

School plan 2018-2020

Lithgow High School 8125



School background 2018–2020

School vision statement

"Opportunities for everyone"

Lithgow High School seeks to develop a culture of equity and excellence, where all students become successful learners, confident and creative individuals, and active and informed citizens. Lithgow High School seeks to achieve these national goals through the development of a school culture that values and rewards effort and innovation, collaborative and reflective practice. A culture where organisational systems and practice value learning as a first priority in preparing students for the global environment.

The school plan 2018–2020 is underpinned by the whole school focus on the Positive Behaviour for Learning framework. The sustained and consistent implementation of universal targeted and intensive strategies will ensure all students have the opportunity to succeed.

Staff, students and parents will feel they are valued as full participants in the school community.

School context

Lithgow High School is located two hours west of Sydney. The school is comprehensive and inclusive and is a member of the Lithgow Valley Educational community. The school has a history of academic, cultural, and sporting achievements, provides a broad curriculum including academic extension courses, diverse electives and vocational programs. The school excels in offering a wide range of extracurricular activities; sporting, creative, academic and STEM. The school includes a Special Education unit of 6 classes catering for a range of students with disabilities. Aboriginal students are approximately 12% of the student enrolment, Lithgow High School attracts substantial additional funding.

The Lithgow Valley is experiencing economic change due to reduced employment opportunities. Once a strong industrial and mining centre many families have to leave the district to gain employment.

Significant progress was made in improving and implementing whole school programs in wellbeing and learning in the 2015–2017 plan. The school has reinvigorated a positive learning culture and created an effective wellbeing framework that individualises educational opportunity for all students. Improvements have been made at the whole school level in building hope, aspiration and concrete opportunities for students. The challenge of the 2018–2020 plan is to embed and consolidate the framework within the accepted pedagogy of every classroom.

School planning process

The school plan was developed in consultation with staff, parents and students of Lithgow High School.

The process began with a school evaluation team meeting in Term 4 2017 where student, staff and parent representatives discussed the strengths and weaknesses of Lithgow High School. A meeting was held with the AECG in Term 4 to inform school planning. The data from the Tell them from me surveys for students, parents and staff was analysed and the results of these surveys led to the development of the focus areas of our strategic directions. Numerical Data was gathered via the SMART and RAP packages and Sentral, VIVO and tuition data reports.

Our strategic directions were refined as a result of regular consultation with the P&C, staff and School Evaluation Team. The directions were informed by the publication and review of documents such as the School Excellence Framework. The Director was consulted via a guided conversation. The Lithgow High School Plan 2018–2020 was endorsed at the School Evaluation Team meeting on April 5 2018 by representatives of staff, students, and parents.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1

Teaching and Learning

Purpose:

Our purpose will be to excel in the implementation of high quality curriculum and assessment designed to increase the learning of every student. Including a particular focus on building exceptional reflective classroom practice leading to improved performance in students



STRATEGIC DIRECTION 2

Wellbeing and Success

Purpose:

Development of highly positive school culture with a focus on student wellbeing as a foundation for effective and engaging learning experiences.

A school which values the diversity of learners where students and staff are valued, acknowledged and supported in aspiring to achieve their personal best.

School will excel in wellbeing procedures and processes to ensure every student improves and is known, valued and cared for.



STRATEGIC DIRECTION 3

Leadership and Community

Purpose:

To create a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success. Students benefit from the school's planned and proactive engagement with parents and the broader community. Effective communication and clear procedures and guidelines ensure that operational issues, such as resource allocation and accountability requirements, serve the overarching strategic vision of the school community.

Strategic Direction 1: Teaching and Learning

Purpose

Our purpose will be to excel in the implementation of high quality curriculum and assessment designed to increase the learning of every student. Including a particular focus on building exceptional reflective classroom practice leading to improved performance in students

Improvement Measures

ALARM is embedded across the school from year 9 and leads to improved HSC value added, and Internal data indicates improved extended response completion.

Increased percentage of students demonstrating expected growth in literacy and numeracy of every student using a range of measurements.

Increasing numbers of students achieve minimum standard.

Increased numbers of staff engaged in reflective classroom observations and strengthened classroom practice, as measured by the numbers of participants and records of observations.

People

Staff

Build collaborative and reflective practice around ALARM, higher order thinking, and classroom systems elements:
Opportunities to respond, Task Difficulty and Task sequence and choice.

Develop through professional learning staff capacity to implement whole school explicit teaching strategies for reading and writing and numeracy

Students

Are engaged in classroom learning activities, have differentiated tasks and increased opportunities to succeed.

Build skills in reading, writing and numeracy

Leaders

The school executive adopts a coordinated approach to literacy where the teaching of reading, writing and numeracy is valued and there is an expectation of improvement in literacy standards across the school for every student every year.

Processes

Sustained professional learning, including Peer coaching in classroom systems elements including :

Opportunities to respond

Task Difficulty . (differentiation)

Task sequence and choice

Quality Feedback

Group work and collaboration

Sustained faculty based professional reflection on ALARM, and embedding higher order thinking and extended response strategies in stage 5 and 6 programs.

Sustained professional learning at whole school and faculty level in effective literacy and numeracy strategies in stage 4. Development of staff capacity to analyse and implement strategies based on PAT results.

Evaluation Plan

Progress towards improvement measures will be evaluated through:

records of staff numbers opting in to peer coaching,

Improved external results in stage 6, NAPLAN and HSC data analysis

Student and staff focus groups at end semester 1/ 2.

ALARM is evident in most stage 6 programs and assessment practice.

Practices and Products

Practices

Continuous collaboration in creation and implementation of data driven differentiated teaching programs that promote high expectations for students.

Develop and implement a program focussed on building the capacity of teachers using classroom systems to develop outstanding classroom management

Embed explicit teaching of the skills of ALARM, reading, writing and numeracy across the school.

Products

All teaching programs include examples of differentiation and feedback.

All stage 5 & 6 programs with extended response elements include ALARM

The majority of staff participate in reflective classroom practice. Students report greater engagement in classrooms

Increased staff confidence in teaching extended response. increased student confidence in completing extended responses.

Strategic Direction 1: Teaching and Learning

Processes

PAT-M, PAT-R and ewrite testing data analysed to measure impact

Strategic Direction 2: Wellbeing and Success

Purpose

Development of highly positive school culture with a focus on student wellbeing as a foundation for effective and engaging learning experiences.

A school which values the diversity of learners where students and staff are valued, acknowledged and supported in aspiring to achieve their personal best.

School will excel in wellbeing procedures and processes to ensure every student improves and is known, valued and cared for.

Improvement Measures

Increased proportion of students who have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential.

Evidence indicates:

- Most classrooms and other learning environments are well managed within a consistent, school-wide approach.
- Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption.
- Most teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning.

The school has implemented data driven change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning .

People

Staff

Participate in whole school social and emotional skills professional learning and implement projects.

A team of teachers participate, collaborate in the FBA and ERASE process, creating and implementing plans for Tier 2 and 3 students.

Students

Increased student motivation and engagement and a more positive focus on learning in classrooms.

Students participate and collaborate on the development and implementation of their plans for learning.

Students self-refer or are referred by staff to CICO, and social skills.

Community Partners

The Wellbeing Centre attracts a range of service providers who deliver support to tier 2 and 3 students and run groups more widely in the school.

Processes

Professional learning in, and Implementation of, a range of wellbeing programs focussed on social and emotional wellbeing in particular on anti-bullying, resilience, anger management, and mental health.

Implement Functional Behaviour Assessments, and Intensive Support Hub framework to provide wrap around support for Tier 2 and 3 students .

Design and implement a Wellbeing centre delivering a diverse range of services including 1-1 and groups around health, including mental health and students at risk.

Evaluation Plan

Improved student wellbeing will be evaluated through the gathering of the following evidence:

- TTFM (student and staff)- VALID survey- Reduced truancy- Increased attendance- Improved class completion rates- Peer coaching data- Student focus groups

Tier 2 and 3 strategy will be evaluated using the following evidence:

- Reduced behaviour notifications and suspensions- Increased staff expertise in iFBA and ERASE- Positive CICO cards- Staff survey around FBA and ERASE implementation

Reduced negative notifications and increased attendance, improved reports for targeted students.

Practices and Products

Practices

Social and emotional skill building is embedded in school curricula and practice, and acknowledged as a vital part of a holistic education.

PBL and LST will identify from data students requiring FBA/ERASE. Plans will be developed and implemented.

Targeted students will be referred to support in the Wellbeing Centre. Impact of the intervention is measured.

Products

Effective social and emotional education leads to increased student motivation and engagement and a more positive school culture

Identified students have increased success in: attendance, work completion and a reduction in disruptive and off-task behaviour.

Improvements in mental, physical and social wellbeing to allow students to connect, succeed and thrive in learning.

Strategic Direction 2: Wellbeing and Success

Processes

For the Wellbeing HUB will be evaluated using the following evidence:

- Numbers of students and providers using the Wellbeing HUB
- Frequency of use
- Feedback from students, providers and relevant staff

Strategic Direction 3: Leadership and Community

Purpose

To create a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success. Students benefit from the school's planned and proactive engagement with parents and the broader community. Effective communication and clear procedures and guidelines ensure that operational issues, such as resource allocation and accountability requirements, serve the overarching strategic vision of the school community.

Improvement Measures

Increased effective collaboration with parents, educational partners and the community lead to identification of strategic priorities, development and implementation of plans for continuous improvement as measured by data from the evaluation plan.

Increasing numbers of staff have capacity in distributed instructional leadership sustaining a culture of accountable, effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.

Most teachers have participated in capacity development programs and implement principles of evaluative thinking, continually monitoring the impact of programs and approaches used and improves practice as required as evident by PDPs, programs and PL participation.

People

Students

Student Leaders participate in school evaluation team meetings and the PBL team.

Students are active participants in IEP,PLP meetings

Parents/Carers

Parents and carers feel welcomed and have confidence in the school's delivery of excellent education for the diversity on students.

Increased numbers of parents and carers involved in PLPS and IEPS, attend P&C, evaluation team and parent teacher meetings.

Staff

Increased representation on School evaluation team

All teachers develop capacity for reflective practice

All staff acknowledge and celebrate achievements of students and the school

Leaders

DPs and Head Teachers develop high level instructional leadership capacity – focussed on classroom teaching and learning.

Student leaders articulate effectively important goals, value and issues in a range of forums.

Community Partners

Processes

Leadership capacity of school executive is enhanced via timely review of programs, and assessment practice. DPs and Faculty Head teachers ensure teachers they supervise create, implement, differentiate, assess, and evaluate and report on teaching programs

Relationships with local schools, parents and community partners is strengthened by our engagement in community wide initiatives including; PBL, eLibrary, work experience, wellbeing centre, and the transition process is strengthened.

Parents are confident that the school acknowledges and celebrates the achievements of all.

Leadership capacity of teachers, Head Teachers and DPs is enhanced through the coaching, evaluation, monitoring and mentoring process

Embedded sustainable faculty, team and school practice around evaluation of classroom practice

Evaluation Plan

Evidence

All programs are registered by school deadlines.

All registered programs meet NESA requirements.

Increased numbers of contact with parents, commendation letters, PT night engagement, PLPs

PDPS reflect professional standards at the appropriate level of accreditation.

Practices and Products

Practices

Reflective practice is embedded in staff, executive, team and faculty meetings. All teachers use professional standards and PDPs to identify and monitor specific areas for development focussed on continual improvement.

Regular meetings formal and informal are held with members of the community, educational partners, and interagency groups.

All course scope and sequences, programs and assessment tasks are systematically written, implemented and evaluated and improved on an annual basis.

Teaching programs are effective quality documents and NESA compliant.

Head Teachers build skills in mentoring teachers from a range of experience levels.

Products

The school is recognised as a leader for its impact on learning progress, its effective practices and continuous improvement, and its active support of (improvement in) other schools and effective relationships within the community.

The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning.

School evaluation is a regular reflective practice which informs school planning and evaluation and includes representatives of all stakeholders.

Strategic Direction 3: Leadership and Community

People

Local schools, businesses, health providers, parents and the AECG are welcomed and valued as partners in a range of projects.

Processes

participation in leadership Professional Learning

Improved parent TTFM

Increased numbers of community members at School Evaluation Team

Increased numbers of community organisations and individuals participate and contribute to school programs