

# School plan 2018-2020

Lurnea High School 8401



# School background 2018–2020

## 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. The school serves a diverse community of learners with 78% of students having a language background other than English (LBOTE), 49% represent Arabic backgrounds. There are 692 students including 24 students of Aboriginal and Torres Strait Islander background. The school has a Support Unit of 97 students with mild, moderate and autism intellectual delays 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 75 teachers and an administrative and support staff of 22. The executive staff comprises 17 Head Teachers and Senior Executives. This includes the funding of five additional executive positions to support learning, engagement and participation in school. In 2018, the school again hosts a recently appointed Refugee Support Leader.

In the School Budget Allocation Report (SBAR), the school receives significant Equity funding in the areas of : 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 Year 7 Transition Innovation strategy as well as provide resources to strengthen foundational skills in literacy and numeracy, including oral language improvements, and a range of additional programs and initiatives to promote stronger engagement in school. These funds also support the ongoing professional learning of all staff in pursuit of our individual and collective growth and development.

## School planning process

In preparation of this new School plan, the school continued to engage in a consultative evaluation and planning process inclusive of key stakeholders –staff, students, parents and community.

Methodologies include:

- Annual school evaluation of all key projects and initiatives within the 2017 School Plan, including a range of internal data sources
- NAPLAN and HSC analysis
- Parent feedback
- Additional community consultation including our local AECG rep
- Collaborative analysis by school executive team of the School Excellence Framework
- Completion of the SEF SaS 2017 survey
- Staff collaboration on the 2017 achievements and areas for further focus and improvement
- Engagement of the Specialist Support Services team (WHS Directorate) to complete data reviews of Sentral records and conduct student and staff focus group interviews
- Collaborative planning for the 2018 – 2020 School plan
- Feedback to the school community through the 2017 Annual School Report

# School strategic directions 2018–2020



**Purpose:**

To provide supported, differentiated learning that guides, challenges and inspires every student to become literate, numerate, skilled, confident and creative citizens.

**Purpose:**

To increase student participation in school and learning in a culture of high expectations and positive, respectful relationships that nurture and support the wellbeing of every student.

**Purpose:**

To strengthen partnerships and foster connections between and amongst stakeholders through innovative practice that enhances student learning and teacher growth and builds deeper community engagement.

# Strategic Direction 1: Supported Learning, Creativity and Engagement

## Purpose

To provide supported, differentiated learning that guides, challenges and inspires every student to become literate, numerate, skilled, confident and creative citizens.

## Improvement Measures

Increase the percentage of students demonstrating expected growth in literacy.

Increase the percentage of students demonstrating expected growth in numeracy.

Increase the proportion of stage 6 students completing quality assessment tasks aligned to syllabus expectations and NESA requirements.

## People

### Students

Build and strengthen skills in literacy and numeracy

Embrace the challenges of completing quality assessment tasks in stage 6

### Staff

Develop and strengthen capacity for providing appropriate literacy and numeracy interventions for students

Adopt a school-wide approach to assessment tasks where completion rates and individual successes are valued and there is an expectation of improvement for every stage 6 student

### Leaders

Develop a coordinated approach to literacy and numeracy improvement where data is valued and there is an expectation of success and improvement for all students

Adopt a coordinated approach to the provision of professional learning on differentiation

Strategically deploy the senior executive team to support every Head Teacher with HSC data analysis and review, including gathering and analysing assessment tasks and student work samples

## Processes

### Literacy and Numeracy

Develop and implement school-wide literacy and numeracy strategies based on the Literacy and Numeracy Learning Progressions

### Assessment

Review and reduce the number of assessment tasks across stage 6 to ensure they are accessible and achievable for every stage 6 learner

Collect and evaluate student work samples across years 10 and 11 for consistency of grade allocations

### Differentiation

Implement coordinated deployment of learning and support staff, including EAL/D staff to provide team teaching, differentiation, targeted support for identified students

## Evaluation Plan

NAPLAN and HSC

Internal performance data (including submission rates in all stage 6 courses)

Pre and Post testing of all stage 4 classes for impact of supported learning strategy

Best Start for Year 7 pilot findings

Student surveys conducted to measure impact of the *WordPlay* program

Stage 6 submission rates

## Practices and Products

### Practices

Teachers implement literacy and numeracy strategies in years 7, 8 and 9 classes to support improved outcomes

Shared school-wide responsibility for student success is evident through purposeful assessment strategies that meet the needs of all stage 6 learners

*WordPlay* strategy supports increased knowledge of learning needs of every year 7 student

Explicit targeting of high needs stage 4 students in designated supported learning classes

### Products

Whole school literacy and numeracy strategies developed, aligned to school based policy statements

Annotated work samples for year 10 and 11 students collected and archived in every KLA

# Strategic Direction 1: Supported Learning, Creativity and Engagement

## Processes

Data collected from Speech Pathology program demonstrating individual student growth and development

# Strategic Direction 2: Positive Relationships, Participation and Wellbeing

## Purpose

To increase student participation in school and learning in a culture of high expectations and positive, respectful relationships that nurture and support the wellbeing of every student.

## Improvement Measures

Increased number of students with 85% attendance

Increased proportion of students with positive Sentral entries from 2017 baseline

Reduction in the number of negative entries on Sentral compared to 2017 baseline

## People

### Students

Understand and comply with the school's expectations for participation, conduct and wellbeing

Be acknowledged and recognised for positive achievements at regular Celebration Assemblies

### Staff

Support and value the school's goals for positive, respectful relationships

Adopt a school-wide renewal process for improved behaviour and management through renewed systems and practices

Develop skills in effective behaviour management

### Parents/Carers

Understand their roles in promoting regular school attendance by supporting the school policy

### Leaders

Develop a coordinated approach to renew school-wide systems for improved participation, conduct and wellbeing of every student

Lead the implementation of a school wide strategy to promote starting each day well – the *StartSmart* strategy

## Processes

### Expectations

Implement the Pledge renewal process for all year groups

Develop and implement school-wide expectations for participation, conduct and wellbeing

Implement Celebration and Recognition events, including end of term reward excursions

### Attendance and Participation

Implement updated attendance policy, including measures to improve truancy and lateness

Implement the *StartSmart* strategy at the beginning of each school day

Expand senior executive team to foster increased visibility around the school – at post recess and lunchtime points

### Wellbeing

Renew school-wide expectations for every student on behaviour, uniform, learning and general conduct

Lead professional learning for staff about effective classroom management and starting well

Implement targeted wellbeing initiatives provided for every year group

## Evaluation Plan

Data collection through regular monitoring of student attendance and lateness

## Practices and Products

### Practices

*StartSmart* strategy implemented and operational

Routines and rules in place for all classes supporting improved school-wide conduct

Celebration Assemblies and end of term reward excursions in place

Shared responsibility for improved school attendance, including lateness by staff, students and families

Targeted wellbeing events for every year group implemented

### Products

Updated Attendance and Participation policy developed and distributed to all stakeholders

Renewed Pledge Wall established

The school's *Code of Conduct* renewed and in place in every classroom

# Strategic Direction 2: Positive Relationships, Participation and Wellbeing

Processes
Truancy records
Sentral records re positive and negative entries
Student survey feedback
Staff focus group interviews

# Strategic Direction 3: Collaboration, Connection and Innovative Practice

## Purpose

To strengthen partnerships and foster connections between and amongst stakeholders through innovative practice that enhances student learning and teacher growth and builds deeper community engagement.

## Improvement Measures

Increased numbers of teachers engaged in collaborative practices and future focused learning actions

Increased numbers of parents and carers at school events (such as Community Engagement forums, Parent Teacher Nights, Subject Selection, MADD Night and Multicultural day) compared to 2017 baseline

## People

### Students

Develop enhanced understandings of different cultures and valuing of cultural diversity

Engage in collaborative learning innovations such as STEM, robotics and project-based learning

### Staff

Support cultural awareness activities and build knowledge of impacts of cultural displacement on refugee learners

Adopt a school-wide approach to professional collaboration using the lesson observation requirement of their PDP and other collaborative actions including team teaching in stage 4 and 5 classes

Build skills in team teaching to support improved outcomes for students

### Parents/Carers

Parent/carers understand that it *“takes a village to raise a child or young person”* and actively work in partnership with the school for improved outcomes for students

### Leaders

Adopt a community engagement renewal strategy through the employment of additional CLOs

Adopt a program of professional learning for staff that supports effective collaboration and develops knowledge about innovative practices and approaches

## Processes

### Collaboration

Implement team teaching strategy across stage 4 classes by allocating timetabled periods for planning and preparation to identified staff

### Innovative Practice

Implement innovative strategies to enhance student learning such as the Vertical Elective in music, cross-KLA project-based learning modules and the Year 7 Transition Innovation strategy

### Community Engagement

Provide executive leadership of Community Engagement team

Renew Community Engagement team and develop a vision and role statements aimed at improving community participation and connection to the school

## Evaluation Plan

Analysis against the 7 dimensions of Family and Community Engagement

Staff feedback surveys

Student work samples related to project-based learning, STEM and robotics and the vertical elective

Parent focus group interviews

## Practices and Products

### Practices

Multicultural Day implemented

Shared school-wide commitment to and engagement in collaborative practices including team-teaching and innovative strategies such as STEM, robotics and project-based learning

Teachers engaged in productive team teaching partnerships

### Products

Community Engagement communication calendar of events developed

Media and communication strategy developed and implemented

Increased student music performances and demonstrations of innovative learning across the school