School plan 2018-2020

Lucas Heights Community School 8271

School background 2018–2020

School vision statement

LHCS values community cohesion in creating a safe and caring environment. Our focus on learning, wellbeing and leadership aims to produce resilient global citizens. We instil in students the skills and enthusiasm for lifelong learning and living sustainably. LHCS is a lighthouse school achieving educational excellence in an inspirational and innovative environment.

School context

LHCS is situated on the Sutherland Shire's western plateau bounded by the Woronora and Georges Rivers. We provide a unique educational setting with 730 students from Kindergarten to Year 12, including students enrolled in the support unit. Students are drawn from a wide radius and have access to spacious grounds, state of the art technology, sporting facilities and innovative learning commons. LHCS is a member of the Community of Schools Between the Rivers, applying joint strategies for student success in achieving the school's priorities.

The school nurtures the wellbeing of students through extensive leadership and learning opportunities. We challenge our students to excel and we provide diverse opportunities for them to develop and display their gifts and talents.

LHCS has a highly regarded teaching staff who promote a strong partnership with the community. Parents share our high expectations and are encouraged to be active participants within the P&C.

LHCS has been recognised by ACARA for demonstrating substantially above average gain in Reading and/or Numeracy achievement, as measured by NAPLAN.

School planning process

This school plan is the result of a rigorous process of whole school communication and collection of data. It has been driven by the K–12 executive working cohesively in consultation with the community. Beginning with a cyclical process of reflecting on our past visions and goals, we established the context for our future learning goals. The process was further informed by national and global educational innovations and strategies.
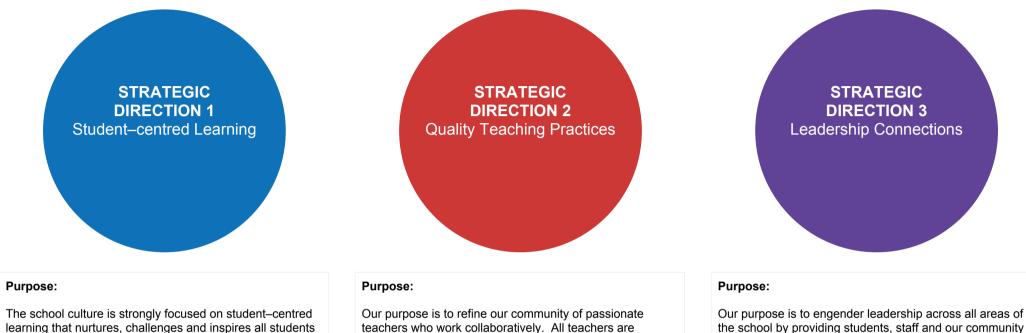
Quantitative data collection methods included the Tell Them From Me Survey and year 12 Exit survey which allowed us to further reflect on our current policies, practices and processes. Qualitative methods allowed the community to contribute to the unpacking of the school's ethos.

Examination of current school policies and processes identified evidence to drive the planning process and articulate strategic directions. This included:

- Reviewing SMART data
- Evaluating teaching and welfare programs
- Reflecting upon professional goal setting
- Analysing the 2017 External Validation report
- Incorporating professional learning involved in being a Bump It Up school
- Incorporating key learnings from John Hattie's research as articulated by Visible Learning plus, Corwin company
- Incorporating recommended school improvement strategies as articulated by the Centre for Educational Statistics and Evaluation (CESE)
- Utilising the Australian Professional Standards for Teachers

We acknowledge the Schools Excellence Frameworks 1 and 2 as the key driver of the mile stoning processes.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1
Student–centred Learning

STRATEGIC DIRECTION 2
Quality Teaching Practices

STRATEGIC DIRECTION 3
Leadership Connections

Purpose:

The school culture is strongly focused on student–centred learning that nurtures, challenges and inspires all students to become successful, motivated and empowered learners.

Purpose:

Our purpose is to refine our community of passionate teachers who work collaboratively. All teachers are committed to identifying and understanding the most effective and explicit teaching strategies, driven by evidence based learning, and utilise these in daily classroom practice.

Purpose:

Our purpose is to engender leadership across all areas of the school by providing students, staff and our community with leadership opportunities and leveraging those for school improvement.

Strategic Direction 1: Student–centred Learning

Purpose

The school culture is strongly focused on student–centred learning that nurtures, challenges and inspires all students to become successful, motivated and empowered learners.

Improvement Measures

Literacy and Numeracy:

- Increase the proportion of students achieving proficiency in line with the Premier's Priorities (Bump It Up).
- An increased percentage of students will achieve their year appropriate expected growth in Literacy and Numeracy.

HSC :

- Value added data for HSC which demonstrates an increasing percentage of students meet or exceed expected growth.

Student Wellbeing:

- Improved support of Wellbeing of all students as evidenced by Sentral data.

People

Students

Students can set and articulate learning intentions; students can identify their critical thinking, creativity, collaboration and communication skill development.

Staff

Staff differentiate their teaching to meet students' learning needs by providing targeted interventions in the areas of literacy and numeracy.; also allowing and assisting students to set and achieve their learning intentions.

Parents/Carers

Parents/carers collaboratively develop learning intentions with student and teacher; and support students in achieving their goals.

Community Partners

Community partners work collaboratively with school staff to support student achievement in learning, engagement and wellbeing.

Leaders

Leaders establish structures and processes to identify, address and monitor student learning needs.

Processes

Curriculum and Learning:

Deliver quality student centred learning experiences which enable students to understand how they learn and to set and achieve their learning intentions.

Personalised Learning:

Ensure that learning is data driven and based on formative assessment practices and learning continuums. Timely, targeted intervention and feedback for all students reflects best practice and students access tailored support or extension to maximise outcomes.

Student Wellbeing:

Enhance the whole school integrated approach to student Wellbeing to ensure that students connect, succeed and thrive at each stage of their schooling.

Evaluation Plan

All data analysed collaboratively:

- Student TTFM surveys (semester 1, semester 2)
- Ongoing review of HSC, NAPLAN and PLAN data
- PAT data (ACER) each semester
- Sentral data each semester
- Report data inclusive of student internal assessment
- Classroom observations (student engagement)

Practices and Products

Practices

- Students and staff are engaged in the continuous use of assessment (formative and summative) to monitor achievements and gaps in student learning, informing planning for quality learning experiences.
- Relationships between all stakeholders are nurtured to ensure quality student learning across the school.

Products

- The enhancement of the student centred learning environment, supportive and challenging of all students and incorporating timely and effective feedback.
- Positive and respectful relationships across the school community underpin a productive and aspirational learning environment.

Strategic Direction 2: Quality Teaching Practices

Purpose

Our purpose is to refine our community of passionate teachers who work collaboratively. All teachers are committed to identifying and understanding the most effective and explicit teaching strategies, driven by evidence based learning, and utilise these in daily classroom practice.

Improvement Measures

Improved scores in TTFM for collaboration and learning culture to above average for similar schools.

Increased use of evidence informed pedagogy by all teachers.

All teachers maintaining current Accreditation standards with increased numbers interested in working towards higher accreditation (HA or Lead).

People

Students

Students are engaged in their own learning intentions, and provide timely and respectful feedback to teachers on their learning experiences.

Staff

Staff maintain accurate records, documentation and assessment data (formative and summative) in order to evaluate and adjust their teaching strategies, to maximise impact on student learning.

People

Staff work collaboratively with the highest priority given to identifying, understanding and implementing evidence based teaching strategies.

Parents/Carers

Parents/Carers engage with information provided to support their students as learners, around Literacy, Numeracy, learning intentions and feedback.

Leaders

Leaders improve processes which build the capacity of the school community to use data and engage in evidence based conversations about what works best.

Processes

Collaborative Practice:

- Develop and implement collaborative processes enhancing consistency in teacher judgement in the Literacy and Numeracy progressions, Stage achievement, and formative and summative assessment culminating in HSC.

Research informed pedagogy:

- Using published educational research to select and implement high quality professional learning in literacy and numeracy teaching practices (L3, writing pedagogies , ALARM, Focus On Reading, Super 6).

Evaluative Practice

- Strengthen evaluative culture and practice by providing professional learning and opportunities to use student assessment data (formative and summative) to identify student achievement, reflect on teaching effectiveness and inform future school directions.

Evaluation Plan

All data analysed collaboratively:

- What works best reflection guide survey(term 1)
- PLAN data each term (K–6)
- PAT data (ACER) each semester
- Teacher, parent and student TTFM surveys (term 3) and internal surveys
- NAPLAN data (term 3)
- Lesson plans/teaching programs

Practices and Products

Practices

- Professional learning is aligned with the School Plan and its impact on the quality of teaching and student learning outcomes is evaluated, leading to informed decisions, interventions and initiatives for Literacy and Numeracy, student achievement of curriculum outcomes and HSC value added data.

- There are explicit, embedded systems for data collection, collaboration and evaluation to sustain quality teaching practice.

Products

- Structures are in place to allow regular meetings and opportunities to collaboratively plan, reflect upon, improve and deliver evidence informed pedagogy.

- Teachers use systems in Stages and Teams to make informed and consistent judgements about student progress based on deep knowledge and understanding of the Literacy and Numeracy Progressions, Stage outcomes, curriculum outcomes and expected progress through to the HSC.

Processes
(termly)
• Classroom observation (semester)
• Teacher reflection

Strategic Direction 3: Leadership Connections

Purpose

Our purpose is to engender leadership across all areas of the school by providing students, staff and our community with leadership opportunities and leveraging those for school improvement.

Improvement Measures

Increase numbers of students involved in multiple leadership opportunities from 2017 baseline.

Increased number of teachers actively participating in teacher Accreditation partnerships and engaging with the APTS.

LHCS increasingly working collaboratively with partner and local schools to provide enriching opportunities for student, staff and community leadership.

People

Students

Students to take up a variety of opportunities offered to develop their leadership of self and others with a global futures focus.

Staff

Staff to model effective leadership in curriculum, citizenship and engagement with the community.

Parents/Carers

Parents/Carers to work collaboratively with the school to develop active informed global citizens exhibiting LHCS Values.

Leaders

Leaders establish and improve processes which build the capacity of the school community to engage in evidence based conversations about school improvement, student wellbeing and learning outcome improvement.

Processes

Leveraging opportunities:

- Enhance student access to leadership through integrating learning opportunities both within and outside the school.

- Teacher Accreditation and engagement with the Australian Professional Standards for Teachers (APST) will be formally supported through the School Plan, stage or faculty teams, and PDPs.

- Community links with our partner and local schools will be maintained and enhanced, furthering LHCS' reputation as a lighthouse school.

Evaluation Plan

All data will be analysed collaboratively:

- Regular gathering of data on student leadership opportunities and achievements within those opportunities.

- Provision of support for Accreditation process for pre 2004 teachers, through teacher Accreditation partnerships.

- Meeting minutes.

- Professional learning provision for candidates for HA and Lead.

- Engagement with staff from partner and local schools to review quality and effectiveness of our leadership approach.

Practices and Products

Practices

- Administrative systems, structures and processes underpin ongoing school improvement and the professional effectiveness of all school members.

- Resources are strategically used to achieve improved student outcomes and high quality service delivery.

Products

- The Principal and School Leadership Team model instructional leadership and support a culture of high expectations and community engagement.

- The School Plan is at the core of continuous improvement efforts, with the school's vision and strategic directions evident in its activities.