

# Strategic Improvement Plan 2022-2026

## Lake Munmorah High School 8279



# School vision and context

## School vision statement

Lake Munmorah High School embeds a culture of high expectations to support student academic and wellbeing outcomes through collaboration, evidence informed practice and genuine educational partnerships.

## School context

Lake Munmorah High School is a modern comprehensive high school established in 2000 and proudly situated on Darkinjung Country, nestled between the banks of Lake Macquarie, Lake Munmorah, the Munmorah State Conservation area and the sandy shores of the Pacific Ocean.

The school population is comprised of approximately 665 students, including a Support Unit with five multi-categorical classes, one class for students with emotional disorders. Of the students enrolled at Lake Munmorah High School, 110 identify as Aboriginal and/or Torres Strait Islander students and 24 students are from a non-English speaking backgrounds.

Lake Munmorah High school has a FOEI (Family Occupation and Education Index) of 121 and the school reflects the diversity of the local community with a full range of socio-economic, cultural and educational backgrounds. The staff at Lake Munmorah High School is dynamic with various levels of experience and differing expertise, all committed to a strong ethos of collaboration, professional learning and continuous school improvement.

The school recognises that strong working partnerships are essential in supporting student academic success and works collaboratively with partner primary schools, across a range of activities and initiatives, as part of the Lakes Learning Community. There is a strong working relationship with the local Aboriginal community as well as being a proud and active member of the Muru Bulbi AECG.

Lake Munmorah High School has developed a strong emphasis on supporting the wellbeing of our students and has continued to invest resources in the LMHS Wellbeing HUB which expanded in 2022 to include the Reconnect Room, a space dedicated to reengaging disengaged students through restorative practices and self reflection. There is also a commitment from Lake Munmorah High School to ensure that our Aboriginal and /or Torres Strait Islander students have a sense of belonging whilst maintaining a meaningful cultural connection and this is supported by our Aboriginal Learning and Engagement Centre.

The school is committed to continually improving student growth and attainment through effective classroom practices, with staff professional learning being the key to ensuring this. This focus ensures that both literacy and numeracy growth can be enhanced through improved data analysis, formative assessment and differentiated learning.

# Strategic Direction 1: Student growth and attainment

## Purpose

Our purpose is to utilise evidence informed practice to improve learning outcomes and achieve student growth in reading, numeracy and HSC attainment, leading to whole school improvement.

## Improvement measures

### Reading growth

Achieve by year: 2023

Expected growth in Check-In Reading assessment will indicate an upward trend towards or exceeding SSG's.

### Numeracy growth

Achieve by year: 2023

Expected growth in Check-In Numeracy assessment will indicate an upward trend towards or exceeding SSG's.

### HSC achievement - top 3 bands

Achieve by year: 2023

Increase the percentage of students achieving in the top 3 bands in HSC course achievement to be above the school's lower bound system negotiated target of 44.2%. (System-negotiated target)

### School Excellence Framework - Data Skills and Use

Achieve by year: 2026

School Excellence Framework assessment of the element of 'Data Skills and Use' indicates improvement through external validation from Delivering to Sustaining and Growing. (School-determined target)

## Initiatives

### Evidence Informed Practice

Develop teachers capabilities to learn, evolve and expand their understanding of evidence informed practices through research, assessment and data to improve student growth and attainment.

### Reading and Numeracy

Establish a whole-school approach to the explicit teaching of Reading and Numeracy strategies with a focus on specifically identified targeted areas to improve student growth and attainment.

### HSC Success

Collaboration between teachers and the utilisation of expertise to provide collegial reflection on teaching, learning and assessment practices to build staff capacity to improve student HSC success.

## Success criteria for this strategic direction

### Evidence Informed Practice

- The staff collaborate and utilise current research and evidence informed practice to evaluate student learning and implement changes to teaching practices that lead to measurable student improvement.
- High Impact Team works effectively across the school to support all facets of the strategic improvement plan to accurately report on whole school performance based on valid and reliable data analysis.

### Reading and Numeracy

- All staff understand and explicitly teach Literacy and Numeracy to students at all levels of achievement across all key learning areas, with success that can be measured by improved student progress measures on internal and external achievement data.
- School data shows student and cohort progress exceeds students at statistically similar school groups on external achievement data which is in alignment with student progress through internal measures.
- The school identifies areas of growth for each student including performance in the top bands, and students are achieving greater expected growth on internal school progress and external achievement data.

### HSC Success

- School data demonstrated that student progress and achievement exceeds expected value on external assessment measures.
- Teaching staff demonstrate and share their HSC expertise both within the school and with other schools to ensure depth in content knowledge and teaching strategies which are utilised to evaluate, refine and scale HSC success across all subjects.

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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**QUESTION:** To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in reading, numeracy and HSC achievement?

**DATA:** External student performance measures through NAPLAN and HSC data.

**ANALYSIS:** Data is analysed and triangulated regularly to determine the extent to which the purpose has been achieved and identify areas for improvement or modification.

**IMPLICATIONS:** Have we successfully increased student achievement in line with system-negotiated targets? Have we improved the overall capacity of teachers to use data to inform teaching and learning? Future directions and next steps will be drawn from the analysis.

## Strategic Direction 2: High Expectations

### Purpose

Our purpose is to establish a culture of high expectations which support student and whole school improvement.

### Improvement measures

#### School Excellence Framework - Curriculum

Achieve by year: 2026

School Excellence Framework assessment of the element of 'Curriculum' indicates improvement through external validation from Delivering to Sustaining and Growing. (School-determined target)

#### School Excellence Framework - Effective Classroom Practice

Achieve by year: 2026

School Excellence Framework assessment of the element of 'Effective Classroom Practice' indicates improvement through external validation from Delivering to Sustaining and Growing. (School-determined target)

### Initiatives

#### Curriculum

The school's curriculum, teaching and assessment support high expectations for students through dynamic teaching and learning programs which ensure educational rigour is present to challenge students' continuous improvement.

#### Effective Classroom Practice

Effective explicit teaching methods are identified, promoted and modeled to provide continuous improvement for all students, across a range of capabilities utilising evidence-based teaching strategies.

### Success criteria for this strategic direction

#### Curriculum

- The school monitors and reviews its curriculum provision to support high expectations for students.
- Teachers utilise data-driven evidence based teaching methods, assessment and feedback to inform future teaching practice and ensure the continuous tracking of student progress and achievement.
- Teachers use formative assessment strategies, alongside learning intentions and success criteria to understand student strengths and adapt their practice to support learning and increase educational rigour.

#### Effective Classroom Practice

- A whole school approach to ensure that teachers are optimising a range of explicit teaching techniques which support improved student learning.
- Teachers routinely provide explicit, specific and timely feedback related to defined success criteria. Feedback is elicited by teachers and informs their future practice to meet the educational needs of all students.
- A consistent whole school approach to effective and positive classroom management is evident through a restorative practice framework. Well planned teaching is reflected through high level student engagement with minimal disruption to the learning environment.

### Evaluation plan for this strategic direction

**QUESTION:** To what extent have we achieved our purpose and can demonstrate impact and improvement on curriculum and effective classroom practice?

**DATA:** The School Excellence Framework Self-assessment Survey indicates improvement from delivering to sustaining and growing for the elements of curriculum and effective classroom practice.

## Strategic Direction 2: High Expectations

### Evaluation plan for this strategic direction

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**ANALYSIS:** Analysis of evidence submitted through external validation.

**IMPLICATIONS:** Future directions will be drawn from the analysis.

## Strategic Direction 3: Genuine Educational Partnerships

### Purpose

Our purpose is to build authentic and genuine educational partnerships with all key stakeholders, leading to whole school improvement.

### Improvement measures

#### Aboriginal student HSC attainment

Achieve by year: 2023

Increase the proportion of Aboriginal students attaining Year 12 by 50%, while maintaining their cultural identity.

#### Wellbeing

Achieve by year: 2023

Tell Them From Me: Increase the proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at school to be above the school's lower bound system-negotiated target of 54.3%. (System-negotiated target)

#### Attendance (>90%)

Achieve by year: 2023

Increase the proportion of students attending >90% of the time to be above the school's lower bound system-negotiated target of 58.3% (System-negotiated target)

### Initiatives

#### Aboriginal Education

Raising the profile of Aboriginal Education by working in genuine partnership with Aboriginal communities and organisations to build authentic cultural connections to improve the wellbeing, educational and transitional pathways for Aboriginal and Torres Strait Islander students.

#### Wellbeing

Promote student wellbeing, underpinned by positive relationships and a shared responsibility to support students to connect, succeed and thrive at each stage of their development and learning.

#### Attendance

The school promotes the importance of consistent student attendance and communicates its direct impact on improved student outcomes.

### Success criteria for this strategic direction

#### Aboriginal Education

- Aboriginal students are supported to attain their final school qualifications and reach their learning potential whilst maintaining a connection to culture through engaging and including Aboriginal families and communities fostering genuine educational partnerships.
- Effective partnerships with Aboriginal Elders, students, parents, Aboriginal community, the Muru Bulbi Aboriginal Education Consultative Group and the Department of Education Aboriginal Education and Communities team, support the development of learning programs that are relevant, challenging and reflective of the genuine educational partnerships that exists between the school and the wider community.

#### Wellbeing

- Students experience a sense of belonging and connectedness through positive and respectful relationships with each other, their teachers and the community.
- Wellbeing is dynamic and integral to learning and is vital to being able to consistently provide encouragement, ensuring students are provided opportunities to succeed which is then celebrated.

#### Attendance

- Foster regular attendance by establishing a positive school culture for all students.
- Identify underlying and interrelated factors influencing attendance and embed effective strategies to engage students through universal prevention's and individual and targeted interventions.

### Evaluation plan for this strategic direction

## Strategic Direction 3: Genuine Educational Partnerships

### Evaluation plan for this strategic direction

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**QUESTION:** To what extent have we achieved our purpose and can demonstrate impact and improvement on Aboriginal student attainment, Wellbeing and Attendance?

**DATA:** Attendance, Tell Them from Me survey, suspension, student and staff surveys, Personalised Learning Plans.

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

**IMPLICATIONS:** Future directions will be drawn from the analysis.