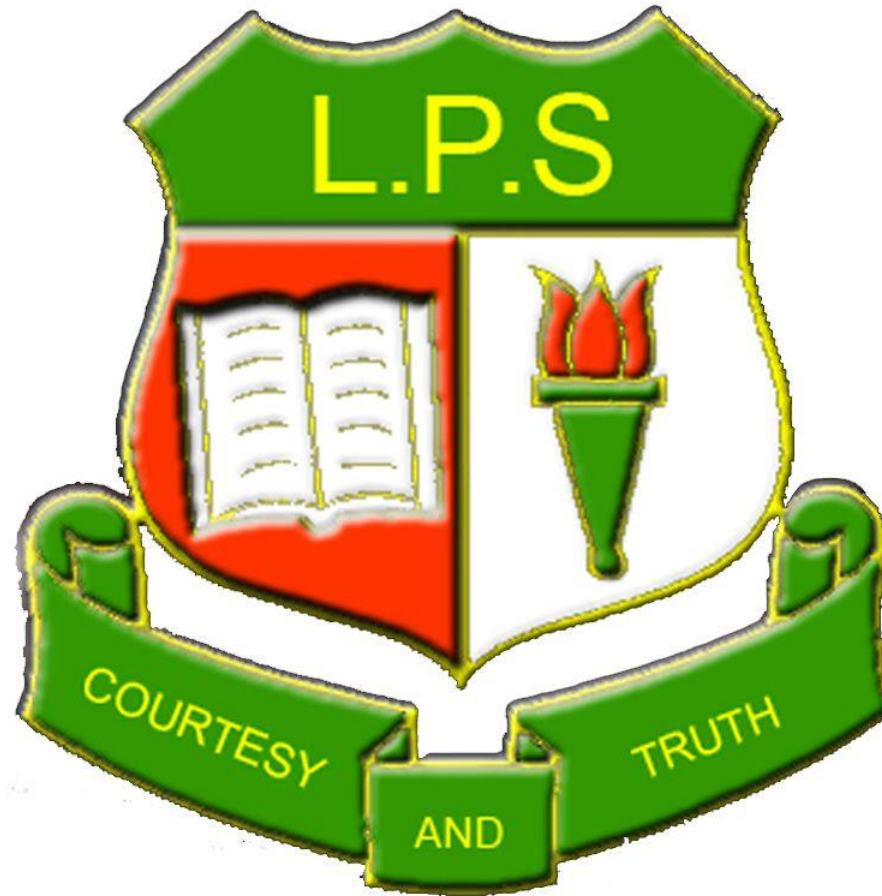


# School plan 2018-2020

## Lambton Public School 2366



# School background 2018–2020

## School vision statement

Lambton Public School builds student's skills and growth in educational, social and emotional domains. Our students are respectful, responsible and courteous, and they strive for their personal best as they learn to respond positively to challenges in a caring and supportive environment.

## School context

Lambton Public School opened in 1865 and has a long and proud history. The school is located west of Newcastle and serves a community that is quite evenly split across low, medium and high socioeconomic groups.

The enrolment of 392 students includes 22 Aboriginal students and 38 students from language backgrounds other than English.

The school is organised into 15 classes and is served by 27 teaching staff, three administrative and support positions and three additional school learning support staff.

Staff have high expectations of both their students and themselves and are committed to continually building and strengthen professional practices and creating quality learning opportunities for our students.

Building and maintaining respectful and responsive relationships with and amongst our entire school community ensures quality relationships, builds a sense of belonging and results in people feeling valued, accepted and secure.

## School planning process

A process of consultation, data collection and analysis has driven the preparation of this plan.

The development of the school plan began in Term 3 2017. The initial phase involved a review of our shared values and beliefs around school ethos and teaching and learning. Our executive team collected and reviewed internal and external data such as SMART, PLAN data, individual student achievement data and the Tell them from Me survey.

During Term 4, data analysis was shared and staff were consulted to identify areas for improvement. As a staff, which included all teaching and support personnel, we then identified 3 broad areas of focus.

Teams were established to further analyse current performance, consider future directions and identify possible success criteria in each of the identified focus areas.

Two parent forums were held providing opportunities for input into the development of key focus areas. The P&C were updated and consulted as plans were further refined and current DoE initiatives and the Premiers priorities considered.

During Term 1 2018 the school consulted with the local AECG to establish an ongoing relationship in context with the development and implementation of this plan.

This process of discussion, reflection, analysis and refinement has resulted in the development of our final School Plan 2018–2020.

# School strategic directions 2018–2020



**Purpose:**

To use student assessment data to implement quality teaching practices that result in effective learning and student growth.

**Purpose:**

To support the cognitive, emotional, social, physical and spiritual wellbeing of all individuals by building respectful relationships and fostering a sense of belonging.

**Purpose:**

To enhance communication, learning and partnerships resulting in student growth, community engagement, confidence, creativity and resilience.

# Strategic Direction 1: Great Teachers, Great Future

## Purpose

To use student assessment data to implement quality teaching practices that result in effective learning and student growth.

## Improvement Measures

Increase the number of students achieving in the top 2 bands in NAPLAN literacy and numeracy by 50%.

85% of students achieve at grade expectation (which is a C) or higher.

The average performance of our Aboriginal students over a 3 year period will equal or better the performance of all Aboriginal students across the state.

## People

### Students

Set and achieve learning goals.

### Staff

Make consistent judgements about student work samples and achievement levels, and use this knowledge to provide a quality differentiated learning program.

### Leaders

Support staff and provide high quality feedback to develop effective literacy and numeracy programs in all classrooms based on the literacy and numeracy strategy.

### Parents/Carers

Engage in parent teacher interviews, workshops and forums, developing skills and knowledge that allow them to support their child's learning.

### Community Partners

Outside agencies and services collaborate with teachers to enhance the learning of our students.

## Processes

### High level professional learning in literacy and numeracy

Teachers work together to refine their teaching pedagogy and incorporate into their classroom programs evidence-based practices to improve student outcomes.

### Evidence based systems

Data is collected and analysed, teachers give and receive feedback and plan effective instruction with a growth mindset.

## Evaluation Plan

Data Analysis

Progression tracking

NAPLAN analysis

Student, teacher & parent feedback

Classroom observations

Document Review – Classroom Programs & Assessment Folders

SEF Tracking

ATSI data

## Practices and Products

### Practices

Staff collaboratively and regularly analyse a range of data to inform practise.

Staff regularly use progression tracking to set student goals.

Staff use learning intentions, success criteria and effective feedback.

Teachers give and receive feedback on classroom practice and professional growth.

### Products

Differentiated K–6 teaching and learning program.

All students demonstrate appropriate growth for literacy and numeracy.

Students understand lesson expectations and apply feedback to improve outcomes.

Teachers have a though working knowledge of the Australian Professional Standards and an increased numbers of staff are working towards the career stages of highly accomplished and lead.

# Strategic Direction 2: Fostering Belonging and Wellbeing

## Purpose

To support the cognitive, emotional, social, physical and spiritual wellbeing of all individuals by building respectful relationships and fostering a sense of belonging.

## Improvement Measures

Improve student and teacher wellbeing which will be evident by scoring average or better in all areas of the KidsMatter Survey Mental Health Maps for schools, staff, parents and students.

Increase positive behaviours across our school setting which will be reflected in less negative incidents recorded on SENTRAL.

Increase sense of belonging, student relationships, student teacher relationships, learning climate and positive connections to culture to equal or better NSW Government norms on the Tell Them From Me survey.

## People

### Students

Have a sense of belonging use social and emotional strategies to support their friendships and learning.

### Staff

Support wellbeing through clear expectations and consistency. Staff wellbeing is explicitly supported through fostering respectful relationships.

### Leaders

Will ensure consistency in data analysis and will provide opportunities for collegial support.

### Parents/Carers

Will engage in wellbeing initiatives and understand and support welling processes.

### Community Partners

Strong transition programs will support students at points of change.

## Processes

### Well being practices and processes

Data collection informs the implementation and focus of wellbeing programs across the school.

### High level wellbeing professional learning

The school community engages in ongoing wellbeing enrichment including the continuation of becoming a KidsMatter School.

## Evaluation Plan

SENTRAL Data

Student, staff, parent survey

Policy and document analysis

LST feedback

SEF reflections

Observation

TTFM survey

## Practices and Products

### Practices

Teachers expertly implement the Welfare Policy with particular focus on explicitly teaching behavioural expectations.

Foster relationships between staff members, between staff and students and between staff and families that are respectful and responsive.

Teachers confidently teach social and emotional skills to students by developing competencies in self-awareness, self management, social awareness, relationship skills and responsible decision making.

### Products

Increase positive behaviours across our school setting.

Staff, students and parents feel valued and respected.

A high quality Social Emotional Learning Program (SEL) embedded into school practice.

# Strategic Direction 3: Effective Communication, Positive Partnerships

## Purpose

To enhance communication, learning and partnerships resulting in student growth, community engagement, confidence, creativity and resilience.

## Improvement Measures

All staff indicate positive and proactive communication systems within the school.

Increased parent response to school based information, surveys, interviews, correspondence, school activities and excursions.

An accurate record of all parent teacher contact is recorded and saved on SENTRAL in a timely and efficient manner.

## People

### Students

Access support and encouragement for their learning and wellbeing from both home and school.

### Staff

Develop positive relationships with parents and use a variety of communication systems to ensure clear, consistent and productive sharing of information with each other and all stakeholders.

### Leaders

Take a proactive role in evaluating communication and provide authentic opportunities for parents and carers to connect positively with all aspects of schooling.

### Parents/Carers

Communicate regularly with teachers to support student learning and wellbeing.

## Processes

### Communication Systems

Implement exemplary communication systems that allow the sharing of information with all stakeholders.

### Positive Partnerships

Professional learning to implement the 'Schools Excellence Framework', 'Strengthening Family and Community Engagement', 'Excellence in School Customer Service' and 'KidMatter'.

## Evaluation Plan

Teacher feedback

Interview logs

Surveys and Survey return rates

Tell them from me

KidMatter survey data

SEF Reflections

## Practices and Products

### Practices

Utilise exemplary administrative and communication practices to enable effective dissemination of information to staff and parents.

Families actively engage in school activities with particular importance placed on those related to the learning of their children.

Refine tools and systems so that teachers can communicate more effectively with parents and carers in areas related to child development, learning, mental health and wellbeing.

### Products

The school effectively uses a broad platform of communication tools, including electronic and social media to share information with relevant stakeholders.

High levels of support and participation in meetings, workshops and interviews that relate to student learning and wellbeing.

Effective, collaborative, supportive relationships with parents and carers.