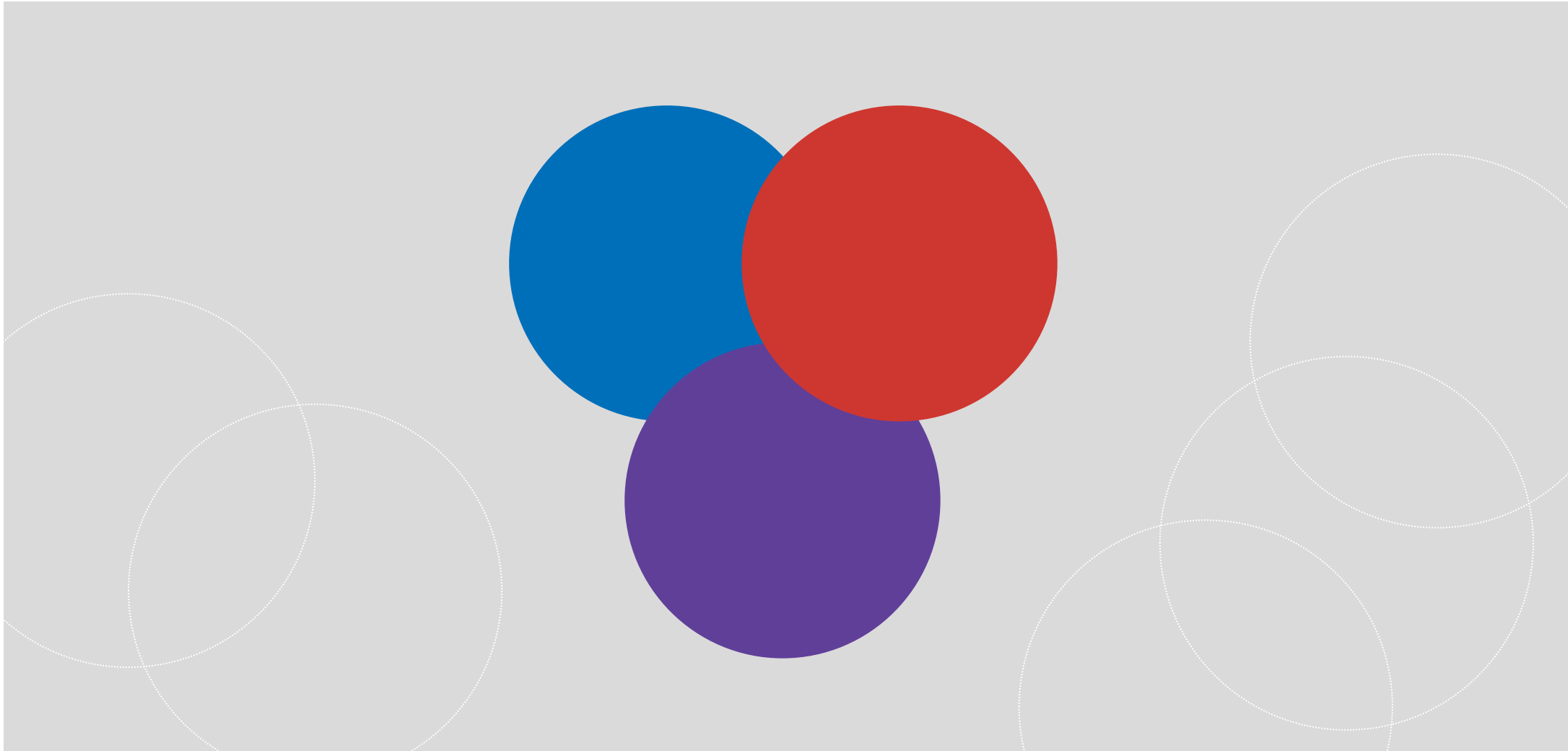


School plan 2015 – 2017

Lambton High School, 8482





School vision statement

Lambton High School aims to provide a welcoming, inclusive and progressive school community which fosters a culture of high expectations, pride and respect amongst all stakeholders.

We aim to produce students who are independent thinkers, innovative risk takers, creative thinkers, resilient, empathetic, problem solvers and life-long learners. Their educational experience should be holistic, real world, diverse and relevant to the 21 century.

Our teachers will continue to develop their expertise so they can facilitate learning experiences which are engaging, inquiry based and collaborative. They will model their practice on the Australian Professional Teaching Standards.

Parents will engage with the school and become advocates and active partners in their student's education.

School context

Lambton High School is a proudly comprehensive, co-educational high school catering for students from Years 7 to 12 in the Newcastle Education Area.

Our school has a strong focus on learning and high expectations for student success. We provide high quality education in a caring, secure and challenging learning environment. We continue to achieve academically above regional and state averages and have a strong student representation in sport, leadership, cultural activities and in the creative and performing arts.

There are opportunities for every student to achieve through challenging programs for gifted and talented students, a wide range of extra-curricular activities and effective support programs. We accelerate in the Creative & Performing Arts (Music, Art and Drama), in Mathematics and introduced a Year 7 Academic Enrichment and CAPA Enrichment Class in 2015.

We have a SRC with student representation from Year 7 to 11 and a Senior Leadership Body for students in Year 12 that play an essential role in the strategic planning, management and development of the school.

Through P&C consultation, the parent body plays a valued role in the decision making process especially in regard to key areas such as policy, community use of facilities, welfare, fundraising and spending priorities.

Student enrolment in 2015 was 1085 students, 1107 students in 2016 and 1,114 in 2017 (37 Aboriginal and 144 NESB). An ED Class was established in 2017.

All teaching staff meet the professional requirements for teaching in NSW public schools. Lambton High School has a dedicated and experienced staff consisting of **57** teachers, 12 Head Teachers, 2 Deputy Principals and the Principal.

School planning process

A School Improvement Team was formed to address national and state reform areas, school focus areas, committees and situational analysis to develop the develop 5P's.

An evaluation was undertaken of the key focus areas:

- Retention and post school pathways;
- Student attainment of literacy and numeracy;
- Student attainment in Aboriginal Education;
- Quality systems in leadership and management;
- Quality systems in curriculum and assessment;
- Professional learning and innovative practices.

School Working Party:

- 2 Senior Executive;
- 3 Executive;
- 7 Teachers.

Methodology:

- School context and vision;
- Quantitative data (attendance, retention, HSC, NAPLAN, Aboriginal);
- Qualitative data (professional learning, assessment, reporting, learning environment, student morale);
- Data collection included surveys, focus groups and interviews.

School Evaluation Survey: 71 parents and 58 students.

Focus on Learning Survey: 59 teachers.

Guskey Teacher Professional Learning Survey on the impact of the Quality Teaching Framework: 58 teachers.

Senior Interviews: 260 students.

Consultation processes included the AECG, P&C Association, Canteen Committee, Senior Leadership Body and School Committees and Staff.



**STRATEGIC
DIRECTION 1**
Student Learning

Purpose:

Teachers will create opportunities for students to achieve their highest potential through dynamic, holistic and differentiated learning.




**STRATEGIC
DIRECTION 2**

Staff and Leader
Learning

Purpose:

To build greater capacity in the Lambton High School educational community by leading and inspiring a school culture of collaborative, continuous learning for the 21st century; through the implementation of effective teacher and leader professional learning, organisational and communication practices.



**STRATEGIC
DIRECTION 3**
School Learning

Purpose:

To develop quality educational delivery and consistent, high standard and shared professional practices. To ensure a strong sense of culture, belonging and leadership within our school community.

Strategic Direction 1: Student Learning (Updated 2017)

Purpose

Teachers will create opportunities for students to achieve their highest potential through dynamic, holistic and differentiated learning.

Improvement Measures

- ❖ 8.5 Teachers expect students to pay attention in class and work hard-TTFM (7.8 and 7.6 in 2015)
- ❖ Achieve 65% greater than or equal to expected growth in NAPLAN writing
- ❖ Achieve 60% greater than or equal to expected growth in NAPLAN numeracy
- ❖ HSC Value Added result greater than +2 (from 0 in 2013 and 1.6 in 2014).

Methodology

- ❖ Annual school survey
- ❖ SMART2 Analysis
- ❖ Performance and Development Framework (PDF)
- ❖ Tell Them From Me- Parents

People

Students:

Engage students with teaching and learning programs that are purposeful with student tracking their own progress. Wellbeing and Inquiry-Based Learning will be integrated to enable increased engagement and participation.

Staff:

Staff will be engaged in professional learning that is targeted at meeting and increasing our school performance standards relative to state trends. This will include professional development in Inquiry-Based Learning and curriculum differentiation.

To develop capabilities for teaching staff in the Quality Teaching Framework.

Parents & Community:

Raise awareness and understanding among parents in the Quality Teaching Framework and implementation of Wellbeing Framework, Inquiry-Based Learning and curriculum differentiation.

Processes

Develop a deeper shared understanding of the **Quality Teaching Framework**.

Evaluation of student **HSC** and **NAPLAN** performance data to meet targets and benchmarks.

Develop cross curricular approach to **Inquiry-Based Learning** projects and differentiated curriculum in classrooms and through the Authentic Assessment Learning Project.

Create a flexible learning opportunities with open learning spaces (A1/A3, G8/G9).

Engagement with the **Wellbeing Framework** and assessment of school programs to meet elements of the policy. Introduce a non-substantive head teacher role to manage student wellbeing in 2016.

Further enhancement of **Acceleration** programs, activities and pathways for exemplary students.

Develop and implement teaching and learning that enable increased engagement in Stage 4 and 5 through varied learning activities and experiences.

Introduce a **Learning Centre Coordinator** role to work with Stage 6 students.

Products and Practices

Practice: Collaboratively develop assessment practices that are consistent with state wide performance standards.
Product: Closer alignment of internal grades with state trends.

Practice: Foster students tracking their own progress.
Product: Implementation of Inquiry-Based Learning and self-reflection practices.

Practice: Teaching and learning programs will reflect differentiated curriculum.
Product: Develop staff capabilities in strategies of differentiation, acceleration, GATS and remediation.

Product: Increase staff and leader understanding of the Wellbeing Framework.
Practice: Executive and Year Advisers undertake training on the framework.

Practice: Raise expectations of teachers of Stage 4 and 5 by explicitly varying teaching strategies to increase student engagement.
Product: Explicit quality teaching and learning strategies and practices that enhance literacy and numeracy skills including the use of TEEL and ALARM across faculties.

Practice: Provide senior students with individualised support, workshops, tutorials and lectures
Product: Improved study skills and learning strategies. Development and implementation of the Aiming High program.

Strategic Direction 2: Staff and Leader Learning (Updated 2017)

Purpose

To build greater capacity in the Lambton High School educational community by leading and inspiring a school culture of collaborative, continuous learning for the 21st century; through the implementation of effective teacher and leader professional learning, organisational and communication practices.

Improvement Measures

- ❖ At least 90% (from 0% in 2014) of staff indicate a move from level 1 to level 2 on Guskey's Thermometer on TPL practices in the school by 2017;
- ❖ Staff responses move from an average of 6.4 (7.2 in 2016) to 8 by 2017 on the key driver of leadership for student learning in the Focus On Learning Survey;
- ❖ Staff responses move from an average of 7.4 (7.9 2015) to 8 by 2017 on the key driver of collaboration for student learning in the Focus On Learning.
- ❖ By 2017 5% (from 0% in 2015) of staff will seek higher levels of accreditation.

Methodology

Annual staff surveys using:

- Guskey Thermometer
- Focus On Learning Survey Tool (Learning Bar)
- Australian Professional Teaching Standards (APTS) school log
- TPL evaluation
- BOSTES accreditation summary

People

Students:

Students actively engage in being a quality learner in the class and at home, and have opportunities to participate in a variety of curricula, extra-curricular learning and a voice in school teaching and learning.

Staff:

- All staff develop a program of personalised professional learning with Performance and Development Plan (PDP).

Executive:

- Manage the implementation and evaluation of the effectiveness of strategic products and practices.
 - Provide support and recognition to staff who undertake and achieve higher levels of accreditation and recognition.

Parents & Community:

- Participate in forums, meetings to understand the new accreditation processes and outstanding quality teacher practices.
 - Form partnerships with the school to build a continuum of learning and decision making.

Processes

Maintain **Teacher Professional Learning** team to implement and coordinate whole school policy(s) and practices. This includes formal and informal professional learning on School Development Days, staff meetings, faculty meetings and for each staff member.

Implement quality, differentiated, collaborative, accredited and strategic professional learning.

School leaders and aspiring leaders participate in quality TPL and opportunities to build leadership capacity including **Australian Professional Standards (APTS)**, **Innovation Projects** and access to higher levels of accreditation.

School leaders actively engage in classroom observation practices through **Quality Teaching Rounds**, accreditation lesson observations and/or **Walkabout Program**.

All teachers provided opportunities to lead TPL practices.

Products and Practices

Product: All staff have individual PDPs matched to the APTS which reflect TPL priorities from the school management and individual teacher learning needs.

Practice: Alignment with the APTS, school plan and teacher's individual professional learning needs occurs in TPL.

Product: TPL Team established to coordinate formal and informal TPL.

Practice: TPL organisational structures supports strategic professional learning using a range of tools including: collaborative peer learning, differentiated TPL, lesson observation, quality feedback, document analysis, mentoring and accreditation.

Product: All staff accredited against the APTS by 2017 and number of staff register for higher levels of accreditation.

Practice: Mentoring and PDP practices support all staff through the accreditation process for Proficiency by 2017, maintenance and interested staff at Highly Accomplished and/or Lead.

Product: All staff are provided opportunities to be leading learners.

Practice: Forster a culture in the school of leadership that leads learning and staff who are leading learners through opportunities to participate in quality Leadership TPL, leading TPL, collaborative peer learning, feedback, mentoring, conferencing and accreditation processes.

Strategic Direction 3: School Learning (Updated 2017)

Purpose

To develop quality educational delivery and consistent, high standard and shared professional practices. To ensure a strong sense of culture, belonging and leadership within our school community.

Improvement Measures

- ❖ 93% attendance rate (92% in 2015, 90.4% in 2014);
- ❖ 70% student retention rate (68% in 2015, 59.5% in 2014);
- ❖ 40% of HSC students achieve a Band 5 or 6;
- ❖ 35% of students achieve Proficiency (Band 9/ Band10) in Year 9 Numeracy (33.1% in 2015);
- ❖ 15% of students achieve Proficiency (Band 9/ Band10) in Year 9 Writing (10.7% in 2015);
- ❖ 57% Aboriginal students Expected Growth in Numeracy (50% in 2015) and Writing (37.5% in 2015)
- ❖ Above NSW DEC average in all HSC courses.

Methodology

- ❖ SMART2 Analysis
- ❖ ASR Electronic Data Sheet
- ❖ BOSTES Results Analysis Package

People

Students:

Engage student leaders in the development of student leadership capabilities and contribution in school evaluation and planning.

Staff:

Develop leadership and collaboration capabilities in project teams through professional learning support and appropriate structures to support engagement.

All staff are aware of school systems and practices through effective induction sessions and ongoing staff training.

Parents & Community:

Parents participate in forums and meetings to actively engage with student learning and school policy and procedures.

Processes

Through professional learning, developing a deeper, shared understanding of school focus areas:

- Extended writing through application of TEEL paragraph scaffold and A Learning and Response Matrix;
- Information, Communication Technology;
- National Curriculum- Geography;
- Aboriginal Education.
- Vocational Education

Annual Internal Review of key learning area or school program- CAPA in 2016

Use of quantitative and qualitative data to inform and improve curriculum delivery and assessment practices.

Use the **Excellence Framework** to identify evidence and data relating to the Elements.

Improve **Physical Learning Environments** in English, Mathematics, HSIE, PE, library and grounds.

Community Consultation Funding to implement and develop a parent learning hub and **Transition** position

Products and Practices

Practice: Embed quality processes in course selection, HSC monitoring and assessment processes.

Product: Increased levels of attendance, retention and academic outcomes.

Practice: Regular monitoring, supervision and review of school and faculty practices.

Product: Effective and consistent operations within the school in relation to professional processes and practices.

Practice: Form a working party to assess school performance against the Excellence Framework.

Product: Best evidence and data to demonstrate Excelling in Learning, Teaching and Leading

Practice: Interaction with our school community.

Product: Increased sense of belonging and ownership of the school culture, evidenced through parental participation at school events, programs, parent learning groups and information gatherings.