

# Strategic Improvement Plan 2021-2024

## Lake Illawarra High School 8474



# School vision and context

## School vision statement

Our Lake Illawarra High School community aims to provide a safe and caring community where all students reach their highest potential through positive, enriching, future focused learning experiences. The school community embraces a philosophy of life-long learning, which is supported by a staff who are committed to unique and innovative professional learning. This empowers teachers to develop evidence and research informed expertise in curriculum, pedagogy and wellbeing. We provide opportunities for our students to become responsible citizens who care for and respect themselves and the community, and who can adapt to adversity and the challenges of a changing world.

## School context

Lake Illawarra High School is a comprehensive high school situated on the foreshores of Lake Illawarra on the traditional lands of the Wadi Wadi tribe. In 2021, we have a mainstream enrolment of 573 students, with 20% (114 students) identifying as being of Aboriginal or Torres Strait Islander background. The school is also home to the 'Harbour Centre', a special education unit, which caters for 53 students and has two ED classes, one IM class, two MC classes and one Autism class. Lake Illawarra High School has a FOEI of 152 in 2021. At Lake Illawarra High School we cater for a wide range of student abilities and as a result offer an extensive curriculum and many opportunities to engage in extra-curricular activities. The school provides on demand technology to maximise learning opportunities and industry standard facilities for vocational training. The staff at Lake Illawarra High School utilise quality teaching practices, in a safe, secure and well-managed environment, in order to provide an excellent standard of education. Staff are committed to engage students in the desire to grow and learn.

Extra -curricular opportunities in Sport, Leadership, Technology, and Creative and Performing Arts, enable our students to be provided with opportunities to excel in a range of different experiences.

Lake Illawarra High is also a member of the Illawarra Academy of STEM Excellence which allows our students to engage with a wide range of industry partners.

The school has a CLONTARF Academy which provides ongoing support and the provision of opportunities in many areas for our Aboriginal boys.

Lake Illawarra High is a member of the Lake Learning Community and works together with both our feeder primary schools and our community to sustain a culture of effective , evidence -based teaching for ongoing improvement and to support the learning and wellbeing of students as they transition from primary to high school.

The school has completed a situational analysis in consultation with students, staff, parent/carers and the local AECG. The key findings of this analysis were that we need to improve communication systems with our community and need to rejuvenate our cross KLA approach to the explicit teaching of literacy and numeracy skills. HSC analysis revealed a need to shift the bands of achievement to the top 2 bands and a need to focus across the school on improving students understanding of key HSC verbs and their ability to write under HSC exam conditions. It is also important that we continue to focus on a high expectations and learning culture through the provision of quality pedagogy and the quality implementation of 'What Works Best' initiatives.

# Strategic Direction 1: Student growth and attainment

## Purpose

To ensure that teaching practice is high quality, innovative, collaborative and evidence informed. All staff contribute to a learning culture that promotes shared responsibility in facilitating student growth and attainment.

## Improvement measures

### Target year: 2023

Contribute towards the achievement of the Lake Illawarra South Network target of a 19.7% uplift in the percentage of Aboriginal students attaining the HSC whilst maintaining their cultural identity.

### Target year: 2023

Lift student performance growth in reading (NAPLAN) by 6.6% to achieve lower bound system negotiated target.

### Target year: 2022

Lift student performance in top 2 bands, HSC 6.3% to achieve lower bound system negotiated target.

Lift student performance in top 3 bands HSC 5.4% to achieve lower bound system negotiated target.

### Target year: 2022

Lift student performance in top 2 NAPLAN bands numeracy by 5.4% to achieve lower bound system negotiated target.

### Target year: 2022

Lift student performance in top 2 NAPLAN bands 'reading' by 4.7% to achieve lower bound system negotiated target.

### Target year: 2023

Lift student performance growth in 'numeracy' (NAPLAN) by 6.2% to achieve lower bound system negotiated target.

## Initiatives

### Improvement in HSC Band results 'What Works Best'

The school will implement a variety of initiatives to target HSC success informed by relevant research.

- HSC teachers engage in high impact professional learning 'Shifting the Bands' in order to effectively identify student learning needs and develop specific plans to lift student HSC results.
- HSC teachers engage in rigorous HSC data analysis to support and identify student needs and academic progress to inform classroom teaching practice.
- HSC mentoring program supporting students for academic success. Students are assigned a teacher mentor to assist with areas that are identified where assistance is needed.
- Ongoing engagement with the Curriculum Networks Illawarra (CNI) to share and learn about best practice in the teaching of the HSC.
- Aboriginal HSC student retention will be supported through Clontarf, cultural awareness training, ongoing support from the AEO and attention to Personalised Learning Pathways (PLP)

### Improvements in Literacy and Numeracy 'What Works Best'

The school will implement a variety of strategies to reach the targets in reading and numeracy and enhance staff shared responsibility for improving all student skills in these areas.

- Teachers develop and promote a culture of high expectations, where all students are successful learners through the implementation of evidence-based pedagogy, data-informed practices and use of the literacy and numeracy learning progressions to track student achievement and develop next steps. This will be achieved by all year 7 and 8 students engaging in timetabled Literacy and Numeracy periods.
- Strong partnerships are fostered with the Lake

## Success criteria for this strategic direction

### Improvement in HSC Band results

Practices are embedded which demonstrates high expectations of learning and achievement for all students. Staff and students are committed to the pursuit of excellence, through effective partnerships in learning.

Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated.

### Improvements in Numeracy

The school has identified what growth is expected and work towards students achieving higher than expected growth on internal school progress and achievement data.

The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals are monitored through collection of quality, valid and reliable data.

### Improvements in Literacy

A whole School approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled in order to improve student literacy standards.

The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis

## Evaluation plan for this strategic direction

# Strategic Direction 1: Student growth and attainment

## Initiatives

Learning Community to sustain and enhance collaborative practice to develop expertise, capabilities and consistent numeracy practices, in order to develop a 'common numeracy language' to support the development of students numeracy skills from stage 3 to stage 4

- Grow staff in their confidence and understanding of the expected standard needed to in developing student literacy skills. Staff will ensure recognition is given for the quality and improvement in quality of work, rather than just the completion of set tasks. Implement coordinated deployment of a literacy mentor to provide team teaching, differentiation, targeted support for identified students
- Students will improve their writing skills through targeted teaching and reflected practice. PEEL (ALARM 2023 - 2024) writing strategies embedded in faculty teaching and learning program.

## Evaluation plan for this strategic direction

**Q. To what extent have the planned approaches towards improving student performance in both the HSC and NAPLAN (Literacy and Numeracy) been effective?**

**Have we managed to build staff capability in explicit teaching of literacy and numeracy and in the nurturing of HSC success for all students?**

### Data:

Pre /post-testing results in literacy and numeracy groups

Student work samples monitored against progressions

Survey (student /staff voice)

Annual evaluation of the program before the second iteration

Student attendance data - both whole school, class specific and mentoring periods

Sentral records re: student behaviour and attendance

HSC results

NAPLAN results

### Analysis:

Analyse the data as to the extent to which the purpose has been achieved.

**Interpretation:** What are the implications for our work? What are our future directions and next steps?

# Strategic Direction 2: Success for Every Student

## Purpose

Teaching and learning across the Lake Learning Community (LLC) reflects aspirational expectations of learning progress and achievement. Effective partnerships and continuity of learning across the LLC will result in students and staff who are motivated to deliver their best and continually improve.

## Improvement measures

### Target year: 2024

#### EXCEL Classes

Student reports reveal that 100% of 7 EXCEL students have been selected based on capacity for academic rigour and are achieving, or working toward achieving, high or outstanding student learning outcomes across all Key learning Areas,

### Target year: 2024

100% of staff trained and actively participating in Quality Teaching Rounds

Quality Teaching Framework evidenced in 100% of all teaching and learning programs

All assessment tasks across the school meet the quality teaching assessment standards outlined in the Quality Teaching Framework.

### Target year: 2024

A shift in the 'Data skills and use' SEF assessment from 'Delivering' to 'Sustaining and Growing'.

## Initiatives

### Building an aspirational learning community

Implement a range of strategies to build an aspirational learning culture across the wider community.

- Employ instructional leader to increase continuity and collaboration among primary schools and Lake Illawarra High School.
- Establish an EXCEL Coordinator role at the school who is responsible for ensuring teachers are using evidence-based, high impact teaching strategies and programs to engage and extend high potential students.
- EXCEL teachers reflect on their current practice in implementing the High Potential Gifted Education (HPGE) policy and plan for further improvement
- Marketing to the community to showcase the achievements of our EXCEL students (Each faculty contributes with an initiative).
- Teachers of EXCEL classes work collaboratively in professional learning communities and use the high impact professional learning model to engage in professional collaboration that explicitly aims to improve teacher practices and student outcomes.
- Creation of mandatory Stage 4 STEM classes and an elective Stage 5 STEM class

### Enhancing teacher capacity

The school recognises the pivotal role of teachers in motivating and guiding students to achieve their best at school. To further develop teacher capacity we will:

- Create systems for effective peer feedback on teaching practice including the use of the Quality Teaching Rounds.
- Use research informed practice including CESE 'What Works Best' to deepen teacher understanding of effective practice.
- Quality Teaching Rounds adapted to LIHS

## Success criteria for this strategic direction

The students in the EXCEL classes are selected from the application pool. Students are engaged across all KLA's in unique academic learning experiences that meet EXCEL criteria and foster 21st Century skills and a passion for learning.

All eight elements of the 'What Works Best' framework have been delivered and all staff have embedded High Expectations and Explicit Teaching into their programs and practice.

EXCEL teachers work collaboratively, led by EXCEL Co-ordinator, providing students opportunities to engage in unique academic learning experiences.

The Quality Teaching Framework is embedded in teaching and assessment practices and programs across the school.

Teachers regularly use the What Works Best toolkit and resources as a reflection framework to identify areas for improvement in their practice.

## Evaluation plan for this strategic direction

### Question

To what extent has the high impact professional learning and use of the Quality Teaching Rounds (QTR) achieved consistency of excellence in teaching practice across the school?

Has the school learning community embraced its aspirational learning culture?

### Data

Professional learning records including MyPL evaluations.

Tell Them From Me data (expectations of success, valuing school outcomes, effort and challenge, student aspirations, explicit teaching practices) from staff, students and the community.

## Strategic Direction 2: Success for Every Student

### Initiatives

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- requirements. Three periods a week for a eight week cycle. Each staff member will be observed twice and will supplement the PDP observation.
- Quality Teaching Assessment Workshop offered to staff.
  - Target EXCEL classes teachers to be in QTR Groups and use their classes for their observations.
  - Head Teachers to work with staff to ensure all programs have evidence of explicit teaching (learning intentions and success criteria) and effectively respond to the new curriculum when it emerges. What Works Best' Evidenced in all Faculty Plans.
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### Evaluation plan for this strategic direction

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Internal surveys/focus groups

Professional Development Plans

QTR Google Share

External testing (NAPLAN, HSC)

Student participation in external competitions

Faculties reviews to ensure 'What Works Best' has been embedded.

#### Analysis

Analyse the data to see the extent to which the purpose has been achieved.

#### Interpretation

What are the implications for our work?

What are our next steps and future directions?



## Strategic Direction 3: Achievement through wellbeing

### Purpose

In order to maximise student outcomes there is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so that they can connect, succeed, thrive and learn.

### Improvement measures

#### Target year: 2022

Lift the percentage of students attending 90% of the time by 8.1% to achieve the system negotiated lower bound target.

#### Target year: 2022

Lift the percentage of students reporting a positive Wellbeing through the Tell Them From Me Survey (TTFM) by 5.2% to achieve the lower bound system negotiated target.

### Initiatives

#### Focused and individualised support to enhance and cater for individual student needs.

Proactively teach healthy coping strategies, resilience and self regulation

1. ASPIRE- Staff at LIHS will embed trauma informed practices into their classrooms through evidence based Neuro-Sequential Model in Education (NME) strategies, in order to develop students' ability to identify the early signs of disregulation and successfully adapt strategies to enhance their ability to self-regulate their behaviour.

2. Wellbeing Programs- A range of programs are implemented at the school that build the capacity of students to self-regulate, develop resilience and promote positive relationships with peers, staff and the wider community.

3. Positive Behaviour for Learning (PBL)- PBL is used to help all stakeholders understand the behaviours, attitudes and expectations that enhance well-being and lead to improved student learning outcomes. Universal PBL is successfully established and the focus is on the embedding of PBL values, processes and language into everyday, effective classroom practice.

4. Engage with the 'Attendance Matters' website to further refine our processes for promoting positive student attendance and supporting students at risk of falling below 90%.

#### Positive partnerships for learning, student engagement and wellbeing.

Collaboration with staff, school community and external agencies to support the wellbeing of students

1. Transition programs- The school utilises a range of transition programs to support the wellbeing and success for students at each transition point at school.
2. Aboriginal Education- All Aboriginal students have a current aspirational PLP that includes explicit

### Success criteria for this strategic direction

The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

The school is organised so that all students have regular opportunities to engage in programs that provide support and assistance to help students fulfil their potential.

Expectations of behaviour are co-developed with students, staff and the community and are designed to ensure effective conditions for learning.

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.

The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points, including highly mobile students and students with atypical enrolment.

LIHS is committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education whilst maintaining and enhancing their cultural identity. Aboriginal students find school to be an engaging, culturally safe place to learn.

The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points, including highly mobile students and students with atypical enrolment.

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning.

### Evaluation plan for this strategic direction

## Strategic Direction 3: Achievement through wellbeing

### Initiatives

Literacy and Numeracy goals. Staff use a variety of strategies to improve communication with the Aboriginal community. Professional learning for staff aims to increase student access to culturally relevant teaching and learning strategies, leading to improved student pride in their culture, attendance and academic results.

3. Individualised learning- Build staff capacity to differentiate the learning within their classroom by identifying and supporting the learning and wellbeing of those students with additional needs or students that require extension.

### Evaluation plan for this strategic direction

**Question** - To what extent have the planned approaches to student wellbeing and attendance improved the life choices and general sense of wellbeing in our student population?

#### Data

- Behaviour/suspensions data
- Attendance data
- Transition to post school destinations data
- Evidence of NME in faculty programs
- Student surveys and focus groups
- Evidence of individualised student tracking using Sentral data
- Pre/post behavioural and attendance data
- TTFM survey
- PBL action plan
- SET data
- Senior retention data
- Local enrolment numbers
- Community surveys
- Clontarf Academy data
- Evidence of cultural perspectives in Faculty programs
- PLPs
- Data on students accessing cultural programs
- Evidence of OoHC plans, IEP's, PLP's
- Learning and Support Team (LaST) minutes
- NAPLAN Minimum standards data
- Evidence of adjustments in teaching programs/assessments

#### Analysis:



## Strategic Direction 3: Achievement through wellbeing

### Evaluation plan for this strategic direction

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Analyse the data as to the extent to which the purpose has been achieved.

**Interpretation:** What are the implications for our work?  
What are our future directions and next steps?