

# Strategic Improvement 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 84% of students having a language background other than English (LBOTE) and of that number 75% require EAL/D (English as an additional language or dialect) support. There are 721 students including 24 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 109 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 82 teachers and an administrative and support staff of 25. 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. In the school planning period 2018 - 2020 the school underwent significant staffing changes at the executive and senior executive level. 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. In 2021 a Community Engagement Team was established to strengthen the ties to community and enable the school to be more responsive to community voice. To facilitate this work, we employ an additional EAL/D teacher to support attainment and pathways in partnership with our existing Careers program and four community positions: transition, Arabic speaking, Pacifica and an Aboriginal Education Officer to a total of 3.2 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,

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## School vision statement

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including oral language improvements, and a range of additional programs and initiatives to 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.

Through the situational analysis conducted in 2020 to prepare the 2022-2024 Strategic Improvement Plan, the school consulted with our students, staff, parents and broader community. This work identified the importance of using a significant portion of equity funding to focus on engagement and teaching and learning. In 2021 the school undertook External Validation and this was further ratified.

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 will be a strength of this new plan 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

### HSC achievement - top 2 bands

Achieve by year: 2023

Improvement in the percentage of students achieving HSC course results in the top 2 bands above the lower bound target (12.6%).

### HSC achievement - top 3 bands

Achieve by year: 2023

Improvement in the percentage of students achieving HSC course results in the top 3 bands above the lower bound target (36.6%).

### Reading growth

Achieve by year: 2023

NAPLAN 2023, cohort performance on or about SSG.

### Numeracy growth

Achieve by year: 2023

NAPLAN 2023, cohort performance on or about SSG.

## 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.

- Systems and capacity building to effectively analyse BEST START, NAPLAN, HSC and minimum standard data to identify target areas to inform teaching practice.
- Teachers are skilled in the tracking of student achievement against the literacy and numeracy progressions and PLAN2.
- Teachers embed the use of formative and summative assessment referenced against syllabus standards and the literacy and numeracy progressions to gauge student growth and inform reflection and adjustments to teaching practice.

### Highly effective teaching practices

Improve classroom practice through a focus on core skills in reading, writing and numeracy.

- Utilise the *Writing in Secondary* research project to implement and train teachers in a whole school approach to the explicit teaching of writing, including common practices, agreed upon language for explicit instruction and appropriate for each stage level.
- Develop cross-curricular staff understanding and effective teaching of numeracy, specifically via the expertise of the Mathematics teachers collaborating and co-designing numeracy strategies in Stage 4 & programming.
- Deepen staff understanding and capacity to effectively teach our students from a LBOTE background and those requiring EAL/D intervention for language acquisition, specifically in the area of reading comprehension.
- Increase the presence of Allied Health services (specifically speech and occupational therapy) in the

## 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), internal student performance measures (Literacy and Numeracy Progressions), teaching

# Strategic Direction 1: Student growth and attainment

## Initiatives

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school to support student learning.

## Evaluation plan for this strategic direction

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programs, classroom observations, 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 (>90%)

Achieve by year: 2023

Improvement in the percentage of students attending school more than 90% of the time above the target baseline (57.6%).

### Wellbeing

Achieve by year: 2023

### Wellbeing

Improvement in the percentage of students reporting a positive sense of wellbeing at school through Tell Them From Me (TTFM) above the target baseline (71.5%).

Achieve by year: 2022

### Wellbeing

Learning Culture and Wellbeing dimensions of the School Excellence Framework are assessed at Sustaining and Growing.

### Community Engagement

Achieve by year: 2022

### Community Engagement

Community engagement and community satisfaction dimensions of the School Excellence Framework within the Leading domain are assessed as delivering with some indicators that we are moving upwards towards sustaining

## Initiatives

### A planned approach to wellbeing.

An integrated model of fusing learning and wellbeing together to build an aspirational learning community.

- Processes and structures for recognition and rewarding of high engagement in school life.
- Integrated case management model across wellbeing and learning support.
- Processes and structures for managing disengagement in school life.
- Expanded community engagement program to enhance and strengthen relationships between the school and its broader community.

## 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

## Improvement measures

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and growing.

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## Evaluation plan for this strategic direction

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**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: 2022

40% of co-teaching partnerships are evaluated as highly effective by participants through survey evaluation .

Achieve by year: 2022

60% of teachers consistently evaluate school wide professional learning as having a positive impact on their practice and report high satisfaction with the program of school wide TPL.

Achieve by year: 2022

60% of teachers consistently evaluate TPL at the faculty and individual level as having a positive impact on their practice and report high satisfaction with the program of tailored TPL.

Achieve by year: 2022

All beginning teachers are aligned to a coach/mentor and evaluate through the PDP process that the experience was highly positive.

Teachers are identified from across the staff as having the skills in practice to be an influence on the practice of peers and undertake coach/mentor training.

## Initiatives

### Collaborative Practice

High quality teaching partnerships driven by effective collaborative practices.

- Teacher professional learning on collaborative practices.
- Explicit systems for collaboration and feedback to sustain quality teaching practice are developed and enabled.

### High quality teacher professional learning

Professional learning is aligned with the school identified student learning needs, its impact on the quality of teaching and student learning outcomes is evaluated, and is informed by research including the NSW Quality Teaching Framework, What Works Best, and High Impact Professional Learning.

- Tailored and responsive TPL for teams and individuals, including emerging digital learning platforms.
- Targeted TPL in coaching and mentoring for identified high quality practitioners.
- Teachers identified as expert practitioners are positioned to coach/mentor and enable the practice of others.
- All early career teachers are mentored in their first two years of teaching whilst working towards accreditation.

## 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 develops a professional learning community based on mentoring and coaching.

## 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

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