

Strategic Improvement Plan 2023-2026

New Lambton Heights Infants School 5247



School vision and context

School vision statement

At New Lambton Heights Infants School we are committed to working in partnership with the whole school community to give students a strong start to their schooling life. We strive for excellence in all areas of teaching and learning. We challenge students to use their creativity, imagination and problem solving skills and nurture life long learners.

We endeavour to create a supportive environment, where students are enabled to do their personal best and achieve their goals. We aim to develop a sense of connectedness across the whole school community, supported by our motto, 'The Family School.'

School context

New Lambton Heights Infants School is a small, family oriented K-2 school, located in the Newcastle area on the traditional lands of the Awabakal people. We work closely with local primary schools and pre-schools to successfully transition our students into Kindergarten and on to Year 3.

In February 2024 the enrolment was 55 students and our Family Occupation and Education Index (FOEI) is 4. 9% of our students come from a family with a language other than English at home and 5.5% are Aboriginal. The school is strongly committed to the key requirements in the Aboriginal Education Policy and the Multicultural Education Policy.

We have strong connections to our wider community including Wallsend South Public School, New Lambton Public School, Muloobinbah Local Aboriginal Education Consultative Group (LAECCG), Hunter New England Health and the City of Newcastle (Blackout Reserve). We are supported by an active P&C and an onsite OOSH, whose contributions help fund resources to support teaching and learning and enhance our playground space.

We understand that the first three years of school is the optimal time to build the fundamental skill set required for future success in students' learning. We actively create an inclusive and supportive environment that encourages our students to be respectful, responsible and empathetic citizens of our world.

Our holistic approach to developing children, and our natural playground setting, allows our students the freedom to explore, learn and interact through play. Our students develop the learning dispositions that help them become effective problem solvers, as well as curious and enthusiastic real world learners.

The staff at New Lambton Heights Infants School worked together to gather and analyse whole school data as part of the situational analysis process in 2022. As a result of this we are committed to:

- building quality and lasting relationships with students, parents, other staff and the wider school community to best support the academic and wellbeing needs of all students
- engaging in evidence based practice, including collection and analysis of data, to inform teaching and learning so that students improve every year
- creating an environment that values and encourages student voice and helps students develop the confidence and skills to be young leaders
- working collaboratively to build staff capacity and achieve personal professional development goals.

Strategic Direction 1: Student growth and attainment

Purpose

To enhance student learning outcomes we will systematically use reliable assessment strategies to evaluate student learning, supported by whole school assessment information.

Improvement measures

Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2024

All students achieving expected literacy progression level for phonics and word knowledge as compared to 2023 cohorts.

Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2024

All students achieving expected numeracy progression level for number and place value as compared to 2023 cohorts.

Initiatives

High impact teaching and learning cycles

Establish a whole school focus, that includes high impact practices for improving all students' literacy and numeracy skills. This will be achieved through quality professional learning, data analysis, reflection and collaborative practice. We will:

- build teacher capabilities to ensure data collection is used to differentiate curriculum, informing teaching and providing feedback to students
- deepen teacher knowledge of new curriculum and effective use of the learning progressions to strengthen and embed a culture of agreed evidence based practices
- develop and/or source differentiated assessments and use regularly to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension
- embed explicit systems for teacher collaboration, observation and feedback to sustain quality teaching practices K-2
- collaborate with each other and staff at Year 3 primary schools to analyse internal and external student data to ensure consistent teacher judgement for reporting to parents and to support transitions to Year 3.

Success criteria for this strategic direction

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.

Processes are in place to support teachers' consistent, evidence based judgement and moderation of assessments.

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

Teachers employ effective evidence-based teaching methods to optimise learning progress for all students, across the full range of abilities.

Evaluation plan for this strategic direction

Internal and external assessment, surveys, observation, student voice, interviews and document analysis will be used to help us determine student growth and improvement.

Analysis will be embedded through progress and implementation monitoring and as part of an annual review.

The use of funding for its purpose and what impact has been made will also be evaluated.

Findings of the analysis will inform our future actions and form part of the reporting for each strategic direction's annual progress measures.

Strategic Direction 2: High Expectations and Engagement

Purpose

We will embed evidence based practices, to strengthen relationships and create an environment where students feel safe and supported to fulfill their potential. Our practices will ensure students are motivated to deliver their personal best and continually improve.

Improvement measures

Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

Uplift of 1.1% attendance rate, from baseline 91.6% in 2023 to 92.7% in 2027.

Initiatives

Student and community engagement

Strengthen a culture where staff and students create and receive feedback in order to grow and improve, and a where a collective responsibility for student success is visible. We will:

- establish professional learning communities that are focused on continuous improvement
- use formative assessment to provide and receive constructive feedback and enhance student voice
- apply professional learning to deepen application of the High Potential and Gifted Education (HPGE) Policy and Aboriginal Education policy
- Further collaborate with Muloobinbah Local Aboriginal Education Consultative Group (LAECG), Aboriginal families and Aboriginal community members to support learning outcomes and enhance cultural safety for Aboriginal students
- implement age appropriate pedagogies to maximise student engagement
- Embed streamlined and cohesive wellbeing programs and work collaboratively with community to clearly document and promote practices
- review and implement key strategies from Attendance Matters.

Success criteria for this strategic direction

Students' learning is monitored longitudinally (K-2) to ensure continued challenge and maximum learning.

Teaching and learning programs are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning.

Teachers ensure all students have a clear understanding of how to improve and student feedback is elicited by teachers to inform their teaching.

The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing, including attendance.

Teachers, parents and community work together to ensure student absences do not impact on learning outcomes.

Evaluation plan for this strategic direction

Internal and external assessment, surveys, observation, student voice, interviews and document analysis will be used to help us determine the extent to which students have achieved their learning goals.

Analysis will be embedded through progress and implementation monitoring and as part of an annual review.

The use of funding for its purpose and what impact has been made will also be evaluated.

Findings of the analysis will inform our future actions and form part of the reporting for each strategic direction's annual progress measures.