

# School plan 2018-2020

## Lake Munmorah Public School 2362



# School background 2018–2020

## School vision statement

"Inspiring our community to be successful lifelong learners, confident and creative individuals and active and informed citizens"

## School context

Lake Munmorah Public School is a vibrant and dynamic educational setting located in the lower part of Lake Macquarie. The mainstream school population consists of 420 students, including 38 students of Aboriginal and Torres Strait Islander descent. The school also has two Multi Categorical (MC) classes consisting of 11 students and an Early Intervention (EI) class consisting of 14 students. In total the school population of 445 students is accommodated in 20 classes and supported by a Principal, a Deputy Principal–Instructional Leader 3–6, five Assistant Principals and forty teaching, support and administration staff.

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, choir, drama, Maths Olympiad and Tournament Of Minds. There is a strong focus on student leadership and many opportunities, such as the student representative council and parliament program, provides considerable scope for our students to develop confidence and skills in this area.

Our school welcomes the participation in school activities from the families of our students. Many family and community members are actively involved in class literacy and numeracy programs, sport and extra–curricula activities and work alongside school staff to strengthen our ties with the wider community. We also benefit a strong partnership with our very supportive P&C.

Our school is part of the Lakes Learning Community and works 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 when they move on to High School.

## School planning process

Lake Munmorah Public School conducted evaluations to support the effective implementation of the 2018–2020 school plan.

To seek the opinions of parents, students and teachers about the school, opportunities were made throughout the year through school and Tell Them From Me surveys, principal meetings, feedback from parents meetings and community events. The local Muru Bilbi Aboriginal Education Consultative Group and the P&C were also part of the consultation process.

The student representative council ran forums and interviews with students from Years 2–6. Year 4–6 students also participated in the Tell Them From Me surveys in March and October.

Staff were involved in several planning meetings and forums where information was gathered on the future directions of the school. They also participated in the Tell Them From Me survey.

The school plan reflects the excellence statements of the School Excellence Framework v2 with a focus on teaching, learning and leadership. All community members were involved in the development of a shared vision statement, and from this, identified strategic goals and priorities to support the ongoing pursuit of excellence.

All gathered information was evaluated and aligned to determine the school's vision, the three strategic directions and the school's planning priorities. This information formed the structure of the 2018–2020 school plan.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1

Engaged and motivated learners

### Purpose:

To equip our students with literacy and numeracy skills in order to be successful, lifelong learners, enabling them to become active and informed citizens of the future.

SEF v2 links:

Learning – Learning Culture, Curriculum, Assessment, Reporting, Student Performance Measures

Teaching – Effective Classroom Practice, Data Skills and Use, Professional Standards

Leading – Educational Leadership, School Resources

## STRATEGIC DIRECTION 2

Quality classroom practitioners

### Purpose:

To build the capacity of staff to meet the needs of students in the delivery of a quality curriculum through innovative practice.

SEF v2 links:

Learning – Curriculum

Teaching – Professional Standards, Learning and Development

Leading – Educational Leadership, School Planning Reporting and Implementation, School Resources

## STRATEGIC DIRECTION 3

Connected and inclusive school community

### Purpose:

To ensure the engagement of the whole school community to support cognitive, emotional, social, physical and spiritual wellbeing of students.

SEF v2:

Learning – Learning Culture, Wellbeing,

Teaching – Effective Classroom Practice

Leading – School Resources, Management Practices and Processes

# Strategic Direction 1: Engaged and motivated learners

## Purpose

To equip our students with literacy and numeracy skills in order to be successful, lifelong learners, enabling them to become active and informed citizens of the future.

SEF v2 links:

Learning – Learning Culture, Curriculum, Assessment, Reporting, Student Performance Measures

Teaching – Effective Classroom Practice, Data Skills and Use, Professional Standards

Leading – Educational Leadership, School Resources

## Improvement Measures

Students K–2 will reach the following levels in reading: 80% of Kindergarten students reach level 9, 80% of Year 1 students reach level 18 and 85% of Year 2 students reach level 26

By 2020 the percentage of Yrs 3, 5 and 7 students in the top 2 bands for reading has increased by 10% to 45%, 32% and 26% (baseline 2015–2017 rolling average).

By 2020 the percentage of Yrs 3, 5 and 7 students in the top 2 bands for numeracy has increased by 10% to 36%, 20% and 27% (baseline 2015–2017 rolling average).

By 2020, the percentage of Aboriginal students in the top two bands meets or exceeds the broader population (baseline Aboriginal students Yr 3 reading 2016–17 was 19% and numeracy was 20%. Yr 5 data not statistically measureable).

## People

### Students

Understand and value their role in the learning process, providing feedback to teachers and taking responsibility for their collaboratively developed learning goals.

### Staff

Have the skills to use feedback, analyse data and work collaboratively with students and staff to devise and implement differentiated research based programs, in consultation with parents/carers.

### Leaders

Recognise the importance of strategic planning and placement of resources based on internal and external student achievement data.

### Parents/Carers

Value the importance of their role in the learning journey of their child.

### Community Partners

Understand the importance of a coordinated effort to support students and their families in order for all students to continually improve.

## Processes

Implement and embed high quality, research based literacy practices which are differentiated to meet all student needs.

Implement and embed high quality, research based numeracy practices which are differentiated to meet all student needs.

## Evaluation Plan

Analysis of NAPLAN and school based data

Lesson plans and teaching programs

PDPs

Student attendance data

Observational Rounds

Meeting minutes and Professional Learning records

TTFM and school developed survey results

Self Assessment and Charting against the SEFv2

## Practices and Products

### Practices

Collaboratively set learning goals around literacy and numeracy are developed with students and provide feedback to teachers on their progress.

Collaborative groups meet to analyse student data and feedback to design, implement and evaluate differentiated programs. Clearly articulated information about student progress is shared with colleagues, students and parents.

Staff are actively involved in quality professional learning, offered both within and outside the school.

### Products

Personalised learning goals are evident in teacher programs and classroom environments.

Differentiated teaching and learning programs are driven by assessment, data analysis and student feedback.

Teaching programs and classroom environments reflect best practice in literacy and numeracy, as a result of quality professional learning.

# Strategic Direction 2: Quality classroom practitioners

## Purpose

To build the capacity of staff to meet the needs of students in the delivery of a quality curriculum through innovative practice.

SEF v2 links:

Learning – Curriculum

Teaching – Professional Standards, Learning and Development

Leading – Educational Leadership, School Planning Reporting and Implementation, School Resources

## Improvement Measures

By 2020 the percentage of Yrs 3, 5 and 7 students in the top 2 bands for reading has increased by 10% to 45%, 32% and 26% (baseline 2015–2017 rolling average).

By 2020 the percentage of Yrs 3, 5 and 7 students in the top 2 bands for numeracy has increased by 10% to 36%, 20% and 27% (baseline 2015–2017 rolling average).

The Rigour aspect of the Drivers of Student Outcomes increases to meet or exceed the NSW Government norm (baseline 8.1 for the school compared to 8.2 for NSW in the 2017 TTFM Student survey).

The Effective Learning Time aspect of Drivers of Drivers of Student Outcomes increases to meet or exceed the NSW Government norm (baseline 8.0 for the school compared to 8.2 for NSW in the 2017 TTFM Student survey).

## People

### Students

Understand the need to engage with technology and future-focused learning to enhance their learning experiences.

### Staff

Value the opportunities to engage with professional learning to further develop skills and knowledge in the delivery of high quality, future-focused learning.

### Leaders

Understand the impact of quality professional learning and evidence based practices to build the capacity of staff across the school.

### Parents/Carers

Understand the importance of their child/ren developing skills in technology and in creative and critical thinking to support their success as life-long learners.

### Community Partners

Understand the contribution they make through sharing skills and expertise, and feel they are a valued and respected partner in the teaching and learning process.

## Processes

Implement a whole school approach to capacity building where every staff member improves every year.

Review and implement innovative and future-focused and evidence based teaching practices.

## Evaluation Plan

Professional learning logs and meeting minutes

PDPs

Lesson plans, teaching programs and timetables showing teaching practices and differentiation

Analysis of NAPLAN and school based data

Teacher and student surveys

Self Assessment and Charting against the SEFv2

## Practices and Products

### Practices

Quality professional learning builds capacity and expertise across the school and learning community

Consistent data analysis is undertaken to track student progress, analyse the effectiveness of current practices and develop differentiated teaching and learning programs that target student needs.

Peer observation, mentoring/coaching and use quality feedback improve teaching and learning.

### Products

Staff professional learning focuses on continual improvement in teaching practice and builds the capacity of every teacher to implement the most effective strategies to improve student results, with links to the Australian Professional Standards for Teachers, as appropriate.

Future focused teaching and learning programs, assessment tools and learning opportunities are evident in flexible learning spaces.

# Strategic Direction 3: Connected and inclusive school community

## Purpose

To ensure the engagement of the whole school community to support cognitive, emotional, social, physical and spiritual wellbeing of students.

SEF v2:

Learning – Learning Culture, Wellbeing,

Teaching – Effective Classroom Practice

Leading – School Resources, Management Practices and Processes

## Improvement Measures

By 2020, increase the percentage of Yr 5 and Yr 7 students achieving or exceeding expected growth to 60% (baseline rolling averages 2015–2017 Yr 5 –56.2% and 43%, and Yr 7 42% and 53% in reading and numeracy respectively).

The Parents are Informed aspect of the Two-way Communication with Parents Report increases to meet or exceed the NSW Government norm (Baseline 6.0 for LMPS compared to 6.6 for NSW in the 2017 TTFM parent survey)

## People

### Students

Value opportunities to engage with adults who can provide advice, support and assistance throughout their schooling career.

### Staff

Understand the importance of nurturing positive and respectful relationships, with clear lines of communication, to support students and their families.

### Leaders

Recognise that systems and processes ensure that anticipated benefits are being delivered upon to meet the needs of the learning community.

### Parents/Carers

Understand that their contributions and collaborations with the school and community supports their child's learning progress.

### Community Partners

Value the opportunities to work collaboratively with the school to ensure their expertise complements school services, delivering benefit to both the school and the community.

## Processes

Implement a whole school wellbeing approach so all students can connect, succeed, thrive and learn.

Enhance community networks and communication strategies to support students and their families, to build upon educational aspirations.

## Evaluation Plan

Tell Them From Me and school survey data

Parent/carer attendance data for school interviews, reporting sessions, transition programs and celebration events

P&C meeting minutes

PBL data

Learning Support Team, stage and executive meeting minutes

Self Assessment and Charting against the SEFv2

## Practices and Products

### Practices

Students will be provided with opportunities to seek help from adults to support their overall wellbeing and achieve their personal best.

Regular opportunities will be provided for the learning community to be consulted with, engage and provide feedback around student learning and wellbeing.

### Products

Every student is known, valued and cared for, with systems in place and evidence of support across the school, including programs and plans.

Strong links between the school and wider community are evident in and outside of the classroom with an array of learning opportunities provided for students and their families.