

Strategic Improvement Plan 2021-2025

Leumeah High School 8532



School vision and context

School vision statement

At Leumeah High School we inspire our students to nurture their talents, strengthen their weaknesses and reach their full potential. We achieve this goal through knowing each and every student as a valued individual, and providing them with rich learning experiences that foster their passions and abilities. Together we will strive to succeed.

School context

Leumeah High School is a large, co-educational, comprehensive school in South Western Sydney. Approximately 45% of students possess a language background other than English and an additional 9% identify as First Nations students.

Over the past five years the school has been recognised for its strong pastoral care and wellbeing programs with its best practice implementation of PBIS. The school possesses a strong, committed and dedicated staff who have worked hard to improve the quality of teaching with staff reflecting on evidence and current pedagogical changes and research based practices combined with a meaningful implementation of the Australian Professional Standards for Teachers being school priorities for professional learning.

There is a broad academic curriculum, with future focused learning at its core. All students are equipped with iPads to enable them to access the innovative teaching and learning programs. Faculties are driving the implementation of innovative pedagogical processes designed to enhance the capacity of each of our students to function in an ever-changing digital world.

Student leadership is supported and encouraged through an active Student Representative Council and Aboriginal Representative Council. Students are afforded leadership opportunities in the arts, sports and school service.

Strategic Direction 1: Student growth and attainment

Purpose

Literacy and Numeracy skills underpin effective participation in society. At Leumeah High School, our goal is to build a student body of articulate and capable students who are able to communicate, analyse and reflect upon the ever-changing ideas and knowledge we now are presented with in a digital age. Enhancing the capacity of staff to identify areas for student growth and empowering them with the confidence and skills to deliver a range of evidence based literacy and numeracy practices is at the core of Strategic Direction One..

Improvement measures

HSC achievement - top 3 bands

Achieve by year: 2023

HSC course results at Leumeah High School will show an improvement in the percentage of students attaining the top 3 HSC bands by 3% to be measured at 42.7%.

Achieve by year: 2025

The SEF validates that the school is operating at Excelling for "Data Skills and Use"; "Learning and Development " and at Sustaining and Growing for "Professional Standards

Reading growth

Achieve by year: 2023

At Leumeah High School we will see an increase in Reading Check-in Assessment mean scaled score for Year 7 and Year 9 for 2023 compared with Year 7 and Year 9 2022.

Reading growth

Achieve by year: 2023

At Leumeah High School we will see an increase in Reading Check-in Assessment mean scaled score for Years 7 to 10 for 2025 compared with Year 7 and Year 9 2022.

HSC Minimum Standards

Initiatives

LANE - Literacy and Numeracy Empowerment

Create and continue the integration of sustainable common whole school literacy and numeracy practices, processes and language into both teaching programs and delivery, in order to empower staff and students to achieve continuous improvement in this domain.

- Ongoing planning, resourcing, delivery and evaluation of basic literacy precepts using Lit Fit program
- Development and implementation of Faculty Plans, aligned to the LHS School Plan, with specific Literacy and Numeracy targets integrated biannually, to enable cross faculty targeting of specific student weaknesses in domains.
- Reorganisation of processes related to the identification and support of the literacy and numeracy needs of Indigenous students
- Further expansion and integration of the ALARM writing scaffold into all KLAS and Stages, utilising early adopters and experts in evidence based writing strategies to build staff capacity and confidence, thus furthering student achievement

Enhancing Evidence Informed Practice

Enhance the capacity of staff to use a variety of data sources to identify student achievement and progress and to utilise this to reflect on and evaluate the effectiveness of teaching practice, with specific reference to student literacy and numeracy needs;

- Investigate, establish and create a baseline for the current level of teacher confidence and capability with data skills and use in the classroom; with specific reference to data literacy, data analysis, data use in teaching and data use in planning.
- Develop and implement a platform of Professional Learning around data skills and use, supported by collaborative faculty based classroom practice designed to meet the specific needs of teachers.
- Implement evidence based strategies that

Success criteria for this strategic direction

- All teachers will be able to confidently identify, plan and deliver for strategies to improve student learning outcomes in Numeracy and Literacy.
- School wide processes for the identification and evaluation of whole school Professional Learning will be reviewed, evaluated and modified as per staff input.
- Staff are able to analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice. This will be demonstrated through lesson observations and reflected in programming and assessment documentation.
- Student achievement towards literacy and numeracy goals will be monitored through collection of quality, valid and reliable data. This will be reflected in programming and assessment documentation.
- Literacy and Numeracy Strategies implemented to build student learning and understanding will reflect research on best practice and be collaboratively agreed upon, as reflected by formal processes and discourse in and across faculties.
- School wide systems and processes that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers will be developed and implemented.
- Staff who are confident exponents of evidence based literacy and numeracy strategies will share their expertise and develop the capacity of all staff to implement.
- Student improvements in literacy and numeracy for both indigenous and non-indigenous students will be reflected in improved NAPLAN and HSC results.

Evaluation plan for this strategic direction

Inquiry Question: What has been the impact of the improved use of data skills and usage by teachers at

Strategic Direction 1: Student growth and attainment

Improvement measures

Achieve by year: 2025

An increase in the number of students attaining their HSC minimum standard in writing on their first attempt to over 85%.

Numeracy growth

Achieve by year: 2023

The percentage of Aboriginal students demonstrating growth in Year 9 Numeracy from 2023 to 2025, using PAT as a key data point.

Reading growth

Achieve by year: 2023

The percentage of Aboriginal students in Year 9 demonstrating growth in reading from Term 3 to Term 4 2023 using PAT as a key data point.

Initiatives

specifically target student needs in literacy and numeracy, as identified by the effective use of data by individual teachers and faculties.

- Evaluate student achievements and progress towards goals in order to reflect on the effectiveness of evidence based strategies and to plan for future school directions.

Evaluation plan for this strategic direction

Leumeah High School on student literacy, numeracy and HSC results?

Probing Questions: What school wide practices have been implemented to support;

-student growth and attainment in literacy and numeracy

-staff usage of data informed teaching practices

-collaborative planning processes to target cohort literacy and numeracy needs within and across faculties

Data:

External student performance measures (Minimum Standards, NAPLAN & HSC), teaching programs, observations of classroom practice, student work samples, faculty plans, professional learning surveys and evaluations and other formative assessment measures.

Analysis: The data will be analysed to determine whether the Inquiry and Probing Questions have been met, this will then be used to create new investigations and possible pathways.

Strategic Direction 2: Best Practice, Common Practice

Purpose

Research tells us that the quality of the teacher has the greatest impact on learning outcomes for students. At Leumeah High School we continue to refine what quality teaching looks like in the 21st century and are committed to embedding evidence based teaching and learning practices. Our aim is to 'make best practice, common practice'.

Improvement measures

Achieve by year: 2025

70% of staff are identified as working at 'Intermediate Practice' for Harness Learning intentions, Narrative and Pace.

Achieve by year: 2025

70% of staff are identified as working at 'Intermediate Practice' for Connect feedback to Data.

Achieve by year: 2025

100% of programs clearly show authentic integration of a range of ICT use.

Achieve by year: 2025

100% of staff program for and regularly utilise ICT to formatively assess and provide feedback to students.

Achieve by year: 2025

100% staff are Apple teacher trained.

Achieve by year: 2025

Leumeah High School is identified as an Apple Distinguished School

Achieve by year: 2025

Achieve by year: 2025

Initiatives

Developing Expert Practitioners

Implement the Curiosity and Powerful Learning program to foster and support teacher capacity through strategies that promote best practice as common practice.

- Engage staff in professional learning on how to Harness Learning intentions, Narrative and Pace.
- Engage staff in professional learning on how to Connect feedback to Data.
- Staff to apply key understandings from Curiosity and Powerful Learning through Teaching Sprints.
- Staff to investigate the prevalence and impact of Curiosity and powerful learning through Instructional rounds, surveys and focus groups.

Teaching with Technology

Develop skills, knowledge and practices which ensures all teachers are architects of authentic, engaging and innovative learning experiences.

- Develop the capacity of staff to utilise the 'Elements of Learning' to improve classroom practice through teaching sprints and investigate their impact through instructional rounds.
- Faculties to engage in action research activities to investigate the impact of technology on assessment tasks.
- Faculties to engage in action research to investigate the most effective ways to utilise technology for formative assessment and feedback in everyday practice.
- Provide ongoing KLA specific support and professional learning, one on one mentoring and program reviews to continue to develop innovative technology use as common practice. This includes developing teacher capacity to provide choice in the completion of student work.
- Investigate the impact of teaching with technology through instructional rounds and provide targeted

Success criteria for this strategic direction

Students understand the purpose of their learning and what they need to do to achieve success and progress in each lesson.

Teachers construct lessons which have a clear narrative and are appropriately paced to hold student attention through the majority of the lesson.

Teachers plan for opportunities to provide feedback to students.

Feedback is criterion referenced, timely, two directional and focuses on the link between effort and success.

Staff and students seamlessly use technology in everyday practice.

Teachers design lessons with innovative learning experiences aligned with the 'Elements of Learning'.

Logical sequences of learning are created by staff which are elevated through the integration of technology.

Teachers provide opportunities for students to be expert users of technology and employ choice in the creation of work.

Teachers utilise technology for effective formative assessment.

Teachers and students use technology to provide and receive feedback.

Evaluation plan for this strategic direction

Teacher self reflection, lesson observations and instructional rounds evaluate the the level of the rubric in CPL

Teacher and student surveys

Focus groups.

Strategic Direction 2: Best Practice, Common Practice

Initiatives

- professional learning to ensure best practice is common practice.
 - Investigate and trial the impact of sharing student learning with parents through Showbie.
 - Investigate and trial the use of Apple Pencil by staff and students.
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Evaluation plan for this strategic direction

Evidence from Staff PDP's.

Student, staff, parent surveys.

Instructional rounds

Literacy and Numeracy pre and post testing in Year 7?

Sentral data - attendance and neg behaviour

Collection of evidence from faculty action research.

Strategic Direction 3: Aspiring and Connected Learners and Citizens.

Purpose

Enhancing student engagement through reinvigorating and realigning student led wellbeing processes is at the core of Strategic Direction Three. The key focus being the creation of a student culture, incorporating a growth mindset, where students identify with and value schooling outcomes, thus enabling a positive flow on effect to other critical domains such as attendance, behaviour, relationships with peers and finally academic attainment. Critical to the implementation of this Strategic Direction is staff embracing the Quality Teaching Framework, with reflective teaching practices designed to evaluate the Significance Dimension underpinning teacher practice.

Improvement measures

Connected Citizens

Achieve by year: 2022

Connected Citizens

60% of all students report feeling a sense of belonging (from TTFM. Baseline data 52%)

67.3% of students indicate positive wellbeing.

50% of girls will indicate a positive sense of belonging.

50% of Aboriginal students either agree or strongly agree that they feel a sense of pride in their school.

Achieve by year: 2021

Connected Learners

Attendance - At least 60.9% of students will have attendance greater than 90%

Wellbeing - 63% of students respond with a positive score for Advocacy, Expectations and Belonging on the TTFM survey.

Increasing the wellbeing and sense of belonging of female students to 50% as indicated by TTFM.

Initiatives

Connected learners

Growth Mindset initiatives led by teachers and students to empower student voice, improve belonging and attendance. To achieve this the following activities will be embedded.

Growth mindset - Student forum with approximately 20 students from each year group to find baseline data, including a strong focus on female students in years 8-10.

Consistently analyse attendance trends to inform planning and take a whole school approach ensuring all students, particularly those at risk, improve attendance and engagement that has a positive impact on learning outcomes.

Regularly analyse attendance trends to identify the correlation between attendance and high achievement.

Creating teaching and learning programs that are valuable and provide authentic experiences. These will be unique to the context of the students, ensuring the inclusivity of diverse social and cultural backgrounds, including Aboriginal and Torres Strait Islander students.

Develop and implement a platform of Professional Learning around dimension of Significance (Quality Teaching Framework) designed to support the incorporation of the following elements; background knowledge, cultural knowledge, cultural integration, inclusivity, connectedness and narrative.

Connected Citizens

Connected citizens

Evaluate, create and implement a sustainable whole school value system and approach to positive behaviour and learning in order to empower student voice and wellbeing, citizenship and consistency amongst staff.

The current PRAC value system will be evaluated, reinvigorated and implemented as a more contextually

Success criteria for this strategic direction

Connected learners

An increased number of students are creating meaningful goals that are personalised and achievable. This would be measured by the use of report reflections.

Universal school attendance rate will increase to 84%

At least 45% of Aboriginal students will increase school attendance to 90% or more.

40% of stage 6 students have reported that they are using feedback to improve their marks.

Increased submission rate of assessment tasks determined through faculty data.

All programs across all KLA's have effectively and successfully implemented valuable and authentic learning experiences.

Annotated examples of programs and registrations that demonstrate that learning activities have been differentiated for various backgrounds.

Student work samples demonstrate reflection, evaluation and use of feedback to make improvements to their first draft/initial prototype.

Increased contact with parents regarding student success and attendance, as demonstrated through Letters of Commendation, positive letters and parent contact through SENTRAL.

Increased numbers of students report feeling a sense of belonging. This will be collected through Student Focus groups and TTFM.

Connected Citizens

An increased number of students will demonstrate their sense of belonging through active participation in whole school events eg: Carnivals, Harmony day, MADD festivals and sporting teams/events.

Strategic Direction 3: Aspiring and Connected Learners and Citizens.

Improvement measures

50% of Aboriginal students either agree or strongly agree that their teachers have a good understanding of their culture as indicated by TTFM.

60 % of students have a positive growth orientation, setting challenging goals for themselves in their school work and aiming to do their best.

Attendance (>90%)

Achieve by year: 2023

Attendance - At least 57% of students will have attendance greater than 90%

Wellbeing

Achieve by year: 2023

Wellbeing - 60% of students respond with a positive score for Advocacy, Expectations and Belonging on the TTFM survey.

Achieve by year: 2025

Increasing the wellbeing and sense of belonging of female students in years 8 to 10 by 55 %.

47% of Aboriginal students either agree or strongly agree that their teachers have a good understanding of their culture as indicated by TTFM.

60 % of students have a positive growth orientation, setting challenging goals for themselves in their school work and aiming to do their best.

Initiatives

relevant and sustainable model for the current 21st century student population.

- Consistently consult students to evaluate current value systems as a way to inform future planning and involvement in the whole school approach to values that encourage global citizenship.

- Consistently consult staff in regards to the whole school values system and approach to positive behaviour and citizenship in order to undertake evaluation and inform future planning.

Recognise and celebrate the success and growth of our students as active, informed and connected citizens through:

Success assemblies, Rewards excursions, celebration BBQ etc

Supervisor of Girls creating and delivering programs to empower female students to improve their sense of well-being and belonging.

Promotion of Leumeah High School through our after school COS Club and via enhanced presentation of school activities through social media- Everyday Excellence

Success criteria for this strategic direction

Students leaders initiating and facilitating activities designed to foster and promote positive school culture and a sense of belonging. Such as, student clubs and competitions.

Student forums provide a platform for student voice and facilitate consultation around the school's value system; informing future planning, promoting positive school culture and encouraging global citizenship.

An increased number of students receive awards for participation and success at whole school Recognition/Celebration Assemblies.

Evaluation plan for this strategic direction

Question: What has been the impact of the growth mindset leadership workshops on student wellbeing, reflection processes and overall sense of belonging and connectedness to the school community? How has this also increased attendance?

Data: Tell Them from Me data, Scout, focus groups pre and post tests (ATSI, Stage 4&5 female students), report reflection data comparing Semester 1 to Semester 2, student surveys, Faculty evaluations of T&L programs.

Analysis: Analyse the data to determine the extent to which the purpose has been achieved.

Implications: Where to next? Are the initiatives working for our school context? to what extent?

Question: What has been the impact of explicit, unique and significant teaching and learning experiences on inclusivity, connectedness and advocacy?

Data: Teacher observations, TTFM, submission of assessment statistics.

Analysis: Analyse the data to determine the extent to which the purpose has been achieved.

Strategic Direction 3: Aspiring and Connected Learners and Citizens.

Evaluation plan for this strategic direction

Implications: Where to next? Are the initiatives working for our school context? to what extent?