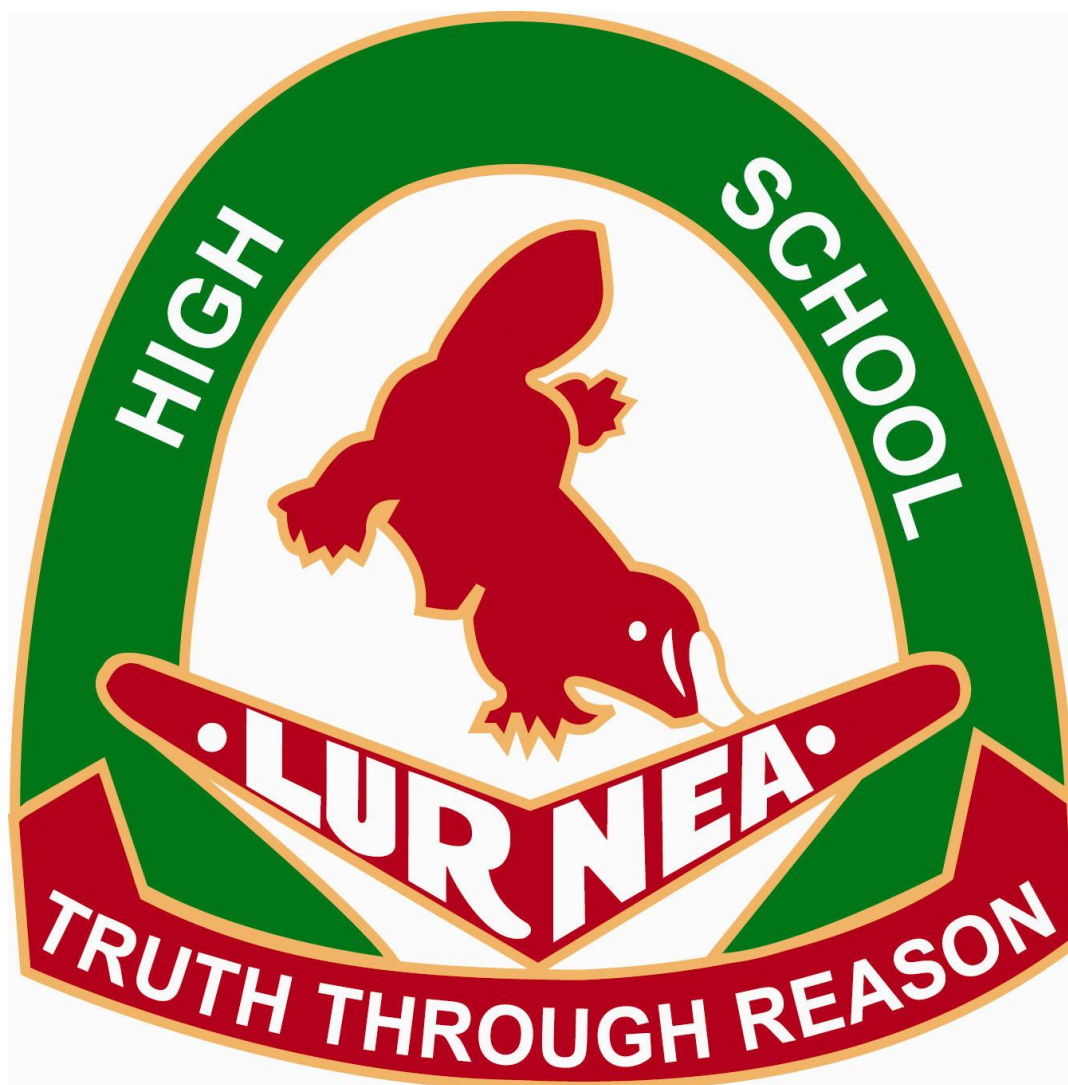


School Excellence Plan 2022-2026

Lurnea High School 8401



School vision and context

School vision statement

The provision of rich, accessible, flexible and creative learning experiences lies at the heart of the ways students and staff thrive and learn at Lurnea High School through a growth mindset of increasing educational attainment for every student every year.

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; who are 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 87% of students having a language background other than English (LBOTE) and of that number 45% require EAL/D (English as an additional language or dialect) support. There are 729 students including 30 students of Aboriginal and Torres Strait Islander background. The enrolment pattern is trending upwards at a small rate each year.

The school has a Support Unit of 101 placements for students with mild, moderate intellectual delays and autism. 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 annually).

The school has a teaching staff consisting of 85 teachers and an administrative and support staff of 26. The executive staff comprises 13 head teachers and senior executives. An additional three head teacher positions and two classroom teacher positions are funded through equity funding to support learning, engagement and participation in school. Historically there are between 5%-8% early career teachers and a 5%-10% annual staff turnover each year.

The school is building strong partnerships with universities (UTS and WSU) and TAFE to support the educational attainment and pathways for our students. A bespoke Community Engagement Team strengthens the ties to community and enables the school to be more responsive to community voice. To facilitate this work, the school employs an additional EAL/D teacher to support attainment and pathways in partnership with the existing Careers program and three community positions: Arabic speaking, Pasifika and an Aboriginal Education Officer to a total of 2.4 fulltime positions. Equity funds are used to support this work.

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 adjustment for disability. 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, provide resources to strengthen foundational skills in literacy and numeracy, including oral language improvements, and a range of additional programs and initiatives to

School vision and context

School vision statement

School context

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.

The school is committed to improving teacher confidence in using authentic data to know and understand their students through improved data analysis to support individualised and differentiated learning. This work will be guided by evidence based professional learning for staff.

The engagement of students and their families in the purpose and outcome of schooling is our goal, with significantly strengthened approaches to positive recognition and engagement of students in learning and school life.

The school will prioritise and ensure accountability for student improvement in reading, writing and numeracy by strengthening the professional learning and support for all staff in a systematic approach to consistent approaches to explicit teaching of these core skills across all stages of learning.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure that students grow in their learning through explicit, consistent and research-informed teaching, reflective of a data informed approach to knowing our students. Our teachers will provide individualised, differentiated learning, using data efficiently to challenge, inspire and guide every student towards strong growth in their learning.

Improvement measures

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: 2027

To achieve an uplift of 20 points in NAPLAN numeracy mean scaled score in Year 9 by 2027.

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: 2027

To achieve an uplift of 20 points in NAPLAN reading mean scaled score in Year 9 by 2027.

Initiatives

Data Driven Practices

Ensure that effective strategies and processes exist for data analysis and reflection so that teachers are responsive to student need in the teaching and learning cycle.

- Using internal and external data sources to know and understand our students' learning capabilities and needs.
- Capturing relevant data at the classroom and whole school level to measure impact.

Highly effective teaching practices

Reflect on and develop consistent quality of practice.

- Teachers as lead learners understand the relationship between data and adjustments which is supported by explicit professional learning.
- Relevant data is employed to make explicit adjustments for learning - "What adjustment to the teaching and learning cycle are required for this group of students to maximise impact?"
- Deepen teacher confidence and capacity in explicit teaching strategies for students with diverse learning needs.

Success criteria for this strategic direction

Teachers collaborate, share and effectively use curriculum knowledge, data, feedback and other information about student progress and achievement which meets the needs of all students.

Assessments are developed/sourced and used regularly across the whole school to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension.

The school identifies expected growth for each student. Students are achieving higher than expected growth on internal school progress and achievement data.

School data demonstrates that student progress and achievement statistically reflects school targets on external measures.

Progress and achievement of equity groups within the school is equivalent to or greater than the progress and achievement of all students in the school.

Evaluation plan for this strategic direction

Question: What has been the impact of using consistent, explicit enquiry-based teaching protocols, on student performance? Do teachers collaborate to evaluate, reflect on and adapt practice?

Data: External student performance measures (NAPLAN, Check-in Assessments), internal student performance measures, teaching programs, classroom observations,

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

student work samples, coaching records.

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

Implications: Data analysis will determine impact and guide ongoing implementation and adjustments in the planning cycle to ensure continuous improvement, ensuring students grow in their learning.

Strategic Direction 2: Relationships, participation and wellbeing

Purpose

To increase student engagement and participation in school and learning in a culture of high expectations and positive, respectful relationships that nurture and support the wellbeing of every student. We aspire to be a place and space for our community where the relationships between key stakeholders in a child's life come together in the best interests of that child, in a mutually respectful and positive schooling experience for all children.

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

1.5% uplift achieved in school attendance data.

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.

Initiatives

Learning Culture & Wellbeing

A planned approach to wellbeing and inclusion school-wide where participants feel connected, respected and safe - *Wellbeing and inclusion is everybody's business*.

- Consistently applied expectations commensurate with individual learning needs of students.
- Restorative practices underpin processes, communications and actions.
- Strengthened recognition of positive engagement in school life.

Learning Culture - Transitions and continuity of learning

An awareness of the transition points primary to high school and high school to post-school pathways.

- Enhanced processes for capturing Year 6-7 transition data, including earlier identification of students requiring additional support and those with high potential.
- Enhanced transition Year 10-11, including deepening experience leading to Stage 6 course selection, strengthening partnerships between school and families regarding commitment to learning pathways, HSC attainment and post-school outcomes.

Learning Culture - Attendance

A school and community partnership in strengthening a commitment to regular attendance to school and classes.

- Initial focus on clarity and accuracy of data sources.
- Targeted interventions for identified sub-groups.
- Strengthened recognition of benchmarks being met consistently.

Success criteria for this strategic direction

There is demonstrated commitment within the school community that all students make learning progress.

Partnerships with parents and students support clear improvement aims and planning for learning.

The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning.

Attendance data is regularly analysed and is used to inform planning. Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk.

Expectations of behaviour are co-developed with students, staff and the community and are designed to ensure effective conditions for learning. They are explicitly, consistently and supportively applied across the school.

The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school.

The leadership team measures school community (parent and student) satisfaction and shares its analysis and actions in response to the findings with its community.

Evaluation plan for this strategic direction

Strategic Direction 2: Relationships, participation and wellbeing

Evaluation plan for this strategic direction

Question: What has been the impact of using consistent, planned approach to wellbeing? Do key stakeholders report an increased connection to place and space? Do key stakeholders regard the school as an aspirational school?

Data: Attendance data, TTFM, internal school data collected in Sentral, reflecting student access to school support services, focus groups (student, parents/carers, teachers)

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

Implications: Data analysis will determine impact and guide ongoing implementation and adjustments in the planning cycle to ensure continuous improvement.

Strategic Direction 3: Collaboration and innovative practice

Purpose

To strengthen partnerships between and across individuals to build capacity, recognise expertise and enable integration of fluid approaches to pedagogy. Our teachers will evaluate their effectiveness as the lead learners in their classrooms and seek to reflectively adapt their practice through high impact professional learning in a culture of mutual growth and respect.

Improvement measures

Achieve by year: 2026

Initiatives

Effective Classroom Practice

As a team of professionals, teachers evaluate their impact as lead learners, adjust and refine practice informed by data, and engage with and apply high impact professional learning. This is facilitated by:

- A planned approach to school-wide professional learning that is reflective of school and state priorities.
- Embedded approaches to cyclical evaluation and reflection on processes and practices designed to gauge impact and further adjustment required.

Success criteria for this strategic direction

Teachers collaborate across faculties/stages/teams to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence-based programs and lessons, which meet the needs of all students.

Areas for development in teacher expertise are identified and addressed.

Teachers are supported to trial innovative or evidence-based, future-focused practices.

The school identifies expertise within its staff and has developed a culture of ongoing reflection and evaluation to measure impact.

Evaluation plan for this strategic direction

Question: Do teachers collaborate to evaluate, reflect on and adapt practice? What has been the impact of using a tiered system of whole-school, faculty specific and tailored PL on teacher practice?

Data: PDP's, TPL and associated school developed evaluations, participant feedback from those involved in the coaching and mentoring process.

Analysis: Data is analysed formally and regularly to determine to extent to which the purpose and improvement measures have been met.

Strategic Direction 3: Collaboration and innovative practice

Evaluation plan for this strategic direction

Implications: Data analysis will determine impact and guide ongoing implementation and adjustments in the planning cycle to ensure continuous improvement.