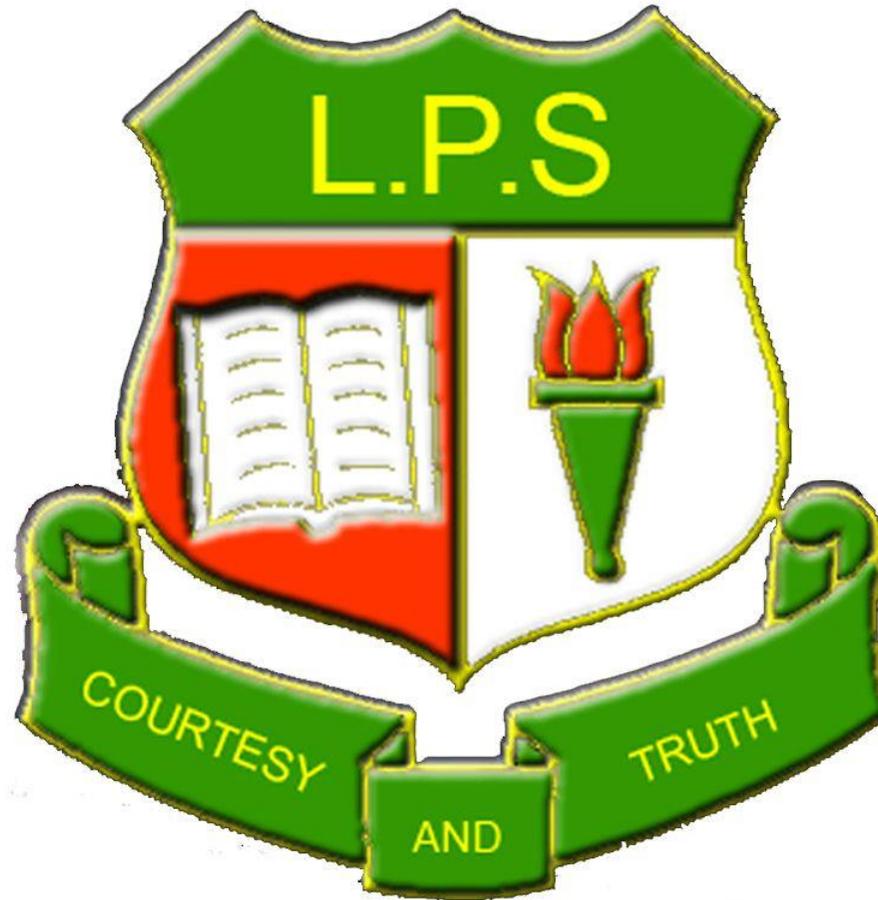


# Strategic Improvement Plan 2021-2024

## Lambton Public School 2366



# School vision and context

## School vision statement

Students achieving their personal best in a supportive and inclusive environment is at the heart of what we do at Lambton Public School. We aspire to build students' skills and values through evidence-based and engaging learning experiences while balancing the academic, social and emotional needs of each child. We hold high expectations for all, such that, every student, every teacher and every leader improves every year.

## School context

Lambton Public School opened in 1865 and has a long and proud history of educating students K-6 across multiple generations. The school is located west of Newcastle and serves an active and engaged community. The school is quite diverse with low, medium and high socioeconomic groups equally represented within the school. The Family Occupation Education Index for Lambton is 70.

Lambton Public School has 23 teaching staff, including two itinerant teachers, and a student enrolment of 359 (2021). Within the student population, approximately 8% are Aboriginal and 15% are from a Language Background other than English. The school seeks to develop strong partnerships with parents and works collaboratively with a dedicated P&C towards school improvement. Parents and students value access to a broad range of extra-curricula opportunities in relation to sport, creative and performing arts and using technology which allow students opportunities to excel.

In developing this plan, the school completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan. It builds upon work undertaken in the previous planning cycle to improve teacher capacity and lift student achievement.

A strong commitment to lifting student achievement with respect to the foundational skills in literacy and numeracy is central to the school's focus in this strategic improvement plan. This focus will be aligned with NSW's stated aim to lift the overall performance of all students in the targeted areas of reading and numeracy. Utilising improved methods of data collection, analysis and reflection to ensure teaching is targeted, personalised and responsive to the needs of individual students will be key initiatives that aim to drive improvement and lift student achievement.

The school will embed a consistent, evidence-based pedagogy centred around explicit instruction across the school to ensure the development of a culture of high quality teaching and learning and effective classroom practice. Professional learning, opportunities for collaboration amongst staff and a shift towards evaluative practice will be key elements to support the ongoing growth and development of all staff.

Given the strong research base highlighting the connection between higher levels of wellbeing and higher academic achievement, better overall mental health and a more pro-social and responsible lifestyle, the school will strengthen existing wellbeing practices through implementing strong, evidence-based social and emotional initiatives, strategies to lift student attendance rates, and improved transition programs.

Consultation with Muloobinbah AECG with respect to the Turning Policy into Action document has resulted in key initiatives aimed at strengthening partnerships with families, building cultural knowledge and improving educational outcomes for Aboriginal students.

To achieve the school's stated objectives, the majority of the schools equity and flexible funding will be used strategically to support initiatives developed in this plan. Some funds will be used to support other activities and key initiatives not embedded in this plan.

# Strategic Direction 1: Student growth and attainment

## Purpose

In order to develop strong foundational literacy and numeracy skills in students, we will utilise and refine data-driven teaching practices that are responsive to the learning needs of individual students.

## Improvement measures

### Target year: 2022

Percentage of students achieving top 2 bands in reading increases from 43.5% (baseline) to 50.5%.

Percentage of students achieving expected growth in reading increases from 62.6% (baseline) to 66.8%.

Percentage of students achieving top 2 bands in numeracy increases from 27.1% (baseline) to 35.6%.

Percentage of students achieving expected growth in numeracy increases from 62.2% (baseline) to 66.0%.

### Target year: 2024

School Excellence Framework (SEF) elements of data literacy, data analysis and data use in teaching are validated at excelling.

SEF element individual learning needs is validated at sustaining and growing.

## Initiatives

### Data-driven practice

Ensure effective strategies and processes for data analysis and reflection are consistently used for responsive curriculum delivery. We will:

- deliver teacher professional learning to develop data literacy skills (e.g SCOUT)
- utilise literacy and numeracy progression data to inform teaching
- strengthen the instructional leader position to collaborate with teachers using learning progression data to assess, track and monitor students' progress and design future learning to meet all students' needs
- introduce standard assessments for reading, maths and spelling (e.g PAT) and establish baseline data for future target setting and growth
- reflect, modify and adjust diagnostic, formative and summative assessment practices to analyse and evaluate and report on student progress (e.g consistent teacher judgement).

### Personalised learning

Embed and strengthen a learning culture that enables students to develop, receive feedback and achieve their learning goals. We will:

- engage in teacher professional learning focussing on the literacy and numeracy progressions to personalise student learning and understanding
- establish school systems to identify and meet the needs of high potential students
- implement evidence-based intervention programs by learning and support personnel to support students with additional needs (e.g MacqLit and MiniLit)
- strengthen the learning and support procedures to better identify, support and regularly review the individual needs of students.

## Success criteria for this strategic direction

All teachers have a sound understanding of student assessment and data concepts. They analyse and interpret data and collaboratively use this to inform planning, identify interventions and modify teaching practice.

All teachers comprehensively gather and analyse internal and external data to track student progress, to gain insights into student learning and set personal learning goals.

Teachers clearly understand, develop and apply a full range of assessment strategies in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.

Consistency in school-wide evidence-based programs and assessment processes that identify, regularly monitor and review individual student learning needs.

## Evaluation plan for this strategic direction

To determine our achievement of purpose for improving student outcomes for reading and numeracy, we will use the following data sources:

- NAPLAN data
- SCOUT data
- student work samples
- literacy and numeracy progression data (PLAN2)
- SEF SaS
- MacqLit and MiniLit data
- student plans (IEP's and PLP's)
- PAT data

We will regularly analyse to determine the school's future directions and 'where to next'.

# Strategic Direction 2: Evidence-based practice

## Purpose

We aspire to develop a whole school pedagogy which includes explicit teaching and effective classroom practice to build teacher capacity and improve student outcomes.

## Improvement measures

### Target year: 2024

The SEF themes of teaching and learning programs, formative assessment, lesson plans, and coaching and mentoring are validated at excelling.

The SEF themes of differentiation, explicit teaching and feedback are validated at sustaining and growing.

The SEF elements of curriculum, assessment, effective classroom practice, and learning and development are validated overall at sustaining and growing.

### Target year: 2024

The school's average in years 2, 4 and 6 for check-in assessment in numeracy increases by at least 16% (baseline determined in 2021).

## Initiatives

### Explicit teaching

Establish a consistent whole-school pedagogical approach based on explicit teaching practices. We will:

- deliver professional learning to enhance teacher knowledge of how to explain, model and guide learning as well as monitor progress and check for understanding
- enable teacher collaboration for the planning, delivery, coaching and monitoring of explicit teaching practices
- implement and embed formative assessment, driven by data as an integral part of daily practice in every classroom to monitor student progress
- provide feedback based on the success criteria so that students can excel, apply and improve their development towards their identified goals.

### Effective classroom practice

Establish a school-wide commitment to identifying, understanding and implementing the most effective classroom practices. We will:

- provide professional learning opportunities to build a contemporary and comprehensive knowledge of curriculum and subsequent teaching strategies to develop and implement engaging learning and teaching programs, including curriculum updates
- improve school scope and sequences and associated assessment schedules to support teacher planning and curriculum delivery
- establish a consistent approach to whole-school programming which meets regulatory requirements and guides teachers to expertly use the teaching and learning cycle to deliver effective teaching programs
- collaborate to extend knowledge of exemplary differentiation and skilled task analysis to enhance student understanding of hierarchical concepts.

## Success criteria for this strategic direction

All lessons are systemically and collaboratively planned, delivered and monitored as part of a coherent program of learning.

Teachers are skilled in explicit teaching techniques to monitor students' learning needs. They use a range of explicit strategies to review, explain and break down knowledge.

Mentoring and coaching is utilised to select and apply effective teaching strategies that will ensure the ongoing development and improvement of all teachers and the educational outcomes of students.

Formative assessment is used flexibly and responsively as an integral part of daily classroom instruction and teachers routinely provide explicit, specific and timely feedback to students.

Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase the challenge.

Teaching and learning programs show evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement to monitor responsive curriculum provision.

## Evaluation plan for this strategic direction

To determine our success in improving teaching practice we will analyse the following data sources:

- Check-in, NAPLAN and PLAN2
- observation of teaching practice
- student focus groups
- regular professional discussion of SEF elements and themes.

The findings of this analysis will inform future directions.

# Strategic Direction 3: Successful students

## Purpose

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In order to help students connect, succeed and thrive, we will establish a holistic and integrated school-wide approach to improving student wellbeing.

## Improvement measures

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### Target year: 2022

Percentage of students reporting positive wellbeing increases from 84.3% (baseline) to 88.8%.

Percentage of students attending school for 90% of the time or more increases from 79.4% (baseline) to 84.7%.

### Target year: 2024

The school's overall attendance rate increases from 92.83% (baseline 2020) to 96%.

The SEF themes of caring for students, a planned approach to wellbeing and behaviour are validated at excelling.

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## Initiatives

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### Wellbeing to connect, succeed and thrive

Ensure a strategic and planned approach to deliver whole school initiatives that support the wellbeing of all students. We will:

- implement a school-wide social and emotional program that explicitly teaches social and emotional skills
- deliver initiatives that strengthen positive teacher-student relationships so that students are known, valued and cared for
- embed opportunities for students to contribute to improved wellbeing by enhancing student voice and a sense of agency
- review and strengthen school wellbeing procedures and policies.

### Every day matters - attendance

To ensure that we maintain exemplary attendance for all students, we will research and deliver evidence-based initiatives to improve student attendance. We will:

- review and improve school procedures for monitoring and lifting student attendance
  - strengthen connections between student attendance and the learning and support team
  - design school-based initiatives that build student responsibility and understanding of the importance of excellent attendance
  - initiate and develop partnerships with parents and caregivers related to school attendance
  - utilise departmental strategies, resources and initiatives aimed at improving attendance.
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## Success criteria for this strategic direction

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The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfill their potential.

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

## Evaluation plan for this strategic direction

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To determine our success and the level of improvement in student wellbeing and attendance, the following data sources will be analysed:

- Tell Them From Me (TTFM)
- attendance data
- student leadership and voice
- development and implementation of school procedures
- surveys
- implementation of a integrated school-wide wellbeing program

This reflection and analysis will inform the findings of future directions.