

Lake Munmorah High School plan 2015 – 2017



School background 2015 - 2017

SCHOOL VISION STATEMENT

Our vision is to create a school that makes a difference - a school where every member of the school community:

- accepts their responsibilities
- values learning
- strives for improvement
- works together in caring, committed partnerships

To support this vision our school community established the following set of beliefs based on our school motto:

Setting the Standard

We believe that:

- we all have the right to learn / the right to teach
- we accept responsibility for our learning and behaviour
- learning should be enjoyable in a caring and secure environment
- people and property should be respected and valued
- achievements should be valued and recognised
- positive relationships are built on communication and co-operation

SCHOOL CONTEXT

Lake Munmorah High School is a modern comprehensive high school established in 2000. The school population is comprised of approximately 720 students, 53 of whom identify as Aboriginal or Torres Strait Islander. A large percentage of students are from an English speaking background.

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.

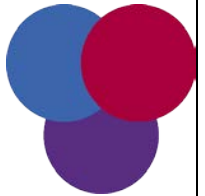
The extensive HSC curriculum at the school is delivered in a compressed format known as the 3+3 model, with students undertaking three stage 6 courses in each of Years 11 and 12.

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
- the DEC Business Intelligence Tool (BI)
- 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

School strategic directions 2015 - 2017



STRATEGIC DIRECTION 1

To develop students who are successful lifelong learners

PURPOSE OF STRATEGIC DIRECTION 1

To provide a learning environment that fosters high expectations and that supports all students to maximise their learning outcomes by developing their skills in literacy, numeracy and ICT.

STRATEGIC DIRECTION 2

To develop staff who are high performing, collaborative and innovative

PURPOSE OF STRATEGIC DIRECTION 2

To develop a collegial community of educators demonstrating curriculum innovation, quality teaching and leadership capability that inspires learning.

STRATEGIC DIRECTION 3

To develop school infrastructure and systems which support an inclusive community that is informed and engaged

PURPOSE OF STRATEGIC DIRECTION 3

To enable the school to operate in a sustainable and efficient manner and to provide a quality learning environment and a collaborative school culture which values education, acceptance, endeavour and success.

SD1: To develop students who are successful lifelong learners.

PURPOSE: To provide a learning environment that has high expectations and which improves the literacy, numeracy and information technology skills of all students to maximise their learning outcomes.

PEOPLE

Students: experience positive classroom environments which will enable them to increase their expectations, capacity and achievement.

Students: engage in their own learning to reinforce and enrich the classroom experience and take an active role in the achievement of learning outcomes through self and peer assessment.

Students: become confident, risk taking learners who engage in real-life problem solving and demonstrate higher order thinking skills through their work samples, projects and attainment of learning outcomes.

Staff: develop knowledge and understanding of effective integration of literacy, numeracy and ICT strategies into teaching as indicated by programming, classroom practice and student work samples.

Staff: understand how to differentiate the curriculum by accessing data, assessing for and of learning, providing relevant feedback and making program, lesson and assessment modifications and adjustments.

Staff: develop knowledge and understanding of the Australian Curriculum with a focus on 21st century skills and cross curriculum areas as shown in their Performance Development Framework Plans and in student work samples.

PROCESSES

HSC Monitoring and Support Program

Regular reviews of teaching and learning programs using multiple sources of evidence including: student assessment data, curriculum documents, teaching practices and feedback from parents/carers, students and colleagues.

Learning Support Program

The implementation of teaching strategies is monitored and evaluated to improve student's achievement in literacy and numeracy using research based knowledge and student data. LASTs, SLSOs and Norta Norta tutors support staff and students in the implementation of literacy and numeracy strategies.

Quality Teaching Framework

Teachers utilise the Quality Teaching Framework to deliver appropriate literacy and numeracy strategies to advance students along the learning continuums and provide effective feedback.

Teachers use assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.

Effective teaching strategies supported by the BYOD program are employed to integrate ICT to make selected content relevant and meaningful.

Staff and Faculty meetings maintain the focus on the implementation of effective literacy and numeracy strategies.

PRODUCTS AND PRACTICES

Products: Teaching and learning programs incorporate literacy, numeracy and ICT strategies and reflect authentic experiences and contexts based on the Australian Curriculum including the VET Curriculum Frameworks (as evidenced by KLA Teaching and Learning Programs).

Student academic reports align to the *BOSTES NSW syllabi for the Australian Curriculum* and give explicit feedback on what students know and can do and how performance can be improved (as evidenced by school assessment and reporting policy and practice).

Practices: Teachers deliver explicit literacy and numeracy strategies that are differentiated to engage individual students resulting in improved student performances in external testing.

Students display safe and respectful learning behaviours that show a capacity for independent critical thought while valuing their learning and the learning of others (as measured by Discipline Referrals Database)

Students demonstrate achievement of NSW Syllabus outcomes across KLAs that are commensurate with their abilities (as evidenced by student performances in external testing).

PERFORMANCE MEASURES

- 50% of Yr 9 (currently 47.5%) will achieve expected or above expected growth in Literacy NAPLAN testing. Increase number of students achieving in top 2 bands from 4.4% (2015) to 7% (2016).
- 54% of Yr 9 (currently 51.7%) will achieve expected or above expected growth in Numeracy NAPLAN testing. Increase number of students achieving in top 2 bands from 8% (2015) to 10% (2016).
- Nationally Consistent Collection of Data (NCCD) process shows that the learning needs of all students with a disability are accommodated, documented and communicated to parents.
- Less than 15% of results achieved in HSC are bands 1 or 2. (currently 29%)
- 10% increase in number of Aboriginal students in top 2 NAPLAN bands.

Evaluation Sources:

SmartData (NAPLAN and HSC)
BOSTES HSC Results Analysis Package
Tell Them From Me (TTFM) Survey
Internal Assessment Program Data
Quality Teaching Observation rubrics
Student Discipline Referrals database
NCCD ERN records

SD2: To develop staff who are high performing leaders of learning.

PURPOSE: To develop the ability of staff to demonstrate curriculum innovation, quality teaching and leadership that inspires learning...

PEOPLE

Students: have opportunities to provide feedback as part of the ongoing improvement in teacher professional practice

Staff: are engaged in, and deliver high quality professional learning experiences with demonstrated impacts on student learning.

Staff: use the PDF to develop their teaching and leadership practice by engaging with Australian Teaching Standards and focusing on growth and collaboration.

Staff: are confident in integrating 21st century technologies in their teaching and learning practices.

Staff: will build capacity to deliver innovative, quality teaching and administrative practices through professional learning that explores their strengths and allows them to develop targeted areas.

Leadership team: will refine their skills in leadership, through targeted professional learning including aspiring leader's workshops and building the capacity of others through mentoring, shadowing and relieving.

SAS staff: will identify the learning needs necessary for them to successfully transition to the LMBR Finance and SALM environment.

PROCESSES

Great Teaching Inspired Learning

Targeted programs are in place to support: teachers requiring accreditation and probationary teachers, early career teachers, teacher leaders aspiring to higher levels of accreditation and promotion, teachers who are experiencing difficulty. Leadership coaching and mentoring supports aspiring and existing executive staff.

Performance and Development Framework

This framework is used effectively by staff to plan for professional learning by accessing and critiquing relevant research and engaging in high quality targeted opportunities to improve practice.

Staff demonstrate exemplary practice in applying all elements of the Quality Teaching Framework.

Quality Teaching Rounds

Quality Teaching Rounds are embedded as the key vehicle for developing a culture of reflective practice.

Staff participate in professional and community networks, forums and training to broaden knowledge and improve practice.

Mandatory Compliance Training

Staff understand and comply with relevant legislative, administrative and organisational and professional requirements, policies and processes.

PRODUCTS AND PRACTICES

Products:

Professional learning focuses on the development of subject expertise and understanding of how students learn. (as evidenced by TPL management records).

Practices:

Observation of staff teaching practices reflects the belief that all students are capable of learning if motivated and given appropriate learning opportunities and support.

Teachers ensure that all students are appropriately engaged, challenged and extended.

Learning Support Team records show that teachers consult with parents and students to ensure that reasonable adjustments are made to meet the needs of all students.

All staff access appropriate support and professional learning and are actively engaged with their performance development plan. The school uses agreed formal processes to manage teacher performance.

Improvements in teaching and learning are supported by a 'feedback culture' that sustains a continuous cycle of development.

The leadership capacity of all staff is developed commensurate with their level of expertise and experience.

PERFORMANCE MEASURES

Evaluation of professional goals as articulated by staff in their Performance Development Plan will indicate success in moving to or achieving superior standards of practice.

All staff will gain and maintain certification in all aspects of mandatory training.

All teachers undertaking accreditation are successful in completing or maintaining the process.

The proportion of staff engaged in the Quality Teaching Rounds process increases to 50%. (currently 34%)

Evaluation Sources:

WHS e-portfolio – training registers

Performance Development Registers

Staff surveys

BOSTES Accreditation records

Quality Teaching Rounds participant surveys

TPL management records

MyPL training records

SD3: To develop quality infrastructure and systems which support a learning community that is inclusive and engaged. PURPOSE: To enable the school to operate in a sustainable and efficient manner and to provide a quality learning environment and a collaborative school culture which values education, acceptance, endeavour and success.

PEOPLE	PROCESSES	PRODUCTS AND PRACTICES	PERFORMANCE MEASURES
<p>Students: feel a sense of pride in, and engagement with their school by recognising their role as successful learners and aspire to achieve this success by attending regularly, regulating their own behaviour and being reflective of their own practice.</p> <p>Learning Community Staff: develop positive and collaborative relationships through regular and targeted activities.</p> <p>Staff: use effective classroom management strategies that encourage and promote responsibility for learning and behaviour amongst all students.</p> <p>Staff: promote the value of the school by enhancing their understanding and delivery of resilience and support based programs, and making study and careers opportunities available to students.</p> <p>Staff: recognise the importance of extracurricular activities and a safe and caring learning environment in encouraging student engagement with the school.</p> <p>Parents: are engaged with, and advocate for the school within the community through the support of school events, practices and values.</p> <p>Community partners: will continue to work with the school to seek and build on strategic partnerships to foster key programs.</p>	<p>Resource Management program</p> <p>School facilities and grounds are routinely maintained and upgraded to provide a safe and stimulating environment. Technology, teaching resources and management and communication systems are developed to allow effective operation of the school.</p> <p>School Communication Strategy</p> <p>Manage challenging behaviour by establishing and negotiating clear expectations with students and addressing discipline issues promptly, fairly and respectfully.</p> <p>Regular engagement with Student Representative Council, P&C, Lakes Learning Community, Muru Bulbi AECG and community service groups.</p> <p>School communication team uses a range of modes to ensure the community is well informed and parents receive timely communication concerning their children's learning and well-being.</p> <p>Student Service Team</p> <p>Student Services team identifies and supports students with learning, engagement and wellbeing issues. Phone Intervention Program raises expectations of student attendance.</p> <p>Transition programs provide support for students as they enter year 7 and as they move to post school settings.</p>	<p>Products: The school is an attractive and stimulating physical environment that supports and encourages learning.</p> <p>All staff have a clear understanding of the school vision and direction and their role in driving school change and improvement.</p> <p>The school has well developed partnerships and communicates effectively with parents, families, local businesses and community organisations to improve opportunities and outcomes for students. (as evidenced by parent engagement with school events and media)</p> <p>Clear strategies to promote appropriate behaviour and agreed responses and consequences for inappropriate behaviour are in place. (as evidenced in school policy documentation)</p> <p>Cross curricular skills and attributes such as information technology capability, critical and creative thinking, personal and social capability, ethical behaviour and intercultural understanding are key features of learning programs.</p> <p>Practices:</p> <p>The school places a high priority on student and staff wellbeing as evidenced by the processes in place to provide both academic and non-academic support to address individual needs.</p>	<p>The student attendance rate increases to 86% (currently 82%).</p> <p>Measures of student classroom engagement (identified by TTFM data) including: effective classroom learning time (6.2/10), relevance (5.4/10) and rigour (5.8/10) improve to state average (6.3, 5.8 and 5.8 respectively.)</p> <p>Transition program survey data shows that students and parents value these programs.</p> <p>The percentage of students identifying themselves as being intellectually engaged increases from 38% (current) to 46% (NSW average) as measured by the TTFM survey.</p> <p>Number of student disciplinary interventions resulting in suspension decreases by 10%.</p> <p>Evaluation Sources:</p> <ul style="list-style-type: none"> Student Attendance Data Student Welfare and Discipline Database Tell Them From Me Survey Data Website / Facebook Activity Data Transition Program Survey Data Learning & Support Team Referral Data