

School plan 2018-2020

Lake Macquarie High School 8210



School background 2018–2020

School vision statement

Lake Macquarie High School delivers high quality student learning and participation within a positive and challenging school culture. It leads the development of cross-curricula future-focused pedagogy that inspires student engagement, public trust and leadership opportunities across the school community. Lake Macquarie High School celebrates the diversity of students and provides focused wellbeing and support programs for students. As a school community we also acknowledge the significance of our local Aboriginal and Torres Strait Islander students and their future roles as leaders in society.

School context

Lake Macquarie High School currently has 360 students enrolled (including over 60 Aboriginal and Torres Strait Islander students).

The school is projected to grow steadily to over 500 by the end of 2020, with significant new housing and infrastructure being developed in the catchment area. The school is developing an authentic future-focused STEAM teaching model that encompasses the key aspects of STEAM learning in a flexible environment. The school has previously lead the state in global learning opportunities, which will be expanded on throughout 2018–2020.

Through an evidence based classroom improvement process, Key Learning Areas will be mapped to co-deliver content and contexts, leading to the use of rich assessment tasks meeting the needs of a wider variety of learning. This process will also enhance individual student learning differentiation, mapping achievement along various progressions, such as literacy, numeracy and STEAM. Lake Macquarie High School continually strives to recognise the achievements of our students, and this will be developed further in the re-launching of our Positive Behaviour for Learning processes.

Our school also delivers a lighthouse transition program, HeadStart, that is a proven model for preparing Stage 3 students for secondary education. This model has also developed stronger links between LMHS and its partner Primary Schools.

Lake Macquarie High School will extend links with local and wider community cultural groups to support our Aboriginal and Torres Strait Islander students and families. We run creative programs such as our Didgeridoo Group and offer support for families through an effective Personalised Learning plan process.

School planning process

The process used to develop this plan has been based on transparent consultation with all areas of the school community.

Data sources used include:

NAPLAN results 2014 – 2017

HSC results 2014 – 2017

External Pathways for post School Destinations – 2014 – 2017

Literacy and Numeracy Continuum Tracking 2017

Tell Them From Me survey data 2015 – 2017

External Eye Process linked to an Evidence Based Classroom Practice model – 2016–2017

Consultation has also been carried out with the following areas of the school community

Staff and Students

Mankillikan AECG

Lake Macquarie Area Collegiate Partner Primary Schools

LMHS P&C Committee feedback

Data was gained to develop baseline information for all key performance indicators. The processes developed will also key into the evaluation processes to have accurate measurement towards targets.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1 Successful Students

Purpose:

To provide individual extension and differentiation for all students ensuring full engagement in all learning areas and school culture. School improvement is based on feedback and the analysis of data to inform all decision making processes. Students achievements are recognised and celebrated frequently to maintain a focus on student wellbeing and belonging.



STRATEGIC DIRECTION 2 Teaching Excellence

Purpose:

To build teacher capacity to improve school culture and student outcomes through ongoing professional development and collaborative practice. Teachers will use evidence-based practice to differentiate programs and provide high quality formative feedback for ongoing student improvement.



STRATEGIC DIRECTION 3 Community Inclusion

Purpose:

To promote staff and student leadership and achievement, build trust and develop sustainable partnerships. As a growing school community, we recognise the critical role of our Aboriginal and Torres Strait Islander communities. This will be reflected in greater parental involvement and student success. As a leader in innovative pedagogy we will foster connections with our partner primary schools to deliver successful student transition.

Strategic Direction 1: Successful Students

Purpose

To provide individual extension and differentiation for all students ensuring full engagement in all learning areas and school culture. School improvement is based on feedback and the analysis of data to inform all decision making processes. Students achievements are recognised and celebrated frequently to maintain a focus on student wellbeing and belonging.

Improvement Measures

Increase student attendance by 5%

Increase student sense of belonging

Increase positive behaviour referrals by 25%

People

Students

Engage in future focused curriculum to inform subject patterns and lead to successful post school opportunities.

Actively participate in a positive school culture by engaging in whole school wellbeing programs and processes.

Staff

Collaboratively develop enriched teaching, learning and assessment opportunities that engage and provide access for all students

Use research and student evidence to monitor and reflect on student achievement to the HSC.

Leaders

Provide professional learning opportunities and support that allows staff to meet accreditation requirements

Lead by example in all areas of pedagogy and school leadership

Parents/Carers

Provide feedback on student needs and engagement through Tell Them from Me and engagement in whole school learning and support processes.

Processes

Data Analysis

Student achievement data will be frequently sourced from internal and external areas to allow staff to make informed decisions related to curriculum development, differentiation and assessment. Long term data will be used annually to inform curriculum innovation.

Curriculum and Pedagogy

All staff are engaged in PL related to new curriculum, future-focused pedagogy, integrating literacy, numeracy and careers requirements.

Evaluation Plan

Literacy and numeracy progression mapping

Tracking of student growth and exit pathways, post HSC

Monitoring of milestone achievement

SEF Analysis

Tracking of PL and effect on classroom practice

SENTRAL Referrals

TTFM Data

Practices and Products

Practices

Every teacher employs data analysis to improve teaching, learning and assessments across all areas.

Staff engage students in high quality innovative learning experiences, in cross curricula STEAM based models.

Students at LMHS are supported with robust reflective wellbeing programs fostering success.

Products

All teaching and learning documents evidence differentiation for students and meet requirements.

Learning and assessments are developed cross-curricula collaboratively based on current research

Student wellbeing programs and processes meet the needs of all students.

Strategic Direction 2: Teaching Excellence

Purpose

To build teacher capacity to improve school culture and student outcomes through ongoing professional development and collaborative practice. Teachers will use evidence-based practice to differentiate programs and provide high quality formative feedback for ongoing student improvement.

Improvement Measures

All staff have satisfied the NESA Proficiency and PDP Process requirements.

All programs incorporate learning activities that are Future Focused and challenging.

Overall HSC results and retention have increased by 5% based on 2017 data

People

Students

Are skilled and aware of industry links to access successful post school pathways.

Engage in providing feedback on curriculum development and delivery.

Staff

Reflect on curriculum and student engagement to further improve delivery of courses.

Are proficient in integrating curriculum to a future-focused model of delivery.

Leaders

Ensure staff access professional learning and leadership opportunities.

Lead the analysis of data to inform processes to support whole school teaching and learning

Community Partners

Provide connections and advice to inform curriculum and student pathways.

University and other tertiary education providers are part of whole school culture for extending staff and students.

Processes

Evidence-Based Classroom Practice

Leadership capacity will be developed to drive staff improvement using our EBCP model. This process is based on current research and will be used for staff to build a culture of collaboration and raising learning expectations in every classroom.

Future-Focused Curriculum

All teachers collaboratively develop cross-curriculum based units that are explicitly linked to a Future Focused framework.

Staff demonstrate best practice in developing rich and rigorous assessment tasks that challenge learning and allow students to show understanding in multiple

Evaluation Plan

Evidence Based Classroom Cycle Processes – survey data

Tell Them from Me data

Exit Pathways survey – Careers and Transition

PDP Processes and evidence

Internal HSC results and value adding

Ongoing curriculum PL and feedback to whole staff on its effectiveness

LST data

SEF Analysis

Practices and Products

Practices

Teachers use progressions and syllabus to map cross-curriculum teaching, learning and assessment opportunities.

Staff participate in a professional culture of curriculum collaboration and action feedback.

All staff develop professional goals to build capacity to drive the school towards its targets.

Products

Through differentiation and extension, all students have a clear pathway to achieve their HSC or equivalent career option.

All staff are proficient and use the PDP cycle to develop themselves as educators and leaders.

All executive staff have completed accreditation through DoE Leadership Institute

Strategic Direction 3: Community Inclusion

Purpose

To promote staff and student leadership and achievement, build trust and develop sustainable partnerships. As a growing school community, we recognise the critical role of our Aboriginal and Torres Strait Islander communities. This will be reflected in greater parental involvement and student success. As a leader in innovative pedagogy we will foster connections with our partner primary schools to deliver successful student transition.

Improvement Measures

Increase enrolment of students in Year 7 annually

Increased community engagement and positive feedback

Increase collaboration and engagement of Aboriginal and Torres Strait Islander families and groups

People

Students

Value and contribute to their learning through feedback and engagement.

Engage in whole school events throughout the year.

Staff

Promote the achievements of colleagues, faculty and students.

Communicate constructively with parents and caregivers for student growth

Leaders

Develop staff capacity in communication and feedback for students

Engage in promotion of the school in all areas.

Parents/Carers

Frequently participate in school events and promote the school in the local and wider community.

Community Partners

Community groups and businesses engaged in programs to participate a wide variety of students in learning and community involvement

Processes

HeadStart Transition

All staff involved in innovative ways to engage and retain students to Year 7 through STEAM based curriculum and activities. LST processes used to enhance students accessing the curriculum.

Effective Communication and Engagement

Community engagement enhanced through whole school approach to communication and effective application of community feedback to school improvement.

Feedback from school community is a component of whole school improvement programs.

Evaluation Plan

Facebook engagement data

TTFM data

Feedback from school events

Newsletters and school publication document feedback

Retention rates for Year 7; Year 7 – 12

SEF analysis with community

NAIDOC Day involvement

Student participation in community events such as ANZAC Day

Practices and Products

Practices

Staff deliver innovative curriculum opportunities to showcase the learning opportunities at LMHS

Provide regular and innovative opportunities to communicate to parents and community groups

Products

Whole school approach adopted to promote the school and Public Education

Strong connections established with primary schools, parents, students and community