

# School plan 2018-2020

**Northlakes High School 8547**



# School background 2018–2020

## School vision statement

Northlakes High School aims to prepare all students with enterprise and entrepreneurial skills to experience success in a supportive and co-operative environment. We value and respect the individuality and talents of each student. We have high expectations and are committed to enabling all students to reach their full potential.

## School context

Northlakes High School is an inclusive, comprehensive government secondary school on the NSW Central Coast. The 2018 enrolment is 838. There are strong links to the community, Muru Bulbi AECG, the Wallarah Learning Community and local universities.

The school caters for the learning and wellbeing needs of students from diverse backgrounds, including low socio-economic status. 15% of students identify from an Aboriginal and Torres Strait Island background and 6% identify as having a non English speaking background. There are six classes supporting students with a range of disabilities.

Northlakes High School is a Positive Behaviour for Learning (PBL) school, and is utilising PBL and a successful house system to devise engagement strategies and improve student wellbeing. There is a large focus placed on teacher professional learning, Quality Teaching, and use of data to inform planning and programming. Advancement via Individual Determination (AVID) was introduced as a core program in 2015, and has since been implemented school-wide. Stage 4 students are taught collaboratively to increase student engagement and successful transition to high school.

The Learning Support, Welfare, PBL and Careers and Transition teams support students' learning, vocational and social needs, with an emphasis on *respect, responsibility* and *personal best*. The school offers an extensive curriculum which includes VET and Life Skills courses, and collaborates with universities, TAFE and industry and community groups. Aboriginal students are supported with tutoring and attend a range of cultural activities, mentoring and other programs. The school continues to strengthen positive relationships with its parent body and the whole school community.

## School planning process

The school sought the opinions of its whole community. Students completed the 'Tell Them From Me' (TTFM) survey and some were involved in student forums. Consultation occurred with student members of the SRC.

Staff evaluated current programs and worked collegially to develop strategies for future directions. Staff participated in a survey and executive reviewed the results.

Parents were surveyed at school functions, in on-line responses, in parent forums and via the TTFM survey.

Our Aboriginal and Torres Strait Islander community participated in a workshop at Doyalson RSL, a community celebration BBQ at school and there is ongoing consultation with Muru Bulbi AECG.

All executive staff analysed and evaluated the effectiveness of current programs. Our three Strategic Directions were developed during this wide ranging process.

Data and research which has informed the plan included:

- NAPLAN and internal assessments
- HSC results
- Tell Them From Me suite of surveys – Tell Them FromMe (Students) – Focus on Learning (Teachers) – Partnerships in Learning (Parents)
- Attendance and retention data
- Positive referrals, Negative referrals and Intervention data from Sentral and EBS4 suspension data
- Professional learning statistics and evaluations
- Information from 'SCOUT'
- DoE School Excellence Policy and Framework V2
- DoE Student Wellbeing Framework Self-Assessment
- What Works Best documents from CESE

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1

Culture of Future-Focused  
Learning

### Purpose:

*To provide a learning environment that has high expectations and actively builds educational aspiration. A strategic approach supports students in becoming successful, independent and resilient learners. Students will be equipped to engage as future-focused learners developing enterprise and entrepreneurial skills. There will be shared values across the school community in a culture of inclusivity, respect, responsibility and personal best.*

**SEF V2 – Learning:** Learning Culture, Wellbeing.

**Teaching:** Effective Classroom Practice. **Leading:** School Resources

## STRATEGIC DIRECTION 2

Professional Knowledge

### Purpose:

*To develop a school with high levels of commitment and professionalism. Teachers effectively analyse data to implement programs and evidence-based teaching practice which bring school-wide improvement. All staff are committed to improving their knowledge and skills to meet the demands of learners through valuing professional learning opportunities. All members of the school community work cohesively and collegially.*

**SEF V2 – Learning:** Wellbeing, Curriculum, Assessment, Reporting, Student Performance Measures. **Teaching:** Effective Classroom Practice, Data Skills and Use, Professional Standards, Learning and Development. **Leading:** Educational Leadership, School Resources

## STRATEGIC DIRECTION 3

Culture of High Expectations

### Purpose:

*To strengthen the capacity of all teachers to be dynamic and collaborative, and committed to creating an engaged and collegial community of learners. Our strong community partnerships will result in a collective responsibility for quality student outcomes. The school, parents and community members will have high expectations, work together to achieve these and celebrate positive achievement.*

**SEF V2 – Learning:** Learning Culture, Wellbeing, Student Performance Measures. **Teaching:** Effective Classroom Practice, Data Skills and Use. **Leading:** Educational Leadership, School Planning Implementation and Reporting, Management Practices and Processes.

# Strategic Direction 1: Culture of Future-Focused Learning

## Purpose

*To provide a learning environment that has high expectations and actively builds educational aspiration. A strategic approach supports students in becoming successful, independent and resilient learners. Students will be equipped to engage as future-focused learners developing enterprise and entrepreneurial skills. There will be shared values across the school community in a culture of inclusivity, respect, responsibility and personal best.*

**SEF V2 – Learning:** Learning Culture, Wellbeing. **Teaching:** Effective Classroom Practice. **Leading:** School Resources

## Improvement Measures

**School Priority:** Increased proportion of students indicating via TTFM survey data – a sense of belonging to the school (2017 School 44%, NSWGN – 66%) and experiencing success at school (2017 School 6.3, NSWGN 7.0) and to exceed NSW Government School Norms by 2020.

**State Priority:** All young people finish school well prepared for higher education, training and work. (2017 Baseline data – University entry 34%, Employment 26%, TAFE entry 9%. 2020 Targets – University entry 45%, Employment 30%, TAFE entry 15%)(Destination Survey)

**School Priority:** Increased proportion of students indicating via TTFM survey data – that they are intellectually engaged and find learning interesting, enjoyable, and relevant; to exceed State Government School Norms by 2020. (2017 School 33%, NSWGN 46%)

## People

### Students

Demonstrate growth mindsets in engaging with and participating in learning activities. They are active partners who regularly provide and receive feedback on their education.

### Staff

Have the knowledge, commitment, skills and access to resources to implement evidence-based, high-quality teaching and assessment strategies. They have depth of knowledge to successfully plan, adjust and differentiate learning for each student.

### Leaders

Understand the importance of providing strong, effective leadership that provides the skills development and resources required to enable a learning environment that has high expectations and actively builds educational aspirations.

### Parents/Carers

Understand that they are welcome, and will be supported to actively participant in the school community and their child's learning.

### Community Partners

Understand the contribution they make to student learning through the sharing of skills and expertise. They feel valued as respected partners in the learning process.

## Processes

Strengthen and enhance the provision of high quality, research based, future-focused learning experiences.

Highly effective use of appropriate technology to improve learning outcomes.

High expectations and aspirations are enhanced through quality learning environments that support innovative learning practices.

## Evaluation Plan

- Destination survey data
- Student work samples
- Professional learning data
- Staff surveys
- Teacher observation rounds
- PDP progress
- Enrolment data
- TTFM results
- Teaching interviews
- Data analysis of technology effectiveness
- WICOR walk-throughs
- Timetable/booking history of learning spaces
- VET competency achievement data

## Practices and Products

### Practices

Staff actively participate in professional learning, enhancing their capacity to deliver curriculum in a way that enables students to develop their enterprise and entrepreneurial skills and grow their educational aspirations.

Leaders research and find resources, including effective technology infrastructure, to ensure high-quality learning environments that maximise learning outcomes for students.

Students are active participants in learning and provide feedback on their experiences. They develop skills to become successful, independent, resilient learners who share values that create a culture of inclusivity, respect, responsibility and personal best.

### Products

Students are highly employable due to being creative, flexible, confident, collaborative, critical thinkers. A range of innovative programs cater for students at risk of disengaging and support their transition to employment.

Strong, confident classroom practitioners are evident via their strengthened skills and capacity. Collaborative learning practices support an increase in student engagement.

All have access to and develop skills in using quality, effective technology that supports learning. Learning environments encourage learners to have high expectations, entrepreneurial skills and educational aspirations.

# Strategic Direction 2: Professional Knowledge

## Purpose

*To develop a school with high levels of commitment and professionalism. Teachers effectively analyse data to implement programs and evidence-based teaching practice which bring school-wide improvement. All staff are committed to improving their knowledge and skills to meet the demands of learners through valuing professional learning opportunities. All members of the school community work cohesively and collegially.*

**SEF V2 – Learning:** Wellbeing, Curriculum, Assessment, Reporting, Student Performance Measures.  
**Teaching:** Effective Classroom Practice, Data Skills and Use, Professional Standards, Learning and Development.  
**Leading:** Educational Leadership, School Resources

## Improvement Measures

**School priority:** HSC results to equal or exceed State average by 2020. (2017 Average HSC score 65.31, State Average 72.41)

**Premier's priority:** Increase Year 9 NAPLAN results in the top 2 bands and increase Year 9 ATSI student NAPLAN results in the top 2 bands. (2017 Reading 8.6% – 2020 Target 16%, 2017 Numeracy 8.0% – 2020 Target 16%, 2017 ATSI Reading 5.3% – 2020 Target 13%, 2017 ATSI Numeracy 5% – 2020 Target 13%)

**School Priority:** Increased proportion of staff indicating via TTFM survey – Collaboration (School 7.6, NSWGN 7.8), Data Informed Practice (School 7.8, NSWGN 7.8), Effective Teaching Strategies (School 7.7, NSWGN 7.9) to exceed NSW Gov't School Norms by 2020.

## People

### Students

Are partners in and understand the learning process to strive for improvement in academic performance. They develop confidence in the quality of teaching staff and teaching practice.

### Staff

Are active participants in professional learning opportunities. They develop an understanding of the skills required to analyse data and implement differentiated teaching strategies to meet individual student needs.

### Leaders

Know, understand and communicate the 'Australian Professional Standards for Teachers' to the school community on a regular basis.

### Parents/Carers

Develop high aspirations for their children and understand the importance of quality education to achieve their aims.

### Community Partners

Are willing to develop meaningful relationships with staff to provide opportunities to upskill and support staff to enhance student learning opportunities.

## Processes

Teachers know their students and collegially provide well-prepared, meaningful, inclusive evidence-based learning opportunities.

School culture and pedagogy is informed by effective analysis of available data to improve student outcomes, especially in targeted literacy and numeracy initiatives.

Teaching and non-teaching staff engage in planned, meaningful professional learning that meets identified personal, system and school needs to build capacity.

## Evaluation Plan

Program reviews

Student feedback

Student work samples

Exit surveys

Internal and external assessment data

Compliance measures:

- internal
- NESA
- DoE
- RTO

Staff PDP's review

Professional learning evaluations

TTFM results

## Practices and Products

### Practices

Staff confidently analyse school and external assessment data to plan and deliver engaging, dynamic, differentiated learning experiences that motivate and challenge students to develop enterprise and entrepreneurial skills, high educational aspiration and growth at all stages of learning.

Leaders provide staff with meaningful professional learning opportunities that are consistent with developing staff in accordance with the 'Australian Professional Standards for Teachers' and match whole-school identified needs.

### Products

Programs and assessment tasks are data based, differentiated for individual student needs and reflect high levels of staff commitment and professionalism.

School culture and pedagogy leads to students having a future-focused skill set that enhances opportunities for employment or further education.

Staff confidently interpret and analyse available data sets and apply knowledge effectively to embed improved pedagogical practices that leads to increased student performance.

Staff professional learning supports an increased staff skill set, leadership opportunities, and quality service delivery in alignment with school and system priorities and is linked to the Australian Professional Standards for Teachers.

# Strategic Direction 3: Culture of High Expectations

Purpose	People	Processes	Practices and Products
<p><i>To strengthen the capacity of all teachers to be dynamic and collaborative, and committed to creating an engaged and collegial community of learners. Our strong community partnerships will result in a collective responsibility for quality student outcomes. The school, parents and community members will have high expectations, work together to achieve these and celebrate positive achievement.</i></p> <p><b>SEF V2 – Learning:</b> Learning Culture, Wellbeing, Student Performance Measures. <b>Teaching:</b> Effective Classroom Practice, Data Skills and Use. <b>Leading:</b> Educational Leadership, School Planning Implementation and Reporting, Management Practices and Processes.</p>	<p><b>Students</b></p> <p>Develop growth mindset and positive attitudes to strive for improved educational outcomes.</p> <p><b>Staff</b></p> <p>Understand the importance of building relationships with all members of the school community including students, parents and other stakeholders to be able to articulate high expectations through the creation of a collegial community of learners.</p> <p><b>Leaders</b></p> <p>Have the capability to and know how to initiate, implement and evaluate innovative processes that lead to increased student, staff and parent engagement, leading to high levels of parent and student aspirations.</p> <p><b>Parents/Carers</b></p> <p>Understand their contribution to the learning process and are able to articulate to their child educational and employment aspirations.</p> <p><b>Community Partners</b></p> <p>Value the skills and knowledge developed in Northlakes High School students.</p>	<p>High expectations are explicitly articulated to staff, students and community in all activities, with clear pathways developed to employment and higher education.</p> <p>Developing strong, collaborative, respectful partnerships within the school community that lead to improved school culture and a valuing of education.</p> <p><b>Evaluation Plan</b></p> <ul style="list-style-type: none"> <li>• Student work samples</li> <li>• N Warning/Award data from Sentral</li> <li>• TTFM survey results</li> <li>• Positive/Negative referrals data from Sentral</li> <li>• Suspension/Expulsion data</li> <li>• HSC data</li> <li>• Internal assessment data</li> <li>• NAPLAN data</li> <li>• WICOR walk-throughs</li> </ul>	<p><b>Practices</b></p> <p>Staff will build highly effective relationships with all members of the school community and articulate the vision of high educational aspiration. They will initiate, implement and evaluate innovative processes that lead to increased parent engagement within the school.</p> <p>Aboriginal history, culture and perspectives are acknowledged and embedded in all activities and Aboriginal and Torres Strait Islander students have the opportunity to learn about and participate in their culture.</p> <p><b>Products</b></p> <p>The school community benefits from a culture of high expectations. Classrooms reflect high student and teacher expectations around learning.</p> <p>The school has regularly solicited and addressed feedback on school performance from students, staff, parents and the broader school community</p> <p>Innovative processes have been implemented resulting in increased parent engagement, leading to evidence of improved levels of parent and student aspiration.</p> <p>Aboriginal students are connected to school and confident in their culture</p> <p>Internal and external student assessment data demonstrates improved growth.</p>
Improvement Measures			
<p><b>State priority:</b> Student aspiration data via TTFM survey improves from 62% of students planning to finish Yr 12 (2017) to 75% of students (2020); with an increase in the proportion of students completing the HSC, Year 12 certificate or AQF Certificate II and above from 33% (2017) to 50% (2020). (Start Yr 10 to End Yr 12 retention)</p>			
<p><b>School priority:</b> Parent satisfaction data via TTFM survey improves from 68% (2017) to 85% (2020)</p>			
<p><b>School priority:</b> Increase the number of Aboriginal and Torres Strait Islander students identifying via TTFM survey data a strong sense of support for their culture within school (Baseline 54% 2017, Target 75% 2020)</p>			