

Strategic Improvement Plan 2021-2024

Lake Macquarie High School 8210



LAKE MACQUARIE
HIGH SCHOOL

School vision and context

School vision statement

Our vision is to be acknowledged as an education leader in student excellence and advocacy.

Our mission is to deliver an extensive and high quality curriculum developed by strong data informed processes. A culture of high expectations will be embedded across all aspects of the school, promoting student aspirations and belonging to a vibrant and diverse school community.

School context

Lake Macquarie High School is situated on the western side of Lake Macquarie in one of the fastest growing residential areas in NSW. With a current enrolment of over 410 students, we are expected to exceed 500 students by the end of 2024. Currently, 20% of students identify as Aboriginal or Torres Strait Islander, leading to programs in place that support cultural inclusion and engagement.

Lake Macquarie High School has recently completed a revision process to refocus the staff and community expectations and vision for the school. This included the development of a new logo that encompasses the aspirations and current background of the school community. Our new motto moving forward from 2020 is **"Aspire Embrace Innovate"**

Lake Macquarie High School provides an inclusive, caring and rigorous learning environment that engages our students and challenges them to grow academically, socially, emotionally, and creatively to their full potential. Students are encouraged to develop a social conscience which enables them to contribute to their family, school and the wider community.

Through the school offering a comprehensive HeadStart Transition program, we have built confidence in our families and students to learn at Lake Macquarie High School, leading to a steadily increasing enrolment. We are increasingly attracting students from out of area, which is further building our positive community profile.

School resourcing is managed to meet the emerging needs of students and the community. The school's staffing has also steadily increased over a number of years from 38.2 to 46.1 in 2021. A second deputy principal has been engaged to strengthen curriculum and compliance across the school. A technical support officer role has also been developed to support our whole STEM and future-focused learning programs. We also established a wellbeing coordinator to offer further strength to our embedded Wellbeing Framework.

As a school, we attract significant RAM funding for various aspects of the school. Each year the focus is on ensuring every child has access to the full curriculum as we also improve the educational facilities. Extra funding has been identified for explicit delivery of literacy and numeracy including building the capacity of all staff. Professional learning is directly linked to individual staff professional development plans with processes in place for staff to build the capacity of colleagues.

We have established a positive behaviour for learning ethos across all areas of the school. Our focus is SOAR - Safety, Ownership, Achievement and Respect. This process has seen a large increase in positive recognition of student achievement and involvement in activities. Student leadership is also an area we will continue to develop to identify and build advocacy in our future student leaders such as the Student Representative Council and school leaders.

This Strategic Improvement Plan was developed through an extensive situational analysis conducted with staff, students, parents and the wider community including the Mankillikan AECG. Coupled with this consultation was the review of various internal and external data

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sources used to assess current state and inform future directions. This process identified and developed out Strategic Directions for 2021-2024.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to challenge every student to demonstrate growth in their learning by being actively engaged in all areas of learning. Through a high expectations culture, with strong data analysis foundation, staff will be able to measure student attainment and develop curriculum and opportunities for students to achieve in literacy and numeracy.

Improvement measures

Target year: 2022

Percentage of students performing in the Top 2 NAPLAN bands for Reading increase by 7%.

Target year: 2023

Percentage of students achieving Expected Growth in NAPLAN Reading to increase by 9%

Target year: 2022

Percentage of students performing in the Top 2 NAPLAN bands for Numeracy increase by 6%.

Target year: 2022

Percentage of students achieving in the Top 2 Bands of the HSC to increase by 5%

Target year: 2023

Percentage of students achieving Expected Growth in NAPLAN Numeracy to increase by 7%

Target year: 2022

Percentage of students achieving in the Top 3 Bands of the HSC to increase by 10%

Initiatives

Literacy and Numeracy

Curriculum planning, delivery, assessment and feedback will demonstrate evidence of explicit literacy and numeracy strategies. This will be evidenced by inclusion of strategies in all teaching and learning programs, coupled with the development of effective online resources for students to access.

Through our Evidence Based Classroom Practice model, based on What Works Best, all staff will continue to build professional capacity in their use of data to inform literacy and numeracy interventions, to both remediation and extension opportunities for students.

Data Literacy

Teachers will embed sustainable whole school processes for collecting and analysing a broad range of internal and external data to inform the literacy and numeracy attainment of all students. Data will be sourced from standardised external platforms and internal data measured through curriculum delivery and assessment.

Data interrogation will be employed by our School Improvement Teams to track progress of improvement measures and to identify opportunities for further improvement in processes and programs.

Success criteria for this strategic direction

Consistent whole school practices for assessment are used to monitor, plan and report on student learning across the curriculum.

Formative assessment is integrated into teaching practice in every classroom, confirming that students learn what is taught.

All teachers are committed to identifying, understanding, and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

Student assessment data is extensively used school-wide to identify students' achievements and progress, in order to reflect on teaching effectiveness and inform future school decisions.

Effective feedback is extensively used across the school in a timely, specific, and on-going manner in order to assist learners to reflect on their learning and make better progress.

Collaboration within and across teams results in the rich sharing of effective strategies

The principal and school leadership team model instructional leadership and support a culture of high expectations.

Further evidence will be via inclusion of literacy and numeracy strategies in all teaching programs.

Initiatives to be monitored through Literacy and Numeracy team, at faculty meetings, staff meetings and during School Development activities.

Evaluation plan for this strategic direction

Question:

What has been the impact of targeted literacy and numeracy programs on student growth and attainment?

Evaluation plan for this strategic direction

What has been the impact of improved data literacy processes employed by the staff?

What evidence can we draw on to prove sustainability of practices?

Data:

A range of data sources and processes will be engaged to inform decisions.

- Teacher internal assessment (PLAN2)
- External assessment (NAPLAN/Check In Assessment?Best Start)
- Observations
- Document analysis
- Literacy and numeracy progressions
- SEF Self Assessment
- SCOUT and RAP Platform
- EBCP Feedback from each faculty
- Professional Learning feedback

Analysis:

Analysis will be a continual process with identified teams sharing progress during end of term meetings. Analysis will also inform future actions and provide accountability. The aim is to measure progress against our purpose.

Implications:

The findings of the analysis will inform future planning and establishment of next steps.

Strategic Direction 2: Embracing Community

Purpose

Through embracing all aspects of our school community through inclusivity and respect we will achieve our purpose of strong links with families and their diverse cultures.

Fostering effective student wellbeing and increasing attendance will allow students to access higher levels of learning and more successful post-school pathways.

Improvement measures

Target year: 2022

Percentage of students with improved sense of belonging and advocacy measured by TTFM to increase by 5%.

Target year: 2022

Increase percentage of students attending at or above 90% by 10%.

Target year: 2024

Improved parent and community satisfaction based on survey data.

Target year: 2024

Increased percentage of Aboriginal students attaining their HSC or other positive post school pathway.

Initiatives

Community and Cultural Engagement

Build strong parent confidence and agency in their child's education. Enhanced communication and collaboration opportunities will allow the school to increase enrolments, overall student attendance and support student transition throughout high school.

Develop a whole school communication strategic plan to enhance feedback to parents, including student reporting and literacy and numeracy attainment.

Strengthen processes and programs to ensure that the strength, diversity and value of Aboriginal culture is a focus of the entire school. Students and families from all cultures are valued and they are given opportunities to enrich our school community.

Student Wellbeing

Evaluate and refine school administrative and support systems to ensure they enhance and build teaching and learning effectiveness.

Enhance our whole school Wellbeing Framework that is aligned to evidence based processes to improve its effectiveness in meeting the emerging needs of student wellbeing and overall student attendance.

Improve communication between school and home to explicitly provide feedback on student learning and wellbeing.

Evaluate and extend our Positive Behaviour for Learning (SOAR) program into all classrooms to bolster our expectations and recognise students who consistently improve or excel within the school community.

Success criteria for this strategic direction

Success criteria

Parents, staff and students work collaboratively to support processes to positively engage students in learning to reduce absences. Students increasing or maintaining attendance over 90% need to be regularly recognised to foster a positive culture related to attendance and engagement.

The ethos of SOAR - Safety, Ownership, Achievement and Respect is demonstrated by students every day and recognised consistently by all staff as part of our whole school Positive Behaviour for Learning program.

Programs, processes and opportunities are developed to support all Aboriginal and Torres Strait Islander students to meet their individual learning goals and to improve our overall school efforts to improve engagement and attendance for all students.

A high expectation culture is clearly evident in every classroom through consistency in classroom management and wellbeing support.

Evaluation plan for this strategic direction

Question:

What impact have our wellbeing and attendance processes had on fostering student engagement and sense of belonging?

Through the development of a communication strategy, is their clear evidence of improved engagement from parents and the community within the school?

What impact have our improved processes and practices has on supporting Aboriginal and Torres Strait Islander students meet their learning goals?

Data:

A range of data sources and processes will be engaged to inform decisions.

Evaluation plan for this strategic direction

- SENTRAL Referrals
- PB4L Data - Wellbeing Team
- Year Advisor interventions
- Attendance data and processes
- HSLO Processes
- Learning Support Processes
- Aboriginal Education Officer involvement
- TTFM
- SEF Self Assessment
- P&C Involvement
- Social media metrics for social media interactions

Analysis:

Analysis will be a continual process with identified teams sharing progress during end of term meetings. Analysis will also inform future actions and provide accountability. The aim is to measure progress against our purpose.

Implications:

The findings of the analysis will inform future planning and establishment of next steps.

Strategic Direction 3: Innovative Practice

Purpose

We will innovate and sustain high expectations across all areas of curriculum development, delivery and assessment. Sound processes for measuring and mapping individual support will allow students with diverse learning needs to achieve success. Develop internal processes to evaluate and improve teaching capacity will lead to higher proficient staff and positive school culture.

Improvement measures

Target year: 2024

Through innovating practices the school is assessed as excelling against the Improvement of Practice measure in the SEF v2.

Target year: 2024

Consistent school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum. Formative assessment is integrated into teaching practice in every classroom, confirming that students learn what is taught.

Initiatives

High Expectations Culture

Implement learning intentions/inquiry questions, class work and assessment are to be explicit with clear success criteria identified to effectively differentiate tasks for students requiring adjustments and for students to be extended towards excelling.

Build depth of leadership within all staff through the employment of School Improvement Teams that identify opportunities and processes to meet set targets and to continually improve the schools culture. High impact professional learning is developed based on the needs of the school and each staff member.

Enhance the whole school evidence based classroom practice model by focusing on High Expectations in classroom management and teaching and learning.

Assessment for Learning

Plan, refine and implement consistent and high quality processes to advance student learning whilst meeting all NESA and Department curriculum monitoring requirements.

Innovate and strengthen the use of a whole school scope and sequence process that map planned syllabus learning, formative assessment strategies, literacy and numeracy progression attainment and based within an overarching inquiry based learning model.

Employ an effective teacher induction program that moves through four phases: Orientation, Developing Focus, Refining Practice and Gaining Proficient Accreditation. This process will enhance teacher success in their first five years of teaching.

Success criteria for this strategic direction

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practiced expertly by teachers.

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. The school has processes in place to support teachers' consistent, evidence-based judgement and moderation of assessments.

School data shows that student progress and achievement is greater than students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures.

Evaluation plan for this strategic direction

Question:

What impact has increased high expectation had on student engagement and assessment outcomes?

Are all teaching staff compliant with NESA and Department requirements for curriculum planning, delivery and assessment?

Data:

A range of data sources and processes will be engaged to

Strategic Direction 3: Innovative Practice

Evaluation plan for this strategic direction

inform decisions.

- Teaching and Learning Programs
- Classroom Observations
- Assessment tools
- Assessment feedback evidence
- CPM Pilot
- Evidence Based Classroom Practice process
- Curriculum review processes
- External Validation - 2022

Analysis:

Analysis will be a continual process with identified teams sharing progress during end of term meetings. Analysis will also inform future actions and provide accountability. The aim is to measure progress against our purpose.

Implications:

The findings of the analysis will inform future planning and establishment of next steps.