

Strategic Improvement Plan 2021-2025

Lake Illawarra High School 8474



School vision and context

School vision statement

Lake Illawarra High School aims to provide a safe and inclusive environment where all students can reach their highest potential. The school community embraces a philosophy of life-long learning, following a wholistic approach to curriculum, pedagogy and wellbeing. We provide opportunities for our students to become respectful, responsible and resilient citizens who care for themselves and the community, and who can adapt to 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 people. 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 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

Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2024

Student cohorts in 2024 demonstrate improved reading scores compared to 2023 and 2022 cohorts.

Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2024

Student cohorts in 2024 demonstrate improved numeracy scores compared to 2023 and 2022 cohorts.

Pathways

There is a focus on positive transitions into meaningful post school pathways.

Achieve by year: 2027

An increase in the proportion of students' HSC results in the top three achievement bands in 2027 compared to 2023 and 2022.

Pathways

There is a focus on positive transitions into meaningful post school pathways.

Initiatives

Improvements in Literacy and Numeracy

The school will implement a variety of strategies to reach performance targets and enhance staff shared responsibility for improving student skills through the delivery of effective teaching practices, including explicit teaching and effective feedback underpinned by high expectations. Initiatives will include:

- Year 7 and 8 students engaging in timetabled Literacy and Numeracy periods where staff use the literacy and numeracy learning progressions to track student achievement and develop next steps.
- Grow staff in their confidence and understanding of the expected standard needed to develop student literacy and numeracy skills through the use of rigorous professional learning mentoring model.
- Teachers engage in data analysis of internal and external benchmarking data to support and identify student needs and academic progress to inform classroom teaching practice.
- Students will improve writing and comprehension skills through a school developed writing strategy embedded in teaching and learning programs.
- Implementation of a school wide reading program.

Success criteria for this strategic direction

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.

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.

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 and numeracy standards.

Evaluation plan for this strategic direction

Question:

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 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 programs

Strategic Direction 1: Student growth and attainment

Improvement measures

Achieve by year: 2027

Increase the proportion of students entering University, training or work.

Evaluation plan for this strategic direction

HSC results

NAPLAN results

Transition to post school destinations data

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: Enhancing Teacher Capacity

Purpose

Teaching and learning reflects aspirational expectations of learning progress and achievement. Students and staff are motivated to deliver their best to continually improve.

Improvement measures

Professional Standards/School Excellence Framework

Achieve by year: 2025

Improvement in the element of professional standards as measured by the School Excellence Framework.

Initiatives

Focused professional learning

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

- Implement Quality Teaching Rounds as a mechanism to support effective peer feedback on teaching practice.
- Executive team to engage in Quality Teaching Assessment Workshop.
- 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.
- Build staff capacity to differentiate the learning within their classroom by identifying and supporting the individual learning needs of all students.
- Emphasis on quality performance and development framework processes to support the professional growth of teachers.

Success criteria for this strategic direction

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.

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.

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

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

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

Internal surveys/focus groups Professional Development Plans

QTR evidence

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

Evaluation plan for this strategic direction

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 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

Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

The attendance rate for the school increases from 75.27% in 2023 to 76.27% by 2027.

Initiatives

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

The school will provide focused and individualised support to enhance and cater for individual student needs that proactively supports the teaching of healthy coping strategies, resilience and self regulation. Initiatives will include:

- Implementation and evaluation of a range of wellbeing programs aimed at building the capacity of students to self-regulate, develop resilience and promote positive relationships with peers, staff and the wider community.
 - Universal Positive Behaviour for Learning (PBL) is successfully re-established and the focus is on the embedding of PBL values, processes and language into everyday, effective classroom practice.
 - All staff engage with the 'Attendance Matters' resources to further refine our processes for promoting positive student attendance.
 - Build staff capacity in delivering a stepped care model of support for students.
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Success criteria for this strategic direction

The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing, attendance 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.

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?

DataBehaviour/suspensions data

Attendance data

Evidence of individualised student tracking using Sentral data

TTFM survey

PBL action plan

Data on students accessing wellbeing programs

Evidence of OoHC plans, IEP's, PLP's

Learning and Wellbeing Team (LaST) minutes

Evaluation plan for this strategic direction

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?