School plan 2015 – 2017

- Learning
  - Creativity
  - Engagement

- Relationships
  - Wellbeing
  - Resilience

- Leadership
  - Professional Development
  - Capacity Building
School background 2015 - 2017

SCHOOL VISION STATEMENT

The provision of rich, accessible, flexible and creative learning experiences lies at the heart of the ways students and staff work and learn at Lurnea High School.

We are an inclusive school united by a shared aim for our young people to be active, engaged learners, creative, critical and innovative thinkers and responders, and respectful, responsible, fair, tolerant and understanding citizens.

We work in partnership with parents, families and the wider community to extend learning beyond the school gates to ensure that our students are connected to resources and opportunities that promote resilience and inspire lifelong learning.

SCHOOL CONTEXT

Lurnea High School is a comprehensive, co-educational secondary school located in the city of Liverpool. Students come from over 38 language backgrounds with 67% of students identifying as language background other than English (LBOTE). There are 689 students including 32 students of Aboriginal and Torres Strait Islander background. The school has a Support Unit of 94 students with mild, moderate and autism intellectual impairments and other disorders. The school also has an Intensive English Centre (IEC) catering for the English language learning needs of newly arrived migrant and refugee students (numbering between 85-120).

The school has a teaching staff consisting of 71 classroom teachers including 41% New Scheme, Beginning and Early Career teachers. The school has an administrative staff and support staff of 30. The executive staff comprise 15 including Head Teachers and Senior Executives. This includes the funding of three additional executive positions to support increased student engagement and participation in school.

The school receives RAM Equity funding for low socio-economic background, Aboriginal background, English language proficiency and low level disability students. These funds are used to support a range of initiatives to foster improved outcomes for every student. Funds enable the school to implement additional executive, teaching and non–teaching positions, the middle year’s strategy and provide resources to support literacy, numeracy, creative, cultural, engagement and student leadership programs. These funds also support the ongoing professional learning of every teacher in pursuit of our individual and collective growth and development.

SCHOOL PLANNING PROCESS

The school engaged in a consultative planning process over several months that included key stakeholders – staff, students, parents and community.

Methodologies used include:

- Annual school evaluation process of all key projects and initiatives from 2014 School Plan
- Bi-annual cyclic evaluation data over three years
- Principal leadership of feedback to the school community on the outcomes of the 2012 – 2014 School Plan – where we were and where we are now (including supporting evidence)
- Executive leadership team conference, reflecting on the school’s journey over the last three years, exploring data (both quantitative and qualitative) and planning the next stage of the school’s continuous journey of improvement
- Staff collaborate and reflect to develop common purpose, shared vision and strategic directions
- Student focus group interviews
- Parent and Community Partnership Forum
- Parent focus group interviews
School strategic directions 2015 - 2017

STRATEGIC DIRECTION 1
Learning, Creativity and Engagement

Learning, creativity and engagement are the foundation elements for the continuing improvement and achievement of every student.

These elements also represent the key drivers for promoting a culture of high expectations and inclusivity in an environment where success and excellence are nurtured and celebrated.

Learning for students must be purposeful, accessible, connected and relevant. Creativity is encouraged in both the delivery of meaningful learning experiences as well as in the modes through which learners demonstrate their knowledge, understanding, skills, values and attitudes. Engagement in and through the learning process is important for progress and achievements to be made.

STRATEGIC DIRECTION 2
Relationships, Wellbeing and Resilience

Positive, respectful relationships are fundamental in our teaching and learning environments. The wellbeing of students and staff are additionally important for the continuing growth and improvement of the school.

Establishing and maintaining relationships with external agencies and creating access to community resources connects students to a range of support and opportunities beyond the school and strengthens individual and collective resilience in meeting the challenges and complexities that arise in the 21st century.

Acknowledging, celebrating and rewarding student and staff achievements in academic, sporting, cultural, creative, civic and sporting areas further enhances the overall positive climate of the school.

STRATEGIC DIRECTION 3
Leadership, Professional Development and Capacity Building

The professional growth of teachers in a collaborative, supportive environment is essential in moving the school forward and achieving improved outcomes and lifeopportunities for our students.

Building the capacity and leadership skills of staff through the provision of innovative practices, negotiated and individualised support, team work and ongoing reflection and feedback are key elements to ensuring the continuing growth and ongoing development of our teachers.
### Strategic direction 1: Learning, Creativity and Engagement

#### PURPOSE

**Why do we need this particular strategic direction and why is it important?**

Learning, creativity and engagement are the foundation elements for the continuing improvement and achievement of every student. These elements also represent the key drivers for promoting a culture of high expectations and inclusivity in an environment where success and excellence are nurtured and celebrated.

Learning for every student must be purposeful, accessible, connected and relevant. Creativity is encouraged in both the delivery of meaningful learning experiences as well as in the modes through which learners demonstrate their knowledge, understanding, skills, values and attitudes.

Engagement in and through the learning process is important for progress and achievements to be made.

#### PEOPLE

How do we develop capabilities of our people to bring about transformation?

**Students**

Empowered to be confident users of language, skilled appliers of literacy and numeracy strategies and competent, ethical users of a range of technology tools for learning.

Understand that learning is achieved through many different modes - communicating, designing, problem solving, imaging, critiquing, designing, devising, researching, constructing, making, using, sequencing, enacting, performing, appreciating, analysing, evaluating, investigating, processing and through a variety of processes - individual, paired, team and group.

Understand that tasks identify criteria for success in learning and that by working towards achievement of criteria, learning success can be achieved.

Empowered to interpret and assess their own learning through the provision of quality feedback.

**Staff**

Develop and implement quality teaching and learning programs and assessments aligned to the directions and priorities of the school that clearly meet the needs of every student.

Develop and expand skills in delivery of literacy and numeracy strategies to enable students to access information and communicate understanding.

#### PROCESSES

How do we do it and how will we know?

**Students**

Experience increased opportunities to engage in project-based learning and SOLE problem-solving projects and other enquiry based learning opportunities.

Access individualised learning programs that cater for identified learning needs with appropriate adjustments.

EAL/D, Aboriginal, and students with low level disability supported by targeted literacy and numeracy programs and individualised assistance.

Every Aboriginal student has personalised learning plans in place that are collaboratively developed and communicated to and accessed by staff.

All students are supported through key transition points, including focused support for transition to TAFE, work, apprenticeship and other work experience opportunities.

Engage in a host of extra-curricular experiences and opportunities that support the development and enhancement of the creative talents of students: dance programs (Wakakiri), music (choir, WotOpera, band) musical, drama, visual art, theatre and performance showcases.

Achieve increased task completion rates through clearly articulated criteria and effective feedback.

Express knowledge and understanding of

#### PRODUCT AND PRACTICES

What is achieved and how do we know?

**Product**

Programs reflect multimodal ways to learn and write content and include a variety of processes in which learning takes place.

Programs and assessments reflect adjustments for identified students and show attention to EAL/D needs of students.

Restructured years 7, 8 and 9 assessment tasks reflect clearly stated criteria to enable increased success for learning and include quality written feedback, ready for 2016 implementation.

Students produce a range of products to demonstrate their learning.

PLPS for Aboriginal students are collaboratively developed and regularly monitored to ensure improvements in outcomes.

Transition programs for students are developed and individual pathways for students moving to TAFE, work or apprenticeship is regularly communicated to staff and monitored.

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

**Practices**

Regular use of “Super 6” reading strategies and writing scaffolds by every teacher.

Project-based learning and SOLE problem-solving projects...
• 64% of Year 9 students achieving at NMS in writing compared to year 7, 2013 Naplan achievement
• Increased number of students on Transition Pathways compared to 2014 baseline
• Decrease in students achieving Bands 1 in all HSC courses based on 2014 baseline

- Using and applying a range of technologies for learning.
- Enhance their mindset that every student can learn and that learning can be achieved through different modes and processes.
- Develop skills in setting a range of assessment tasks with clear criteria and learn skills in effective feedback.

Parents
- Understand that students learn in many different modes and through different processes.
- Understand that task criteria identify ways to succeed in learning.
- Work in partnership with the school to support learning at home.

Community partners
- Collaborate as partners to provide real world learning opportunities and experiences for students through mutually beneficial programs.

Leaders
- Understand the needs of individual staff and provide differentiated opportunities to enhance skills and mindsets and provide multiple opportunities to experience and share learning in a collaborative environment.

- Promote cultural awareness and understanding at a whole school level of Aboriginal culture, histories and experiences.

- Learning using literacy and numeracy strategies.

- Use a range of technologies in learning, ethically and confidently.

Staff
- Develop accessible learning experiences that employ a range of modes and processes and cater to individual student learning needs.
- Provide clearly articulated tasks with success criteria to assess student learning.
- Utilise PLPs of Aboriginal students to enhance learning experiences and success.
- Value, respect, recognise and promote Aboriginal culture, histories and experiences.
- Provide meaningful feedback to students about their learning.
- Employ “Super 6” reading and writing scaffolds to support learning.
- Provide access to a range of technologies for learning.
- Value, respect and support students at key transition points.

Leaders
- Develop, and implement a suite of site-based professional learning for staff in multimodal learning, project-based learning, SOLE and a range of technology tools for learning.
- Revisit professional learning for staff in the Super 6 reading and writing scaffolds to support improved literacy skills of students.
- Value, respect, recognise and promote Aboriginal culture, histories and experiences by providing professional learning for staff.
Evaluation plan

- Survey students, staff and parents.
- Review student work samples and group projects.
- Collate feedback from whole school Professional Learning programs.
- Review assessment tasks with a focus on success criteria and feedback.
- Conduct focus group interviews to assess the impact and effectiveness of learning, creativity and engagement directions.
- Explore internal and external data for literacy and numeracy improvements.
## Strategic direction 2: Relationships, Wellbeing and Resilience

### PURPOSE

**Why do we need this particular strategic direction and why is it important?**

Positive, respectful relationships are fundamental in our teaching and learning environments. The wellbeing of students, staff are additionally important for the continuing growth and improvement of the school.

Establishing and maintaining relationships with external agencies and creating access to community resources connects students to a range of support and opportunities beyond the school and strengthens individual and collective resilience in meeting the challenges and complexities that arise in the 21st century.

Acknowledging, celebrating and rewarding student and staff achievements in academic, sporting, cultural, creative, civic and sporting areas further enhances the overall positive climate of the school.

### PEOPLE

**How do we develop capabilities of our people to bring about transformation?**

**Students**
- Understand that respectful relationships are mutual and two-way.
- Report wellbeing concerns.
- Learn conflict resolution and mediation skills to contribute meaningfully to a harmonious, inclusive and peaceful school environment.
- Value and respect all cultural perspectives of others, in particular Aboriginal culture, history and experiences.
- Attend school and class regularly and in a timely manner.

**Staff**
- Ensure that relationships with students and colleagues are respectful, mutual and two-way.
- Report wellbeing concerns.
- Look for what students are doing right and well and celebrate and acknowledge positive student behaviours and outcomes.

### PROCESSES

**How do we do it and how will we know?**

**Students**
- Access a range of wellbeing programs in the school and through partnerships with external agencies.
- Trained in the LHS Code of Conduct to ensure clear understanding of the expected standards of behaviour and conduct for every student.
- Experience increased opportunities to move to Gold Level.
- Access opportunities for increased student leadership and student voice activities.
- Learn conflict resolution and mediation skills and lead actions to increase social harmony and cohesion.
- Learn about Aboriginal culture, history and experiences.
- Learn about other students’ cultures and experiences.

**Staff**
- Make positive referrals through Sentral and contact home to provide positive feedback to families about student progress and achievements.
- Experience and engage in planned opportunities and events aimed at enhancing staff wellbeing and resilience.
- Further develop skills in effective classroom management using the Dr Bill Rogers models.

### PRODUCT AND PRACTICES

**What is achieved and how do we know?**

**Product**
- A data base is established that tracks all wellbeing programs, student participation rates and evaluation data.
- Transition to work programs, including apprenticeships and other training, are collated into a data base for ongoing tracking and data collection.
- Pledge Wall posters demonstrate school-wide student acknowledgement and valuing of the shared values of the school.

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

**Practices**
- Successful implementation of Student Wellbeing initiatives in place for every year group.
- Aboriginal cultural awareness programs that enhance cultural knowledge and understanding in all students are embedded as common practice.
- Student voice and other leadership programs are established and in active operation.
- Students trained in the LHS Code of Conduct and actively demonstrating that they are respectful, responsible, fair, tolerant and understanding in their actions and responses to each other and to staff.

### IMPROVEMENT MEASURE/S

An improved school-wide culture of respectful behaviour and conduct, supported by increased student leadership and engagement in wellbeing programs as measured by:

- Decrease in student lateness to school based on 2014 baseline data
- Decrease in negative referrals on Sentral compared to 2014 baseline data
- Increase in positive referrals compared

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to 2014 baseline data.

Community partners
Work in partnership with the school in providing supportive pathways and learning environments for students transitioning to work.

Leaders
Model ethical practices that support and enhance respectful relationships between and among all stakeholders.

Leaders
Provide regular opportunities to celebrate student and staff successes and increased wellbeing.

Provide additional professional learning support for teachers in effective classroom management practices.

Evaluation plan
- Survey students, staff and parents.
- Explore and assess data from the Tell Them From Me Survey process
- Review student attendance, lateness and truancy data
- Collate data from Sentral in relation to negative referrals and suspension
- Collect data on number of positive rewards and students accessing Gold Level
- Collect data on staff wellbeing initiatives, including access and feedback.
- Conduct focus group interviews to assess the impact and effectiveness of welfare and wellbeing programs

Teachers actively reporting positive behaviours and celebrating and acknowledging these using positive rewards and other incentive strategies.

All students attending school regularly and in a timely manner each school day, indicated by downward trends in late to school, truancy and attendance data.

Staff wellbeing programs and activities are a regular feature of term by term practices.
## Strategic direction 3: Leadership, Professional Development and Capacity Building

### PURPOSE

*Why do we need this particular strategic direction and why is it important?*

The professional growth of teachers in a collaborative, supportive environment is essential in moving the school forward and achieving improved outcomes and life-opportunities for our students.

Building the capacity and leadership skills of staff through the provision of innovative practices, negotiated and individualised support and ongoing reflection and feedback are key elements to ensuring the continuing growth and ongoing development of our teachers.

### PEOPLE

*How do we develop capabilities of our people to bring about transformation?*

#### Students
Understand that respectful and constructive feedback to teachers about learning is valued.

#### Staff
Value their individual and collective responsibility for ongoing professional learning and development through the development of negotiated and collaborative Professional Development Plans (PDPs)

Understand that their learning is valued and meaningfully supported.

#### Parents
Understanding that respectful and constructive feedback to teachers about learning is valued.

#### Leaders
Support teacher professional learning through the provision of structured meeting time for reflection and feedback, sharing and collaboration.

Value and support leadership development of teachers.

### PROCESSES

*How do we do it and how will we know?*

#### Students
Engage in opportunities to feedback to teachers about their learning.

#### Staff
Negotiate, develop and implement their Professional Development Plans, aligned to the Australian Professional Standards for Teachers.

Engage in focused, aligned professional learning conducted within the school and via external providers.

Experience purposeful leadership roles based on professional expertise.

Engage in shadowing and leadership mentoring opportunities to develop leadership skills.

Maintain accreditation levels.

#### Leaders
Collaborate with teachers to foster a professional learning culture that is relevant, future focused and shaped by research, evidence and feedback.

Implement the Teacher Performance and Development Framework in consultation with staff to monitor achievement of

### PRODUCT AND PRACTICES

*What is achieved and how do we know?*

#### Product
Individualised Professional Development Plans for every teacher developed and implemented.

Professional learning and development programs aligned to the Australian Professional Standards for Teachers.

#### Practices
All teachers actively apply their Professional Development Plans to improve practice and engage in ongoing learning and development.

Teachers engage in individual and collaborative practices to support their own and others development.

Teacher increasingly trial new and innovative practices (eg PBL and sole projects) to support improved outcomes for students.

Teachers seeking accreditation engage successfully in this process and actively maintain levels.

#### IMPROVEMENT MEASURE/S

An increased proportion of staff seeking purposeful leadership roles and collaborating with colleagues on a range of individual and collective actions to improve their own and each other’s practice measured by:

- All staff with active, negotiated and meaningful Professional Development Plans that include strategies, actions and evidence of collegial practice.
- Number of executives participating for the first time in Leadership Shadowing program.
professional learning goals in the annual performance and development cycle. Provide opportunities for teachers to collaborate on teaching strategies, develop team teaching experiences, conduct lesson observations and provide peer evaluations to support development and growth of colleagues.

Value and provide quality TIME for teachers to meet, collaborate and engage in structured feedback sessions.

**Evaluation**

- Collate data from every School Development Day and other whole school professional learning activities.

- Collect and collate data from every teacher's PDP in relation to evidence and feedback from individual learning journeys.

Aspiring executives are provided meaningful opportunities to shadow senior executive staff and experience other mentoring leadership opportunities.