

School plan 2018-2020

New Lambton Heights Infants School 5247



School background 2018–2020

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.

School planning process

An extensive and inclusive process of consultation, data collection and analysis has underpinned the preparation of this plan.

During 2017, the school underwent the External Validation process. This process informed the school greatly through Schools Excellence Framework. From this process, future directions were established and the planning cycle was made more robust and rigorous.

A whole school team consisting of the Principal, teaching staff, a School Learning and Support Officer and community members, worked towards the 2018–2020 School Plan. Engagement with our local AECG during Term 1, 2018, enabled input towards the development of our school plan.

The writing of the school plan began in Term 3 2017. As a staff we devised an inclusive whole school community process to formulate three strategic directions.

The initial phase involved a school community review of our shared values and beliefs around the school ethos and teaching and learning. This informed the establishment of our vision and the development of each strategic direction.

Qualitative and quantitative data from a range of sources including:

- External Validation findings.
- School community survey (parents, staff and students).
- School based teaching and learning data (school devised assessments and PLAN, behaviour tracking).
- Department of Education priorities and reforms.

An evaluation process included discussion, reflection, analysis and refinement resulting in the identification of three strategic directions.

School strategic directions 2018–2020



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.



STRATEGIC DIRECTION 2

Thriving Community

Purpose:

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

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.

Improvement Measures

- Reading – PM Benchmarking Reading.

Increased % students at or above expected reading levels

- 75% Kindergarten students reading level 6 or above from baseline 71% in 2019.
- 95% Year 1 students reading level 17 or above from baseline 92% in 2019.
- 75% Year 2 students reading level 26 or above from baseline 65% in 2019.

Writing (Punctuation) – PLAN 2 Literacy Progression.

75% Year 2 students consistently use correct sentence boundary punctuation (PuN2).

Top 2 NAPLAN Bands

Increase % of Year 2 students in top two NAPLAN bands in Year 3:

- reading from 75% (baseline 2017–2018) to 80.4% or above in 2022
- numeracy from 60.7% (baseline 2017–2018) to 66.1% or above in 2022

People

Leaders

Ensure all learning environments and programs are responsive to student need, reflecting school, Department and NESA requirements.

Staff

Demonstrate an ongoing commitment to providing innovative, dynamic and responsive learning spaces for all students.

Analysis and evaluation of in school data to inform teaching and learning programs.

Students

Engage in all learning opportunities provided to them, working towards co-operatively defined learning goals and demonstrate an understanding of school expectations in all learning areas.

Parents/Carers

Engage in learning opportunities which contribute to improvement of student outcomes and actively contribute to the assessment and reporting cycle which informs teaching and learning programs.

Processes

Evidence Based Practices

Develop an integrated approach to quality teaching, curriculum planning and delivery, and assessment and reporting.

Through:

- Explicit instruction.
- School literacy and numeracy strategies.
- Use of Literacy and Numeracy progressions.

Future Focused Learning

High level professional learning and opportunities to extend student's skills in the general capabilities.

Through

- Integrated information technology use
- Embedded critical and creative thinking strategies
- STEM/STEAM

Evaluation Plan

- Program evaluations
- Walk through lesson observations
- Progressions data analysis
- SEF analysis
- Learning continuum of Information and Communication Technology capability (ACARA)
- Learning continuum of Creative and Critical Thinking (ACARA)

Practices and Products

Practices

Teachers implement best practice in assessment 'of', 'for' and 'as' learning to collect progress data to inform and differentiate teaching and learning programs.

Parents, students and teachers work collaboratively and in consultation to set aspirational yet achievable learning goals.

Cross curriculum priorities and general capabilities are embedded in teaching and learning programs and school activities.

Develop scope and sequences, assessment schedules and data collection throughout the school.

Staff will collaboratively develop their understanding of future focused learning to drive pedagogy.

Products

High expectations for all students through individual personalised learning goals across literacy and numeracy.

Teachers, students and community are committed to and value cross curriculum priorities and general capabilities.

Teaching and learning programs contain clear evidence of the embedded use of formative and summative assessment to inform lesson planning.

Strategic Direction 2: Thriving Community

Purpose

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

Improvement Measures

Increased parental engagement in student learning in all key learning areas.

Increase student's sense of wellbeing.

Attendance (Year K–2)

Increase % of students attending school 90% or more of the time from 87.3% (baseline Sem 1, 2019) to 92.4% or above in 2022.

People

Leaders

Promote and support a collaborative and reflective learning culture by forging and sustaining community links.

Staff

Engage in productive partnerships to complement and strengthen teaching and learning programs.

Promote the profession of teaching through the support of pre–service teachers.

Parents/Carers

Engage in the learning process and develop an increased awareness of curriculum demands.

Contribute to the life of the school by sharing their professional and cultural expertise and experiences.

Students

Develop skills for and a deep understanding of the communities to which they belong.

Processes

Wellbeing

Explicit systems and practices to enhance the wellbeing of students based on evidence based practices.

- Positive Behaviour for Learning
- Bounce Back
- Captain Disposition (CCT)
- Kids Matter

Collegial Communities

To utilise varied opportunities to engage community and work collaboratively to improve student outcomes.

Strengthen/establish links with

- Community of Schools
- Infants schools
- New Lambton Public School
- school community
- University of Newcastle

Evaluation Plan

- Student feedback
- Survey of parent engagement and awareness.
- Personal and Social capability learning continuum
- SEF analysis
- Wellbeing tool

Practices and Products

Practices

Provide classroom opportunities to engage parents and community members in dynamic teaching and learning opportunities.

Staff regularly analyse data on behaviour (resilience/anxiety).

Regular goal setting and tracking of all individual students.

Collegial practices including transition, Consistent Teacher Judgement and explicit lesson instruction, across varied partnerships.

Products

School based communication platforms provide the community with information regarding teaching and learning.

High expectations and resilience in all students.

Outstanding transition processes.

Data drives differentiation and wellbeing.

High levels of parent and community engagement.