School plan 2015 – 2017

Lake Munmorah Public School 2362
School vision statement
Lake Munmorah Public School’s motto “Believe and Achieve” underpins its vision of a school that CARES.

Child – Centred: Each new and old policy will be looked at with the consideration of children’s academic, social and personal welfare being of paramount importance.

Adaptable: Staff training and development will be aimed at keeping all staff members aware of current educational policies and philosophies.

Resourceful: The staff and parents must be aware of the resources and talent available for use in our school and these positive features must be utilised.

Effective: Teachers will be helped to fully implement all school policies for continuing education and welfare of all children. A review of these policies will be made regularly.

Successful: The school will seek every occasion possible to let the successes of our school be widely known.

School mission statement
Our School will give our children every opportunity to be the best they can be, in a community environment offering care, equity, support and encouragement.

School context
Lake Munmorah Public School is a vibrant and dynamic educational setting located on the Central Coast. Our mainstream school population consists of 468 students, including 41 students of Aboriginal and Torres Strait Islander descent. We also have 2 Multi Categorical (MC) classes consisting of 11 students and an Early Intervention (EI) class consisting of 14 students. In total our whole school population is 493 students which are accommodated in 22 classes and supported by a Principal, six Assistant Principals (one of which is on higher duties) and forty teaching, support and office 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 and Mind Marathon and Tournament Of Minds. We have a strong focus on student leadership and provide many opportunities for students to develop their confidence and skills in this area.

Our school welcomes the participation in school activities from the families of our students. Our parents 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 have a strong partnership with our very supportive P&C.

School planning process
Lake Munmorah Public School conducted evaluations to support the effective implementation of the 2015-2017 school plan. The processes used included:

- Surveys, both written and focus groups;
- Whole school evaluations; and
- Consultation with P&C.

To seek the opinions of parents, students and teachers about the school, additional opportunities were also made available through the front office, school app, the weekly newsletter, our community Links newsletter and our LED school sign.

The student representative council ran forums and interviews with students from Years 2-6.

Staff were involved in several planning meetings and forums where information was gathered on the future directions of the school, our priority areas, our vision and our data (such as NAPLAN, attendance and on task behaviour).

A representative from the AEGC was consulted and they provided valuable input for our future directions in Aboriginal education. As a result an Aboriginal Support Program using Aboriginal Education funding was established.

The school plan reflects the School Excellence Framework with a focus on wellbeing, collaborative practices and student achievement. All stakeholders were involved in the development of a shared mission statement to identify strategic future long term directions.
School strategic directions 2015 - 2017

**STRATEGIC DIRECTION 1**
Promote Quality Teaching and Learning

**Purpose:**
To build the capacity of teachers to deliver quality educational programs through the implementation of teaching and learning initiatives that lead students to be actively engaged in meaningful, challenging learning experiences through personalised, differentiated learning opportunities, which caters for the 21st Century learner.

**STRATEGIC DIRECTION 2**
Strategic and Planned Approach to Support Student Wellbeing

**Purpose:**
To develop a safe school environment that caters for the needs of individual students through the development of programs and processes that promote mental health and wellbeing. This will instil the values of respectful and responsible citizenship; and promote students’ intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing.

Our school aims to consistently implement a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment.

**STRATEGIC DIRECTION 3**
Strengthening Community Partnerships

**Purpose:**
To build inclusive, collaborative teams and school networks, through quality community partnerships which contribute to students’ engagement, learning and wellbeing as a central focus. Engage parents and the wider community as partners in the educational process through school based initiatives and activities.
Strategic Direction 1: Promote Quality Teaching and Learning

Purpose
To build the capacity of teachers to deliver quality educational programs through the implementation of teaching and learning initiatives that lead students to be actively engaged in meaningful, challenging learning experiences through personalised, differentiated learning opportunities, which caters for the 21st Century learner.

Improvement Measures

NAPLAN data shows an increase in expected growth in reading, writing and numeracy when measured against the state and region as measured by three year Trend Data average.

NAPLAN data shows all students working above minimum standard in all areas.

Staff members develop a PDP with identified professional goals and evidence of achievement.

Increased number of students reach expected benchmarks in internal assessment data.

Rigorous and comprehensive assessment of student progress reflecting outcomes and continuum measures as plotted against individual performance benchmarks.

People
Students: Students are actively engaged in explicit learning where they utilise highly developed literacy and numeracy skills, understand the need to be active learners and have the skills to identify and seek help when they do not understand what is being taught. Students understand the positive outcomes associated with challenging learning experiences and develop the capacity and confidence to actively engage and take risks in their learning.

Staff: Staff understand the need to be up to date in ICT and develop the capacity and skills to use technology to enhance learning experience. Staff have a deep understanding and working knowledge of all new syllabus documents with the capacity to scaffold effective, meaningful learning experiences for every student in their class, whilst providing quality feedback to students. Staff understand and have the skills to identify what students know when analysing assessment data, including National Consistent Collection of Data (NCCD) and where individuals need to move to next when planning ongoing learning experiences. Staff develop deeper understandings of Aboriginal culture, histories and languages and have the skills and capacity to respectfully teach these to our students. Staff understand the need to embed cross-curriculum priorities in teaching and learning programs.

Leaders: Identify and implement professional learning opportunities with staff that are aligned with school priorities

Parents/Carers: Parents as educational partners in the learning process will have the opportunity to develop their knowledge, skills and understandings to support their children’s learning through participation in

Processes
Regular monitoring of NAPLAN and internal school based program assessments undertaken, in order to analyse student achievement in literacy (Reading/Writing) and numeracy.

All teaching staff participate in professional learning in quality teaching and how to plan and programme based on the Literacy and Numeracy continuum; and receive ongoing training in all new syllabus documents.

Kindergarten and Stage 1 teachers to be trained in TEN.

All staff provided with professional learning in the Australian Professional Standards for Teachers and Principals, the Performance and Development Framework, the associated supporting documents and the ongoing research on what makes a difference to improve student learning outcomes. Principal and executive support staff through a coaching and mentoring model.

Collegial support to review teaching and learning programs, using assessment data, incorporating Consistent Teacher Judgement

Curriculum differentiated in content, process and product to provide appropriate opportunities, challenges and ongoing feedback for student self-directed learning leading to personalised learning.

Evaluation plan:
This plan will be monitored against the milestones every five weeks by the leadership team and every term by the whole staff.

Products and Practices
Products:
* An increased percentage of students in Yrs 3, 5 and 7 achieve in the proficient bands in NAPLAN in reading, writing and numeracy.
* >80% of students will achieve their cluster expectations in the literacy and numeracy continuums.
* >80% of students are above minimum standard in reading, writing, spelling, grammar and punctuation and numeracy.
* An increased percentage Yr3 and Yr5 Aboriginal students achieve at/above minimum standard in reading and numeracy NAPLAN standard.

*All staff members develop a PDP in line with the teacher performance and development process.

Practices:
* Teachers utilise all current and new syllabus documents to design engaging learning experiences which include opportunities for every student to problem solve, question, think deeply and creatively and be challenged in their learning.
* All staff confidently analyse school and external assessment data to provide individual adjustments and design differentiated learning experiences, fluid and flexible groups, modelled and guided approaches and individualised learning plans based on student need.
* All early career teachers mentored by an experienced classroom teacher based on school induction processes.
* Proactive leadership learning across the school support quality educational and organisational practices in alignment with DEC policy; Australian Professional Standards; and NSW syllabus for Australian curriculum.
* Staff engage in and apply professional learning supported by mentoring, coaching and collaboration processes to design targeted learning for use in classroom practice which improves student outcomes.
* Staff reflect upon their practice through a deep analysis of data.
classroom/school parent information sessions.

Build and articulate a shared purpose with staff, to assist students to meet identified learning, engagement and wellbeing needs to achieve immediate goals and long term outcomes.

Community partners: Link external community support networks to provide cultural and real world learning opportunities and experiences for students.
## Strategic Direction 2: Building Capacity to Support Student Wellbeing

### Purpose
To develop a safe school environment that caters for the needs of individual students through the development of programs and processes that promote mental health and wellbeing. This will instil the values of respectful and responsible citizenship; and promote students’ intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing.

Our school aims to consistently implement a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment.

### Improvement Measures
- **Students** receiving a ‘You Can Do It’ Badge in recognition of achieving school behavioural expectations.
- Students demonstrate greater resilience and positive behaviour techniques in the classroom and the playground.
- Surveys indicate continued growth in social/emotional outcomes.
- Students exhibit greater satisfaction in school life.
- Provision of an effective and comprehensive transition to school program for new kindergarten enrolments and those transitioning to high school.

### People
- **Students**, teachers and parents recognise the importance of displaying respectful, responsible and personal best behaviour.
- **Students**: demonstrate the 5 core values of Program Achieve: getting along, quality, organisation, confidence and persistence.
- Students use effective techniques for resilience, positive behaviour and citizenship.
- Engage students in order to develop them as both learners and leaders; which instils the values of respectful and responsible citizenship; and promotes their intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing.
- **Staff**: understand the need for consistency in responding to positive student behaviour.
- Staff model the 5 core values of Program Achieve: getting along, quality, organisation, confidence and persistence.
- Staff confidently accessing learning support for identified students through referral process.
- **Leaders**: ensure support is provided for all students including those experiencing difficulty with their behaviour by consistently applying the school and DEC policies.

### Processes
- **Students** actively engage in strategies and techniques for resilience and positive behaviour in directed class learning experiences.
- **Staff** re-visit current successful positive behaviour programs to ensure consistency of training of staff in staff and stage meetings. For example, Stage 3 staff trained / refreshed in Rock & Water.
- Continue with transition to school programs for kindergarten and Year 6 students.
- Teacher professional learning in areas of student wellbeing and mental health.
- **Leaders** support their teams to build team capacity in identified positive behaviour programs to ensure consistency across the school.
- **Aboriginal students** work on a one-one basis with the AET each week to guide their personal learning and cultural experiences. Teachers develop and action personalised learning plans to support the learning of Aboriginal students within the school.
- Learning Support staff identify students for the National Consistent Collection of Data (NCCD) and plan relevant support with Learning Support Team (LST).

### Evaluation plan:
- Wellbeing data and surveys.
- Reporting against milestones by the leading group; regular feedback from the leading team.

### Products and Practices
- **Products**: A minimum of 30% of all students receive a ‘You Can Do It’ Badge in recognition of achieving school behavioural expectations.
- 100% of students receive 3 awards in 2 of the 5 core values within Program Achieve.
- At least 90% of students demonstrate resilience and positive behaviour techniques in the classroom and the playground each term. (Wellbeing data indicates students having one or less referral to the planning room).
- All students requiring adjustments (including Gifted and Talented – GATS) and learning support are catered for adequately as evidenced through teaching and learning programs.

- **Practices**: All positive behaviour interventions and teaching strategies reflected in class program and playground procedures are supported by stage leaders to ensure consistency across the school.
- Creative and attractive work and play spaces developed to encourage creative, cooperative and collaborative learning practices.
- Staff professional learning is relevant, and underpinned by the Quality Teaching Framework and the Melbourne Declaration.
Strategic Direction 3: Strengthening Community Partnerships

**Purpose**
To build inclusive, collaborative teams and school networks, through quality community partnerships which contribute to students’ engagement, learning and wellbeing as a central focus. Engage parents and the wider community as partners in the educational process through school based initiatives and activities.

**People**

**Staff**: develop the skills to communicate effectively with all community members and understand the importance of increased family and community engagement.

Staff recognise the importance of actively engaging our Aboriginal community to build cultural understanding and develop the skills and capacity to work closely with parents to support students.

**Parents**: understand the important role they play as a valued partner in the consultative decision making process and recognise their input and ideas reflected in school process and practice.

Parents engage in discussion at P&C Meetings, informally, via newsletter and website at key points as new systems and reforms are rolled out.

**Leaders**: Current and aspirant school leaders will be given opportunities to manage and lead key projects at school.

School leaders understand the positive impact community connections can have on student learning outcomes and have the skills and capacity to build strong consultative practices.

**Community Partners**: Strengthen learning alliances within and beyond our school to support school programs including; Indigenous; creative arts; enrichment; environmental; sporting; transition and other innovative initiatives.

**Processes**

Professional learning provided for staff on ways to communicate effectively with a diverse range of parents, families and community members.

Parents provided with opportunities to engage in information evenings such as English, Mathematics, Cyber Safety and supporting learning at home.

Review and develop the reporting, communication and homework policy to reflect consultative input from all members of the school community.

Consult with the AECG and Aboriginal community members on the best way to support Aboriginal students in our school.

Learning community committees are established as required to build expert teams across the LMG to provide professional learning to all staff. Transition processes reviewed and adjusted.

**Evaluation plan:**
This plan will be monitored against the milestones every five weeks by the leadership team and every term by the whole staff.

Regular monitoring of parent P&C attendance data; home-school data; and other community event/fundraising data, throughout the year.

Annual school survey measurement of school culture; environment; and satisfaction levels.

**Products and Practices**

**Products:**

- >60% of parents attend teacher information evenings and / or interviews at the beginning of the year averaged over the last three year period.

- At least 15% increase in the number of parents attending to support the P&C and other community events/fundraisers.

- Sustained high levels of positive student, staff, and parent satisfaction levels with school learning culture and environment.

**Practices:**

- The school community’s input is valued through an ongoing process of consultative decision making and is reflected in the school plan and school life.

- Communication channels are varied and flexible to ensure the school and community have multiple opportunities to give and receive information and engage in ongoing, open discussions to increase student success.

- Collaborative partnerships with the Aboriginal Education Consultative Group and our Aboriginal community are strengthened with ongoing opportunities for input on how we can best support our Aboriginal students and their families.

- The School Excellence Framework forms the basis for ongoing reflective practices.

**Staff actively contribute to milestones reflecting 5P planning process.**

**Improvement Measures**

**Parent survey indicates an increase in their contribution to school life.**

Increase in average of parent participation in information and consultation sessions at school.

To increase the number of parents engaging in P&C events/fundraising, and community learning sessions.