

School plan 2018-2020

New Lambton Public School 2738



School background 2018–2020

School vision statement

New Lambton Public School thrives on providing a learning environment that is rich in challenge and inspiration, resulting in high achievement, growth and wellbeing for all students. Our students develop resilience, flexibility and a social conscience that will enable them to thrive in a complex and dynamic world.

School context

New Lambton Public School is a celebrated school of excellence and has proudly served its community since 1880. The Family Occupation and Educational index (FOEI) rating is 21, which indicates low levels of disadvantage. The wellbeing of all staff and students is integral to our school context.

Our current enrolment of 637 students includes 9 students identifying as Aboriginal, 1 as Torres Strait Islander and 86 from language backgrounds other than English. The school currently has 25 classes.

The executive structure includes a principal, deputy principal, four assistant principals and a leader of pedagogy.

Our signature pedagogy is a strong amalgamation of explicit instruction in literacy and numeracy and inquiry based, real world problem solving.

Our key partnerships to support this pedagogy include close links with the University of Newcastle, University of Technology Sydney and Hunter Water. A strong focus on developing the complex combination of dispositions, skills, values and attitudes are essential for our students in order for them to be successful future oriented, lifelong learners.

A supportive and active P&C and community support their students, teachers and leaders towards excellence.

School planning process

Involvement in external validation in Term 3 2017 provided a thorough situational analysis and deep reflection on whole school practices by all stakeholders.

Qualitative and quantitative data was collected from our student, staff and community body. This initially took the form of *Tell Them From Me* surveys.

Focus workshops for students, staff and community were initiated and guided by all executive members based on the feedback from the surveys.

Parent workshops involved the random selection of families and provided our community with a full voice.

P&C members were clearly consulted and contributed to this process.

Aboriginal families were invited to a workshop with the principal for a full consultation process.

Students were randomly selected from Kindergarten to Year 6 to provide a full student-body voice.

All Aboriginal students were involved in a workshop led by the principal and an assistant principal, where their student voice was collated.

All staff were involved in data analysis of qualitative and quantitative data and were involved in a series of workshops in the development of the plan.

Consultation with the AECG was conducted through a series of conversations to inform planning for improvement.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Enriched Learning

Purpose:

To enrich all students through community involvement and a strong amalgamation of explicit teaching in literacy and numeracy and inquiry based, real world problem solving. Students will become leaders of their own learning through personalised learning and skill development in learning dispositions.

STRATEGIC DIRECTION 2 Passionate Teaching

Purpose:

To ensure teachers are engaged in rich, evidence based teaching methods and use evidence based teaching strategies to optimise learning progress for all students, across the full range of abilities. Strong professional collaboration and practices ensure ongoing instructional improvement and staff wellbeing. Close community connections enhance teaching practice.

STRATEGIC DIRECTION 3 Inspirational Leading

Purpose:

To ensure high expectations in learning by all staff, students and our community. A focus on instructional leadership will sustain a culture of effective evidence based teaching and progressive learning, resulting in a high performance and wellbeing culture for the whole school community.

Strategic Direction 1: Enriched Learning

Purpose

To enrich all students through community involvement and a strong amalgamation of explicit teaching in literacy and numeracy and inquiry based, real world problem solving. Students will become leaders of their own learning through personalised learning and skill development in learning dispositions.

Improvement Measures

Increase % of all students in top 2 bands in literacy and numeracy

- Reading – Year 3, 76% – 84%; Year 5, 59% – 67%; Year 7, 44% to 52%.
- Numeracy – Year 3, 56% – 64%; Year 5, 55% – 63%, Year 7, 49% – 57%.

Two way communication with community and their children's learning will increase from 62% in 2017, to 80% in 2020 (Tell Them From Me)

In 2020 100% of classes will be involved in Future-Focused learning design from a baseline of 48% in 2017.

People

Students

Build skills and strategies for self awareness and reflection on their own learning journeys to enhance a future-focused mind set.

Active learners in explicit lessons to achieve their full potential in literacy and numeracy.

Staff

Full engagement in evidence based pedagogy utilising skills and strategies to maximise all student achievement, growth and wellbeing.

Analyse internal data within a 5 week cycle to evaluate impact of teaching and learning.

Leaders

Enrich learning opportunities for students and staff through instructional leadership, strategic planning and sustaining a culture of effective evidence based teaching and ongoing improvement.

Parents/Carers

Develop an understanding of the school's signature pedagogy and are committed to the pursuit of excellence.

Processes

Explicit Instruction

Strong engagement in lessons including learning intentions and success criteria, in literacy and numeracy.

All students explicitly taught about their "Learning Power" and deeply engaged in future-focused, real world problem solving.

Professional Learning

Continued professional learning in explicit instruction pedagogy including cohesive development and embedding of rich formative assessment and writing tasks.

Professional development of Learning Dispositions and Future Focus Learning Design.

Evaluation Plan

External and internal data analysis

Feedback from staff Professional Learning

Classroom programs reflect embedded signature pedagogy

Classroom observations reflect engagement in future focused teaching and learning.

Evidence of parental engagement in Seesaw

Practices and Products

Practices

Every student involved in reflective reporting and assessment processes.

Every teacher is proficient in formative assessment and uses data to inform and differentiate their teaching. "Warm Ups" used in every classroom.

Problem based, future focused lessons conducted weekly.

School leadership team provides teachers with structures and opportunities for collaboration and support via instructional leadership.

Strategic development and alignment of signature pedagogy across K–6 including embedding of formative assessment practices and rich technology development.

Products

Every student can articulate their learning disposition and reflect on their learning journey, including their explicit goals for continued achievement in Literacy and Numeracy.

All teachers have clear understanding of formative assessment practices and explicit instruction processes for Literacy and Numeracy for improved outcomes for all students. Future Focused learning design is present in all classrooms.

Increased parent knowledge and involvement in curriculum areas.

Parent engagement in Seesaw

Strategic Direction 2: Passionate Teaching

Purpose

To ensure teachers are engaged in rich, evidence based teaching methods and use evidence based teaching strategies to optimise learning progress for all students, across the full range of abilities. Strong professional collaboration and practices ensure ongoing instructional improvement and staff wellbeing. Close community connections enhance teaching practice.

Improvement Measures

Increased % of teachers using data to inform teaching practice from 79% in 2017 to 100% in 2020. (*Tell them From Me*)

Increased % of teachers confident using technology for teaching and learning from 66% in 2017 to 100% in 2020. (*Tell them From Me*)

People

Students

Inspired by and engaged in real world problem solving and explicit learning of literacy and numeracy. Skill development in providing feedback to teachers about their teaching.

Staff

Strong collegial involvement to build skills in future focused and explicit teaching and learning.

Parents/Carers

Involvement in curriculum workshops to build skills and knowledge of signature pedagogy.

Community Partners

Professional partnerships with University of Newcastle, University of Technology Sydney and Hunter Water provide financial and human resources for improved student and staff learning outcomes.

Processes

Feedback

Explicit teaching of 'Feedback' and reflection to staff and students.

Professional Learning

Provision of optimum time and processes to allow for professional development and collegial collaboration in all areas, including technology.

Literacy and numeracy workshops for parents driven and researched by leadership and aspiring leadership team.

Evaluation Plan

Staff discussion with their executive regarding data use to inform teaching and learning and technology use.

Staff feedback via *Tell them From Me* survey regarding data and technology use.

Student feedback and classroom observations regarding inspiration and engagement.

Quantitative and Qualitative data from parents regarding curriculum workshops.

Guskey Thermometer regarding staff professional learning from broader community.

Practices and Products

Practices

Systematic and timetabled meetings for curriculum collaboration.

One workshop a term for parents to cover areas of literacy, numeracy, learning dispositions and future focused learning design.

Products

Consistent K–6 approach to teaching and learning and data, assessment and reporting processes.

Improved staff collaboration processes, consistent pedagogy and strengthened technology skills.

Community involvement in Curriculum workshops.

% of Aboriginal students 'feeling good' (TTFM) about their culture within the learning environment to improve from 45% to 85% in 2020.

Strategic Direction 3: Inspirational Leading

Purpose

To ensure high expectations in learning by all staff, students and our community. A focus on instructional leadership will sustain a culture of effective evidence based teaching and progressive learning, resulting in a high performance and wellbeing culture for the whole school community.

Improvement Measures

% of all student with aspirations for continued learning after school to increase from 81% in 2017 to 100% in 2020.

% of all students who felt a sense of belonging to increase from 79% in 2017 to 100% in 2020.

100% of staff to feel confident in teaching evidence based pedagogy. Survey and student results will reflect this.

People

Students

Will develop skills in leading their own learning, peer tutoring/mentoring processes and strengthening their voice within the school community.

Student Aboriginal Education team will lead peers in strengthening of cultural knowledge.

Staff

Develop their skills and strategies to be leaders of evidence based teaching and learning in their classrooms in order to contribute to the high aspirations and performance culture of the school.

Leaders

Will adopt a consistent approach to instructional leadership and develop skills in inspiring and managing the academic rigour and wellbeing across the school.

Processes

Leadership Initiatives

Initiatives implemented that develop and enhance a culture of leadership among students.

School leadership team provide strong professional learning and instructional leadership for teachers.

Collaborative Practice

Leaders collaborate for consistency and undertake professional learning.

Evaluation Plan

Formal and informal meetings with all students, including Aboriginal students, choosing a leadership pathway.

Staff feedback on peer observation and feedback processes via qualitative and quantitative means.

Classroom observations of instructional leadership

Practices and Products

Practices

Students will be engaged in leadership experiences and be provided with a voice in their school environment.

Professional learning in peer lesson observation of teaching practice including constructive and productive feedback.

Products

High student engagement in leadership opportunities.

Peer observations of classroom practice. High confidence in staff to lead evidence based pedagogy in their classrooms and beyond.

Leaders will demonstrate instructional leadership and model evaluative, evidence based practice. Consistent approach evident.