

# Strategic Improvement Plan 2021-2025

## New Lambton South Public School 3798



# School vision and context

## School vision statement

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Creating a space that inspires everyone to be their best.

## School context

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New Lambton South Public School (NLSPS) is a New South Wales Department of school in Newcastle. with a population of approximately 472 students in 2021. 72% of the student population comes from families in the top 2 quartiles for Index of Community Socio Educational Advantage whilst only 8% of the student population comes from the lowest quartile. In addition to this, 3% of students identify as Aboriginal or Torres Strait Islander and 13% identify as a student with a background language other than English. (ACARA, 2019). Teaching staff at the school have a range of experiences. 65% of teachers have greater than 10 years teaching experience with 35% less than this and 9% of teachers are in their first year of teaching. There are 83% of teachers are women, with 17% male teachers in the school. The school has built a signature pedagogy based in socio-constructivist methodology focussing on the development of learners who can think critically (Lucas and Spencer, 2020). The school has some unique characteristics including a large Out of School Hours (OOSH) care facility that caters for over 200 students each morning and afternoon. A Regional Opportunity Class for students identified as high potential or Gifted and Talented. The school also embraces a curriculum built on fostering core capabilities in students. The high

The whole school community, involving students, staff, parents, and the local AECG, was consulted in a thorough situational analysis followed by the development of strategic improvement plan. Through our situational analysis, we have identified a need to enhance the teaching of literacy through High Impact Professional Learning and Effective teaching practices between years 3-6. To further promote a holistic approach to student wellbeing and to future proof the school by strengthening organisational density.

# Strategic Direction 1: Student growth and attainment

## Purpose

At New Lambton South Public School our pedagogical frameworks are developed based on academic research. Students are taught the full breadth and depth of the NSW Syllabi. Thus, enabling their academic growth and attainment.

## Improvement measures

### Numeracy growth

Achieve by year: 2023

Demonstrate progress in year 3 to 5 Numeracy Check in assessment against SSSG achievement data compared to 2022 baseline.

### Reading growth

Achieve by year: 2023

Demonstrate progress in year 3 to 5 Reading Check in assessment against SSSG achievement data compared to 2022 baseline.

## Initiatives

### HIGH IMPACT PROFESSIONAL LEARNING

High impact professional learning delivered is designed to meet student needs, identified through data analysis about student progress and achievement. Leaders will develop and embed:

- High Impact cycle of professional learning;
- an inclusive environment that enables learning
- A culture of coaching and collaboration through systems leadership
- Effective professional learning frameworks are embedded based on the research of (Helen Timperley, Viviane Robinson, Michael Fullan, Ann McIntyre).
- Strategies for data analysis and evaluation

### HIGHLY EFFECTIVE TEACHING PRACTICES

Effective classroom practice and an improved model of school based interventions will be developed through

- embedding research based assessment cycles
- increased and more relevant engagement between parents students and teachers
- embedding a research based approach to effective teaching in mathematics and English through the work of, Noella McKenzie, Tessa Daffern, Di Siemon and Fiona Foley.
- A blend of differentiated and targeted teaching
- unique models of support for students to address their academic, social and emotional needs.
- Targeting groups of students for additional oversight and resourcing to ensure their ongoing success and improved life outcomes.
- Key evidence sources include the work of Michael Fullan, Lee Swanson, Kyle Carter, Austin Buffum, Mike Mattos & Chris Weber.
- Implementation of best practice Intervention systems and frameworks including enhancements to LEarning SUpport Team and targeted intervention

## Success criteria for this strategic direction

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students and is committed to the pursuit of excellence.

Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.

The school's curriculum provision supports high expectations for student learning. Students learning and courses of study are monitored longitudinally to ensure continued challenge and maximum learning.

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcomes.

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. The school has processes in place to support teachers' consistent, evidence based judgement and moderation of assessments.

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted

# Strategic Direction 1: Student growth and attainment

## Initiatives

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models.

## Success criteria for this strategic direction

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and modelled, and students' learning improvement is monitored, demonstrating growth.

The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis.

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

## Evaluation plan for this strategic direction

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**Question:** What has been the impact of using high impact professional learning, data analysis and highly effective teaching strategies had on student growth and achievement? Have our practices been high impact?

**Data:** A combination of data sources will be used to evaluate our success. These will include:

- External student performance measures (NAPLAN, PAT, Check-in assessments)
- SCOUT data
- SEF SaS
- PLAN 2
- Internal student performance measures/assessments
- Teaching programs and feedback surveys.
- School based observations tools (monitor teacher improvement)

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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**Analysis:** Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures. This will determine the extent to which the purpose has been achieved.

**Implications:** Where do we go from here? Future directions and next steps.

# Strategic Direction 2: STRATEGIC AND HOLISTIC APPROACH TO STUDENT WELLBEING

## Purpose

Students of New Lambton South Public School are provided with opportunities to be their best academically, socially and emotionally. Students are taught specific capabilities as identified in academic research necessary for future success. Furthermore, every school initiative is selected so that it provides students to develop these uniquely human capabilities as they grow.

## Improvement measures

Achieve by year: 2025

Improvement from Sustaining and Growing to Excelling in the aspect of Wellbeing

Achieve by year: 2025

The school has achieved excelling in the school excellence framework aspect of facilities.

## Initiatives

### STRATEGIC HOLISTIC APPROACH TO STUDENT WELLBEING

Students are supported through a range of strategies that holistically enrich their lives at school. Strategies to achieve this include:

- "Go2" program, ensuring all students have a known adult to support them
- Co- development of behaviour expectations with all school community members.
- Support for student voice through the Student Representative Council.
- There is a clear, heard and supported student voice through the student leadership program and the SRC.
- Proactively supporting wellbeing through the implementation of "The Resilience Project" Across the whole school and into the wider community.
- Focusing on embedding the schools' capabilities framework into all aspects of teaching, learning and reporting.
- Enhancing the physical teaching and learning environment

## Success criteria for this strategic direction

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 fulfil their potential.

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

The leadership team takes a creative approach to use of the physical environment to ensure that it optimises learning, within the constraints of the school design and setting.

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.

## Evaluation plan for this strategic direction

The school will utilise a variety of evaluative strategies to regularly analyse the impact of this initiative on achieving the purpose of the strategic direction. Including

- Tell Them From Me (TTFM) survey
- school generated surveys
- Internal behaviour data
- Internal wellbeing data
- School Excellence Framework
- Anecdotal evidence and feedback from school community.

**Analysis:** Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures. This will determine the extent to which the purpose has been achieved.

**Implications:** Where do we go from here? Future

## Strategic Direction 2: STRATEGIC AND HOLISTIC APPROACH TO STUDENT WELLBEING

### Evaluation plan for this strategic direction

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directions and next steps.

# Strategic Direction 3: SCHOOL EXCELLENCE

## Purpose

New Lambton South Public School strives to be a school of excellence. The School Excellence Framework underpins our relentless commitment to developing a school which excels pedagogically, administratively and organisationally in order to meet the ever changing demands of its students and community.

## Improvement measures

### Attendance (>90%)

Achieve by year: 2023

Greater than 88% of students attend school more than 90% of the time. system negotiated target.

Achieve by year: 2025

Maintain excelling in the School Excellence Framework element of transitions and continuity of learning from sustaining and growing in 2021.

## Initiatives

### SCHOOL EXCELLENCE

The school strives to meet the ever changing need of the community through an agile approach to administration, organisation and service delivery. The following strategies support our students and community:

- Embedding an ongoing systemic approach to supporting and improving both individual and whole school attendance rates.
- Strengthening transition points P-K, 6-7 and internally.
- Strengthening collaboration between parents and the school
- Improving the school's organisational density

## Success criteria for this strategic direction

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 engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points, including highly mobile students and students with atypical enrolment.

The leadership team measures school community satisfaction and shares its analysis and actions in response to the findings within its community.

A high proportion of the teaching staff (including specialist teachers) have attained and are maintaining accreditation at Highly Accomplished or Lead Teacher Professional Standards or there is a strong visible culture in the school that promotes and supports the attainment of higher level accreditation, with an increasing proportion of teachers at preliminary stages of the higher level accreditation process.

## Evaluation plan for this strategic direction

**Question:** What has been the impact of the strategies that have been implemented in improving the school's vision in creating a space that enables everyone to be their best.

**Data:** A combination of data sources will be used to evaluate our success. These will include:

- Attendance rates gathered at specific points in time
- Scout data to measure whole school attendance correlated with activities.
- Anecdotal conversations with attendance officer
- Tiered attendance reports. (school developed)
- Surveys of students and parents at transition points.
- Interviews with students and teachers post transitions



### Evaluation plan for this strategic direction

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- Monitoring of well being data
- Increased proportion of teaching staff moving towards accreditation at higher levels.

**Analysis:** Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures. This will determine the extent to which the purpose has been achieved.

**Implications:** Where do we go from here? Future directions and next steps.