School vision statement

Lake Macquarie High School is creating a culture where students and staff are supported in achieving their best.

It is a school where positive behaviour is modelled and recognised and where academic and social values are an integral part of the high expectations our community has of our students.

We aim to develop students as confident young adults willing and able to make an ongoing contribution to the society and community in which they live.

School context

LMHS is a small comprehensive high school on the western shore of Lake Macquarie. The school overlooks the Lake at Marmong Point and the Lake Macquarie Art Gallery. It caters for a diverse student body including Aboriginal and EAL students. It enjoys a strong, positive relationship with the Lake Macquarie Sailing Club and the Lake Macquarie Regional Art Gallery.

An active P & C Association is highly supportive of the school and its aims. The small size of the school is seen as an advantage, providing for better pastoral care and welfare support for students.

LMHS is an active participant in the Pondee-Konara community of schools and our students are regularly involved in volunteer and leadership roles with local primary schools.

Our students are successful in gaining university, TAFE and apprenticeship/traineeship positions across NSW and approximately 80% of students move into full time study or employment immediately at the end of their school careers.

School planning process

We began by reviewing quantitative student data over the last 5 - 10 years, including: NAPLAN and HSC results; extant attendance and behaviour data maintained on Sentral; and the Tell Them From Me survey data;

The entire school community, staff, students, parents and school volunteers, was surveyed using quantitative and qualitative methods.

The two data sets were then analysed to identify the key needs of the school according to the directions identified by the school community.

A School Planning team was established to build the plan, co-opting and consulting with different members of the whole school community as needs arose. The drafted and redrafted plan has been shared with the school’s peak bodies at each point in the process to allow for comment and for concerns to be addressed and the plan edited or adjusted as needed.

Subsequently each faculty and school initiative area has completed a faculty plan which identifies how each area will work to reinforce the strategic directions of the school plan.
Purpose: To support and encourage students’ successful individual achievement of social and academic outcomes expected by the LMHS community so that students in their turn are confident to make a valuable, ongoing contribution to society.

Purpose: To build a culture of professional excellence and establish a learning environment focused on the ongoing success of every student, reflecting aims of the School Excellence Framework.

Purpose: To strengthen community engagement to ensure the continued success of LMHS. To build collegial and student leadership relationships across the Pondee-Konara Community of Schools.
Strategic Direction 1: Student Success

**Purpose**

Why do we need this particular strategic direction and why is it important?

To ensure students’ successful achievement of both social and academic skills, developing confidence in their ability to make a valuable, ongoing contribution to society.

**Phase 1 – to identify students’ individual needs so that all aspects of the community can participate in supporting student learning more effectively.**

**Improvement Measures**

- PLPs established for all LMHS students
- Staff using PLPs in planning teaching and learning

**People**

How do we develop the capabilities of our people to bring about transformation?

**Students:** Students identify their career goals, personal qualities and learning strengths and learning needs via a PLP interview.

**Staff:** Access students’ PLPs for teaching and learning support data and integrated with extant data relating to the implementation of school/DEC mandatory policies.

**Parents/Carers:** Participate in the PLP interviews where possible and be provided a copy and relevant ongoing information to assist with support from home, e.g., Careers information, Parent meetings, subject specific information.

**Community Partners:** Support students by providing opportunities in specialist areas of interest to students or academic need, e.g., Norta Norta Tutoring, Mentoring programmes, School Leadership workshops (see SD3 for more evidence of this).

**Leaders:** Key staff (HTs, YAs AEO) trained in administering/facilitating PLP interviews. Develop and implement a system which expedites the interview process through more efficient use of school resources.

**Processes**

How do we do it and how will we know?

- Personalised Learning Plan established for every student.
- Staff participation in TPL to support Student Success.
- PBL reinforced and strengthen to provide support and direction for achieving social skills outcomes.

**Evaluation Plan**

All students have PLPs recorded on Sentral by end 2015.

Interview process developed for Term 4 2015/2016 by trained Leaders.

Teacher programming shows evidence of using data to inform teaching and learning in accordance with school/DEC policies (inc: Focus on Reading, Careers, Aboriginal Education, Technology, Lit/Num Continuum).

These practices are fully embedded by 2017.

HSC exit results show continual improvements in VAD scores with a view to achieving positive VAD scores in all sections by 2020.

**Products and Practices**

What is achieved and how do we measure?

- All Students have PLP recorded in Sentral by end 2015.
- Interview procedures in place for updating PLPs in Term 4 2015 / Term 1 2016.

**Product:**

- Application of data from PLPs and other sources in planning teaching and learning activities.

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

**Practice:**

- Using PLPs as a data record for individualising teaching and learning.
- Reinforce professional use of data/DEC policies to inform teaching and learning.
- Using community links to support the achievement of individual student goals.
## Strategic Direction 2: Teacher Excellence

### Purpose

Why do we need this particular strategic direction and why is it important?

To build a culture of professional excellence and establish a learning environment focused on the ongoing success of every student and supporting teachers in addressing current DEC reforms.

### People

How do we develop the capabilities of our people to bring about transformation?

- **Students**: provide opportunity for students to give progressive feedback about our school and our teaching
- **Staff**: All staff will identify their own professional learning and development needs, particularly with respect to Teacher Accreditation, Technology, 21st Century learning
- **Parents/Carers**: provide opportunities for parents/carers to give progressive feedback about our teaching and learning at LMHS
- **Community Partners**: maintain/improve provision of information about teaching and learning at LMHS
- **Leaders**: Through targeted professional learning programs current and aspiring leaders will refine their skills and knowledge

### Processes

How do we do it and how will we know?

- Implement GTIL/SEF reforms, redesign TARS/EARS processes to reflect DEC policy by 2017
- School Induction programs in place for all staff working at LMHS by 2017
- Targeted programs in place to support staff in reaching professional excellence e.g., ECT, Accreditation, Leadership, Teachers experiencing difficulty
- **Tell Them From Me** Survey data from school community

### Products and Practices

What is achieved and how do we measure?

- Increase in positive responses in Community Surveys – e.g., **Tell Them From Me**
- All staff meet professional accreditation standards by 2017
- Minimum 10% of staff undertaking or completed higher level accreditation by 2017
- Improvements in VAD by 2020

### Improvement Measures

- All staff meet professional accreditation standards by 2017
- **Tell The From Me Surveys** data, especially with respect to teaching and learning

### Evaluation Plan

- EARS/TARS processes
- Community Surveys
- Website/Facebook views
- Improvements in VAD scores for students by 2020

### What are our newly embedded practices and how are they integrated and in sync with our purpose?

- Awareness of and implementation of the School Excellence Framework philosophy by every member of staff
- Seeking communication and feedback from broader school community
### Strategic Direction 3: Community Engagement

**Purpose**

**Why do we need this particular strategic direction and why is it important?**

To strengthen community engagement and ensure the continued success of LMHS by building community, collegial and student relationships across the Pondee-Konara Community of Schools.

**How do we develop the capabilities of our people to bring about transformation?**

- **Students:** Engage in leadership training to develop their own skills and self-confidence and lead activities with Pondee-Konara schools intended to extend and develop the talents of Primary School Students.

- **Staff:** Engage in collegial activities designed to increase familiarity between the staff of the Pondee-Konara schools and build professional relationships through sharing and collaboration.

- **Parents/Careers:** Provide opportunities for parents and caregivers to develop stronger, longer relationships with LMHS staff, improving home-school communication and teamwork.

- **Community Partners:** The school will use multiple communication methods to promote the school in the community and continue to encourage the participation of community members in mentoring and training roles.

- **Leaders:** School leaders at every level will be provided with additional, ongoing training to enhance their role as Pondee-Konara learning community leaders.

**Processes**

**How do we do it and how will we know?**

- Establish and develop the PK Connect network with Pondee-Konara schools, involving new communication opportunities and staff connections

- Identify opportunities for LMHS students to work with Pondee-Konara primary students in class and at public events

- LMHS K-12 Careers Development Project

**Evaluation Plan**

Review process for all LMHS Pondee-Konara activities in place. Events will be reviewed as soon as possible via feedback forms and the data collated to inform future planning and check progress.

Survey community with respect to improved communication processes and practices

**Products and Practices**

**What is achieved and how do we measure?**

- PK Connect concept established, activities and monitoring in place for leaders and participants

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

- PK Connect concept established, activities and monitoring in place for leaders and participants

**Practice:**

- Increasing professional collegiality and student leadership in the Pondee-Konara community.

**Practice:**

- Improving communication across the Pondee Konara community.

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