

# Strategic Improvement Plan 2021-2025

## Lambton Public School 2366



LAMBTON  
PUBLIC SCHOOL

# 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 66 (2023).

Lambton Public School has 23 teaching staff, including two itinerant teachers, and a student enrolment of 349 (2023). Within the student population, approximately 9% are Aboriginal and 16% 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 implement and embed a whole-school model of explicit teaching.

## Improvement measures

### Reading growth

Achieve by year: 2023

The percentage of students achieving at or above the expected level of understanding for reading comprehension in English (Essential Assessment Platform) increases by at least 4% from the pre-assessment baseline data.

### Numeracy growth

Achieve by year: 2023

The percentage of students achieving at or above the expected level of understanding for the Common Grade Assessment in Number and Algebra (Essential Assessment Platform) increases by at least 4% from the pre-assessment baseline data.

### Improve SEF Elements

Achieve by year: 2025

School Excellence Framework (SEF) elements of differentiation, explicit teaching and feedback in teaching are maintaining 'sustaining and growing'.

## Initiatives

### Explicit teaching English

Establish a consistent whole-school pedagogical approach for teaching English 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.
- establish and embed evidence-based and explicit English teaching programs K-6
- implement and embed formative assessment driven by data as an integral part of daily practice in every classroom to monitor student progress
- establish a model of coaching and mentoring which is supported through observation of practice by the Assistant Principal Curriculum and Instruction.

### Explicit teaching Maths

Establish a consistent whole-school pedagogical approach for teaching Maths 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
- establish a model of coaching and mentoring which is supported through observation of practice by the Assistant Principal Curriculum and Instruction.

## Success criteria for this strategic direction

All lessons are systemically 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 explain, break down knowledge and target their instruction.

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 and/or provide extension.

External programs are evaluated on the basis of their alignment with our explicit teaching goals and syllabus delivery.

## 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
- Spelling Mastery and TLC data
- Student work samples
- Literacy and numeracy progression data (PLAN2)

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

## Strategic Direction 2: Evidence-based practice

### Purpose

To ensure that learning programs are effectively meeting the needs of all students, we will establish strong systems of using data and evidence-based practices to guide teaching and learning.

### Improvement measures

Achieve by year: 2025

School Excellence Framework (SEF) elements of curriculum, assessment, effective classroom practice, and learning and development are maintained at 'sustaining and growing'.

School Excellence Framework (SEF) element of coaching and mentoring is embedded with practices and procedures and are working towards achieving 'sustaining and growing'

#### Targeted Interventions - Reading

Achieve by year: 2025

There is an uplift in students' progress in reading along the literacy progression in targeted focus areas.

#### Targeted Intervention - Numeracy

Achieve by year: 2025

There is an uplift in students' progress in numeracy along the numeracy progression in targeted focus areas.

### Initiatives

#### Data-driven practice

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

- deliver professional learning to develop staff data literacy skills (eg SCOUT)
- introduce a systematic model of targeted intervention based on reliable data sources (eg Teaching Sprints)
- utilise literacy and numeracy data from a variety of sources to inform teaching and evaluate student progress
- strengthen school assessment practices to ensure teaching is targeted to identified needs and to evaluate student progress effectively.

#### 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 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.

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

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.

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

### Evaluation plan for this strategic direction

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

- Check-in, NAPLAN, PLAN2 and M-Class data
- Teacher programs and assessment records
- Teacher focus groups
- Student work samples and individual plans
- Regular professional discussion of SEF elements and themes.

The findings of ongoing analysis will inform future directions.

# Strategic Direction 3: Successful students

## Purpose

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

## Improvement measures

### Wellbeing

Achieve by year: 2023

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

### Attendance (>90%)

Achieve by year: 2023

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

### Whole school attendance

Achieve by year: 2025

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 excellent.

### Improve SEF elements

Achieve by year: 2025

School Excellence Framework (SEF) elements of 'caring for students' and 'A planned approach to wellbeing' are maintained at 'sustaining and growing'.

## Initiatives

### 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 connected to our values
- 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 work towards improved school attendance for all students, we will utilise and deliver evidence-based initiatives to improve student attendance. We will:

- review and develop quality school systems and processes to ensure consistency of action
- build proactive and effective methods of communication with students, parents and carers to support productive partnerships which enhance student attendance
- strengthen connections between student attendance and the learning and support team
- introduce and improve targeted intervention strategies aimed at addressing students at risk due to poor attendance
- utilise departmental strategies, resources and initiatives aimed at improving attendance.

## Success criteria for this strategic direction

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.

The school's overall attendance rate continually improves over the course of this plan.

## Evaluation plan for this strategic direction

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 and wellbeing data
- student leadership and voice
- development and implementation of school procedures
- parental feedback and focus groups
- implementation of a integrated school-wide wellbeing program

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