

School plan 2018-2020

Leumeah High School 8532



School background 2018–2020

School vision statement

Leumeah High School provides quality learning for every student in a safe and supportive environment demonstrated through our core values of preparation, respect, co-operation and aiming to achieve one's best (PRAC). Leumeah High School fosters positive community engagement that is inclusive of and responsive to our community needs. Our highly committed staff pursue excellence in teaching to ensure our students become successful learners and confident, creative and responsible global citizens.

School context

Leumeah High School is a large, co-educational, comprehensive school in South Western Sydney. Approx 43% of students are from non-English speaking background. Approx 7% of the students are Indigenous. The school FOEI in 2017 was 124. HSC results indicate that some students are not achieving their academic potential and this continues to be a focus of the new school plan with the aim of moving students from the lower and middle to the middle and high performance bands. Over the past five years the school has been recognised for its strong pastoral care with its best practice implementation of PBIS. The school possesses a strong, committed and dedicated staff who have worked hard to improve the quality of teaching with Focus on Reading, differentiated learning, the implementation of the Australian Curriculum and meaningful implementation of the Australian Professional Standards for Teachers being school priorities for professional learning.

There is a broad academic curriculum, a continuing focus on vocational education and the opportunity for students to participate in a wide range of extra-curricular programs. Students are encouraged to take personal responsibility for their learning. Each semester students reflect on their achievements and establish goals for the following semester. Student leadership is supported and encouraged through an active student representative council and in the arts, sports and school service.

Leumeah High School is part of a community of schools (Leumeah PS, Ruse PS and Kentlyn PS) and works with its partner schools to enhance learning opportunities for all students.

School planning process

The school has worked alongside our community of students, parents and staff, utilizing a wide range of tools and data to evaluate the current school plan to determine the school's future strategic directions. Tools and data include:

Analysis of student learning outcomes data and data gathered from student surveys;

Parent surveys;

Tell Them From Me Quality of Teaching survey;

Student focus groups; Parent Focus Groups

NAPLAN Data; HSC Data; PRAC Data;

Curriculum evaluations;

Whole school program evaluations;

Multiple Staff Development Sessions.

Using this evidence the school executive and whole school staff, students and parents have undertaken a detailed collaborative process to determine the current school strengths and identified directions and areas for improvement.

The school community, staff, students and parents, will be invited through surveys and focus groups to provide feedback on our current school performance and to contribute feedback through our evaluation to inform our ongoing planning cycle for 2018–2020. Our NAPLAN data shows the need for development in the areas of numeracy and literacy acquisition, with particular reference to problem solving and applying numerical concepts, persuasive writing and inferring meaning from factual reading. A key focus is on improving the academic achievement of our middle performing students.

School strategic directions 2018–2020



Purpose:

To enhance our learning environment of high expectations, while fostering creativity, critical reflection, collaboration and innovation, and encouraging students to be active owners of their learning.



Purpose:

To have highly inspired and passionate teachers and school leaders who critically reflect on their impact on student learning on a regular basis, underpinned by best practice systems management and allocation of school resources to support student learning.



Purpose:

To provide a supportive and inclusive school which fosters positive relationships through connectedness, engagement and empowerment, that enhances student wellbeing and includes family partnerships and community connections.

Strategic Direction 1: Quality Learning and Quality Teaching

Purpose

To enhance our learning environment of high expectations, while fostering creativity, critical reflection, collaboration and innovation, and encouraging students to be active owners of their learning.

Improvement Measures

42% of students in Year 9 achieve Band 8 or higher in reading and numeracy and 30% in writing. 40% of aboriginal students achieve Band 8 or higher in reading and 25% in writing and numeracy.

94% of Year 9 students perform at or above national minimum standards (NMS) in reading, 75% in writing, 98% in numeracy. 90% of aboriginal students perform at or above NMS in reading, and 75% in writing and numeracy.

All prospective HSC students achieve the Literacy and Numeracy requirements prior to the commencement of their HSC year.

Average Value-Added growth Years 9-12 will increase from 24.42 to 25.00 (2017 Baseline)

Intellectual engagement measures in TTFM are at or above NSW State Schools norm in all 3 areas – interest and motivation, effort, and appropriately challenged.

People

Students

Students will engage in learning on becoming an effective learner through sessions on Growth Mindset, the Learning Pit and sharing their learning collaboratively with others.

Staff

Staff will undertake ongoing professional learning around classroom practice in the areas of Formative Assessment, explicitly teaching the 4Cs, and explicit teaching of literacy and numeracy strategies across the curriculum.

Leaders

School leaders will build their capacity to monitor and evaluate the implementation of teaching strategies within the school to improve student achievement.

Processes

Implement a whole school literacy and numeracy initiative.

Embed the Pillars of Formative Assessment and the Leumeah High School Model of Learning across the curriculum in all Stages.

Implement a future-focused strategy in the Junior school to actively teach the 4Cs.

Evaluation Plan

NAPLAN

HSC Results

Internal assessment data

Student, staff and parent surveys

Report Reflections

Teacher observation

Instructional Rounds

Practices and Products

Practices

All students regularly reflect on their learning to evaluate their progress and forward-plan strategies for learning growth using school and self-identified learning targets.

Teachers use evidenced-based high-impact teaching strategies (HITS) to develop increasing levels of complexity in student knowledge and understanding (SOLO/BLOOMS).

Teachers and students demonstrate regular use of William's 5 Pillars of Formative Assessment to actively engage students as effective learners

Products

Average Value-Added growth years 9-12 to grow from 24.42 to 25.00 and all HSC students to achieve the Literacy and Numeracy requirements prior to the start of Year 12.

94% of Year 9 students perform at or above NMS in reading, 75% in writing, 98% in numeracy. 90% of aboriginal students perform at or above NMS in reading, and 75% in writing and numeracy.

The 'LHS Model of Learning' is incorporated into all school teaching and assessment programs.

42% of students in Yr 9 achieve Band 8 or higher in reading and numeracy and 30% in writing. 40% of aboriginal students achieve Band 8 or higher in reading and 25% in writing and numeracy

Strategic Direction 2: Leading Learning – Pedagogical Practice and Systems Management

Purpose

To have highly inspired and passionate teachers and school leaders who critically reflect on their impact on student learning on a regular basis, underpinned by best practice systems management and allocation of school resources to support student learning.

Improvement Measures

Formative Assessment strategies are evident across each classroom.

A whole-school professional learning plan supports the school's identified improvement strategies that is developed, implemented, monitored and evaluated in light of student achievement data.

Every teacher engages in Improvement Sprints to improve their practice.

School policies reflect DoE requirements, are reviewed and evaluated every three years, and demonstrate best-practice processes.

People

Students

Students are provided with documentation of school systems and processes such as assessment policies, attendance requirements, excursion procedures etc..

Staff

Staff capabilities are increased to cater for learning in the 21st century to deliver a range of innovative and engaging teaching practices. Develop staff understanding, confidence and use of school management systems.

Parents/Carers

Through school communication, parent forums etc Increase parents' and carers' awareness of school processes and programs utilised in the school to ensure effective management.

Community Partners

Enhance relationships with our community partners in order to strengthen and diversify learning experiences in the classroom. Engage our community in annual consultation/reviews of teaching and learning and assessment practices.

Leaders

Develop "leadership" skills of staff in formative assessment, improvement sprints learning, administrative practice and provide opportunities to lead TPL across their faculty and school.

Processes

Embed strategies such as Improvement Sprints to improve classroom practice, and in using data to measure impact on student learning

The annual professional development program underpins the school plan to drive school improvement and is reflective of the professional development needs of staff.

Conduct 3-yearly reviews of Administrative and School Management Procedures & Policies to ensure management best-practice underpins teaching and

Evaluation Plan

Quality Teaching Rounds

Teacher Lesson Observation data

Peer Reviews of T&L programs

Data collected from Improvement Sprints demonstrate measurable improvements in student learning

Staff evaluations of the whole-school professional learning program

Staff and parent evaluations of school management reflect improved processes in ease of use, time taken and daily school operations

Practices and Products

Practices

The school utilises and evaluates international and local best-practice research to make improvements in pedagogical practices.

The school embeds a continuous focus on teaching and learning in its culture, incorporating ongoing opportunities for all staff to progressively reach higher levels of performance.

School policies and processes are reviewed and revised each three year cycle to ensure best-practice management that ensures the support of student learning outcomes and teacher growth.

Products

Teachers demonstrate exemplary teaching practice informed by evidence-based practices.

A whole-school professional learning plan supports the school's identified improvement strategies that is developed, implemented, monitored and evaluated in light of student achievement data.

School Policies and Procedures support effective learning across the school, in alignment with DoE policies and guidelines.

Strategic Direction 3: Enhancing Relationships and Communities

Purpose

To provide a supportive and inclusive school which fosters positive relationships through connectedness, engagement and empowerment, that enhances student wellbeing and includes family partnerships and community connections.

Improvement Measures

Increase in positive Sentral entries by 15% and decrease in negative Sentral entries by 15% (2017 Baseline data) by 2020.

TTFM Survey data in the areas of Sense of Belonging, Positive Relationships and Positive Behaviour at School increase by 10% (2017 Baseline data TTFM Snapshot 2).

Increased parent participation in school activities such as P/T nights, performance showcases, sporting fixtures and information sessions.

Planned professional learning occurs annually with our Community of Schools to address common student learning needs

People

Students

Provide opportunities for student leaders to develop leadership skills, trained through student forums and skills workshops such as design thinking processes and growth mindsets.

Staff

Staff provide opportunities for students to have input into decision making processes. Staff use student wellbeing systems consistently across the school.

Parents/Carers

The school Identifies, initiates and builds upon opportunities that engage parents/carers in both the progress of their children's learning and the educational priorities of the school.

Community Partners

The school provides opportunities for our community partners to participate in evaluation of joint programs and to engage in other school initiatives

Leaders

Promote collaborative relationships with professional learning networks to provide learning opportunities and engage in professional dialogue to improve educational outcomes for students.

Processes

Implement a whole-school Student Citizenship program.

Refine current and establish new initiatives to increase parent and community engagement across the school.

Work with our Community of Schools to strengthen curriculum and wellbeing relationships that support transition to high school.

Evaluation Plan

Evaluation of Sentral data

TTFM Surveys of students

Parent surveys and parent participation data

Staff evaluations of CoS professional learning

Student evaluation of joint CoS learning

Practices and Products

Practices

Students identify positively with their school community and engage actively in learning across all areas of school life, making a positive contribution to a harmonious school culture.

The school provides opportunities for parents to participate in their child's learning through a range of activities including assessment task feedback, report reflections and the setting of future learning goals, and attendance at school events.

Teachers and students work collaboratively to develop a shared progression of student learning between Stages 3 & 4.

Products

Students demonstrate core school values of preparation, respect, cooperation and aiming to do one's best.

Parents are visibly engaged in their child's learning, and regularly attend school events

The school regularly facilitates staff and student learning opportunities with our partner schools focusing on common learning needs within the COS.