

School plan 2018-2020

Lambton Public School 2366



School background 2018–2020

School vision statement

Students achieving their personal best in a professional, supportive environment is at the heart of what we do at Lambton PS. We aspire to build student skills and values through well-sequenced and engaging experiences which balance the social and emotional needs of students, staff and community in a happy and inclusive environment. Teachers work collaboratively to encourage the development of each child as a life-long learner.

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 socio-economic 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, 3 administrative staff and 3 additional school learning support officers.

Staff have high expectations of both their students and themselves and are committed to continually building and strengthening 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 contained in SMART, PLAN, 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 of 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 consulted as plans were further refined and current DoE initiatives and the Premier's priorities considered.

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

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

School strategic directions 2018–2020



Purpose:

To strengthen teaching practices by utilising evidence-based pedagogy to enhance student outcomes.

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 positive partnerships amongst all stakeholders based upon a culture of high expectations and community engagement towards whole school improvement.

Strategic Direction 1: Great Teachers, Great Future

Purpose

To strengthen teaching practices by utilising evidence-based pedagogy to enhance student outcomes.

Improvement Measures

Increase % of students in top two NAPLAN bands in Year 3 and 5 for:

- Numeracy from 27.1% (baseline 2017–2018) to 35.6% or above in 2022
- Reading from 43.5% (baseline 2017–2018) to 50.5% or above in 2022

Increase % of students achieving expected growth Yr 3–5 for:

- Numeracy from 62.2% (baseline 2016–2018) to 66.0% or above in 2022
- Reading from 62.6% (baseline 2016–2018) to 66.8% or above in 2022

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

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.

Processes

High Quality Teaching and Learning

Teachers develop a deep understanding of evidence-based pedagogy and implementation of the teaching and learning cycle

Coaching and Mentoring

Establishing a system of effective coaching and mentoring to support teacher's professional development and growth

Evaluation Plan

Data Analysis

Progression tracking

NAPLAN analysis

Student, teacher & parent feedback

Classroom observations

Document Review – Classroom Programs & Assessment Folders

SEF Tracking

Practices and Products

Practices

Teachers are implementing evidence-based pedagogy with a focus on literacy and numeracy to improve student outcomes

Teachers use a variety of high quality data sources to regularly analyse students' achievement and to inform future practice

Teachers give and receive effective feedback on classroom practice and professional development

Products

All teaching and learning programs are syllabus based and are developed using individual student and school assessment data to inform practice

All teaching and learning programs are differentiated to meet the needs of all students

All teachers demonstrate competencies in line with the Australian Professional Standards for Teachers

All classrooms reflect high quality evidence-based pedagogical practices as a result of coaching, mentoring and professional learning

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

Increase the proportion of students reporting a positive wellbeing (sense of belonging, expectations for success and advocacy) at school from 84.3% (baseline 2018) to 88.8% or above in 2022.

Increase % of students attending school 90% or more of the time from 79.4% (baseline Sem 1, 2018) to 84.7% or above in 2022.

The implementation of a social and emotional program leads to a shift from 'delivering' to 'sustaining and growing' in relation to the School Excellence Framework theme 'Caring for Students'.

People

Students

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

Staff

Support the advancement of student wellbeing by using a diverse range of strategies and skills

Leaders

Will ensure consistency in data analysis to monitor and refine student wellbeing at the whole school level

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

Wellbeing Processes

Plan and embed whole-school wellbeing procedures that support the wellbeing of all students so they can connect, succeed, thrive and learn

Social and Emotional Learning

Introduce and implement social and emotional initiatives that aide students to develop social and emotional competencies

Evaluation Plan

SENTRAL Data

Policy and document analysis

LST feedback

SEF reflections

Observation of practice

TTFM surveys

Practices and Products

Practices

Teachers expertly implement the school wellbeing procedures in the classroom with a particular focus on explicitly teaching behavioural expectations

The wellbeing of students is explicitly supported by identified staff with students able to identify a staff member that provides them with support

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

Implementation and monitoring of wellbeing processes lead to measurable improvements in student wellbeing and engagement

School processes are established to ensure that every student is known, valued and cared for

Consistent delivery of social and emotional initiatives is evident in teaching and learning programs and observations of student interactions

Strategic Direction 3: Effective Communication, Positive Partnerships

Purpose

To enhance positive partnerships amongst all stakeholders based upon a culture of high expectations and community engagement towards whole school improvement.

Improvement Measures

Parent initiatives lead to a shift from 'delivering' to 'sustaining and growing' in relation to the School Excellence Framework theme Community Engagement'..

Increase the school Tell Them from Me teacher survey mean from 6.6 to 7.6 in the area of Quality Feedback and from 7.6 to 8.0 in the area of Collaboration.

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

People

Students

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

Staff

Develop positive relationships with students, parents and colleagues and use a variety of communication systems to ensure clear, consistent and productive sharing of information

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

Work in partnership with teachers and the school to support student learning and wellbeing

Processes

Positive Partnerships

Establish and strengthen authentic partnerships with parents and carers to enhance student learning and wellbeing

Collective Efficacy

Develop collaborative and collegial practices that enhance school culture so that every teacher and every leader, improves every year

Evaluation Plan

Teacher feedback

Interview logs

Surveys and Survey return rates

Tell them from me

KidsMatter survey data

SEF Reflections

Practices and Products

Practices

Staff are regularly engaged in robust and professional dialogue regarding school initiatives and classroom practice

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

There is ongoing enhancement of school communication systems so that teachers can communicate more effectively with parents and carers in areas related to child development, learning, mental health and wellbeing

Products

All staff pursue excellence through a shared vision and common beliefs where all contributions are valued

Effective partnerships are established and maintained with parents and carers across multiple domains of school life

Communication systems are effective in providing two-way communication between home and school