

# New Lambton Heights Infants School

## Annual Report



2018



5247

## Introduction

The Annual Report for **2018** is provided to the community of New Lambton Heights Infants School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Lisa Hughes

Principal

### School contact details

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### Message from the Principal

I am proud to present the New Lambton Heights Infants School Annual Report for 2018, which summarises our priorities and achievements for the year. 2018 has been a year of change for New Lambton Heights Infants School, with a relieving principal for Semester 1 and a newly appointed principal starting in Semester 2.

Throughout this period of change, the staff and students, with the support of the school community, continued to work towards achieving the goals of the 2018–2020 school improvement plan. Our achievements for 2018 are outlined in this report and after evaluating our 2018 milestones and conducting a self assessment using the Schools Excellence Framework, we have clear directions for school improvement in 2019.

I would like to recognise the efforts of the staff who have provided outstanding teaching and learning programs which have involved all learners. Their professionalism and dedication is a source of inspiration to many. All students have participated enthusiastically in all aspects of school life. Our parents and carers value education and the safe and nurturing environment New Lambton Heights Infants School provides for their children.

I thank the staff, students and community for their warm welcome into this unique setting and I look forward to working together in 2019.

Lisa Hughes

Principal

## School background

### School vision statement

At New Lambton Heights Infants we

- provide a quality learning environment for all students.
- develop and sustain productive community partnerships which improve the outcomes of students.
- enable students to become outstanding citizens and productive members of society

### School context

New Lambton Heights Infants School endeavours to provide excellence in early childhood programs for students from Kindergarten to Year 2. The whole school community is committed to giving every child every opportunity to achieve success.

Our school key values are:

- respect
- responsibility
- personal best

New Lambton Heights Infants School is a small K–2 school in the residential suburb of New Lambton Heights on the border of Newcastle and Lake Macquarie local government areas. In 2018, the school enrolment was 73 students.

The school serves a mixed socio–economic community and has a strong focus on high expectations of students and teachers, quality relationships, creativity, sport and innovation in education.

The staff at New Lambton Heights Infants School are committed to:

- best practice, differentiating everyday learning to cater for the students' different learning needs
- high expectations and quality teaching, implementing teaching methods and programs
- building teacher capacity, through cooperative teamwork and professional development.

As a part of best practice, New Lambton Heights staff use and review a wide range of data regularly to inform, implement and review school planning processes.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self–assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

#### Learning

In learning culture, the school has worked closely with partner primary schools to develop a cohesive and consistent transition program for our Year 2 students, who are transitioning into Year 3. The school learning support team worked closely with schools and parents of the children who required extra support in their learning. We also reviewed our transition to Kindergarten programs and included a community information session, where health professionals from our parent community (speech and OT) presented school readiness information to potential new enrolments. We sought feedback from parents on the kindergarten transition program and received positive results. In curriculum, the school has sought to develop Scope and Sequences and units of work that meet NESA requirements. Teaching programs are differentiated to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Teachers have engaged in professional learning around the new learning progressions and are developing frameworks to enable students to articulate where they are at in their learning journey and where they need to go to next in order to improve.

## Teaching

In the domain of teaching, the school has focused on effective classroom practice, particularly the introduction of an explicit instruction model known as 'warm ups'. This has been done by working together as a whole staff and with staff from New Lambton Public School. Teachers worked collaboratively to develop assessment and lessons to implement the practice known as 'writing warm ups'. The process also involved lesson observations of teachers at New Lambton Public School. Writing warm ups are now an embedded practice K-2 at New Lambton Heights Infants School.

## Leading

This year saw the introduction of the Tell Them From Me Parents as Partners Survey to help the school solicit feedback on school performance from parents. The results were positive with the school performing above NSW norms in all domains, except for the domain of *parents supporting learning at home*, where it fell just below the state norm. This will be a focus for 2019 for our school and we will consult carefully with parents on how better to support them in supporting the learning at home. The results were shared with the P&C and staff. The staff also underwent a thorough evaluation of our 2018 school plan and milestones. This enabled them to help develop the annual milestones for 2019 and understand what they need to do to help address the school plan's strategic directions and meet the school's improvement measures.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## Strategic Direction 1

Outstanding learning, inspiring teaching

### Purpose

To create an engaging, inclusive learning environment supported by a differentiated curriculum to meet the diverse needs of all students, staff and community, preparing today's students for tomorrow's world.

### Overall summary of progress

In 2018, the school began its journey to introduce an explicit instruction (EI) practice known as 'warm ups'. In addition to being an evidence based practice, using this model will ensure greater consistency for the Year 2 students who transition to New Lambton Public School where the John Fleming model of EI is implemented K–6. The school worked closely with teachers at New Lambton Public School to develop their knowledge and skills in implementing this model and adapted the ideas to suit our K–2 context. Teachers have become more familiar with the literacy and numeracy writing progressions and feel more confident to use elements of this in our teaching and learning and assessment in 2019.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>All programs and practices align with Department of Education and NESA expectations.</li></ul>	Professional Learning (Future Focused Learning)– \$1500	<p>Teachers have a greater understanding of the NESA inspection process through PL led by Jean Scott. Teachers have also familiarised themselves with the NESA website and the expectations of programming requirements.</p> <p>Elements of Explicit Instruction have been implemented. This includes writing warm ups K–2 and reading warm ups in K. The writing results from Kindergarten students saw improvement in students ability to write a sentence that included an adverbial phrase – 37% of students scored 0 in the initial assessment (no adverbials) and after 5 weeks of instruction, only 7% scored 0.</p> <p>Student's written vocabulary improved significantly. At the initial assessment, 70% of students scored 0 for use of high interest vocabulary. After 5 weeks all children received a score higher than 0.</p> <p>A teacher attended professional learning to deepen her knowledge of the new NSW K–6 technologies curriculum. This was shared with staff and students participated in a robotics day in partnership with Lambton High School.</p> <p>The school consulted with an expert in the area of STEM/STEAM and discussed more effective ways to integrate this into the current teaching and learning programs.</p>
<ul style="list-style-type: none"><li>All students achievement matches progression expectations.</li></ul>	Professional Learning – Progressions \$1 000	<p>Teachers have attended Professional Learning to gain a better understanding of the new literacy and numeracy learning progressions and PLAN 2. Some aspects of the writing progressions have been introduced when programming and assessing writing.</p>

### Next Steps

- \* Scopes and Sequences in all KLAs to be updated and aligned with NESA requirements.
- \* All reading/spelling programs to include a phonics component.
- \* Improved assessment practices – strategic data collections and the use of formative assessment.
- \* Begin to use elements of the writing and number learning progressions in teaching and learning and assessment. Use Plan 2 to track students K–2 in these areas.
- \* Use of Critical and Creative Thinking continuums as part of a futures learning program.

## Strategic Direction 2

### Thriving Community

#### Purpose

To work together in positive and respectful relationships to improve educational outcomes and promote wellbeing for all students.

#### Overall summary of progress

The New Lambton Heights Infants School community experienced leadership changes in 2018, with a relieving principal in Terms 1 and 2 and a new substantive principal in Terms 3 and 4. The community remained very supportive and engaged in any new initiatives that required their input or support. Parents responded well to the use of See-Saw to engage them in their children's learning and the introduction of community events such as Mothers' Day and Fathers' Day breakfasts and 'Getting Ready for School' information sessions. The school is beginning to work more closely with schools on our local management group and continues to strengthen its connections with wider community groups such as Miromaa and Hunter New England Health.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased parental engagement in student learning in all key learning areas.	NIL	<p>Involved parents in special events at school such as Harmony Day and Kindergarten Orientation. Feedback from the orientation process was very positive and we will continue this practice in 2019.</p> <p>Established the use of See-Saw to share learning with parents at home.</p> <p>Initiated the Parents as Partners TTFM survey to obtain feedback for future planning. Results from this will guide future directions in 2019.</p>
Increased community partnerships to support learning.	NAIDOC and Aboriginal language posters \$350	<p>The school built on its partnership with Hunter New England Health, by agreeing to be part of the media launch for the SwapIt program.</p> <p>An increased Aboriginal language focus, in consultation with Miromaa. Consultation with Miromaa and the LAECG has strengthened our ties with our Aboriginal community groups. The LAECG were thankful for our consultation and granted us permission to use Awabakal language for our school mascot.</p> <p>Improved transitions for students moving into Year 3 and students starting in Kindergarten.</p>
Increase student's sense of wellbeing.	Community special events \$600 PBL Mascot –signage \$300	<p>The school initiated Mothers' Day and Fathers' day BBQs, funded and run by the school. This allowed students time with their parents in a relaxed and fun way.</p> <p>A competition to design a school mascot resulted in enhanced student voice. A Year 2 child's design was selected and the design was used on signage for the office and is to be included on all school signage. A further example of student voice was a wellbeing day, which was initiated and organised by students.</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase student's sense of wellbeing.		The school continued to be involved in Good For Kids Good For Life—promoting Crunch and Sip and became involved in SwapIt, engaging students and their families in healthy eating habits.

## Next Steps

- \* Online learning platforms and communication systems will be utilised across all classes to engage parents in student learning.
- \* Review and implementation of a set of expected behaviours and lessons to explicitly teach these.
- \* Re-establishment of the community of schools (Lambton) and greater collaboration across these schools.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$684	<p>Teachers participated in professional learning session– "embedding Aboriginal Perspectives in to the classroom". Using "Turning Policy into Action" document evaluate current practices. Aboriginal perspectives are being embedded into History, Geography and English Units.</p> <p>Awabakal language posters purchased and language sessions were held on NAIDOC day.</p> <p>Consultation with Miromaa and the LAECG has strengthened our ties with our Aboriginal community groups. The LAECG were thankful for our consultation and granted us permission to use Awabakal language for our school mascot. They have requested that we continue to engage in discussions with staff from Miromaa.</p>
<b>English language proficiency</b>	\$3, 930	Teacher employed to assess students identified in ERN as LBOTE. Teachers were mentored in making adjustments to their programs to support EAL/D students.
<b>Low level adjustment for disability</b>	\$5, 362	Resources used to support students referred via Learning Support Team. Staffing component used to supplement 4th class, to ensure small class sizes across the school.
<b>Socio–economic background</b>	\$1, 343	Resources were used to support students for materials in the classroom and attendance at co–curricula excursions.

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	38	42	42	36
Girls	41	34	30	35

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	93.8	95.1	95.9	96.2
1	96	94.8	95.9	91.8
2	94.9	93.6	96.1	90.2
All Years	94.9	94.6	95.9	93.1
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
All Years	94.1	94.1	94.1	93.6

### Management of non-attendance

The school monitors attendance regularly through Learning Support Team meetings and non attendance reports are generated and issued to teachers fortnightly. This year the SMS system via Sentral was introduced. Any students absent are monitored at 9:30am each morning and a SMS is sent to parent/carer. Overall, the school has satisfactory attendance rates and absences are explained.

### Class sizes

Class	Total
ER0006 KL	14
ER0004 KPA	15
AR0008 1/2SLH	22
DR0002 1/2D	22

## Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	3.05
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.2
School Administration and Support Staff	1.41

\*Full Time Equivalent

The school does not have any employees who identify as Aboriginal or Torres Strait Islander.

### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

### Professional learning and teacher accreditation

Professional Learning for 2018 was centred around Teachers' Professional Development Plans and milestones in the 2018 school plan. Weekly professional learning meetings were conducted and focused on developing teacher knowledge and skills to achieve milestones in the 2018 school plan. Some sessions were dedicated to mandatory training and others were for teachers to work collaboratively on development and review of teaching and learning programs, development of assessment tasks, analysis of student data and consistent judgment of student work samples. Some teachers attended external courses and were asked to share new learning with others or lead professional learning back at school.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	76,424
<b>Revenue</b>	848,099
Appropriation	812,610
Sale of Goods and Services	40
Grants and Contributions	34,042
Gain and Loss	0
Other Revenue	0
Investment Income	1,408
<b>Expenses</b>	-810,384
Recurrent Expenses	-810,384
Employee Related	-739,465
Operating Expenses	-70,919
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	37,715
<b>Balance Carried Forward</b>	114,140

In the 2018, due to changes in school leadership, spending was kept to a conservative level., resulting in \$114, 140 being carried forward. In moving forward, spending will happen in a strategic and consultative manner with the whole school community, aligned to the school plan and key priorities.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	691,474
Base Per Capita	13,923
Base Location	0
Other Base	677,551
<b>Equity Total</b>	21,730
Equity Aboriginal	684
Equity Socio economic	1,343
Equity Language	3,930
Equity Disability	15,774
<b>Targeted Total</b>	50,559
<b>Other Total</b>	14,496
<b>Grand Total</b>	778,259

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## Parent/caregiver, student, teacher satisfaction

### Parents

This year was the first year that the Tell Them From Me 'Partners in Learning' Parent Survey was completed by parents.

The report provides results based on data from 40 respondents in this school who completed the Parent Survey between 06 Sep 2018 and 26 Sep 2018.

The results are as follows:

#### Parents feel welcome

School Mean (NSW Govt Norm) 8.2 (7.4)

#### Parents are informed

School Mean (NSW Govt Norm) 7.7 (6.6)

#### Parents support learning at home

School Mean (NSW Govt Norm) 5.9 (6.3)

#### School supports learning

School Mean (NSW Govt Norm) 7.9 (7.3)

#### Inclusive school

School Mean (NSW Govt Norm) 8.1 (6.7)

### **Safety at school**

School Mean (NSW Govt Norm) 8.5 (7.4)

### **School supports positive behaviour**

School Mean (NSW Govt Norm) 8.7 (7.7)

Parents also responded to two open questions about the school, outlining what they feel the school does well and areas for improvement, as well as ideas for enhancing the playground space.

#### Teachers

Teachers engaged in individual reflection through their Professional Development Plans (PDP) and engaged in one on one discussions with principal as part of this process.

At the end of the year, the teachers worked collaboratively in evaluating the schools' progress at the conclusion of the 2018 school plan and developed the annual milestones to be included in the 2019 school plan. Teachers also contributed to the professional learning plan for 2019, aligning it with the annual milestones and the Teaching Standards.

#### Students

Student to teacher feedback was obtained through teaching/learning and assessment processes at a classroom level. A more formal approach to gauging whole school student satisfaction will occur in 2019.

## **Policy requirements**

### **Aboriginal education**

New Lambton Heights Infants School remains committed to Aboriginal Education and recognising and celebrating the traditional owners of the land. Our school promotes Aboriginal Education through curriculum content as well as through staff development to bring about cultural capacity in our students and staff. All teachers deepened their knowledge of embedding Aboriginal perspectives across KLAs. One teacher attended professional learning to develop her understanding of the local Awabakal culture and was able to share this with teachers. The school also worked closely with the LAECG and a local language group, Mirromar, to name a school mascot using Awabakal language. This idea was developed by a Year 2 student. NAIDOC Week was acknowledged and celebrated at the end of Term 2 through a rotation of activities aimed at increasing the students' knowledge and understanding.

### **Multicultural and anti-racism education**

We continued to include multicultural perspectives in all areas of the curriculum by providing programs which develop the knowledge, skills and attitudes required for

a tolerant culturally diverse society. To ensure this, teaching and learning programs aimed to promote a school culture where students both understand and value cultural diversity. Additionally, all students participated in class Harmony Day activities. Parents were invited to facilitate sessions and this helped to develop a greater understanding of the rich and diverse mix of people that come together as part of our own local community. The school has close connections with Hamilton Languages Centre and we welcomed members of this group to also run sessions about other cultures. This year, one of teachers became our new trained Anti-Racism Contact Officer (ARCO). She is now working closely with the principal and staff to review anti-racism procedures at the school and is developing a document outlining these.