

Strategic Improvement Plan 2021-2024

Lake Munmorah High School 8279



School vision and context

School vision statement

At Lake Munmorah High School we strive for excellence collaboratively working together to develop our students to become academically and vocationally competitive within a local, national and global context. It is our aim to educate all students to the highest levels of academic achievement, to enable them to reach and expand their potential, and to prepare them to become productive, responsible, ethical, creative and compassionate 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 731 students, 99 of whom identify as Aboriginal or Torres Strait Islander and 19 students who are from a non-English speaking background. The FOEI (Family Occupation and Education Index) is 123. The school works collaboratively with partner primary schools, across a range of activities and initiatives, as part of the Lakes Learning Community.

A comprehensive situational analysis has been conducted which led to development of the 2021-2024 Strategic Improvement Plan, both of which involved genuine consultation with students, staff, parents, and the local AECG. Through our situational analysis, we have identified a need to use the majority of the school's equity funding to support a range of initiatives including a Targeted Sports Program, STEM classes and a dedicated STEM learning area, as well as a strategic initiative to support student growth in the area of creative and performing arts with the 'SHINE' program. The school has a modern Resource Centre that is supporting higher HSC attainment with additional one on one study support. The school provides strong support to address student wellbeing through targeted programs and the 'Wellbeing Hub'.

The school is committed to continually improving effective classroom practices with staff professional learning being the key to ensuring this. This learning will ensure that both literacy and numeracy levels can be enhanced through improved data analysis and use to support individualised and differentiated learning.

Lake Munmorah High School also has a support unit for students with identified autism spectrum disorders, emotional disturbances and intellectual disabilities. The school has a strong relationship with the local Aboriginal community and is a proud and active member of the Muru Bulbi AECG.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure students grow in their learning through explicit, consistent and research-informed teaching. In order to maximise student learning outcomes to build strong foundations for academic success, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

Improvement measures

Target year: 2023

NETWORK TARGET

Increase the proportion of Aboriginal students attaining Year 12 by 50%, while maintaining their cultural identity. This includes a combined network uplift of 24% from baseline data.

Target year: 2022

Increase proportion of students achieving Expected Growth Reading by 9.9% (system based target).

Target year: 2022

Increase proportion of students achieving Expected Growth Numeracy by 9.7% (system based target).

Target year: 2024

Tell Them From Me Survey: 'Data informs practice' to increase by a score of 0.8 (school based target).

Target year: 2024

Tell Them From Me Survey: 'Teacher collaboration' to increase by a score of 0.4 (school based target).

Initiatives

Improve effective classroom practice through a focus on explicit teaching practice, formative assessment and literacy/numeracy strategies.

Analyse NAPLAN, HSC, Best Start and Check-In Assessment data to identify target areas for student growth.

Review and improve the use of formative data sources, monitoring and reflecting on teaching effectiveness.

Embed explicit systems for teacher collaboration, observation and feedback to sustain quality teaching practices (instructional rounds).

Driving improvements in curriculum and assessment delivery including professional collaboration to support the learning of students to complete their secondary education successfully.

Completion of a formal Curriculum, Assessment and Reporting Review, embedding all key recommendations to support quality teaching and high expectations across the wider school community.

Collaboration between teachers including collaboration with the Lake Macquarie East Network and the Lakes Community of Schools to provide collegial reflection on teaching, learning and assessment practices.

Development and delivery of intervention strategies to support Minimum Standards achievement.

Develop strong processes in personalised learning and intervention to ensure students are literate and numerate.

Embed the use of formative data collection for goal setting leading to improvements with explicit teaching practice. Literacy and numeracy practice are informed by research.

Change and adjust practice using evidence-based strategies to improve differentiated teaching and learning implementation.

Success criteria for this strategic direction

Teachers analyse internal and external student data to plan for teaching and learning. Student progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis.

The school plan is a visible, authentic working document that uses research, evidence based strategies and innovative thinking in designing and implementing initiatives that delivers ongoing, measured improvement in student progress and achievement.

Teaching staff demonstrate and share their expertise within their school and with other schools. All teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school trials innovative practices and has processes in place to evaluate, refine and scale success.

The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. Teachers collaborate with staff in other schools to share and embed good practice.

The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels.

Teachers share criteria for student assessment with students. Formative and summative assessments create opportunities for students to receive feedback on their learning.

Evaluation plan for this strategic direction

QUESTION: To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in reading, numeracy and HSC achievement? How have we impacted on building teacher capacity to improve effective classroom practice? Have processes to support personalised learning impacted on

Strategic Direction 1: Student growth and attainment

Initiatives

Establish and embed a culture of agreed practices in the delivery of quality teaching focused on the improvement of all students' literacy & numeracy skills.

Evaluation plan for this strategic direction

student achievement?

DATA: Internal assessment data, NAPLAN and HSC data. Attendance data. Suspension data. Student and staff surveys. Assessment completion rates. Tell Them from Me survey. People Matters Survey. Teacher observation records. Personalised Learning Plans. Individual Learning Plans. Completed teacher Personal Development Plans.

ANALYSIS: Ongoing analysis will measure the success of initiatives and identify areas for improvement or modification.

IMPLICATIONS: Where do we go from here? Have we successfully increased student achievement in line with system negotiated and school developed targets? Have we improved the overall capacity of teachers to use data to inform teaching and learning? Future directions and next steps.

Strategic Direction 2: High Expectations

Purpose

Our purpose is to establish a culture of high expectations that guide and support the school community in achieving their personal best.

Improvement measures

Target year: 2023

Increase proportion of students in Top 2 Bands Reading by 6.4% (system based target).

Target year: 2023

Increase proportion of students in Top 2 Bands Numeracy by 5.9% (system based target).

Target year: 2022

Increase proportion of students achieving in the Top 3 Bands HSC by 7.7% (system based target).

Target year: 2024

Tell Them From Me Survey: 'Expectations for success' increases by 0.5 score (school based target).

Target year: 2024

Tell Them From Me Survey: 'Students who are appropriately challenged' increases by 6% (school based target).

Target year: 2024

School self-assessment of the School Excellence Framework (SEF) elements of 'Effective Classroom Practice', 'Data Skills and Use' and 'Learning and Development' indicates improvement from Delivering to Excelling (school based target).

Target year: 2024

All students have a goal setting plan articulating and guiding their learning goals and post school aspirations (school based target).

Initiatives

Drive high expectations across all facets of the school community.

Implementation of comprehensive peer coaching and observation to enhance the capacity of teacher's ability to support the attainment of high student achievement.

Develop systems and professional capacity for analysis of NAPLAN, HSC and minimum standard data to identify and monitor improvement measures and to target areas as needed.

Targeting high student achievement through promoting student success and through the development of student goal setting.

A culture of educational excellence.

Staff use considered language and motivational visual cues in each classroom that aid the development of a growth mindset and an academically confident and resilient student body.

Aboriginal students and their families actively engage in the development of Personalised Learning Plans that are authentic working documents that drive targeted academic and holistic achievement in students.

All LMHS students have an 'Individual Goal Setting Plan' that is developed collaboratively with teachers, parents and carers that targets key goals in relation to academic achievement.

Aboriginal and non-Aboriginal students actively engage with Senior Assessment Support Officers to strengthen their ability to achieve to their personal best in HSC subject areas.

Improvement of student academic and holistic outcomes.

Development and implementation of the 'Lake Munmorah High School Standards' that outline key expectations relating to staff, students and the wider school community

Success criteria for this strategic direction

Teachers utilise data-driven evidence based teaching methods, assessment and feedback to inform future teaching practice and drive student improvement.

Teachers use regular formative assessment to understand student strengths and provide a variety of meaningful learning opportunities that cater to the full range of understanding and abilities in the classroom.

Teachers collaborate and share curriculum knowledge, data, feedback and other information about student progress and achievement that meet the learning needs of all students. Students value high achievement and student success is recognised and rewarded on an ongoing basis.

Meaningful Personalised Learning Plans are used to plan for, and set goals for Aboriginal students with their progress and achievement being equivalent to or greater than the progress and achievement of all students in the school.

Effective partnerships with Aboriginal Elders, students, parents, Aboriginal community, the AECG and the DoE Aboriginal Education Team to support the development of learning programs that are relevant, challenging and reflect the high expectations of the school community.

A positive learning culture that includes high expectations across all facets of the school is present and supported through all staff, students and parents/carers adhering to LMHS Standards. All students have an individualised goal setting plan that sets high expectations and clearly articulates and supports students' learning and post school goals.

The school has implemented evidence-based procedures, programs and practices that meet the learning and wellbeing needs of all high potential and gifted students and facilitate talent development.

Evaluation plan for this strategic direction

Strategic Direction 2: High Expectations

Initiatives

responsibilities in building a positive school culture that promotes high student attainment.

Embedding of High Potential and Gifted Education across key learning areas to support high student achievement. This will also include the introduction of a selective creative arts program 'SHINE' and the expansion of the Targeted Sports Program.

Evaluation plan for this strategic direction

QUESTION: Has professional learning on data analysis and summative and formative assessment had an impact on student achievement? Have opportunities for staff collaboration built teacher's ability to engage students and develop a culture of high expectations? Has targeted goal setting for all students built a growth mind-set and impacted on their learning?

DATA: Internal assessment data, NAPLAN and HSC data. Attendance data. Suspension data. Student and staff surveys. Assessment completion rates. Tell Them from Me survey. People Matters Survey. Teacher observation records.

ANALYSIS: Ongoing analysis will measure the success of initiatives and identify areas for improvement or modification.

IMPLICATIONS: Where do we go from here? Future directions and next steps. Have we developed a mind-set across the wider school community that fosters high expectations and continued improvement?

Strategic Direction 3: Engaged and Innovative School Community

Purpose

To promote the engagement, trust and respect of the wider school community in the development and embedding of innovative strategies that support improved student outcomes.

Improvement measures

Target year: 2024

Increase in the percentage of students reporting positive wellbeing (Expectations for Success, Advocacy and Sense of Belonging' by 5.4% (system negotiated target).

Target year: 2022

Increase in the percentage of students attending 90% of the time by 7.3% (system negotiated target).

Target year: 2024

Increase in the number of Year 12 leavers who are currently in higher education, TAFE or employment by 4% (school based target).

Target year: 2024

Alumni is present as part of the wider school community and the school celebrates previous student's success stories. Number of Alumni members is at or exceeds 190 members (school based target).

Target year: 2024

Tell Them from Me: Aboriginal Students-'Teachers understand culture' increases by 10% (school based target).

Target year: 2024

Tell Them from Me: 'Students that value schooling outcomes' increases by 8% (school based target).

Initiatives

Collaborative and productive partnerships that enhance student success.

Promotion of the school through social media and school based and web-based events to engage parents/carers in their child's learning to support improved student outcomes.

Establish an effective professional learning community to develop innovative practices that enable continuous improvement through all transitional points of a student's high school education.

Develop stronger partnerships with external agencies and develop stronger partnerships with universities, TAFE, local industry, and apprenticeship network providers to support students' post-schooling opportunities.

Strategies to support students and enhance holistic student outcomes

Engage expert DoE and external personnel in developing systems and processes to provide for safe working and learning environments through building staff capacity and confidence to support student wellbeing and improve educational outcomes.

Greater involvement with AECG, DoE Aboriginal Team and external agencies to build the capabilities of all staff to embed Aboriginal perspectives and contextually relevant learning into all areas of the curriculum to authentically engage and build the academic achievement of Aboriginal students and consequentially, all students.

Create and promote an Alumni community to foster connections which celebrate student achievement and generate potential student pathways.

Promote the importance of, and improve the attendance of all students.

Expectations of the importance of attendance are promoted and conveyed to students, staff and the community to ensure effective conditions for learning.

Success criteria for this strategic direction

Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes.

The school engages in strong collaboration between parents, students and the community that inform and support continuity of learning for all students at transition points.

The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential.

There is a coordinated effort by school staff to engage the school community to reflect on student progress and achievement data and develop plans and strategies for improvement.

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

The school measures, analyses and shares its findings with the community in regards to school satisfaction.

Professional learning focuses on building cultural awareness and strengthens understanding of how to respect and celebrate Aboriginal culture so that all teachers have expert knowledge on the quality practices that support the learning of Aboriginal students.

Staff design, deliver and embed a culturally rich and locally relevant curriculum that genuinely connects Aboriginal students to the learning experience and optimises the learning of every Aboriginal and non-Aboriginal student.

Effective partnerships with Aboriginal Elders, students, parents, Aboriginal community, the AECG and the DoE Aboriginal Education and Communities team support the development of learning programs that are relevant, challenging and reflect the high expectations of the school community.

Strategic Direction 3: Engaged and Innovative School Community

Initiatives

Investigation into the creation of a transport link to support greater student access to transport to increase their attendance.

Further development of highly innovative educational programs that promote student engagement and attendance in school including SEED, Purpose Class, RISE class and the Tutorial Centre.

Success criteria for this strategic direction

Aboriginal students are achieving at the same level or above compared to non Aboriginal students in reference to NAPLAN and the HSC. Attendance of Aboriginal students is at or above 90%.

Evaluation plan for this strategic direction

QUESTION: Are students more engaged every year? Has support for student wellbeing grown? Is Aboriginal education embedded into teaching and learning programs? Do students have a mentor teacher? Are parents more actively involved within the school? Are there improved transition options for our students? Has an Alumni been created?

DATA: Attendance data. NAPLAN and HSC data. Suspension data. Student, staff, parents/carer's and community surveys. Assessment completion rates. Tell Them from Me. People Matters Survey. Student exit data.

ANALYSIS: Ongoing analysis will measure the success of initiatives and identify areas for improvement or modification.

IMPLICATIONS: Where do we go from here? Future directions and next steps. How do we ensure that we continue to engage the wider school community in supporting our students throughout their schooling and at various transition points?