

# Lake Illawarra High School, School Plan

## 2015 –2017



Lake Illawarra High School

# School background 2015 - 2017

## 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.

LIHS Expectations:

LIHS is a safe place which provides a creative, stimulating and pleasing learning environment.

LIHS has a positive reputation.

LIHS offers a diverse curriculum to accommodate multi-skilled learners.

All staff consistently recognise student achievement and provide support and/or consequences for inappropriate behaviour.

## 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 2015, we have a mainstream enrolment of 619 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 151 and under the Resource Allocation Model received \$1,183,687 in 2015.

At Lake Illawarra High School we accommodate 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. They are committed to stimulate in students 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 2013, the school began a process of whole school curriculum review from Agile Minds and the initial findings from this review were particularly pertinent in developing practices and processes in Strategic Direction 1, Whole School Curriculum Delivery and Pedagogical Practices.

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.



## STRATEGIC DIRECTION 1

### IMPROVING STUDENT OUTCOMES

To build staff capacity to develop and establish quality teaching programs and assessment and reporting practices that identify and address the learning needs of all students.

## STRATEGIC DIRECTION 2

### CREATE A CULTURE OF HIGH EXPECTATIONS

To create and foster a learning environment that is safe, respectful and inclusive and which stimulates intellectual rigour. To promote and achieve a culture of mutual trust and support among staff, students and the wider community.

## STRATEGIC DIRECTION 3

### HIGHER ORDER TEACHING AND LEARNING

To ensure that all teachers understand and implement quality, higher order pedagogical practices to maximise student learning outcomes in every classroom.

## Strategic Direction 1: IMPROVING STUDENT OUTCOMES

### PURPOSE

**To build staff capacity to develop and establish quality teaching programs and assessment and reporting practices that identify and address the learning needs of all students.**

### IMPROVEMENT MEASURE/S

Improved student achievement in the HSC by improving school performance relative to the state mean, including Aboriginal and Torres Strait Islander students. Specifically, positive movement in student band achievements.

Improved student NAPLAN results by increasing the number of students performing at or above National Minimal standard in Year 9 for both literacy and numeracy.

### PEOPLE

#### Student

Develop awareness and understanding of what constitutes quality learning and assessment practices; which includes quality feedback, evaluation and reflection processes across all key learning areas.

#### Staff

Develop awareness and understanding of what constitutes quality learning, assessment and reporting practices; which includes quality feedback, evaluation and reflection processes across all key learning areas.

#### Parents

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

#### Community partners

Engagement of external providers and community groups to ensure the delivery of high quality and effective teaching programs and assessment and reporting practices.

#### Leaders

Initiate, resource and ensure the effective development of staff capacity to develop and implement quality teaching, assessment and reporting.

### PROCESSES

#### Using Data to inform Teaching Practice

All teachers will access a range of assessment data (qualitative and quantitative) to ensure best practice in the development and implementation of teaching and learning programs in their classrooms that meet the needs of every student

#### Staff Professional Learning

Teachers and leaders are engaged in professional learning that focuses on building their capacity to develop and establish quality teaching, assessment and reporting practices.

#### Curriculum Review

This is an ongoing process that began in 2013 and involves the explicit evaluation of curriculum content and delivery at Lake Illawarra High School. Initial data collection and review of teacher programs has taken place, with the alignment of programs, assessment and feedback the focus moving forward in the future.

#### Evaluation Plan

The progress of these processes will be measured by data collection including, PBL surveys, SMART data (HSC, NAPLAN) and through interviews and observations within the Performance and Development Framework.

### PRODUCT AND PRACTICES

#### Product

Improved student achievement in the HSC by improving school performance relative to the state mean, including Aboriginal and Torres Strait Islander students. Specifically, positive movement in student band achievements.

#### Product

Improved student NAPLAN results by increasing the number of students performing at or above National Minimal standard in Year 9 for both literacy and numeracy.

#### Practice

Teachers know their students and use a range of evidence to inform their pedagogy.

#### Practice

Staff actively engaged in ongoing professional observation and reflection process at a school level and as part of a curriculum networks

#### Practice

High quality teaching and learning practices that include quality programs reflective of deep knowledge and understanding of syllabus content. These are supported across KLAs through explicit teaching and learning programs and assessment tasks that cater for quality feedback.

## Strategic Direction 2: CREATE A CULTURE OF HIGH EXPECTATIONS

PURPOSE	PEOPLE	PROCESSES	PRODUCT AND PRACTICES
<p><b>To create and foster a learning environment that is safe, respectful and inclusive and which stimulates intellectual rigour. To promote and achieve a culture of mutual trust and support among staff, students and the wider community.</b></p>	<p><i>Students</i></p> <p><i>Engage the student body in school policy, procedures and curriculum to promote school spirit, responsibility, self-respect and pride in our community.</i></p> <p><i>Staff</i></p> <p><i>Actively engage staff in promoting school values and whole school initiatives, supported by transparent and well defined policies and processes.</i></p> <p><i>Develop staff capacity to promote a culture of positive school spirit, self-respect and community pride.</i></p>	<p><b>Positive Behaviour for Learning (PBL)</b></p> <p>PBL is used to help all stakeholders understand the behaviours, attitudes and expectations that enhance well-being and lead to improved student learning outcomes. PBL universals have been introduced and PBL in the classroom is to be introduced.</p> <p><b>How2Learn</b></p> <p>How2Learn enables schools to create a culture that shows that learning is central to all school decisions and that the process of culture change requires honesty, scrutiny, reflection, action and commitment. It aims to develop respectful relationships within the school and the wider community. How2Learn explicitly teaches students specific habits that help them to be more resourceful, self-regulated, reflective, responsible and sociable when faced with new or challenging situations both in and out of school</p>	<p><b>Product</b></p> <p>A positive learning culture that is safe, inclusive, challenging and supports</p> <ul style="list-style-type: none"> <li>Improved attendance patterns both whole school and partial days.</li> <li>Decreases in the number of negative behavioural referrals.</li> <li>Decrease in the number of suspensions for aggressive behaviour</li> </ul>
<p><b>IMPROVEMENT MEASURE/S</b></p> <p>A positive learning culture that is safe, inclusive, challenging and supports:</p> <ul style="list-style-type: none"> <li>Improved attendance patterns both whole school and partial days.</li> <li>Decreases in the number of negative behavioural referrals.</li> <li>Decrease in the number of suspensions.</li> </ul> <p>All staff recognises and celebrates positive behaviour through the VIVO reward system and regularly utilises 75% of their quota.</p>	<p><i>Parents/Carers</i></p> <p><i>Build parent capacity to support student learning through the increased provision of opportunities for parents/ carers to engage with students' educational experiences and learning goals.</i></p> <p><i>Community partners</i></p> <p><i>Engage community partnerships to enhance student learning and promote positive school culture.</i></p> <p><i>Leaders</i></p> <p><i>Identify appropriate whole school initiatives and model practices that support and foster positive school spirit, self-respect community pride.</i></p>	<p><b>Leadership Development</b></p> <p>The creation of leadership positions within the school to address areas of need and to coordinate and develop high order professional learning and programs for students at risk. This includes HT Student Engagement, 3<sup>rd</sup> DP Position, HT Admin, School Chaplain and Youth Worker.</p> <p><b>Evaluation Plan</b></p> <p>The progress of these processes will be measured through the collection of data on attendance, suspension, partial- truancy and welfare notifications.</p> <p>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.</p>	<p><b>Product</b></p> <p>All staff recognises and celebrates positive behaviour through the VIVO reward system and regularly utilises 75% of their quota.</p> <p><b>Practice</b></p> <p>A school community that has a deeply developed understanding of the school values and what they look like in practice.</p> <p>Positive and respectful relationships across the school community that underpin a quality learning environment where are actively engaged in quality, high-order learning experiences.</p> <p><b>Practice</b></p> <p>Expectations of behaviour are explicitly taught to students and relate to all school settings. Staff model these expectations consistently to students, each other and the wider school community.</p> <p><b>Practice</b></p> <p>Active promotion and encouragement of leadership initiatives within the school, our CoS and other schools in our local area.</p> <p><b>Practice</b></p> <p>Regular communication between staff and parents and caregivers through personal calls, SMS, Social Media, postcards, letters, school newsletter and other means.</p>

## Strategic Direction 3: HIGHER ORDER TEACHING AND LEARNING

### PURPOSE

**To ensure that all teachers understand and implement quality, higher order pedagogical practices to maximise student learning outcomes in every classroom.**

### IMPROVEMENT MEASURE/S

All teaching programs and practices are aligned with the Quality Teaching Framework and Professional Teaching Standards

All teachers know their students and how they learn and use a range of evidence to inform their teaching practice – Evidence-“Tell Them From Me” teacher survey indicates improvements across the domains of Learning Culture, Data Informed Teaching Practice, and Teaching Strategies

### PEOPLE

#### Students

Students are engaged in new and higher order ways of learning that focus on improving outcomes across all key learning areas.

#### Staff

Develop capability of teaching staff across the school in the area of intellectual quality. This will include the planning for skill development for staff to design and implement appropriate program and lesson design.

Engage all staff in personalised professional development through a range of strategies that focus on feedback, self-evaluation and sharing of professional practice.

Develop the capabilities of, and mentor, beginning teachers.

#### Parents

Build awareness of parent community on school values.

Improve engagement of parents in their child's learning and school life.

Create awareness and understanding of what constitutes quality teaching and assessment practices.

Develop positive reflective partnerships with parents and caregivers.

#### Community Partners

Identifying and accessing community expertise to support quality teaching and learning practices across all curriculum learning areas.

#### Leaders

Model and provide support to foster a positive learning culture that promotes quality teaching across the school and wider community.

Engage students in their learning and increase individual expectations.

### PROCESSES

#### Targeted Whole School Teams

The establishment of strategic whole school teams to develop the capacity of staff to deliver quality teaching and learning initiatives in the areas of Literacy, Numeracy and Transition.

#### How2Learn

How2Learn is a strategic initiative that enables schools to focus their energies on what matters most, learning. With a focus on quality teaching, student centred frameworks, quality professional learning and curriculum breadth and access for all students, this initiative will help to improve the quality of all teaching, and as a result, student outcomes.

#### Teacher Professional Learning

The school has developed an explicit whole school professional learning program that focuses on quality teaching and learning. This includes the implementation of the quality teaching framework, higher order thinking skills and Blooms Taxonomy in teaching and learning programs.

Through the implementation of the new Performance and Development Framework, staff will develop Personalised Learning Plans and a framework will be established for teacher self-evaluation, lesson observation and feedback.

#### Evaluation Plan

The progress of these processes will be measured by data collection including SMART data (HSC, NAPLAN) and through interviews and observations within the Performance and Development Framework

### PRODUCT AND PRACTICES

#### Product

All teaching programs and practices are aligned with the QT framework and Professional Teaching Standards

#### Product

All teachers know their students and how they learn and use a range of evidence to inform their teaching practice

#### Practice

Every learner within the school has access to and is actively engaged in appropriate learning opportunities that meet their social and academic needs at each stage of their education.

#### Practice

Staff and students who regularly reflect and report on the achievement of their own learning and leadership goals.

#### Practice

Every learner within the school has access to high quality, BOSTES aligned programs and assessment embedded with systems of evaluation, monitoring and supervision

#### Practice

The delivery of a curriculum that is appropriate, relevant, significant and meaningful to our students and their learning needs at each stage of their education.

