

Strategic Improvement Plan 2022-2026

Lake Munmorah Public School 2362



School vision and context

School vision statement

At Lake Munmorah Public School, students are challenged to learn and continually improve in a respectful and inclusive environment. We inspire our students and the community to be confident and creative lifelong learners, who are empowered to reach their individual potential and strive for excellence.

School context

Lake Munmorah Public School is a dynamic educational setting located at the southern end of Lake Macquarie. There are 16 classes, catering for the 383 mainstream students, including 54 students of Aboriginal and Torres Strait Islander descent. The school has three Multi Categorical (MC) classes consisting of 21 students and an Early Intervention (EI) unit catering for up to 21 students. These classes cater for children with a range of disabilities and supports the students and their families. In total the school population of 424 students is accommodated in 20 classes and supported by a dedicated and enthusiastic staff. The school thrives with the support of an active and committed P&C, who dedicate their time to the school and community. Lake Munmorah Public School is an active member of the Muru Bilbi Aboriginal Education Consultative Group. Together we support initiatives to improve outcomes for Aboriginal and Torres Strait Islander students at school and in the community.

The school offers students a variety of extra curricula activities that promote the development of the whole child, fostering their individual interests and talents. These activities include inter-school sport competitions, public speaking, dance groups, debating, music, choir, drama and chess. There is a strong focus on student leadership, and opportunities such as the Student Representative Council and the parliament program provide considerable scope for students to develop confidence and skills in this area.

Through our situational analysis, we have identified a need to use data driven practices to ensure that all students have access to stage appropriate learning. Further work is projected to deepen teachers' knowledge and understanding of quality differentiated instruction to students with additional needs including those identified as high performing and gifted. Developing quality assessments, both in formative and summative formats, as well as developing greater teacher confidence in analysis and interpretation of data, are target areas for future growth and further development.

Our school is part of the Lakes Learning Community and working in collaboration with other local schools to deliver professional learning programs designed to support teacher development. This alliance of schools also delivers an intensive Yr 6 to Yr 7 transition program ensuring that our students are settled, confident and ready to learn.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise learning outcomes for every student in reading and numeracy and to build strong foundations for academic success in all key learning areas, data driven teaching practices will be refined through well developed assessment processes.

Improvement measures

Achieve by year: 2026

School self-assessment of the School Excellence Framework (SEF) element of 'Assessment' indicates improvement from Delivering to Excelling.

Achieve by year: 2026

School self-assessment of the School Excellence Framework (SEF) element of 'Data Skills and Use' indicates improvement from Delivering to Excelling.

Achieve by year: 2024

School self-assessment of the School Excellent Framework (SEF) elements of 'Data Skills and Use' indicates improvement above Sustaining and Growing to Excelling

Achieve by year: 2026

Initiatives

Quality Assessment Practices

Teachers using a variety of assessment methods in Reading and Numeracy to evaluate and measure achievement of students.

- Develop, embed, reflect and refine formative assessment practices as an integral part of daily instruction in every classroom.
- Develop, embed, reflect and refine effective summative assessments which indicate student achievement level against curriculum standards.
- Develop, deliver and refine high quality formal assessment tasks within Reading and Numeracy.

Data to inform practice

Teachers effectively analyse data to guide further instruction and meet the learning needs of students.

- Consistent collection of meaningful data from all stages of the learning process (including formative, summative, pre and post testing, anecdotal).
- Engage in collaborative analysis of data with colleagues.
- Use data to evaluate effectiveness of teaching practice (including the feedback given and received from lesson observation).
- Use data to inform and adapt learning goals for students to ensure they are challenged and successful.

Success criteria for this strategic direction

A whole school system and integrated approach to quality teaching, curriculum planning, delivery and assessment responsiveness in meeting the needs of all students (*SEF - Curriculum, Assessment*)

Teachers collaborate to share curriculum knowledge, evidence based teaching practices, data, feedback about student progress and achievement which meet the learning needs of all students (*SEF - Effective classroom practice*)

All students articulate, understand and achieve their reading and numeracy learning goals (*SEF - Learning Culture*)

All teachers demonstrate a sound understanding of student assessment and data concepts and use to inform planning and modify teaching practice (*SEF - Data Literacy*)

Teachers develop and apply a range of assessment strategies (for, as and of learning) in teaching (*SEF - Data in Teaching*)

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 and numeracy?

The school will use an array of data sources to regularly analyse the effectiveness of the initiatives in achieving student outcomes in reading and numeracy.

Data:

The combination of data sources will include:

- NAPLAN
- Check-in assessments
- Internal assessment
- Observations

Evaluation plan for this strategic direction

- Student PLPs and IEPs
- Student work samples
- Scout
- SEF SaS

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually, the school will review progress towards the improvement measures.

Implications:

The findings of the analysis will inform:

- Future actions.
- Annual reporting of the school progress measures through the Annual Report.

Strategic Direction 2: Connect, Succeed and Thrive

Purpose

In order to support the cognitive, emotional, social and physical wellbeing of students, increased engagement of the whole school community in wellbeing and attendances practices will be a priority.

Improvement measures

Wellbeing

Achieve by year: 2023

The percentage of students reporting positive wellbeing (Expectations of Success, Advocacy and Sense of Belonging) at lower bound target.

Attendance (>90%)

Achieve by year: 2023

Increase the percentage of students attending greater than 90% of the time at lower bound target from baseline data.

Achieve by year: 2026

School self-assessment of the School Excellence Framework (SEF) theme 'Attendance' indicates improvement from Sustaining and Growing to Excelling.

Initiatives

Wellbeing

Embed a whole school approach to student wellbeing and engagement where there is a collective responsibility for student learning and success.

This will be achieved through:

- reviewing current evidence-based wellbeing processes and their levels of alignment with the Wellbeing for School Excellence document
- refining and embedding a whole-school approach to wellbeing processes to ensure monitoring, analysis and evaluation of student behaviour, attendance, wellbeing, learning and engagement data is effectively used to drive change.

Attendance

Embed a school culture focused on learning through sustained improvement in student attendance.

This will be achieved through:

- School-wide system refined and strengthened to ensure all stakeholders understand attendance processes.
- Rigorous analysis of attendance data by the Learning Support Team, shared with all staff to track and monitor student needs and facilitate improvement.
- Develop and embed attendance initiatives across the school to support families to strive for exemplary levels of attendance.

Success criteria for this strategic direction

Positive and respectful relationships are evident and widespread among students and staff and promote student wellbeing (*SEF - Wellbeing*)

Evidence-based whole-school practices demonstrate measurable improvements in student wellbeing and engagement to support learning (*SEF - Wellbeing*)

High functioning Learning and Support processes guide and assist teachers and parents in actively supporting students (*SEF - Curriculum*)

Planning and provision for learning is informed by holistic information about each student's wellbeing and learning needs in consultation with families (*SEF - Wellbeing*)

Teachers, parents and the community work together to support consistent and systematic processes to improve regular attendance rates for all students, including those at risk (*SEF - Learning Culture*)

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 wellbeing and attendance.

The school will use an array of data sources to regularly analyse the effectiveness of the initiatives in achieving student outcomes in wellbeing and attendance.

Data:

The combination of data sources will include:

- Scout
- Internal wellbeing data
- Attendance data
- Student PLPs and IEPs
- Student parliament
- Community feedback

Evaluation plan for this strategic direction

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually, the school will review progress towards the improvement measures.

Implications:

The findings of the analysis will inform:

- Future actions.
- Annual reporting of the school progress measures through the Annual Report.

Strategic Direction 3: Inclusive Education

Purpose

In order to ensure all students are challenged in their learning, teachers will be empowered to develop, implement and evaluate quality practices and processes in differentiation, feedback and high performance across the school.

Improvement measures

Achieve by year: 2026

School self-assessment of the School Excellence Framework (SEF) elements of 'Effective Classroom Practice' indicates improvement from Sustaining and Growing to Excelling.

Achieve by year: 2026

School self-assessment of the School Excellence Framework (SEF) elements of 'Curriculum' indicates improvement from Sustaining and Growing to Excelling.

Achieve by year: 2026

School self-assessment of the School Excellence Framework (SEF) theme 'High Expectations' indicates improvement from Sustaining and Growing to Excelling.

Initiatives

Explicit Teaching

Embed sustainable whole school processes for explicit instruction to ensure learners connect what they already know, what they are expected to do and how to do it.

- Review, develop and implement K-6 evidence based teaching strategies to optimize learning progress for all students.
- Use of a combination of feedback strategies to provide students with information that is timely and directly connected to learning intentions and success criteria.

Reaching our potential

High expectations are held for all learners with differentiated instruction and engagement in ongoing meaningful interactions in order to challenge at all learning levels.

- Whole school focus on curriculum differentiation to meet the needs of all students including High Potential and Gifted students.
- Establish explicit systems K-6 in planning for learning, including the implementation of learning intentions and success criteria to build aspirational expectations for learning.
- Engage with parents and carers to encourage high expectations of their children.

Success criteria for this strategic direction

All lessons are systematically planned with accommodations and adjustments to suit needs as they arise (*SEF - Effective Classroom Practice*)

Effective evidence-based teaching methods optimise learning progress of all students across the full range of abilities (*SEF - Effective Classroom Practice*)

Teacher-directed, teacher-guided, and then student-directed practices are evident to provide students opportunities to gain proficiency, and then understanding of concepts and skills to progress towards mastery (*WWB - Explicit Teaching, Effective Feedback*)

Use of high quality exemplars outlining learning intentions and success criteria is evident in teaching and learning programs (*WWB - Explicit Teaching, High Expectations*)

A whole school system and integrated approach to quality teaching, curriculum planning, delivery and assessment responsiveness in meeting the needs of all students is effectively in place (*SEF -Curriculum, Assessment*)

The principal and school leadership team will support a culture of high expectations and continuous improvement resulting in sustained and measurable whole school improvement (*SEF - Educational Leadership*)

High potential and gifted learners are provided with high-quality and rich learning experiences that directly meet their academic, social/emotional and creative goals (*HPGE Policy*)

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of student learning outcomes?

The school will use an array of data sources to regularly analyse the effectiveness of the initiatives in achieving

Evaluation plan for this strategic direction

student learning outcomes.

Data:

The combination of data sources will include:

- Internal assessments
- Lesson observations
- Teaching and learning programs
- Student voice
- Student PLPs and IEPs
- Student work samples
- Scout

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually, the school will review progress towards the improvement measures.

Implications:

The findings of the analysis will inform:

- Future actions.
- Annual reporting of the school progress measures through the Annual Report.