

# School plan 2018-2020

## New Lambton South Public School 3798



# School background 2018–2020

## School vision statement

We create life-long learners who will become future contributors to society. We ensure that students are happy, resilient and we promote a growth mindset that will allow them to become independent problem solvers. Through positive self-belief, they experience success every day.

## School context

New Lambton South Public School is a dynamic public school in the heart of Newcastle. There are 18 classes and 474 students in 2018. The community is drawn from a mixture of family types where parents may work, study, care for children at home or combine all of these lifestyles. Approximately 70% of our parent body has attained a degree level education and the skills of these professional are regularly used in building a community approach to school improvement.

The area is under renewal due to change in demographics and mobility is around 15%. We have 11 Aboriginal Students and 12% families who have ethnic backgrounds other than Australian. The school houses an Opportunity Class (OC), which draws selected students from as far afield as the Hunter Valley and Lake Macquarie. This class strengthens our commitment to Gifted and Talented Education, identification and acceleration across all areas of the school.

The school is the only school in Newcastle to participate in the Early Action for Success program and as such staff access the latest professional learning in teaching methods and methodology. There is also an Instructional Leader employed at the school who is responsible for the training of all teachers

The academic performance of students in this school has been above regional, state and national benchmarks in all areas measured. The school will focus on best practice teaching, enhancing wellbeing of all students and improving partnerships with the community between 2018 and 2020.

Parents provide support to the school and to their children in many ways, through an active P&C and through volunteer support across the school. We have a beautiful community garden and a healthy canteen. Student mental health, the appropriate use of technology and social-emotional learning have been highlighted by the community as areas for the school to address and as such they will be represented in our school's strategic directions.

## School planning process

Throughout 2017 a comprehensive process has been undertaken to engage all aspects of the school community in planning for the 2018 – 2020 school plan. A market research company was engaged to develop and implement a community survey, which had approximately 300 respondents of a possible 380 families within the school. The results of this survey were very clear with the community expressing their desire for improved wellbeing programs and enhanced processes for communication. Overall the community were happy with the academic results of the school and the direction to improve pedagogical practice.

The analysis of current professional learning models and documentation was conducted and this was correlated with various types of student's performance data including school assessments, NAPLAN and anecdotal evidence. The analysis of this data shows that the school needs to enhance it's teaching of mathematics. Continuing to implement best practice literacy instruction will also be a focus whilst maintaining the school's commitment to a range of extra-curricular opportunities.

The school's Aboriginal Education Team and AECG representative were consulted and informed of student performance data and our planned processes for the ongoing engagement and acknowledgement of our Aboriginal students and families.

The student body were surveyed and their desires for innovative and flexible learning spaces and additional opportunities in sports and creative arts have been recognised in the planning process.

Teaching and administrative staff were deeply engaged in the development of the school vision and strategic directions and have worked in teams to develop the processes that sit within these directions ensuring understanding and commitment to achieving the school's long term goals

# School strategic directions 2018–2020



## STRATEGIC DIRECTION 1 CURRICULUM

### **Purpose:**

NLSPS demonstrates high expectations and dynamic teaching and learning programs developed around evidence based pedagogy and rich learning experiences, students and staff will have the essential skills in numeracy, literacy and technology to be creative, innovative problem solvers with a growth mindset who are intrinsically motivated to reach their future potential



## STRATEGIC DIRECTION 2 COMMUNITY

### **Purpose:**

At NLSPS we aim to create a culture of learning and high expectations in a socially cohesive environment. Strong on-going communication will form the cornerstone of our partnership with the school community.



## STRATEGIC DIRECTION 3 CARING

### **Purpose:**

At NLSPS we are committed to creating a safe, positive and respectful environment where everyone is caring, kind and valued. All community members are encouraged to undertake challenge, build resilience and strengthen their personal wellbeing.

# Strategic Direction 1: CURRICULUM

## Purpose

NLSPS demonstrates high expectations and dynamic teaching and learning programs developed around evidence based pedagogy and rich learning experiences, students and staff will have the essential skills in numeracy, literacy and technology to be creative, innovative problem solvers with a growth mindset who are intrinsically motivated to reach their future potential

## Improvement Measures

% of students in the top 2 NAPLAN bands

Year 3

Reading: 18=53% 19=55% 20=57%

Writing: 18=45% 19=47% 20=49%

Numeracy: 18=33% 19=35% 20=37%

Year 5

Reading: 18=50% 19=52% 20=54%

Writing: 18=25% 19=27% 20=29%

Numeracy: 18=44% 19=46% 20=48%

100% of students are achieving expected growth or higher based on school achievement data, BI value add reports and learning progressions.

100% of teachers demonstrate ongoing improvement against school determined evaluation tool in the delivery of literacy and numeracy.

100% of Aboriginal Students are experiencing above average growth compared to their cohort in all areas of

## People

### Students

Develop skills to understand their personal learning goals & be engaged in goal setting development.

### Staff

Engage deeply in professional learning. Commit to active participation in observations, coaching and mentoring and are improving their teaching practice measurable against a school developed measurement tool.

### Leaders

Facilitate a coordinated approach to the delivery of professional learning and the establishment of professional learning communities.

### Parents/Carers

Develop an understanding of best practice teaching and have developed a sound understanding of their students achievements against enhanced reporting processes.

## Processes

**Professional learning in research based future focussed teaching and learning practice.**

**Development of ongoing collaborative professional learning communities.**

## Evaluation Plan

Observational rounds, Walk throughs each term.

Increasingly accurate student assessment and analysis against learning progressions.

Analysis against the School Excellence Framework

Measurable improvement of teaching practice against school assessment tool.

## Practices and Products

### Practices

Teaching staff engage in all relevant professional learning to improve their pedagogical knowledge.

Teachers use relevant data to inform and differentiate their teaching by tracking students using the learning progressions.

Ongoing filming, team teaching, mentoring and coaching is embedded into teaching practice.

Targeted development of expert teachers in stage groups to build capacity and curriculum leadership.

Implementation of learning progressions to track student learning and drive teachers curriculum delivery.

### Products

100% of students have individual profiles developed against selected areas of the literacy and numeracy progressions.

All students are demonstrating individual growth as tracked against the learning progressions.

# Strategic Direction 1: CURRICULUM

Improvement Measures
literacy and numeracy.

# Strategic Direction 2: COMMUNITY

## Purpose

At NLSPS we aim to create a culture of learning and high expectations in a socially cohesive environment. Strong on-going communication will form the cornerstone of our partnership with the school community.

## Improvement Measures

Increased participation of students in extra-curricular events.

Strengthened links at transition points.

Improved communication measures through school based surveys.

## People

### Students

Students will have the opportunity to participate in numerous extra-curricular activities, they will be involved in the development and implementation of improved learning spaces

### Staff

Staff will develop and implement a cohesive communication strategy in order to build community engagement. They will engage in mentoring and coaching relevant to their career stage and will facilitate extra-curricular opportunity.

### Leaders

Leader will collaboratively develop and implement systems for staff development, oversee communication strategy and strategically resource the improvement of learning spaces.

### Parents/Carers

Parents/Carers will engage in the development of a communication strategy, will participate in the improvement of school's learning spaces and will facilitate the extra-curricular opportunities on offer at the school.

## Processes

**Implementation of a long term strategic communication and marketing strategy to engage community in school life.**

**Implementation of extra-curricular activities and opportunities.**

## Evaluation Plan

Observation of improved leadership density across the school.

Anecdotal evidence of improved performance and development processes.

Improved communication and community engagement through surveys (TTFM, survey monkey).

Evaluation against the School Excellence Framework

Ongoing evidence of improved future focused learning spaces.

## Practices and Products

### Practices

Consistent, strategic communication between the school and parents aligned with community expectations.

Ongoing utilisation of community skills and expertise in improving school grounds and culture.

Ensure that all students are given numerous extra curricular opportunities in a variety of domains.

School based strategies for performance development are enhanced including mentoring of beginning teachers and the cultivation of leadership density.

Improved and consistent connections to partner pre-schools and high schools.

### Products

Communication document that all teacher and member of the community regularly utilise.

Upgraded website platform and streamlined digital media presence.

Improved internal and external learning spaces.

# Strategic Direction 3: CARING

## Purpose

At NLSPS we are committed to creating a safe, positive and respectful environment where everyone is caring, kind and valued. All community members are encouraged to undertake challenge, build resilience and strengthen their personal wellbeing.

## Improvement Measures

10% decrease in the incidences of negative behaviours per annum.

Full implementation of the KidsMatter framework

Measureable increase in wellbeing through the Kidsmatter surveys.

Strategies to improve students wellbeing are introduced – TTFM and School based data (SENTRAL) surveys indicate these are improving student's happiness at school.

## People

### Students

Students will demonstrate improved wellbeing, resilience and growth mindsets. They will articulate the values and expectations of the school in terms of behaviour and school culture.

### Staff

Staff are effectively implementing all facets of KidsMatter, wellbeing approaches and are consistently implementing whole school values.

### Leaders

Leaders facilitate a coordinated approach to implementing whole school systems which underpin the implementation of KidsMatter and behaviour systems.

### Parents/Carers

Parents / Carers will develop an understanding of the schools direction and compliment the school through supporting well being initiatives and directions.

## Processes

### Enhanced, multi-faceted student wellbeing strategies

### Kids Matter implementation

### Evaluation Plan

Analysis of behaviour data.

Evidence of improved student wellbeing (TTFM) or school based measure.

Evidence documentation of case management model and whole school values, behaviour model.

Analysis against the School Excellence Framework

Feedback from students, staff and community.

Kids matter data.

## Practices and Products

### Practices

All teachers are effectively implementing the KidsMatter framework of wellbeing.

Implementation of school wide case management model for students experiencing anxiety through strengthened LST procedures.

All staff develop an understanding of how to teach and support students experiencing poor wellbeing.

Systematic teaching of cyber-safety skills, mindfulness and wellbeing strategies are implemented K-6.

### Products

Whole school values and rules are implemented consistently with enhanced behaviour tracking systems.

Outstanding wellbeing strategies and programs.

Improved student participation in extra-curricular activities.