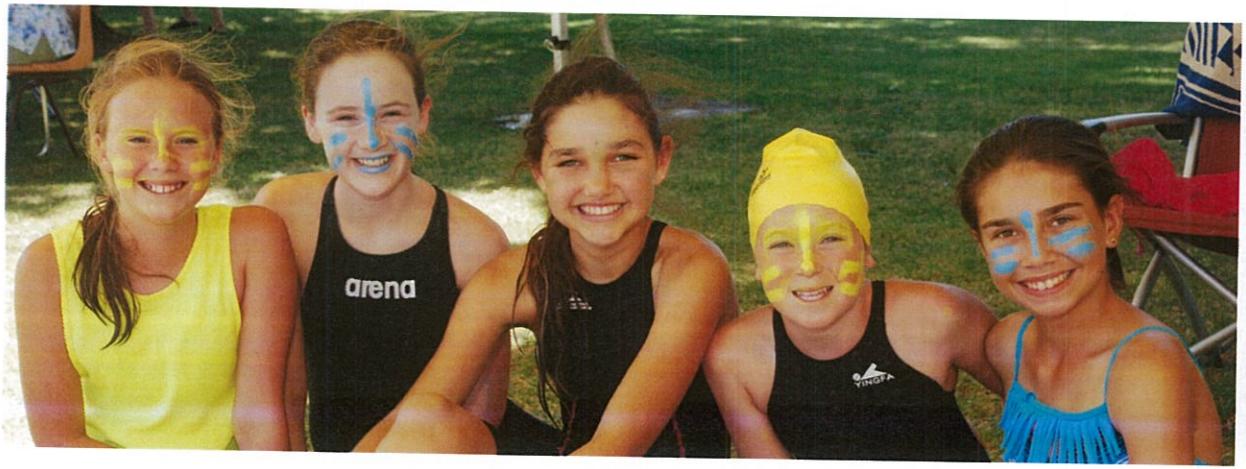
NSW GOVERNMENT Education Public Schools

School plan 2018-2020

Leeton High School 8156



School background 2018–2020

School vision statement

Vision:

Leeton High School will inspire, engage and challenge all students to succeed.

Mission:

Educating young people for active and responsible citizenship.

School context

Leeton High School educates 470 students drawn from Leeton and surrounding townships. 14% of the student population is Aboriginal. The school is well–resourced with excellent facilities and set on attractive grounds.

We offer a broad curriculum to meet the needs of all our students to prepare them for productive and successful future. We understand that student wellbeing impacts on learning and we strive to support our students to connect, succeed and thrive. This understanding is supported by our decision to become a Positive Behaviour for Learning school.

We are committed to continuous improvement and take pride in delivering excellent academic, sporting, cultural and vocational experiences and opportunities for all students.

Leeton High School values the collaborative partnerships we maintain with our community. Our school is a proud member of the Leeton Community of Public Schools.

School planning process

During 2017 staff identified current areas for improvement and looked to the School Excellence Framework to set our collective goals for success.

The P&C was consulted in Term 4 and feedback was received on how to achieve our goals. A community survey was published online to retrieve as much feedback as possible from our parent and carer body as well as our students to guide our direction for the 2018–2020 period.

School staff refined the school plan as a group in Term 1 2018. The School Plan was also shared with the P&C for further feedback.

School strategic directions 2018–2020

Purpose:

To create an aspirational school culture strongly focused on learning, wellbeing and ongoing improvement to enable students to connect, succeed and thrive.

Purpose:

To enable teachers to implement the most effective, evidence–based teaching strategies explicitly targeting literacy and numeracy, to meet student learning needs.

Purpose:

To promote a culture of high expectation and community engagement through the strategic use of resources to achieve improved student outcomes and measurable whole school improvement.

Strategic Direction 1: Excellence in Learning

Purpose

To create an aspirational school culture strongly focused on learning, wellbeing and ongoing improvement to enable students to connect, succeed and thrive.

Improvement Measures
Attendance: 5% improvement in whole school attendance achieving closer parity with state attendance figures.
Wellbeing: A planned approach to wellbeing supports students to connect, succeed and thrive.
Behaviour: Positive Behaviour for Learning (PBL) is implemented and acts as the platform to create an improved school climate for learning and wellbeing.

People

Leaders

School leaders adopt an evidence based, co–ordinated and systemic approach to improving attendance and wellbeing, responsive to school community needs.

Students

Students are supported by school, parents/carers and network personnel, to improve attendance, engagement, learning and wellbeing.

Staff

Staff respond to concerning attendance and wellbeing data following established support and management procedures.

Parents/Carers

Parents/Carers value and prioritise school attendance and are proactive in collaborating with the school to promote wellbeing supports.

Community Partners

Community partners support school aspirations by sharing expertise, resources and in the defining of our Positive Behaviour for Learning values.

Processes

Systematic attendance and wellbeing monitoring processes are devised and implemented aligning school, students, parents/carers and network personnel to encourage improved attendance and wellbeing outcomes for students.

The Welfare Team works collaboratively to create and source wellbeing supports based on evidence.

The Positive Behaviour for Learning team informs positive changes within the school environment for improved learning and wellbeing.

Evaluation Plan

Increase in parent/carer engagement with attendance concern management.

Improved attendance rate for identified students.

Wellbeing Programs/Days.

Tell Them From Me Surveys I and II 2018; Sentral negative wellbeing entries; Welfare Team feedback.

Positive Behaviour Learning leadership roles and key planning processes established and ongoing; aspirational values and behaviour expectations collaboratively cemented.

Practices and Products

Practices

Establish consistent management procedures to monitor and support attendance and wellbeing concerns.

Fortnightly Year Group meetings accommodate the delivery of targeted and relevant wellbeing programs.

Commitment to and implementation of the Positive Behaviour for Learning initiative to create an enabling school environment supporting students to connect, succeed, thrive and learn.

Products

Systematic management procedures involving school and the wider community operate to improve student attendance, engagement, wellbeing and achievement.

An evidence based, planned approach to wellbeing is collaboratively established and delivered to support students to connect, succeed, thrive and learn.

Implementing Positive Behaviour for Learning fosters respectful and positive relationships and a learning environment geared to promote greater engagement, wellbeing and achievement.

Strategic Direction 2: Excellence in Teaching

Purpose

To enable teachers to implement the most effective, evidence–based teaching strategies explicitly targeting literacy and numeracy, to meet student learning needs.

Improvement Measures

All Professional Development Plans document explicit literacy and numeracy goals, reflected in teaching programs and consistent with achievement data.

Improved SMART/PLAN/Progressions data indicates an increase in the number of students achieving proficiency in Reading, Writing and Numeracy.

People

Leaders

Supervisors and teachers are proactive in identifying literacy and numeracy areas for improvement and consolidation.

Students

Students are aware of specific learning areas for improvement and actively strive to improve, supported by explicit teaching.

Staff

Teachers engage in professional learning to continuously refine their practice and to strengthen the ability of the school to deliver improvement.

Parents/Carers

Parents are able to better understand student learning needs via literacy and numeracy tools such as PLAN to support student learning at home.

Community Partners

School community expertise is utilised to ensure greater opportunity for student and staff success.

Processes

Supervisors and teachers identify literacy and numeracy targets through regular, collaborative strategising for continuous improvement in teaching and learning outcomes.

Teachers engage with students and parents/carers to set goals for literacy and numeracy improvement.

Teachers are actively supported with professional learning opportunities to engage with student achievement data and strategies to improve teaching and learning inspired by the Australian Professional Standards for Teachers.

Evaluation Plan

Professional Development Plans clearly articulate a focus on literacy/numeracy.

Teacher surveys to evaluate Professional Learning agendas and to identify future areas for capacity building.

Teaching program audit/student work samples.

SMART/PLAN/Progressions data.

Literacy and Numeracy strategies for improvement discussed with students and parents.

SENTRAL academic and wellbeing entries.

Practices and Products

Practices

Integral to the Professional Development planning process, the school identifies and collaboratively pursues goals to improve literacy and numeracy in keeping with school/system priorities.

The school continues to develop staff capacity to analyse and utilise available achievement data and support tools such as SMART/PLAN /Progressions to improve student outcomes.

Products

Considered and collaborative lesson planning explicitly teaching literacy and numeracy, with teaching programs reflecting current achievement data and appropriate accommodations/adjustments.

Improved number of students proficient in Reading, Writing and Numeracy

Strategic Direction 3: Excellence in Leading

Purpose

To promote a culture of high expectation and community engagement through the strategic use of resources to achieve improved student outcomes and measurable whole school improvement.

Improvement Measures

The leadership team collaboratively maintains the school's focus on improving students' literacy, numeracy and wellbeing outcomes.

Strategic use of school and community resources expands opportunities for students and staff to achieve learning and/or employment aspirations.

People

Leaders

The leadership team creates and establishes a professional learning community focused on the continuous improvement of teaching and learning.

Students

Students are afforded diverse opportunities, facilitated by the school community, to fulfill their learning aspirations.

Staff

Teaching and non–teaching staff proactively seek to improve their performance. The school supports collaborative performance development efforts and actively strives to develop the capacity of all staff.

Parents/Carers

Parents/Carers support and value school initiatives that support students to grow into productive and successful young adults.

Community Partners

Our community continues to be integral to the success of our school. Network organisations/agencies and local businesses support students by engaging with school initiatives to provide valuable learning opportunities.

Processes

The leadership team utilises teaching and non–teaching staff to make best use of available expertise to meet whole school needs.

The leadership team uses data to evaluate the effectiveness of management processes creating a culture of shared accountability to achieve organisational best practice.

Community relationships evolve to support and strengthen a variety of learning opportunities for students and staff.

Evaluation Plan

Professional Learning Agenda.

Faculty Meeting minutes.

Leeton Community of Public Schools professional learning workshops.

Revised Executive Roles and Responsibilities.

Executive Professional Learning Agenda.

Careers Central programs and initiatives–student/parent/carer feedback.

Practices and Products

Practices

All teachers actively contribute to the collective development of staff for improvement.

Resources are accessed and deployed to maximise student outcomes and the most efficient organisation and administration of the school.

Products

Leaders hold high expectations for staff and challenge them to meet identified literacy, numeracy and wellbeing support goals through collaborative and strategic planning and programming.

Staff and community expertise is utilised effectively to support student learning and success and the professional development of all staff for continuous improvement.