School Plan 2015 – 2017

Miller Technology High School – Miller Intensive English Centre 9013

STRATEGIC DIRECTION 1

Promoting and building quality teaching

STRATEGIC DIRECTION 2

Providing a variety of learning platforms to cater for individual student needs

STRATEGIC DIRECTION 3

Promoting engagement through the building of quality relationships

School background 2015 - 2017
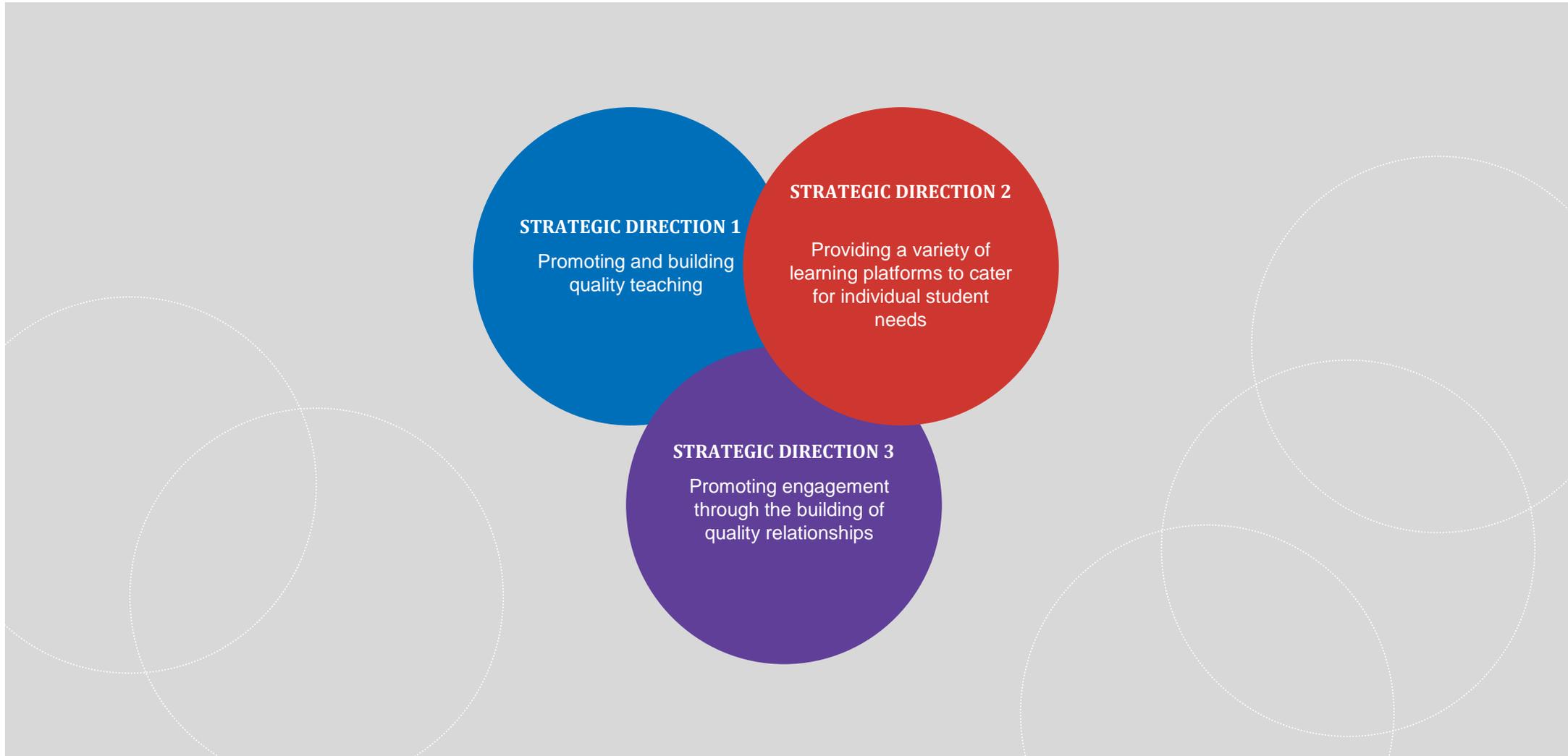
School vision statement

Miller Intensive English Centre is an innovative professional learning community committed to excellence. Our aim is to promote lifelong learning and the development of positive productive citizens that can contribute to their communities.

School context

Miller Intensive English Centre is annexed to Miller Technology High School in the south west of Sydney. The centre provides ESL tuition, orientation, settlement and welfare programs to prepare newly arrived students for learning in an Australian high school setting. In December 2015, 82 students were enrolled at the centre with 11 teachers, 1 counsellor and 6 administrative and support staff.

We actively listen to student voice and work with our students to build a modern eLearning environment that personalises learning for each student. The centre has developed a broad range of programs that support all students in their English learning, their orientation to the school system, settlement in Australia and their general wellbeing.

We have active partnerships with universities and TAFE NSW Institutes as well as community organisations (Treehouse Theatre Incorporated, Football United, Liverpool Migrant Resource Centre, Liverpool City Council, Green Valley Police, University of Western Sydney, TAFE, STARTTS, NSW Refugee Health Services, Evan Yako's Healing Through Drumming) to provide programs for the orientation and settlement of newly arrived students.

Our 'Self Organised Learning Environment' (SOLE) project involves a futuristic student centred classroom. We're excited to see where the students take their learning as they embark on intellectual adventures by engaging and connecting with information online.

School planning process

This plan was developed through the process of school community collaboration. Staff, students, parents, community members and local school principals were involved in discussion groups to formulate this plan. Data was harvested from surveys and school sources to develop our situational analysis. A team approach was used to develop each strategic direction and to develop, record and evaluate milestones.

School strategic directions 2015 - 2017

STRATEGIC DIRECTION 1

Promoting and building quality teaching

STRATEGIC DIRECTION 2

Providing a variety of learning platforms to cater for individual student needs

STRATEGIC DIRECTION 3

Promoting engagement through the building of quality relationships

Purpose:
To provide stimulating and innovative pedagogical experiences and practices which maximise outcomes for the students. To improve pedagogical practices which facilitate staff capacity building. To provide students with quality learning experiences which are underpinned by teacher professional learning.

Purpose:
To create an environment that is conducive to learning. To provide every student with the necessary skills to access educational opportunities. To foster independence and ownership for the learning process. To make learning personalised and self-directed. To provide challenging experiences which promote critical and analytical thinking. To create 21st century learners.

Purpose:
To provide opportunities that assist students in identifying their interests, strengths, talents and skills. To equip students with the skills to become lifelong learners. Providing opportunities that students can use to promote themselves as real global citizens who can make a difference in an aspirational community. Developing effective and meaningful partnerships that are relevant to student needs.

Strategic Direction 1: Promoting and building quality teaching

Purpose

To provide stimulating and innovative pedagogical experiences and practices which maximise outcomes for students. To improve pedagogical practices which facilitate staff capacity building. To provide students with quality learning experiences which are underpinned by teacher professional learning.

Improvement Measures

- ❖ All IEC staff set and attain their designated professional learning goals as outlined in their professional development plan.
- ❖ All IEC teachers complete and maintain their required level of teacher accreditation with BOSTES.
- ❖ Student survey/assessment reflects higher degree of aspiration, academic engagement and school success.
- ❖ 100% of SLSOs and SASS staff complete designated IEP SLSO training program and develop PDPs
- ❖ All IEC teachers hold relevant EAL/D and KLA specific university and DoE recognised certification or qualifications.
- ❖ New revised IEP CF outcomes are incorporated in teaching and learning programs

People

Students
IEC students will develop language competencies in reading, writing, speaking and listening through "high challenge, high support" teaching and learning practices for EAL/D learners. Students will develop the necessary language skills, content knowledge and orientation to high school to successfully enter mainstream.

Staff
Miller IEC staff will undertake identified universal and targeted professional learning and teaching matched to their PDP and linked to EAL/D student learning needs. Staff will embed best practice ESL pedagogy in all KLAs at all learning levels in program and practice.

Parents/Carers
Parents/Carers will connect with the school to increase their knowledge and understanding of the NSW school system in support of their children's long term education.

Leaders
Lead professional learning to embed the new Intensive English Program Curriculum Framework (IEP CF)and Quality Teaching Rounds (QTR) while building a network of professional opportunities to mentor and lead.

Community Partners
Community partners will strengthen learning outcomes by engaging with students through dynamic programs to support learning and social adjustment and refugee recovery in view of settlement and wellbeing needs.

Processes

1. Scheduled professional learning meetings and established goals inform professional learning needs and reflective practice for teachers and non-teaching staff.

2. Scheduled professional learning meetings focusing on whole school QTR implementation to inform and guide professional learning.

3. Intensive English programs delivered using the IEP Curriculum Framework targeting literacy and numeracy with individualised assistance to support all learner's needs.

Products and Practices

- ❖ Improved student learning outcomes
- ❖ Improved teaching practice in EAL/D delivery for newly arrived students.
- ❖ Implementation of IEP CF

Product 1:
All staff to have individual Professional and Development Plans aligned to BOSTES Standards NSW which are designed collaboratively with head teachers and supported by professional learning.

Product 2:
All staff undertaking accreditation at higher levels will be successful in gaining and maintaining their accreditation.

Product 3:
Staff implement high quality language based KLA programs and assessment practices underpinned by the IEP CF and linked to the new National Curriculum.

Practice 1:
IEC staff allocated designated time to work with school leaders and mentors to develop reflective EAL/D teaching and learning practice.

Practice 2:
IEC teachers provide stronger IEPs and settlement pathways by engaging in QTR and achieving PDP goals over the annual teaching cycle.

Practice 3:
IEC teachers deliver explicit teaching and learning programs with integrated meaningful feedback process for students.

Strategic Direction 2: Providing a number of learning platforms to cater for individual student needs

Purpose

To create an environment that is conducive to learning. To provide every student with the necessary skills to access educational opportunities. To foster independence and ownership for the learning process. To make learning personalised and self-directed. To provide challenging experiences that promote critical and analytical thinking. To create 21st century learners.

Improvement Measures

- ❖ All students achieve at least two levels of ESL scale progression in their time at the IEC

- ❖ All IEC staff trained in CSWE delivery course/ SOLE process/ ICT skills

- ❖ All staff utilise IEP assessment criteria data to inform teaching and learning practices

People

Students
IEC students will develop valuable language and content knowledge to access new learning and achieve personal best in all areas of learning through constructive feedback.

Staff
IEC staff will ensure students' needs are met by differentiating curriculum and assessment tasks to ensure the best high school preparation and orientation to learning programs for all NAP ESL students.

Parents/Carers
Parents and carers will develop the confidence in and an ability to contribute to the school community by working with the school in supporting and nurturing their children's social and educational development.

Leaders
KLA leaders will support the development of cohesive scope and sequence learning programs across levels to support teacher and student progress and development.

Community Partners
Collaborative partnerships will be strengthened with external community support networks to provide real world learning experiences for students through beneficial programs.

Processes

1. IEC students develop skills to apply 21st century learning skills- literacy, numeracy and ICT.

2. All IEC teaching staff will use qualitative and quantitative student data to inform all teaching and learning programs to meet the learning needs of every student in the delivery of the IEP CF.

3. Support EAL/D, refugee students, international students and students with learning difficulties/disabilities through the provision of targeted literacy and numeracy programs incorporating individualised assistance (Special Needs allocation).

Products and Practices

Product 1:
Students demonstrate independent learning through self reflection and goal achievement.

Product 2:
Programs and individual student records reflect achievement of IEP CF outcomes and progression on ESL scales.

Product 3:
Targeted students have individual learning plans tailored to their specific language and learning needs.

Practice 1:
Programs embed literacy strategies through the Super Six, ICT, high order thinking, best practice EAL/D methodology and SOLE process.

Practice 2:
Individual student record assessment data is accessed and informs all teaching and learning programs.

Practice 3:
Consistent measurement and tracking of individual EAL/D students, international students and students with learning difficulties.

Strategic Direction 3: Promoting engagement through the building of quality relationships

Purpose

To provide opportunities that assist students in identifying their interests, strengths, talents and skills as they emerge to full community membership. To equip students with the skills to become life-long learners. Developing effective and meaningful partnerships that are relevant to student needs.

Improvement Measures

- ❖ Student survey results show a high degree of school social connectedness and positive attitudes toward learning and future pathways.
- ❖ Parent survey results show a high degree of satisfaction with their child's learning at the IEC and settlement.
- ❖ Attendance rates for all IEC students above 95%
- ❖ A 5% decrease in IEC student lateness.
- ❖ Internal student survey results in high levels of satisfaction
- ❖ Parent FICT survey results show an increased awareness of Australian educational system
- ❖ Teacher survey results show a high degree of professional satisfaction

People

Students
IEC students will build a strong sense of purpose and community within the IEC and broader community by valuing the school and the educational experience and opportunities it provides.

Staff
IEC staff will ensure strong and meaningful relationships are built between the school, students and community by being models of respect and fairness in all their dealings.

Parents/Carers
Parents and carers will be provided with opportunities to contribute to the school community through the building of a collaborative and inclusive partnership.

Leaders
School leaders will promote a community of schools and an awareness of wider educational, business, community and government services to help staff meet the needs of students and the broader parent community.

Community Partners
Community partners are involved in developing a range of support programs and opportunities to provide the best learning pathways within and beyond the school and community.

Processes

Engagement in classroom
1. IEC staff will identify student needs and encourage the participation of students in IEC programs offered to develop positive and collaborative relationships through regular and targeted activities.

Engagement in programs
2. Community organisations and businesses (Treehouse Theatre Incorporated, Football United, Liverpool MRC, Liverpool City Council, local police, UWS, Therapy through Drumming, TAFE and STARTTS, MYOP, Optimising Health and Learning program- on site nurse) attend and lead programs and activities that support student and parent wellbeing and settlement needs and promote social connectedness and cultural orientation to Australia (Great Aussie Bush Camp, Canberra excursions).

Engagement with the community
3. Parent engagement will be developed through the FICT program, parent teacher nights, graduation assemblies, parent orientation sessions and multicultural days.

Products and Practices

- ❖ A welcoming, safe and engaged school and community that celebrates student participation and progress in all school programs and learning.
- ❖ A clear wellbeing policy (GDELP) that outlines the rights and responsibilities of learners in all aspects of learning and settlement along with a community support framework to guide parents and carers.

Product 1:
Quality relationships exist between teachers and students.

Product 2:
Enhanced student and family wellbeing and settlement programs.

Product 3:
Improved relationships between students and community organisations to enhance student transition and adjustment into mainstream high school or improve knowledge of alternate pathways.

Practices 1:
Teachers know their students and how they learn.

Practice2 :
Greater access to educational, business, community and government services.

Practice 3:
Co-ordinated term by term delivery of programs for students using community linkages and external providers.

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