCHOOL AND COMMUNITY

Purpose

To develop and build leadership capacity within the school and community whilst maintaining a culture of high expectations and community support and engagement. This will result in sustained and measureable whole school improvement.

Improvement Measures

- Increased community participation in school events.
- Increased number of staff willing to take on whole school leadership positions.
- Increased liaison between COS and Lake Illawarra High School.
- Increased number of partnerships between LIHS and businesses and other agencies.
- All Aboriginal students have a current Personalised Learning Pathway that is regularly accessed by staff to increase the number of students accessing Aboriginal Education programs as demonstrated by baseline data.
- Use a range of new strategies to engage at least 20% of the parent body to provide feedback for improvement such as completing survey's at parent teacher nights including the TTFM. This will be used to determine baseline data for improvement.

People

Students

Students to benefit from opportunities that arise from increased community participation in school life.

Staff

Improved opportunities for staff to engage in leadership opportunities.

Increased ownership in whole school decision making.

Leaders

Identify appropriate whole school initiatives and model practice that supports and fosters positive school and community spirit, self-respect and pride.

Parents/Carers

Build parent capacity to support student learning through the increased provision of opportunities for parents/caregivers to engage with students educational experiences and learning goals.

Community Partners

Engage community and business partnerships to enhance student learning and promote a positive school culture.

Processes

Anchor Project

Engage a case worker to work across the Lake Illawarra Community Of Schools in providing personalised and timely interagency support for students and their families. This will also enable the senior executive team to expand their focus on instructional leadership.

How2Learn

How2Learn will continue to support the school to create a culture that shows that learning is central to all school decision-making and that the process of cultural change requires honesty, reflection, action and commitment. It aims to develop a respectful relationship within the school and our wider community.

Leadership Development

The enhancement and widening of leadership positions within the school to address areas of need, particularly focussing on the development of high order professional learning, staff capacity building, student wellbeing programs and community engagement.

Aboriginal Education

Ensure all Aboriginal students have a current aspirational PLP that includes explicit Literacy and Numeracy goals. Use a variety of strategies to improve communication with the Aboriginal community. Increase student access to culturally relevant teaching and learning strategies aiming to increase student pride in their culture, attendance and academic results.

Practices and Products

Practices

A school community that has a deeply developed understanding of the school values and what they look like in practice.

Positive and respectful relationships across the school community that underpin a quality learning environment where students are actively engaged in quality, high-order learning experiences.

Active promotion and encouragement of leadership initiatives within the school, our COS and other schools in our local area.

Regular communication between staff and parents/caregivers and the school and the community through community consultations, personal calls, SMS, social media, postcards, letters, the school newsletter and other means.

Products

Through the Anchor Project and current PLP's a positive learning environment is created that is safe, inclusive, challenging and supports;

- Improved attendance patterns
- A decrease in the number of negative behaviour referrals
- An increase in the number of positive behaviour referrals
- An increase in the participation of the wider community in the school activities.

Strategic Direction 3: LEADING THE SCHOOL AND COMMUNITY

Processes

Evaluation Plan

For those engaged in the Anchor Project the progress of these processes will be measured through the collection of data on attendance, suspension, fractional truancy and SENTRAL notifications in general.

There should be increased evidence of How2Learn principles in teaching programs and an increased number of staff involved in leadership activities.