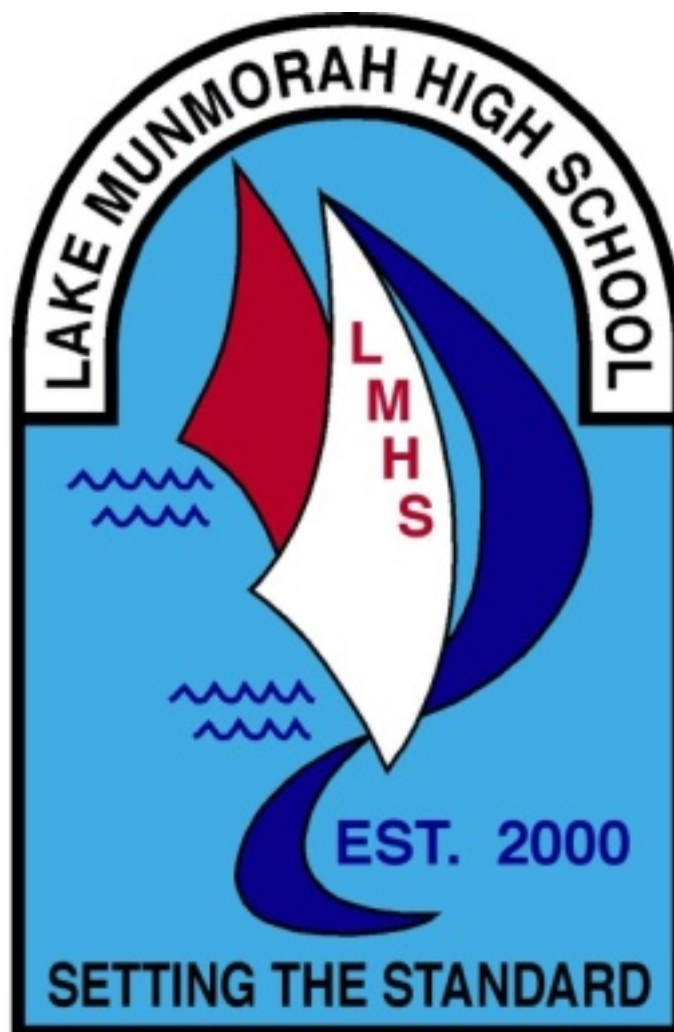


# School plan 2018-2020

Lake Munmorah High School 8279



# School background 2018–2020

## School vision statement

At Lake Munmorah High School our vision is to create a school that makes a difference in that all members of the school community work collaboratively to develop our students to become academically and vocationally competitive within a local, national and global context. We will endeavour to prepare students to leave our school with the confidence, skills and experiences to become contributing, productive and responsible members of a rapidly changing society.

## School context

Lake Munmorah High School is a modern comprehensive high school established in 2000. The school population is comprised of approximately 730 students, 81 of whom identify as Aboriginal or Torres Strait Islander. A large percentage of students are from an English speaking background.

The school works collaborative with partner primary schools, across a range of activities and initiatives, as part of the Lakes Learning Community.

The FOEI (Family Occupation and Education Index) is 132, indicating significant socio-economic and educational disadvantage. The parent community appreciate the effective support and guidance provided to their children in selecting appropriate educational and employment pathways. The school's student wellbeing, curriculum and teaching and learning programs recognise and proactively address identified aspects of disadvantage.

The grounds of the school are extensive and well maintained and teaching facilities include a commercial standard kitchen, trade training centre (construction) workshops and a performance space. The school hosts a special education support unit for students with identified autism spectrum disorders, emotional disturbances and intellectual disabilities.

Students are able to access the Internet and the school Intranet from all learning areas and many learning spaces are equipped with interactive whiteboards.

The school is currently transitioning from the 3+3 Compacted Curriculum model for HSC delivery, to a traditional model that will commence in 2019. This allows the Preliminary and HSC courses to be delivered over a two year period.

The school is a proud and active member of our local AECG; Muru Bulbi.

## School planning process

The school has used a wide range of tools and data to evaluate progress on the 2015–2017 school plan and to determine the school's future strategic directions. These include:

analysis of external testing data (NAPLAN, HSC)

School Excellence Framework (SEF) Data

People Matter 2017 Survey – NSW Public Sector

School Customer Service 360 Reflection Tool

the DoE Business Intelligence Scout Data

Tell Them From Me (TTFM) (parent, teacher and student surveys)

post-school destination data

student attendance and disciplinary intervention data

student and staff surveys

student, staff and P&C focus groups

The school undertook extensive collection and analysis of qualitative and quantitative data from staff, students and parents while reviewing the 3+3 Compacted Curriculum for HSC delivery model. This involved: 136 College 1 and College 2 survey response were analysed; 36 telephone interviews with parents of Year 11 and Year 12 students; 47 survey responses from staff using a specifically designed instrument for Lake Munmorah High; 16 staff interviews including the Principal, Head Teachers and teachers currently involved with senior classes; and a thorough analysis of a range of documents associated with the terms of reference including the planning, policies, attention/retention/post school destination records and HSC data from NESA.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1 Future Focused Learning

### Purpose:

To collectively provide a dynamic, supportive and ongoing learning environment that recognises the core purpose of our school is to develop motivated, resilient students who are vocationally and academically competitive.

## STRATEGIC DIRECTION 2 Future Focused Teaching

### Purpose:

To provide opportunities for professional, personal and collective growth in a collegial and innovative environment. To develop an interconnected community of educators who consistently demonstrate the principles of best practice in the delivery of a relevant, engaging and innovation curriculum.

## STRATEGIC DIRECTION 3 Future Focused Leading

### Purpose:

To build a culture where the collective teacher efficacy creates opportunities for generative leadership across the learning community thus enabling an evolutionary leadership culture that promotes organisational citizenship grounded in our collective responsibility.

# Strategic Direction 1: Future Focused Learning

## Purpose

To collectively provide a dynamic, supportive and ongoing learning environment that recognises the core purpose of our school is to develop motivated, resilient students who are vocationally and academically competitive.

## Improvement Measures

By 2020 the percentage of students achieving the top two NAPLAN bands in Numeracy in Year 9 will be 15% (from 10.8% in 2017).

By 2020 the percentage of students achieving the top two NAPLAN bands in Reading in Year 9 will be 15% (from 7.4% in 2017).

By 2020 the percentage of Aboriginal students achieving the top two NAPLAN bands in Reading in Year 9 will be 15% cumulative (from 3.5% rolling average 2015 – 2017).

By 2020 the percentage of Aboriginal students achieving the top two NAPLAN bands in Numeracy in Year 9 will be 10 % cumulative (from 0% rolling average 2015 – 2017).

Students “who are interested and motivated” as reported in the TTFM Student Engagement Survey will meet or exceed state norms (LMHS 20% in 2017, State Norm 28% in 2017)

From the Excellence in School Customer Service 360 reflection tool under “Community Partnerships” – by 2020 our mean score for “Members of the school community are invited to provide support to improving the learning environment for students” increases from 1.7 (2017) to 2.8.

## People

### Students

Students value the importance of being proactive and self-regulated participants in preparing themselves for lifelong learning.

### Staff

Staff value the importance of a holistic understanding of students and implement evidence based, differentiated teaching and assessment strategies to develop skills that prepare students for a complex and dynamic society.

### Leaders

Leaders understand the importance of effective instructional leadership and build capacity in staff to facilitate quality evidence based, future focused teaching and learning practices.

### Parents/Carers

Parents/Carers are active participants in their child’s learning journey and work in partnership and collaboration to develop the skills required for students to become life-long learners

### Community Partners

Community partners are active contributors in forming effective learning alliances that increase the capacity of students to be proactive and responsible participants in their learning.

## Processes

Implement a systematic whole school approach to building positive, respectful and connected relationships to ensure optimal conditions for student learning and engagement.

By design and implementing, developing and designing future focused pedagogy that explicitly and systematically evaluates what students know and can do and plan for learning experiences that lead to measurable improvement that prepare students for a rapidly changing world.

## Evaluation Plan

Analysis of NAPLAN and school based assessment data

Analysis of TTFM Student Engagement Survey

Post School destination data.

Analysis and reflection of internal data on attendance, retention, Personalised Learning Plans, negative and positive referrals.

Excellence in School Customer Service 360 Reflection Tool.

## Practices and Products

### Practices

Every student articulates their learning needs, collaboratively sets challenging goals and regularly reflects on their progress, to learn, adapt and be responsible citizens.

Teachers use a flexible repertoire of evidence based teaching practices to optimise learning progress for all students across a full range of learning abilities to develop skills in communication, critical thinking, creativity and problem solving.

Parents/Carers are collaborative and valued partners who contribute positively to school culture and student outcomes.

### Products

Positive, respectful and productive relationships are reflected in a whole school and community responsibility for student and staff wellbeing, learning and success.

All learning environments are dynamic and future focused with a consistent school-wide approach resulting in increased student engagement and achievement of learning outcomes.

# Strategic Direction 2: Future Focused Teaching

## Purpose

To provide opportunities for professional, personal and collective growth in a collegial and innovative environment. To develop an interconnected community of educators who consistently demonstrate the principles of best practice in the delivery of a relevant, engaging and innovation curriculum.

## Improvement Measures

Expected student growth in Naplan Reading data in Year 9 for the top 20 students will double from 35% in 2017 to 70% in 2020.

Expected student growth in Naplan Numeracy data in Year 9 for the top 20 students will improve from 50% in 2017 to 75% in 2020.

Students achieving a Band 1, 2 or 3 in the HSC will be reduced from 58.9% in 2017 to 30% in 2020.

The LMHS Staff Satisfaction Survey results will indicate reported positive morale amongst staff improving from 61.7% of staff agreeing in 2018, to 80% agreeing in 2020.

Expected student growth in Naplan Writing data in Year 9 for the top 30 students will double from 33% in 2017 to 66% in 2020.

## People

### Students

Have the capacity to provide authentic reciprocal feedback to contribute to effective teacher practice.

### Staff

Have the expertise to utilise reflective and collaborative teaching practices that promote student engagement in learning and improved student outcomes.

### Leaders

Will have the expertise to model effective practice, build capacity and embed high expectations of staff performance.

### Parents/Carers

Will be engaged in a collaborative and transparent relationship grounded in effective communication that promotes high expectations for student success.

### Community Partners

Embrace the opportunity to contribute to the support of best teaching practice through effective partnerships that are sustained and relevant.

## Processes

**Effective classroom practice:** Teachers are confident in the implementation of a consistent, supported and effective system of student management to promote student engagement in and responsibility for learning.

**Effective classroom practice:** Teachers utilise the Quality Teaching Framework to systemically plan for differentiated learning goals for students, informed by the extrapolation of internal and external data.

**Effective classroom practice:** Every teaching and learning program is instilled with a foundation of skill building that equips students to thrive in a rapidly changing world embedded with evidence based teaching and assessment strategies that are collaboratively reviewed and evaluated.

**Learning and Development:** Through teacher professional learning that is strategically planned to accommodate the development of expertise and innovation culminating in teachers of the highest calibre.

## Evaluation Plan

Analysis of NAPLAN (SMART) and HSC (RAP) data.

Analysis of TTFM Student Engagement Survey

Staff PDPs and school based staff surveys.

Analysis of SCOUT data as it relates to staff wellbeing.

## Practices and Products

### Practices

All staff confidently analyse school and external assessment data to plan and deliver individual, differentiated and responsive learning experiences through fluid and flexible quality future focused teaching practices.

Staff participate in collaborative observational practices as a vehicle to develop a reflective and collaborative future focused culture.

Professional learning is dynamic, promoting future focused opportunities for staff to accomplish their professional goals and the requirements of accreditation.

### Products

Planned teaching experiences in literacy, numeracy and technology are linked explicitly to assessment data and are individualised, targeted, differentiated, responsive and challenging, resulting in continuous improvement for all students.

Professional learning focuses on continual improvement in teaching practice and builds the capacity of every teacher to implement the most effective strategies that lead to improved student results.

Classroom and other learning environments are well-managed with a consistent, school-wide approach resulting in increased student engagement and maximum teaching time.

# Strategic Direction 3: Future Focused Leading

## Purpose

To build a culture where the collective teacher efficacy creates opportunities for generative leadership across the learning community thus enabling an evolutionary leadership culture that promotes organisational citizenship grounded in our collective responsibility.

## Improvement Measures

Evidence from PDPs will reflect an increase of staff indicating their aspirations to attain leadership positions or develop leadership capacity from 39% (24/62 – 2017 baseline data) to 60% in 2020.

From TTFM "Focus on Learning" Teacher Survey Report the mean score for Leadership moves from 6.9 (2016 – no 2017 data) to 7.6 in 2020.

People Matter (NSW Public Sector Employee Survey) data demonstrates improvement in the following response categories: 6h. I feel that senior managers listen to employees (from 24% in 2017 to 80% in 2020); 7g. I have confidence in the way recruitment decisions are made (from 24% in 2017 to 80% in 2020); 6d. Senior managers encourage innovation by employees (from 32% in 2017 to 90% in 2020).

## People

### Students

Understand the importance of visible and active student leadership and the powerful role they play in the school learning community.

### Staff

Staff are committed to building a school culture that values aspirations and proactively pursues leadership opportunities within and beyond the school.

### Leaders

Leaders have a clear focus on the need to model best practice in using current research, evidence based strategies and innovative thinking to drive the delivery of ongoing measurable student and staff improvement.

### Parents/Carers

Parents are confident that collaboratively developed strategic directions are being implemented and delivered resulting in their increased advocacy for the school.

### Community Partners

Understand the symbiotic relationship that exists between the school and the learning community and recognise the important role of building a productive, well respected partnership where skills, resources and expertise are shared and valued.

## Processes

**Educational Leadership:** Organise and initiate opportunities to develop leadership capacity that leads to aspirational programs and opportunities that precipitates a high performance culture/that promotes collective teacher efficacy.

**School Resources:** School leaders adopt a judicious and pragmatic approach to the sharing of resources required to allow successful achievement of PDP goals.

**Measurement Practices and Processes:** Leadership team implements and embeds systems that evaluate and analyse practices and processes that are inclusive of and responsive to community feedback.

## Evaluation Plan

SCOUT and HR data as it relates to permanent positions and promotions.

Analysis of data regarding staff PDPs for leadership opportunities and development.

Analysis of the People Matter (NSW Public Sector Employee Survey) data.

Analysis of TTFM "Focus on Learning" Teacher Survey Report.

## Practices and Products

### Practices

Staff and students are engaging regularly in leadership, governance and management to build their expertise and incorporate their knowledge to build capacity in themselves and others.

Parents and community members have a highly visible, collaborative partnership with a widespread, positive impact on whole school community leading and learning.

### Products

All staff PDPs reflect a strong articulation of a commitment to, and an investment in personal and professional leadership growth.

All members of the learning community acknowledge their critical role, under a framework of joint responsibility, to deliver leadership aspirations as communicated in the school plan.