



School plan 2018-2020

The Rivers Secondary College, Lismore High Campus 8124



School background 2018–2020

School vision statement

At Lismore High Campus we are:

- Creating learning environments that engage students in the learning process.
- Building a culture of high expectations for our students
- Developing students as contributing members of the community
- Building strong community partnerships
- Developing student leadership capabilities
- Catering for the learning needs of students through differentiated learning
- Building the capacity and skills of staff through professional learning
- Providing equitable access for students to a high quality education

Success for our students is building pride in themselves and their achievements

School context

Lismore High Campus has a proud tradition of serving the Lismore Community and was founded in 1920, the first public high school in town.

The enrolment for 2018 is 403 students with a support unit of 30 enrolled students.

We have a significant population of Aboriginal Students, 20%, and 5% Non-English Speaking Background.

Growth rates in NAPLAN are the highest in 9 years with outstanding improvement in Reading.

There is a focus on improving the quality of teaching and learning.

A very strong partnership with Southern Cross University is in place and students have access to the University facilities for wider learning.

Lismore High Campus is part of The Rivers Secondary College and works collaboratively with Richmond River High Campus and Kadina High Campus through enhanced curriculum delivery to Year 11 & 12.

Parents and carers are very supportive of the Campus through the Parents and Citizens Association.

School planning process

The school planning process has involved strong input from the three key stakeholder groups, staff, students and the community.

Consultation consisted of:

1. 1/2 day SRC and Prefect forum involving 30 students
2. 40 staff having input during whole school and faculty meetings
3. 60 parent and community representatives met off site for a meal and consultation evening.
4. 15 executive and aspiring leaders went on a school planning workshop over a weekend.

These groups formulated the strategic directions for the school which were based around the school excellence framework. Underpinning our planning process was the *Melbourne Declaration on Educational Goals for Young Australians (December 2008)* and *CESE "What works best"*

At all stages feedback from the processes were made available to staff, students and community. This included disseminating forum feedback in the school newsletter and at staff and P&C meetings.

In December 2017 the plan was reviewed and updated after consultation with the P&C, SRC and Executive.

School strategic directions 2018–2020



Purpose:

The diverse individual needs of students will be catered for by embedding foundation skills and quality outcomes through challenging learning experiences. We will support young people to transition into employment or future learning to become active, informed and positive contributors to society.

Purpose:

Leaders will facilitate a culture of high expectations and shared responsibility, enabling sustainability of transparent systems and implementation of ongoing school wide improvement.

Purpose:

Teachers demonstrate personal and collective responsibility to improve teaching practices and student learning. A growth mindset of evidence based teaching will allow students to connect, succeed, thrive and learn.

Strategic Direction 1: Learning

Purpose

The diverse individual needs of students will be catered for by embedding foundation skills and quality outcomes through challenging learning experiences. We will support young people to transition into employment or future learning to become active, informed and positive contributors to society.

Improvement Measures

Development and implementation of a school wide study skills and resilience program into the curriculum across years 7–10.

Student data wall being used by staff to compare learning across KLA's that reflects student growth.

People

Leaders

The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning.

Staff

Well-developed and evidence-based approaches, programs and assessment processes identify, regularly monitor and review individual student learning needs.

Students

The school's curriculum provision and evidence-based teaching practices provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills.

Staff

There is a whole school assessment strategy in place that is designed to ensure that the learning of all students is systematically monitored.

Parents/Carers

Parents are presented with clear information on what and how well their children are learning and receive regular information in accessible formats about how to support their children's progress. The school solicits feedback on its reporting from parents.

Processes

School wide study skills focus. System and policy developed. Study skills explicitly taught and embedded across KLA's and year groups. Parent support materials produced and delivered to carers to build study profile.

Implementation of Resilience programs, building the capacity of students to be physically active and positive contributors to our college and broader community.

Development of a writing and numeracy action plan that is strategically implemented to address remediation, differentiation and extension work embedded across all KLA's.

Improve academic rigour by creating a culture of high expectations to solve 21st century challenges through effective feedback, explicit teaching and modelling of exemplar student work. Focus on PROBL, FSK, Study Skills and 10 Mandatory electives.

Evaluation Plan

Student surveys and teacher feedback used to determine effectiveness and future directions for study skills program and implementation.

Practices and Products

Practices

Staff to work collaboratively to develop and analyse student data wall to inform improvement strategies for teaching and learning.

Implement study skills and resilience sessions in years 7–10 with a focus on graphic organisers, goal setting and breaking down of tasks.

Establish and teach school and classroom rules to communicate expectations for behaviour, reinforcing positive behaviour and consistently imposing consequences for misbehaviour

Products

Display explicit learning guides in classrooms to show students what performance benchmarks are and to encourage them to pursue higher levels of achievement.

Increase student sense of belonging and integrate wellbeing systems through vivo's, house groups, peer support and extra-curricular activities.

Provide feedback framework that is centred on student's process or effort and encourages students' self-regulation and engagement by including opportunities for active student participation in lessons.

Strategic Direction 2: Leading

Purpose
Leaders will facilitate a culture of high expectations and shared responsibility, enabling sustainability of transparent systems and implementation of ongoing school wide improvement.
Improvement Measures
HSC and Preliminary assessment practises for new syllabi in place to meet NESAs requirements.
School wide teaching and learning framework for feedback developed, implemented and evaluated.

People
Leaders
Professional learning in the school emphasises developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement and build a strong pipeline of leaders.
Staff
The leadership team ensures that the teacher performance and development policy is implemented in a culture of high expectations for every staff member.
Community Partners
Parents and community members have the opportunity to engage in a range of school-related activities which help build the school as a cohesive educational community.
Students
Physical learning spaces are used flexibly to meet a broad range of student learning interests and needs.

Processes
Training, development, support and encouragement for all staff to maintain professional accreditation.
Targeted professional learning for all staff on explicit teaching, assessment/feedback and subject specific literacy/numeracy strategies.
Staff, Prefects and P&C work collaboratively to develop, expand on, facilitate and generate awareness about school based extra-curricular and wellbeing activities available across the school community to enrich teaching and learning.
Leaders role model high expectations and recognise strengths and areas for development of their staff, building their capacity through honest and professional conversations..
Development of a campus document outlining consistent procedures of best practice in teaching and learning to be implemented by all staff.
Evaluation Plan
KLA and whole school HSC data analysis and strategies for improvement. Ongoing review of HSC/Prelim. assessment tasks.

Practices and Products
Practices
Reinforce vivo and precious metals award systems and consistently implement LHC discipline procedures for responding to negative behaviours.
Provide particular support in classroom organisation and management to new and trainee teachers.
Enhance connection through consultation and communication with the broader school community including staff, students and carers.
Products
Share work samples among teachers to ensure that assessment expectations are consistent and that a culture of high expectations is promoted across a school.
Prioritise professional learning in effective use of data, and encourage collaborative, evidence-based teaching practices within the campus and across the college.
Mapping of assessments for new HSC/Prelim guidelines and development of tasks which have differentiated questions addressing band 5 and 6 performance descriptors.

Strategic Direction 3: Teaching

Purpose

Teachers demonstrate personal and collective responsibility to improve teaching practices and student learning. A growth mindset of evidence based teaching will allow students to connect, succeed, thrive and learn.

Improvement Measures

All staff regularly undertaking professional dialogue with the focus of conversations being on teaching and learning as evidenced in PDP's.

Aim to increase % of students achieving at minimum NAPLAN proficiency band.

People

Staff

Teachers review student assessment data and compare results from external assessments (e.g. NAPLAN, ICAS, PAT, HSC) with internal measures to build consistent and comparable judgement of student learning.

Staff

Teachers are skilled at explicit teaching techniques such as questioning and assessing to identify students' learning needs, and use a range of explicit strategies to explain and break down knowledge.

Staff

Teachers use the Australian Professional Standards to measure themselves, reflect on their practice and plan for and monitor their own professional development to improve their performance.

Staff

Teachers are proficient in their teaching of literacy and numeracy, meeting the needs of students in their subject/stage.

Staff

Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, faculties, or for particular student groups. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice.

Processes

Training for staff revisited regularly to analyse and effectively use school and external data to inform teaching and learning. Growth strategies being used to address learning targets are communicated to students and parents. Development and implementation of a student data wall to analyse learning across KLA's.

Literacy, Numeracy and Foundation skills explicitly taught in stages across KLA's through core subjects, Project Based Learning, Work Skills, Mandatory y10 elective and study skills program.

Establish a model for peer mentoring and coaching to facilitate reflection and improvement of explicit teaching, questioning, assessment and feedback in classrooms.

Learning goals and success criteria are evaluated every lesson and graphic organisers are used as a vehicle for student reflection and study.

Platform for administrative, teaching resources and student work samples developed for sharing across KLA collegiate networks.

Explicit teaching and embedding of school discipline and reward systems to maximise consistency, fairness and reinforcement of good behaviours.

Evaluation Plan

Analysis of how data is informing teaching practice to increase student growth.

Practices and Products

Practices

Systematically deliver basic skills, and teach skills in the right sequence so that students master the building blocks of skills like literacy and numeracy.

Ask students challenging questions, such as 'why, why-not, how, what-if, how does X compare to Y, and what is the evidence for X?'

Use data as the basis for professional discussions, to identify students' learning needs, develop learning targets and monitor progress.

Products

Develop accessible teaching resources that include templates for how to differentiate lessons and assessments.

Display explicit learning progressions and student assessment exemplars in classrooms to show students what performance benchmarks are and to encourage them to pursue higher levels of achievement.

Design and implement good formative assessment in order to obtain useful data which can be used to adapt and inform teaching practice. Review learning and explain how it contributes to related, and more complex skills.