

School plan 2018-2020

Lambton High School 8482



School background 2018–2020

School vision statement

Lambton High School is a welcoming, inclusive and progressive school community that fosters a culture of continuous learning, high expectations, pride and respect amongst all stakeholders.

School context

Lambton High School is a proudly comprehensive high school catering for students from Years 7 to 12 in Newcastle.

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

Student enrolment in 2018 is 1124 students, including 58 Aboriginal, 165 EAL/D and 13 Support students.

We have a keen student leadership body, including a Student Representative Council (SRC), Senior Prefect Body, Junior Aboriginal Education Consultative Group (AECG), who all play an essential role in strategic decision making in the school.

Our highly qualified teaching staff meet the professional requirements for NSW public schools. Lambton High School's dedicated and experienced staff consists of 77 teachers, 12 Head Teachers, 2 Deputy Principals and the Principal.

Every student can achieve through opportunities in gifted and talented programs, a wide range of extra-curricular activities and effective support programs. We offer acceleration in the Creative and Performing Arts (Music, Art and Drama), Mathematics, Academic Enrichment and CAPA Enrichment Classes in Year 7.

The supportive parent and community body plays a valued role in the school's decision making and planning processes.

* Community throughout the plan refers to, the parent body, student body, partner primary schools, the AECG, businesses and charitable organisations.

School planning process

A school improvement team was formed to lead a situational analysis.

This evaluation was undertaken in 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

The school working party consisted of 3 Senior Executive, 3 Executive; 7 Teachers, student and parent representatives.

The team's methodology included:

- reviewing the school context and vision which was informed by data and community consultation
- quantitative data (attendance, retention, HSC, NAPLAN, L3/IBL, GATS, writing)
- qualitative data (professional learning, assessment, reporting, learning environment, student morale)
- data collection included surveys (including Tell them From Me for students, parents/carers and staff), focus groups and interviews
- Guskey teacher professional learning survey on the impact of the Quality Teaching Framework was completed by 58 (2014), 52 (2015), 56 (2016), 52 (2017) teachers
- Senior interviews conducted with 260 students
- Information, feedback and/or consultation workshops were conducted with all teaching and SASS staff, the AECG, P&C Association, Senior Leadership Body and school committees.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1

Student Learning

Purpose:

Students take responsibility for their learning and engage in rich learning experiences that develop independent, life-long learning skills. Teachers facilitate opportunities so students can achieve their highest potential by providing challenging, dynamic, holistic and personalised evidence based learning.



STRATEGIC DIRECTION 2

Staff and Leader Learning

Purpose:

Sustain and expand a culture of continuous improvement and high expectations, staff, leaders and the school community engage collaboratively in relevant, quality professional learning.



STRATEGIC DIRECTION 3

Community and School Culture

Purpose:

Enhance community partnerships to foster a culture of belonging, leadership and a shared sense of responsibility in engagement and learning so that our students mature into creative, confident and resilient global citizens.

Strategic Direction 1: Student Learning

Purpose

Students take responsibility for their learning and engage in rich learning experiences that develop independent, life-long learning skills. Teachers facilitate opportunities so students can achieve their highest potential by providing challenging, dynamic, holistic and personalised evidence based learning.

Improvement Measures

HSC Value Added result greater than +2 (from -2.23 in 2015, 2.72 in 2016 and 1.12 in 2017).

NAPLAN

Increase expected growth:

- writing – greater than or equal to 68% from 62% (Year 9 – 2017)
- numeracy – greater than or equal to 65%

Increase the proportion of all students in the top 2 NAPLAN bands by 8%:

- reading – from 19% to 27% (Year 9, 2017)
- writing – from 10% to 18% (Year 9, 2017)
- spelling – from 26% to 34% (Year 9, 2017)
- grammar and punctuation – from 19% to 27% (Year 9, 2017)
- numeracy – from 25% to 33% (Year 9, 2017)

Aboriginal students are achieving above the Aboriginal state average in numeracy, writing and HSC performance.

People

Students

Student voice informs the teaching and learning process.

Develop skills and confidence to solve problems and take conceptual risks in their learning.

Assume responsibility for their learning through engagement in reflection of learning and feedback processes.

Staff

Build capacity to implement evidence based, innovative and personalised teaching strategies at a deep level to cater for a diverse range of learners, including literacy (Focus on Writing Program), and numeracy.

Parents/Carers

Support the rationale behind teaching strategies and school priorities to enhance engagement and student learning.

Community Partners

Work collaboratively with the school community to promote transition through innovative programs.

Leaders

Embed evidence based decision making in teaching and learning to monitor student growth.

Processes

Innovation Programs

Implement innovative teaching and learning programs informed by student voice and parent/community support, which increases engagement and autonomy of stage 5 students, better preparing them for senior schooling.

Inquiry Based Learning

Expand Inquiry Based Learning (IBL) projects to provide for more personalised, authentic, problem based and student directed learning.

Evidence Based Practice

Analysis of student HSC, NAPLAN, writing and L3/IBL performance data, used to adjust teaching and learning programs to improve student outcomes across the curriculum including literacy (Focus on Writing Program), and numeracy.

Evaluation Plan

- QT Rounds
- Focus on Writing Data
- Smart 2 Data
- L3/IBL Data
- Fastfeed
- Tell them from Me survey – feedback from students and parents
- Performance and Development Plans
- SEF analysis
- HSC RAP analysis

Practices and Products

Practices

Develop structures with students, parents/carers and wider community input, for the implementation of interest electives in years 8 – 10, early commencement of HSC in stage 5 and 6 and pedagogy/andragogy to support junior/senior school model (Innovate 5).

Utilise professional learning to develop the capacity of staff to deliver quality IBL, writing models, assessment/feedback, personalised learning via the SOLO taxonomy and evidence based practice.

Build staff awareness of curriculum areas for development through HSC, NAPLAN, L3/IBL analysis and whole school focus areas of literacy (Focus on Writing Program) and numeracy.

Products

Create curriculum action milestone plans with students and the community, to implement curriculum and whole school structures and systems for junior/senior school model.

Programs, Fastfeed and PDPs reflect every teacher, every class, once a year participates in IBL practices, quality assessment and feedback, personalised learning using the SOLO taxonomy and implements the school's writing strategies, including the expansion of L3/IBL into Yr 9.

Teaching programs and practices are adjusted based on HSC, NAPLAN, TTFM, student, parent/carer, literacy (writing) and numeracy data.

Strategic Direction 2: Staff and Leader Learning

Purpose

Sustain and expand a culture of continuous improvement and high expectations, staff, leaders and the school community engage collaboratively in relevant, quality professional learning.

Improvement Measures

Feedback from students indicate 50% are intellectually engaged, find learning interesting, enjoyable and relevant (from 45% in 2018 TTFM).

63% of staff from 43% (2017) indicate school delivered professional learning is quality, engaging and meets their professional learning needs.

Increased numbers of teachers undertake accreditation at highly accomplished and lead from 1 (2017) to 3 (2020).

People

Students

Evaluate teaching and learning practices and provide feedback to peers and teachers.

Staff

Develop leadership and leader learner skills in school plan teaching and learning priority coordinators (SOLO team leaders). Give and receive feedback to improve performance.

Parents/Carers

Engage with the school to build a continuum of learning and decision making to foster and strengthen strong partnerships.

Leaders

Manage the implementation and evaluation of the effectiveness of school plan products and practices.

Provide support and recognition for staff who are seeking leadership opportunities and/or accreditation at higher levels.

Processes

Professional Learning

Quality, evidenced based, differentiated professional learning (PL), based on the school plan and teacher needs, is provided to all staff through Fast Feed program, QT Rounds, SOLO teams and external PL.

Staff Mentoring and Leadership

Provide opportunities for staff to access mentoring and PL on accreditation and maintenance at all career stages.

School leaders and aspiring leaders participate in targeted PL opportunities to build leadership capacity, leading learner skills and access to higher levels of accreditation.

HSC Implementation

PL opportunities are coordinated to prepare staff for the implementation of the Stronger HSC Standards, to support syllabus implementation, data analysis and monitoring structures.

Evaluation Plan

- Guskey Thermometer – staff indicate that PL is making changes to student outcomes (level 5)
- Focus On Learning Survey Tool
- School delivered TPL surveys/evaluations
- PDP analysis
- SEF analysis
- Observation data from Fast Feed and QT Rounds

Practices and Products

Practices

APTS, school plan and teacher's individual professional learning needs are met through professional learning opportunities.

Staff are supported at all levels of accreditation and leadership aspiration through mentoring, PDP practices, formal lesson observations and professional learning.

Facilitate opportunities for staff to coordinate and manage school plan teaching and learning priorities.

All teachers and students give and receive effective feedback on learning.

Products

All staff have individual PDPs matched to the APTS which reflect professional learning, for teaching and learning priorities from the school plan and individual teacher learning needs.

All staff are aware of their requirements for accreditation and maintenance.

All staff are provided opportunities to be leading learners and undertake higher levels of accreditation.

Feedback drives student and teacher improvement in teaching and learning.

Strategic Direction 3: Community and School Culture

Purpose

Enhance community partnerships to foster a culture of belonging, leadership and a shared sense of responsibility in engagement and learning so that our students mature into creative, confident and resilient global citizens.

Improvement Measures

Increase the attendance rate to 94% from (92.7% in 2017).

80% student retention rate from 10 to 12 (76% in 2017).

Levels of belonging increase to: students – 70% (from 68% 2018 TTFM) and parents – 7.5 (from 6.9 in 2018 TTFM).

People

Parents/Carers

Demonstrate the value they place on school culture and student learning through their active participation in forums and partnerships.

Students

Demonstrate leadership capabilities and critical thinking skills to enable them to contribute to school evaluation and planning.

Staff

Create engagement and significance in learning through collaboration and innovation capabilities through professional learning and authentic partnerships with the wider community.

Leaders

Facilitate and value community partnerships, highlighting the professionalism of the school to the wider community.

Support the continual improvement of the physical learning environment

Processes

Engagement in Culture

Promote and embed the practices and culture and core values of Innovate5 (Junior/Senior model) across the whole school community.

Student and parent/carer representatives will be included in school project teams and committees, school evaluation and planning

Facilities

Improve learning in a variety of environments including the library, CAPA, applied tech and grounds.

Community Partnerships

Build formal alliances with business partners and the community to mentor students to a greater variety of industry, career paths, provide authentic learning and assessment experiences and develop an awareness of opportunities and significance in learning.

Evaluation Plan

- SMART2 Analysis
- ASR Electronic Data Sheet
- Exit data
- Numbers of students involved in volunteering, mentoring, external school activities
- SEF Analysis
- TTFM survey

Practices and Products

Practices

Opportunities are provided for the school community to engage in dialogue and feedback around the implementation of innovation programs, evaluation and planning.

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

Business and industry are clearly visible in the school through mentoring, industry based experiences transition processes and authentic learning opportunities.

Quantitative and qualitative data is used to inform and improve community engagement.

Products

The whole school community indicate a clear understanding and sense of belonging through the implementation, impact and value of Innovate5, school structures, timetable and assessment procedures, evaluation, planning and feedback.

Students develop a clear understanding of pathways for employment, training and authentic learning.

Students are confident ambassadors for the school in cultural, sporting and work related arenas.

Students, parent/carer and community voice is reflected in school direction, structures and processes.