School plan 2015 – 2017

Leumeah High School 8532
## School background 2015 - 2017

### School vision statement
Leumeah High School provides quality learning for every student in a safe and supportive environment demonstrated through our core values of preparation, respect, co-operation and aiming to achieve one’s best (PRAC). Leumeah High School fosters positive community engagement that is inclusive of and responsive to our community needs. Our highly committed staff pursue excellence in teaching to ensure our students become successful learners and confident, creative and responsible global citizens.

### School context
Leumeah High School is a large, co-educational, comprehensive school in South Western Sydney. Approx 43% of students are from non-English speaking background. Approx 7% of the students are Indigenous. The school FOEI in 2014 was 123. HSC results indicate that some students are not achieving their academic potential and this continues to be a focus of the new school plan with the aim of moving students from the lower and middle to the middle and high performance bands. Over the past five years the school has been recognised for its strong pastoral care 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 Focus on Reading, differentiated learning, the implementation of the Australian Curriculum and meaningful implementation of the Australian Professional Standards for Teachers being school priorities for professional learning.

There is a broad academic curriculum, a continuing focus on vocational education and the opportunity for students to participate in a wide range of extra-curricular programs. Students are encouraged to take personal responsibility for their learning. Each semester students reflect on their achievements and establish goals for the following semester. Student leadership is supported and encouraged through an active student representative council and in the arts, sports and school service.

Leumeah High School is part of a community of schools (Leumeah PS, Ruse PS and Kentlyn PS) and works with its partner schools to enhance learning opportunities for all students.

### School planning process
The school has worked alongside our community of students, parents and staff, utilizing a wide range of tools and data to evaluate the current school plan to determine the school’s future strategic directions. Tools and data include:
- Analysis of student learning outcomes data and data gathered from student surveys;
- Parent surveys;
- Tell Them From Me Quality of Teaching survey;
- Student focus groups;
- NAPLAN Data;
- HSC Data;
- PRAC Data;
- Parent focus groups;
- Curriculum evaluations;
- Whole school program evaluations;
- Multiple Staff Development Sessions.

Using this evidence the school executive and whole school staff, students and parents have undertaken a detailed collaborative process to determine the current school strengths and identified directions and areas for improvement.

The school community, staff, students and parents, will be invited through surveys and focus groups to provide feedback on our current school performance and to contribute feedback through our evaluation to inform our ongoing planning cycle for 2015 -2017.

Our NAPLAN data shows the need for development in the areas of numeracy and literacy acquisition, with particular reference to problem solving and applying numerical concepts, persuasive writing and inferring meaning from factual reading. A key focus is on improving the academic achievement of our middle performing students.
Purpose: To develop in students an awareness of the world around them so as to embrace and value productive and ethical 21st Century learning in a safe, caring and respectful school culture, resulting in life-long learners who actively invest in their own personal, social and academic success as valuable, contributing and engaged citizens.

Purpose: Teachers will inspire a love of learning by creating a challenging and supportive environment whilst promoting compassion for others and engaging students by building relationships. Teachers will develop, implement and share innovative and expert teaching, learning and leadership practices.

Purpose: Our school community will nurture meaningful relationships between students, staff, parents and citizens, organisations and cultures to provide opportunities for students to interact with the wider world around them.

LEUMEAH COS Purpose: To build capacity across the Leumeah Community of Schools to maximise student learning outcomes and engagement for students by establishing professional collegial relationships in authentic and sustainable practice.
### Strategic Direction 1: STUDENTS - Learning

#### Purpose
To develop in students an awareness of the world around them so as to embrace and value productive and ethical 21st Century learning in a safe, caring and respectful school culture, resulting in lifelong learners who actively invest in their own personal, social and academic success as valuable, contributing and engaged citizens.

#### Improvement Measures
- **Attendance rates** improve by 2% (2014 baseline data 87.8%).
- **Retention rates** to HSC completion increase by 6% for all students (2014 baseline Data 58%). Retention rates for Aboriginal students equal to school average by 2017.
- 15% of the student body attain the Student Citizenship Diploma each year by end 2017.
- PRAC data reflects a reduction in inappropriate behaviours by 15% (2014 Baseline Data – Negative Incidents)
- Increased student interest and motivation in their learning by 6% (2015 TTFM Baseline data 28%)

#### People

**Students:** Students will engage in learning that incorporates critical and creative thinking, SMART goal setting, self and peer assessment and reflection, mentoring, leadership development and active citizenship. Aboriginal students will be encouraged and assisted to actively engage with their personal learning plans.

**Staff:** Teachers will participate in professional learning to enhance their skills in mentoring students to think critically and creatively, and to set SMART goals to maximise their academic potential. Teachers will participate in ongoing professional learning surrounding PBS to promote our core PRAC values and support a culture of student learning.

**Parents:** The school will develop the capacity of parents to engage with and better support their child’s learning, development and academic achievement both at school and at home.

**Leaders:** Leaders will identify, participate in and facilitate professional learning to support effective staff development driving student achievement.

#### Processes
Establish a thinking skills program into the school curriculum to support the development of ethical, critical and creative 21st Century learners.

Invest in a range of furniture to remodel learning spaces in order to support 21st Century learning practices.

Provide students with opportunities to be active participants in all aspects of school life: academic, sporting, cultural, community through the implementation of the School Citizenship Diploma.

Maintain and enhance student leadership initiatives including the SRC, ARC and the Student Leadership Program.

Implement a school-wide mentoring program for students to support goal setting and to foster students’ taking responsibility for their learning.

Continue to promote and develop the school’s core values of Preparation, Respect, Aim and Cooperation (PRAC) in our school as ethical, responsible and active 21st Century citizens who develop their leadership capacity.

#### Products and Practices
**Product:** Students take responsibility for their own learning, demonstrating critical and creative thinking skills, to achieve growth in value-added results and significant improvement in achievement on internal and external performance measures.

**Product:** The school supports the social and emotional development of students through the provision of best practice wellbeing programs that leads to improved student attendance and retention.

**Product:** Students model the values of Preparation, Respect, Aim and Cooperation (PRAC) in our school as ethical, responsible and active 21st Century citizens who develop their leadership capacity.

**Practice:** Students collaborate with each other and with teachers to learn, create and engage in meaningful reflection regarding their learning to enable self and peer assessment against learning continuums.

**Practice:** Students participate in a wide range of extracurricular activities and experiences to enhance their social and emotional development.

**Practice:** Teachers will know their students and how they learn, understand their needs and will deliver significant and differentiated learning experiences designed to challenge and engage students, and to prepare them for lifelong learning and active citizenship.
Strategic Direction 2: TEACHING AND LEARNING– Teaching and Leading

Purpose

Teachers will inspire a love of learning by creating a challenging and supportive environment whilst promoting compassion for others and engaging students by building relationships.

Teachers will develop, implement and share innovative and expert teaching, learning and leadership practices.

Improvement Measures

- Value-added data shows an increase in the number of Year 9 students performing above National Minimum Standards in NAPLAN
  a) Reading 10% increase
  b) Writing 10% decrease
  c) Numeracy 5% (2014 Baseline data NAPLAN)
- HSC Achievement data shows a decrease in number of Band 1s and 2s by 5% (2014 baseline data 18%)
- HSC Achievement data shows an increase of 8% of students achieving 2 or more Band 5-6 (2014 baseline data - 16%).
- 100% of Executive staff participate in Professional Learning in coaching and mentoring.
- During Teacher Learning Week 50% of teachers are observed incorporating the 7 Cs of 21st Century learning.
- 20% of assessment tasks in the junior school incorporate aspects of assessment as and for learning.

People

| Students: | The school will establish processes and support students to provide constructive feedback to enhance quality teaching and learning practices. |
| Staff: | Teachers will build their capacity to deliver significant, challenging, engaging and differentiated learning programs through targeted TPL, participating in action learning projects, and engaging with the Professional Development Framework, to reflect critically and identify areas of strength and areas for improvement. |

Non-teaching staff:

- Non-teaching staff will identify their professional learning needs to facilitate the transition to LMBR and Local Schools Local Decisions.

Leaders:

- Leaders will build their capacity to deliver significant, challenging, engaging and differentiated professional learning programs to assist in meeting the professional learning needs of teaching and non-teaching staff.

Parents:

- The school will establish processes and support parents to provide constructive feedback to enhance quality teaching and learning practices.

COS:

- Leaders facilitate staff and leadership capacity through joint professional development and community and school forums.

Processes

- Executive teachers support staff in the development of PDPs using the Performance and Development Framework, aligned to the Australian Professional Standards for Teachers and the School Plan.
- Implement a whole-school literacy project with a focus on writing to improve results in internal and external assessment measures and to further develop staff understanding of the Literacy Continuum K-10. (ALARM)
- Teachers participate in professional learning that is aligned to the priority areas of the School Plan, such as Teaching and Learning and improving student achievement.
- Teachers participate in Teacher Learning Week each semester, engaging in collaborative lesson observations with a focus on targeted professional standards and reflective teaching practices.
- Teachers access school-developed professional learning appropriate to their career-stage development, such as the school’s Induction Program and Teachers as Leaders Program.
- Establish the position of Head Teacher - Teaching and Learning to lead quality teaching, and to support faculties in the planning and development of quality teaching programs.

Products and Practices

- **Product:** Staff Professional Development Plans contain learning goals that reflect the School Plan, are reviewed and supported by Executive, and are aligned to the Australian Professional Standards for Teachers and the Quality Teaching Framework.
- **Product:** Teaching and learning programs are inclusive of 21st Century learning processes and provide opportunities for students to apply their learning to the creation of innovative work samples.
- **Product:** All teachers engage with professional learning activities on 21st Century learning practices and improving student literacy.
- **COS Product:** Teachers across the COS will participate in joint professional learning.
- **Practice:** All teachers will deliver quality teaching programs and encourage a love of lifelong learning in their students within an environment that fosters tolerance, acceptance and compassion for all.
- **Practice:** Staff are provided with opportunities to lead their own learning, and that of others, by actively participating in TPL. Teachers constantly share knowledge and resources that have been acquired through professional learning and experience to build the individual and collective capability of staff.
- **Practice:** Aspiring Leaders will participate in a “Teachers as Leaders” program to develop their educational leadership capability.
### Strategic Direction 3: COMMUNITY – Fostering Partnerships

#### Purpose

Our school community will nurture meaningful relationships between students, staff, parents and citizens, organisations and cultures to provide opportunities for students to interact with the wider world around them.

#### Improvement Measures

- **Number of parents attending parent teacher evenings, information evenings, school assemblies, celebrations and sporting carnivals** increase by 20% (2014 Baseline data - PT Night 26%).
- **Number of website hits, Skoolbag app downloads and Facebook ‘likes’** increase by 20% (2014 Baseline data-195 Skoolbag Downloads)
- **Increased parent satisfaction with school communication and community consultation as measured by parent surveys by 15% (2014 Baseline data - 58% - Parent Survey 2014)**
- **Number of parents providing feedback to the school through activities such as surveys increased by 15% (2014 Baseline data - 14% - Family response to survey)**
- **20% of all students engage with community organisations and other groups. (2014 Baseline data 8%)**

#### People

**Students:**
Staff will assist students in engaging with and participating in community service activities.

**Staff:**
Leaders will provide staff with professional learning around enhancing communication with parents and involving parents as partners in the school community.

**Parents:**
The school will create opportunities for parents to participate in school events on a regular basis to become authentic community partners in the school’s improvement path.

**Leaders:**
Leaders will seek professional learning opportunities to enhance community engagement, communication and parent participation.

**Community Partners:**
The school will establish lines of communication with our community partners to build meaningful and productive relationships that allow our students to explore the world around them.

#### Processes

The school employs multiple methods of communication to keep parents informed, including the employment of CLO 0.6 using RAM to improve communication with parents and interaction with our community through the maintenance of school communication channels.

The school regularly engages in dialogue with families on identified aspects of school life through avenues such as surveys, information evenings, parent workshops and the P&C.

Maintain, enhance & utilize connections with community organisations such as our Community of Schools, Tharawal, UWS, Beverly Park, ABCN, and local cultural groups to provide a range of authentic learning opportunities that align to goals in Strategic Direction 1.

Regularly invite alumni to share their achievements to inspire and to mentor our students through sharing their achievements and to serve as role models.

Provide a range of community service opportunities for students to engage with at an individual, group and year group level each semester including “Ray’s Crew”, Blood Bank donations, ‘Clean Up Australia Day’ and ‘R U Ok Day’ to promote social service amongst the student body.

#### Products and Practices

**Product:** Increased parent participation in school life including school functions such as parent teacher evenings, information evenings, school assemblies, celebrations and sporting carnivals.

**Product:** Increased number of parents interacting with school-based communication tools such as LHS Website, Facebook page and the Skoolbag app to access information distributed by the school, and providing feedback via these tools and through parent surveys.

**Product:** Increased student and staff participation in a range of activities with outside organisations such as community groups, our Community of Schools, and business mentoring programs. Increased student participation in Community Service activities.

**Practice:** Parents and caregivers both engage with and contribute to school life and improvement.

**Practice:** Communication with parents will be relevant, timely, effective and regular with ongoing feedback sought from parents.

**Practice:** Students will be provided with authentic opportunities to connect their learning meaningfully with the wider community and to engage with the community as active and informed citizens.