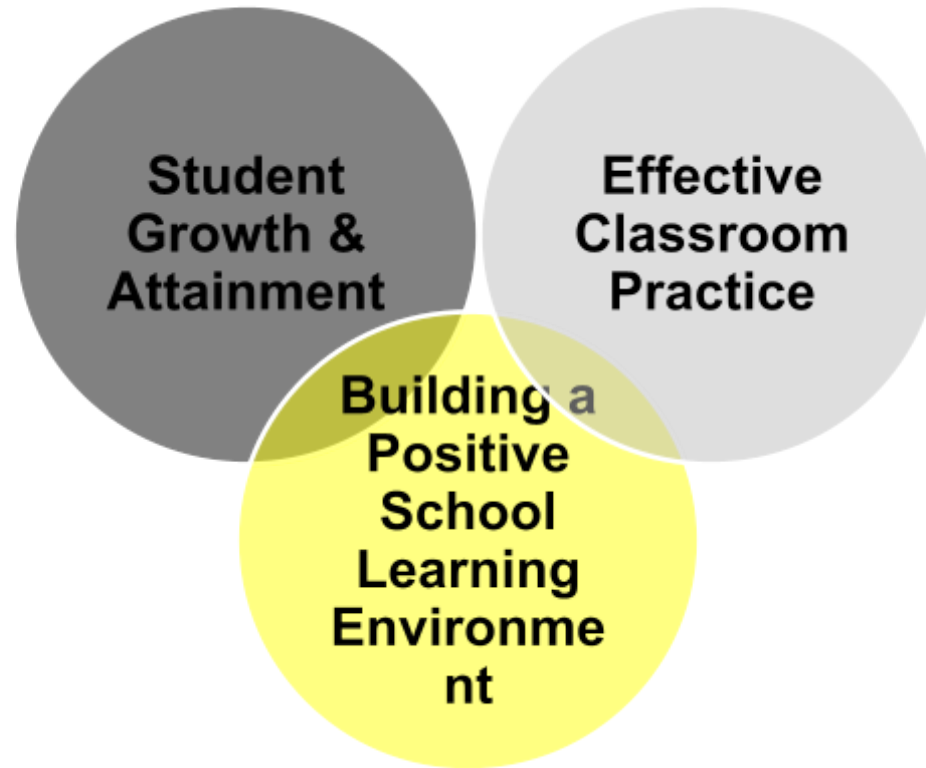


# Miller Technology High School Faculty Implementation Plan 2023



**Intensive English Centre**  
Ann Thompson

**Faculty Vision Statement:**

Miller Intensive English Centre fosters a safe and nurturing environment where students establish a sense of trust and responsibility, and develop their language, learning and social skills. Diverse cultural, linguistic and religious backgrounds are celebrated, and all students, families and staff are welcomed and valued. Students and families are supported to develop a sense of belonging in the community while they settle into Australian society. Language learning empowers connectedness, safety and prepares students to successfully transition to high school.

**Faculty Context:**

Miller Intensive English Centre (IEC) provides intensive English tuition to newly arrived, high school aged students whose first language is not English. In addition, Miller IEC provides orientation, settlement and wellbeing programs to prepare students for learning in a NSW government high school and to participate in Australian society.

**Initiatives:**

SD1:

- Highly Effective Assessment Practices
- Highly Effective Programming and Planning Practices

SD2:

- Highly Effective Teaching Practices
- Highly Effective Classroom Management.

SD3:

- Creating and Maintaining a Holistic Positive Learning Culture
- Attendance Monitoring and Positive Student Engagement

**Strategic Direction 1: Student Growth and Attainment**

**Purpose:** To ensure student growth through a consistent and collaborative whole school approach to assessment that enriches teaching and learning practices. Our teachers will adapt their teaching practices based on data analysis and effective feedback. Our teaching and learning programs will be centred on literacy and numeracy. Individual student growth is measured and communicated to students and used to co-develop individual learning goals.

**Activities**

What actions/activities will your faculty undertake to implement the initiatives within SD1?

**Professional Learning**

How can you help the faculty to do this?

**Outcomes**

What will this look like?

**Evaluation**

How will you evaluate the impact of your actions/activities?  
(What data sets will be utilized to measure progress/impact of initiative?)

**Programming:**

<p>Establish programming coordinators for Science and Maths and Reading and engage in programming days for collaboration of Science, Maths and Reading teams to embed numeracy and literacy strategies into existing programs</p> <p><b>Numeracy</b></p> <ul style="list-style-type: none"> <li>• Numeracy strategies associated with the RINSE process embedded into teaching and learning programs across the curriculum</li> <li>• Undertake professional learning around maths activities (e.g. concepts like times tables)</li> <li>• Pre and post testing of word-based numeracy problems embedded into mathematics program</li> </ul> <p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>• Members of literacy committee facilitate professional learning for all staff on each of the Super reading strategies across 3 terms</li> </ul>	<p>Programming professional learning</p> <p>Schedule regular programming days for KLA teams to collaborate on programs and share resources</p> <p>Build capacity of programming coordinators to guide staff programming</p> <p>Collaboration across IEP Network</p>	<p>High quality programs are collaboratively developed teams and accessible for Maths, Science and Reading for each term and used consistently by all teachers.</p> <p>Programs show evidence of revisions based on feedback and student data.</p> <p>Resources are differentiated and hyperlinked into programs.</p> <p>Programs are backward mapped from assessment tasks.</p>	<p><a href="#">Programs checklist - pre/post evaluation</a></p> <p><a href="#">Teaching and learning programs</a></p> <p>Meeting logs</p> <p>Faculty minutes</p> <p>Staff evaluation</p>
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<ul style="list-style-type: none"> <li>All teachers develop lessons incorporating Super Six activities across the curriculum</li> </ul>			
<b>Improving assessments:</b>			
<p>Participate in pilot marking sessions to improve consistency in marking and enrich marking rubrics:</p> <ul style="list-style-type: none"> <li>Review assessment tasks</li> <li>Moderate assessment with other teachers</li> <li>Create differentiated assessment tasks</li> </ul>	<p>Professional learning around creating quality assessment and differentiation of tasks</p> <p>Network with other IECs about assessment best practice and review</p>	<p>Assessments in Maths, Science and Reading align with allocated Curriculum Framework outcomes.</p> <p>Assessments are consistent across classes and appropriate for each level.</p> <p>All assessments have marking criteria from the curriculum framework</p>	<p><u>Assessment checklist</u></p> <p>Meeting minutes/notes</p> <p>Adjusted assessment tasks</p>
<b>Learning Progressions:</b>			
<p>Develop proforma for identifying SN students</p> <ul style="list-style-type: none"> <li>Something similar to the Visual Curriculum that uses those indicators to help identify where students <i>should</i> be on the literacy progression in each level</li> </ul>	<p>MyPL training on using PLAN2</p> <p>Professional learning on Science of Reading in IEC context</p>	<p>Students requiring additional support are identified and receive meaningful, timely and evidence based interventions. The progress of students is consistently monitored and activities are adjusted accordingly.</p>	<p><a href="#"><u>Comparison of pre-intervention and post-intervention classroom work (assessment tasks) - depending on what kind of support they are receiving (e.g. writing, counting/numeracy)</u></a></p> <p><a href="#"><u>PLAN2 data exported once at start of term and once at end of term to show student progress</u></a></p> <p>Observations of students in class, willingness to learn and engage, and student feedback recorded in SN evaluation</p>

<p>Develop initial assessment</p> <ul style="list-style-type: none"> <li>○ Literacy: <ul style="list-style-type: none"> <li>- Dibels, nonsense words, also some long vowels, vowel teams, diphthongs.</li> <li>- Writing, pronunciation</li> </ul> </li> <li>○ Numeracy: <ul style="list-style-type: none"> <li>- Numbers in order</li> <li>- Isolated numbers</li> <li>- Number problems (3 for addition, 3 for subtraction, 3 for multiplication, 3 for division)</li> </ul>           One of each question can be a picture question e.g. 3 apples + 2 apples. No numerals, just pictures         </li> </ul>			
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**Strategic Direction 2: Effective Classroom Practice**

**Purpose:** To create a learning environment underpinned by positive relationships, enabling effective teaching practice based on the quality teaching model. Students’ needs are met through differentiation based on data analysis, reflective practice, effective feedback and ongoing, targeted professional development aligned with each individual teacher’s Professional Development Plans.

<p><b>Activities</b> What actions/activities will your faculty undertake to implement the initiatives within SD2?</p>	<p><b>Professional Learning</b> How can you help the faculty to do this?</p>	<p><b>Outcomes</b> What will this look like?</p>	<p><b>Evaluation</b> How will you evaluate the impact of your actions/activities? (What data sets will be utilized to measure progress/impact of initiative?)</p>
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**Aboriginal Education Focus**

<p>Develop Aboriginal Education program for Level 1 Australian Studies, Level 2 History, Level 3 Geography and identify texts/themes in English classes</p>	<p>Aboriginal Education PL, connection with external facilitators and local AECG network.</p>	<p>Aboriginal and Torres Strait Islander histories and cultures are taught consistently across the curriculum. Students and staff have respect and knowledge for histories and cultures.</p>	<p><a href="#">Teaching and learning programs</a></p>
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**Numeracy across the Curriculum:**

<p>Meet in KLA teams to discuss numeracy outcomes and plan activities</p> <p>Embed numeracy activities into programs</p>	<p>Professional learning about numeracy progressions and teaching numeracy through all KLAs</p> <p>Showcase of numeracy activities across different KLAs</p>	<p>Numeracy skills and terminology are embedded into Science, Reading and Maths programs.</p>	<p><a href="#">Review programs</a></p> <p>Numeracy outcomes are embedded in assessments and reports</p> <p>Student progress on numeracy progression</p>
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**Quality Teaching Practice:**

<p>Undertake professional learning about Learning Intentions and Success Criteria and embed in programs</p> <p>Use formative assessment to measure success criteria</p> <p>New staff participate in orientation and curriculum framework meetings</p>	<p>Establish common language regarding learning intentions and success criteria that is appropriate for different IEC levels</p> <p>Provide professional learning about how to develop learning intentions and success criteria</p> <p>New IEC staff undertake Curriculum Framework course on MyPL, do workshops with experienced staff and complete lesson observations</p>	<p>All teachers have a well-developed understanding of learning intentions and success criteria and their purpose in an IEC context. Students have clarity about what they are learning and are able to measure and articulate their learning. Learning intentions/success criteria are displayed in classrooms daily using language/resources that can be used to communicate learning intentions/success criteria to students at all levels</p>	<p><a href="#">Program Checklist for IEC Program Review</a></p> <p>Teacher/SLSO pre-post survey</p> <p>Student evaluation</p> <p>Formative assessment</p>
<p><b>Academic transition:</b></p>			
<p>Evaluate Term 4 programs for students exiting into Year 10 and Year 11</p> <p>QTR with high school staff with the purpose of aiding transition</p>	<p>Network with High School staff to plan for relevant content and skills</p> <p>Professional learning to develop staff's knowledge of content</p>	<p>All students are prepared for classroom expectations and academic environment of high school, particularly those transitioning directly into Stage 6.</p>	<p>Student feedback/interviews</p> <p>QTR coding sheets</p>



Facilitate taster lessons for exiting students	and skills required in high school classes  Regular transition meetings to evaluate and improve practice		
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### Strategic Direction 3: Building a Positive School Learning Environment

**Purpose:** Wellbeing underpins the effective learning, engagement and attendance for all students. PB4L and the wellbeing framework combine to deliver a holistic and measurable approach to student engagement and success. To support a holistic approach to student wellbeing that measurably improves individual, collective and community wellbeing. Staff promote and include student voice to empower strong student leaders.

<b>Activities</b> What actions/activities will your faculty undertake to implement the initiatives within SD3?	<b>Professional Learning</b> How can you help the faculty to do this?	<b>Outcomes</b> What will this look like?	<b>Evaluation</b> How will you evaluate the impact of your actions/activities? (What data sets will be utilized to measure progress/impact of initiative?)
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#### Creating and Maintaining a Holistic Learning Culture

<p>Plan and run orientation program for new families</p> <p>Invite families to school events/programs throughout the year: refugee week, harmony week, father's day, FICT</p> <p>Contribute regular articles to the school newsletter with student input</p>	<p>Networking with other IECs to share best practices</p>	<p>There is established trust between school and families. Families are actively engaged with student learning and the school community.</p>	<p>Rates of participation in programs</p> <p>Parents survey - understanding of student learning and policies</p>
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<p>Showcase student learning in Terms 1 and 3 - Level 3 Debating, public speaking</p>			
<p>Deliver Settling In and Rock and Water programs for identified students</p> <p>Establish mentoring support for individual students</p>	<p>Professional learning for staff to become facilitators of Settling In and Rock and Water</p> <p>Allocate timetabled lessons for student programs based on needs</p> <p>Peers support/mentoring training</p>	<p>Students with identified wellbeing issues are engaged in targeted programs</p> <p>Identified mentors and mentees</p>	<p>Negative incidents data from Sentral</p> <p>Student evaluation of programs</p> <p>Student surveys</p>
<p>Undertake regular professional learning through Be You, STARTTS, Refugee Counselling Team</p>	<p>Connect with external services e.g. STARTTS, Refugee Counselling Team to deliver regular professional learning</p> <p>Professional learning to develop staff's capacity and confidence to identify students who are struggling with mental health and wellbeing</p>	<p>Clear processes for identifying and referring students to counsellor/additional wellbeing support are understood and utilised by all staff. Policies are guided by trauma-informed practice.</p>	<p>Staff survey</p> <p>Rates of participation</p> <p>Policy evaluation</p>
<b>Attendance Monitoring and Positive Student Engagement</b>			
<p>Develop programs for student participation:</p> <ul style="list-style-type: none"> <li>School Cafe</li> </ul>	<p>Provide training for students in leadership skills</p>	<p>Students have opportunities to build leadership skills and are actively part of teams around the school and the</p>	<p>Student surveys</p> <p>Transition rates from IEC to high school</p>

<ul style="list-style-type: none"> <li>● Breakfast Club</li> </ul> <p>Consult with students on policies, curriculum and and extra-curricular activities</p> <p>Develop peer support program for exiting students</p> <p>Involve refugee students in planning and organisation of events run by the Refugee Support Team</p> <p>Involve students in writing for the school newsletter</p>	<p>Regular meetings with transition team to seek student feedback</p> <p>Professional learning for staff in collaborative decision making with students and strategies for promoting student voice</p>	<p>organisation of school events. Different cultural groups are represented in decision making, activities and celebrations. Student choices are embraced in curriculum and extra-curricular activities.</p>	<p>Data on number of students/staff accessing school cafe/breakfast club</p>
<p>Attendance Monitoring:</p> <ul style="list-style-type: none"> <li>● Making sure teachers are marking rolls on time and accurately</li> <li>● Documenting on Sentral</li> <li>● Calling parents</li> <li>● Recording truancy on Sentral</li> <li>● Referring to Head Teacher or DPs</li> <li>● YONDR pouches, sentral entries, what individual staff members are responsible for</li> <li>● Increase number of Gotchas being given out</li> </ul>	<p>Faculty meetings to provide reminders to staff about policy and ensure consistent application</p> <p>Training for staff in monitoring of attendance and regular reminders about policies to ensure consistent application</p>	<p>All students wear full school uniform and there is a clear policy that staff follow consistently when students are out of uniform.</p> <p>All students have &gt;90% attendance.</p> <p>All students have an understanding of the PB4L system and demonstrate RISE values.</p>	<p>Collect initial out of uniform data/post activity data collection on Sentral period 2</p> <p>Survey student understanding of uniform policy</p> <p>Student survey</p> <p>Gotcha data</p>

Develop lessons about PB4L for  
Foundation/Level 1 Australian  
Studies

Translate PB4L documents or  
use accessible language with  
pictures

