

Lavington Public School Annual Report



2016



2378

Introduction

The Annual Report for 2016 is provided to the community of Lavington Public 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.

Brett Davies

Principal

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School background

School vision statement

To deliver sustained and measurable whole school improvement through using evidence-based approaches to learning and teaching.

School context

Lavington Public School (LPS) is a K–6 suburban school, located 4 kilometres north east of Albury. The school currently has 307 students from Kindergarten to Year 6 with 25 staff.

LPS receives additional resources and support through Equity funding. These resources assist the school in continuing to improve student literacy and numeracy outcomes. Our school values include safety, respect and responsibility.

Our students come from a diverse community, with families primarily coming from a suburban background, with a nearby rural influence. Our families have a wide variety of socioeconomic status, cultural background and family configurations. All students receive educational experiences and learning opportunities that foster high expectations, inspiring students to achieve to their potential.

Lavington Public School is committed to offering a quality education for all students from dedicated staff in a stimulating and caring environment. Lavington has a comprehensive orientation program to introduce Kindergarten students into our school, and Year 6 students into High School.

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.

In the domain of **Leading**, Lavington Public School's parents and community members have had the opportunity to engage in a wide range of school-related activities. The school solicits and addresses feedback on school performance from our whole school community and utilises this in the regular review of our school plan. The school community is committed to the school's strategic directions and practices to achieve educational priorities.

The school is also committed to the development of leadership skills in staff and students. Leadership development is central to school capacity building. This begins with executive staff having purposeful leadership roles based on professional expertise. This has seen a realignment of our executive across Kindergarten to Year 6 and provided a clear link between our school plan, strategic directions and leadership roles.

In the domain of **Teaching**, Lavington Public School has processes in place for teachers' performance and development. Teachers are actively engaged in planning their own professional development to improve their performance. Teachers participate in professional learning targeted to school priorities and their professional needs. Professional learning builds teacher skills in the analysis, interpretation and use of student performance data.

An analysis of the teaching team identified gaps and strengths, with succession planning now in place to build staff capabilities and recruit staff with particular expertise to deliver school improvement targets. There is a particular focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers' understanding of effective teaching strategies in these areas.

In the domain of **Learning**, Lavington Public School teaching staff understand that student engagement and learning are related, with the school communicating priorities for strengthening both. Expectations of behaviour are explicitly taught to students and relate to the variety of school settings such as classroom, playground, hallways, canteen and assemblies. Attendance rates are regularly monitored and action is taken promptly to address issues with individual students.

Students, staff and the broader school community understand the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes and are aware of the programs Lavington Public School has in place to support the wellbeing of our students. Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning. The foundation for our success is the demonstrated commitment within our school community to strengthen and deliver on school learning priorities.

Our self-assessment process will continue to assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students. For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Leading

Purpose

To deliver sustained and measurable whole school improvement.

Overall summary of progress

At Lavington Public School, our Leading Strategic Direction focused on increasing the level of our community involvement, clearly establishing the structures and teams within the school, and capacity building within our classroom teaching staff. We have an active parent community, we celebrate and inform our whole school community more effectively through our social media presence and we have reshaped the perceptions of Lavington Public School.

At LPS we have developed our executive role statements and aligned our school teams within the School Excellence Framework. We have focused on leadership development within our executive as well as targeting staff who have identified leadership as an area they would like to develop.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of executive staff have a clear role aligned with the School Excellence Framework.	All executive staff have been active contributors to shaping their roles under the School Excellence Framework. This led to the formation of three whole school teams of School Promotions, Learning and Teaching, and Assessment and Curriculum. All Assistant Principals lead their teams across Kindergarten to Year 6 and report to the Principal. 100% of Lavington Public School staff are active participants in these three teams. Professional Learning, regular meetings and milestone development, monitoring and tracking are embedded throughout the year.	Quality Teaching Successful Students (QTSS) 0.12 staffing TPL \$9, 091 Team meeting days and additional executive release \$99, 638.28

Next Steps

- Develop Induction Program for new staff
- Implement the Parent Power Program
- Upgrade of School Website
- Enhance our stage meeting focus areas: Assessment, Curriculum, Administration, School Promotion.

Strategic Direction 2

Teaching

Purpose

To deliver excellence in evidence-based learning and teaching.

Overall summary of progress

At Lavington Public School, our Teaching Strategic Direction focused on delivering Innovative, evidence-based classroom practices. We focused on the goal of formative assessment driving classroom teaching programs and ensuring our Learning and Teaching team were exposed to professional development opportunities.

At Lavington Public School we have a Performance and Development Framework process that is collaboratively developed and implemented across our school. We facilitate powerful professional dialogue led by our Learning and Teaching team and innovative and evidence-based classroom practice and have developed a clear line of sight between staff Performance and Development Plans and whole school vision and strategic directions.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of staff actively contribute to the Performance and Development Framework process, with Performance and Development Plans monitored and tracked, aligning with revised school plan and stored in a central location.	100% of staff have been supported in the development and implementation of a Performance and Development Plan through full day team meetings, in school stage meetings and regular staff meetings. These meetings target collectively identified needs of our teaching staff. All staff meet at least four times per year with Principal and/or supervisor to monitor and adapt the plans. Professional Learning needs are identified and targeted with further opportunities provided for mentoring and leadership development.	TPL \$9, 091 Team meeting days and additional professional learning funds \$40, 638.28 Additional staffing for mentoring, team teaching and learning support \$50,000

Next Steps

- Showcase exemplary models of assessment and data informing practice and programming.
- Lead staff meetings with stage based professional learning focuses.
- Further Professional Development around Literacy and Numeracy assessment information (PLAN).
- Monitoring and tracking of the Performance and Development process.

Strategic Direction 3

Learning

Purpose

To deliver exemplary assessment practices to monitor, plan and report on student learning.

Overall summary of progress

At Lavington Public School, our Learning Strategic Direction focused on delivering a revised Assessment and Reporting Policy, to establish and implement a plan for the collection, analysis and use of student achievement data and to review our student reporting format.

At Lavington Public School, we have developed our whole school approach to assessment and data collection. We have also developed a line of sight as to what assessment is delivered, and what will be required to be used in programming documents. Our Report to Parents has now been revised after considerable feedback from members of our whole school community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of staff are aware of and implement the LPS Assessment and Reporting Policy and Procedures documentation.	The creation of our Assessment Team supported the implementation of our Assessment and Reporting Policy across the school. The new reporting format was developed after considerable feedback from the whole school community.	Team meeting days and additional professional learning funds \$9, 000
10% shift in proficiency across NAPLAN results.	100% of staff actively participated in data collection, analysis and review of student learning measures. Student Learning Support Officers were aligned with targeted students. Additional staff were employed to deliver effective, authentic and explicit teaching and learning plans to ensure they were making growth in internal and external assessment data.	Additional staffing \$116, 000

Next Steps

- Evolve the Assessment Policy with the Early Action for Success Initiative
- Continue to monitor and track PLAN Data.
- Effective data collection, analysis and display.
- Reviewing curriculum – resourcing, reviewing scope and sequence documents, opportunities to integrate ICT

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>All students had an individual learning plan, involving collaboration with parents.</p> <p>More effective support of our students through ensuring culturally sensitive programs were maintained. This included excursions, cultural activities, teaching staff and support staff being employed to promote a culture of independent learning.</p>	\$12, 079
English language proficiency	<p>English Language Proficiency Program organisation provided time for staff to conduct initial assessments, provide appropriate orientation for newly arrived students and disseminate information to teachers about these students.</p>	\$15, 093
Low level adjustment for disability	<p>Increased levels of student participation and engagement in learning.</p> <p>Improved the quality of teaching and learning for every student.</p> <p>Supported online professional learning courses: autism, behaviour, speech language and communication motor coordination difficulties, dyslexia and significant reading difficulties, and hearing loss.</p>	\$26, 949
Quality Teaching, Successful Students (QTSS)	<p>Enabled the executive to be released to mentor and work with teachers and lead teams on School Promotion, Learning and Teaching and Curriculum and Assessment.</p>	\$6, 500
Socio-economic background	<p>Purchased resources, additional support staff, additional teaching staff and professional learning.</p> <p>Increased student participation and engagement in learning, including addressing student attendance.</p>	\$199, 277
Targeted student support for refugees and new arrivals	<p>Specialist teaching staff provided professional learning to allow classroom teachers describing the broad Learning Progression phase for each student to identify their English language needs and to assist with maintaining data on school database (ERN).</p>	\$3, 093

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	170	165	165	155
Girls	145	141	155	153

Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.9	95.3	96.1	95.8
1	96	93.9	93.5	93.4
2	95.2	96.6	93	91
3	95.3	97	95.3	92.8
4	92.9	94.2	94.6	94.2
5	94.1	93.4	93.6	93.6
6	94.4	93	91.5	94.4
All Years	94.7	94.8	93.9	93.5
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	11.09
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	1
Teacher Librarian	0.6
School Administration & Support Staff	3.94
Other Positions	0.12

*Full Time Equivalent

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	84
Postgraduate degree	16

Professional learning and teacher accreditation

The School Plan and Individual Performance and Development Plans provide direction and targets for the schools use of Teaching Professional Learning (TPL). Professional Learning funding for our school this year is \$18, 182. This funding, along with significant contributions from our Equity funds, allowed staff the opportunity to participate in approved professional learning activities designed to build the capacity of our staff, to achieve some key priorities as set out in our School Plan.

Staff have also been involved in Professional Learning programs that have built the capability of early career teachers, current teachers and aspiring and current school leaders. Individual staff also had the opportunity to participate in workshops and training on a range of topics. Whole school professional development included workshops in the following areas:

- Our School Plan
- CPR & Anaphylaxis
- PLAN data analysis
- Health and Safety Induction
- E–Emergency Care and First Aid

- Performance and Development Framework
- Positive Behaviour for Learning
- EAL/D
- Trauma
- HOW2Learn

community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

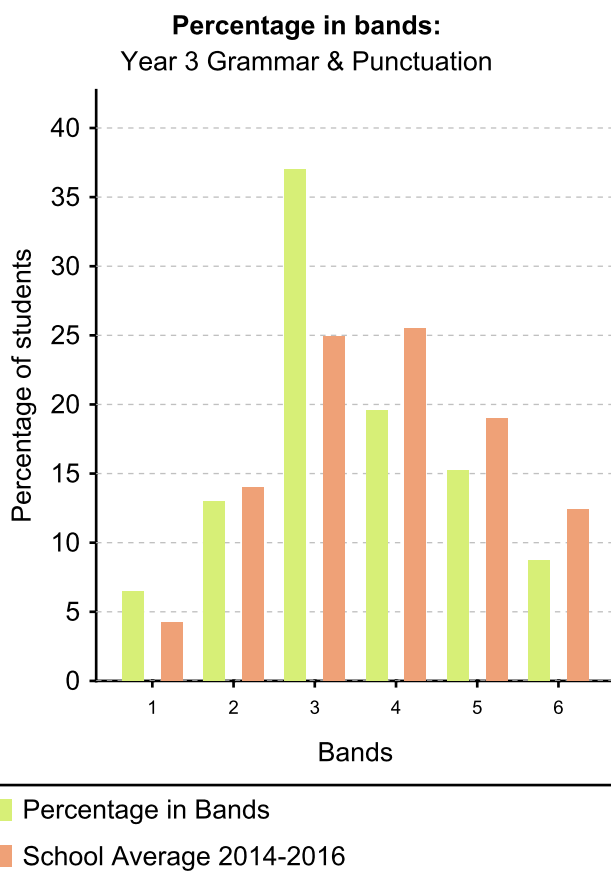
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Financial information (for schools using OASIS for the whole year)

Financial information

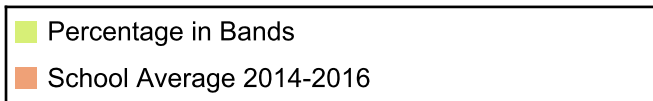
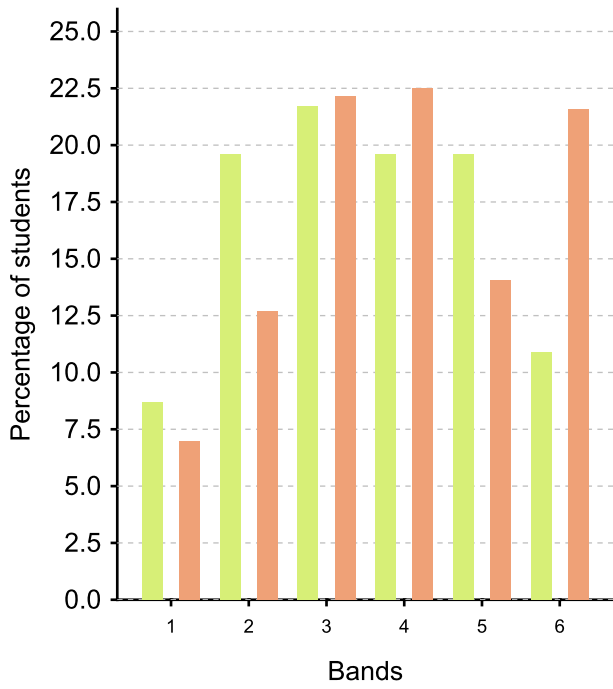
This summary financial information covers funds for operating costs to 30 November 2016, and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	406 264.63
Global funds	211 278.67
Tied funds	390 609.24
School & community sources	114 720.34
Interest	8 916.99
Trust receipts	38 231.90
Canteen	0.00
Total income	1 170 021.77
Expenditure	
Teaching & learning	
Key learning areas	55 353.97
Excursions	47 429.96
Extracurricular dissections	65 417.95
Library	4 346.01
Training & development	1 058.33
Tied funds	396 465.11
Short term relief	75 539.97
Administration & office	76 634.12
School-operated canteen	0.00
Utilities	44 934.64
Maintenance	41 222.52
Trust accounts	33 465.21
Capital programs	33 657.28
Total expenditure	875 525.07
Balance carried forward	294 496.70

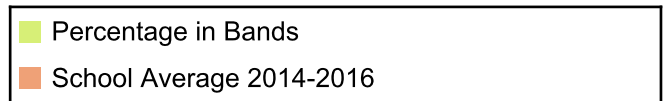
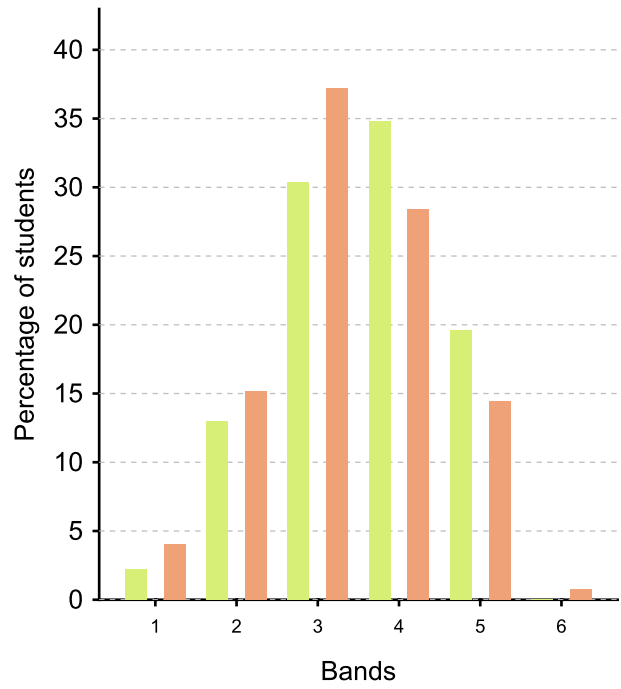


A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or

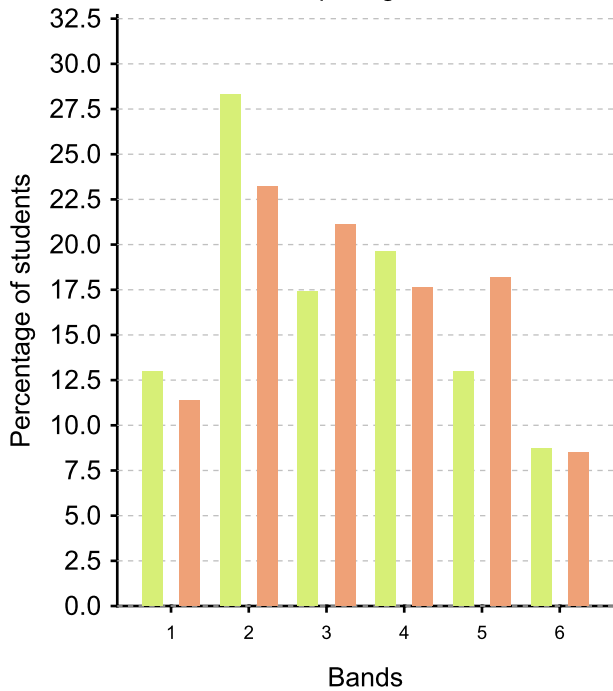
Percentage in bands:
Year 3 Reading



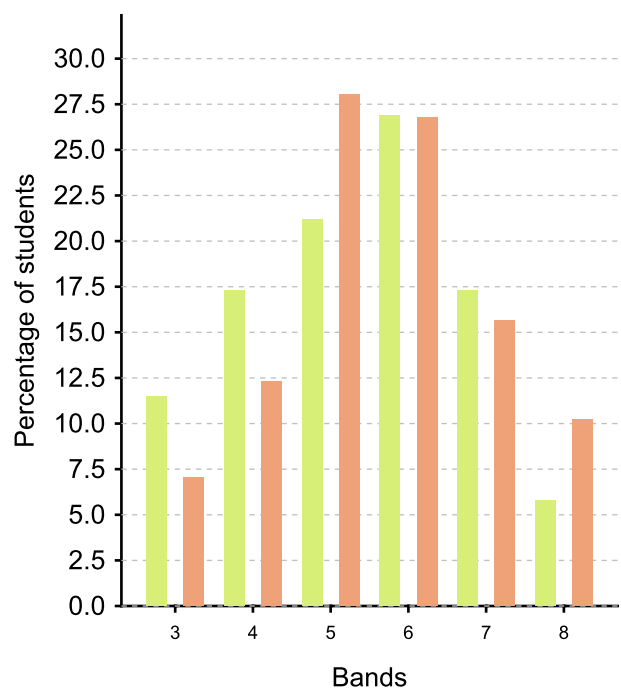
Percentage in bands:
Year 3 Writing



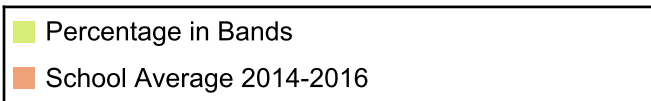
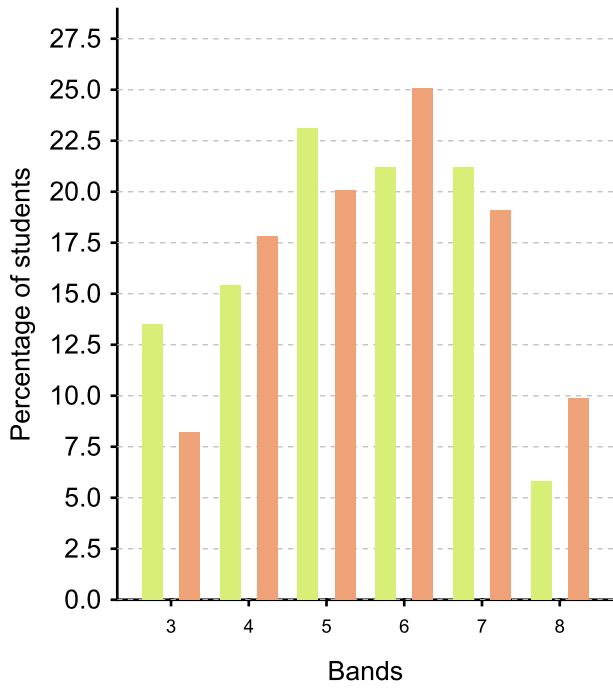
Percentage in bands:
Year 3 Spelling



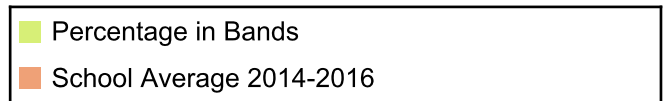
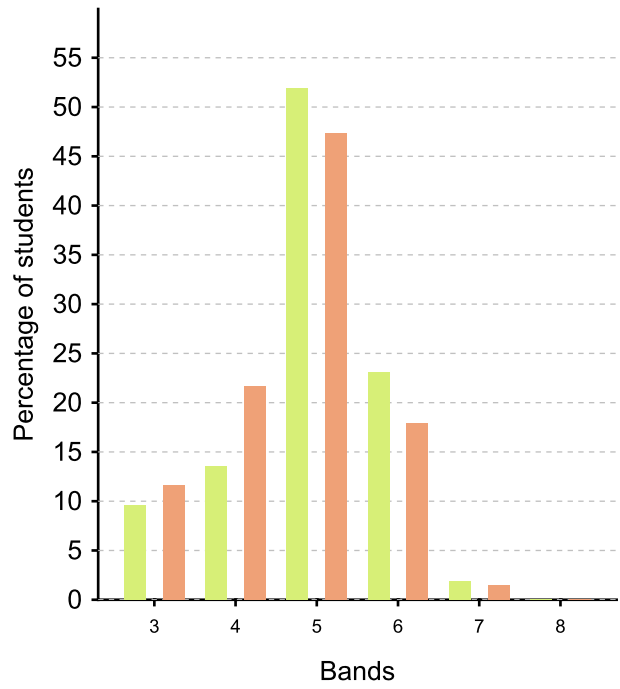
Percentage in bands:
Year 5 Grammar & Punctuation



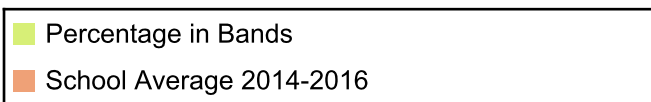
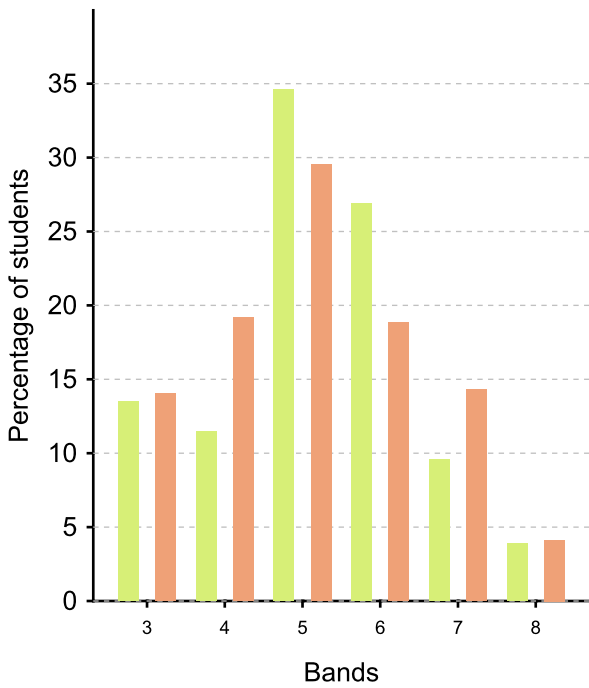
Percentage in bands:
Year 5 Reading



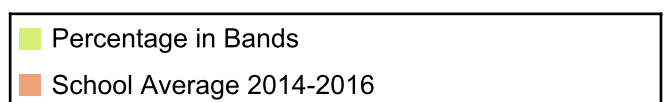
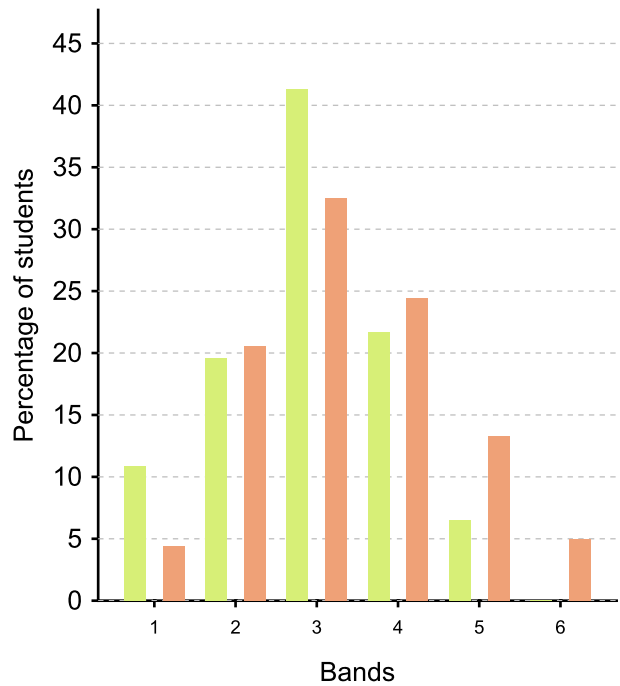
Percentage in bands:
Year 5 Writing



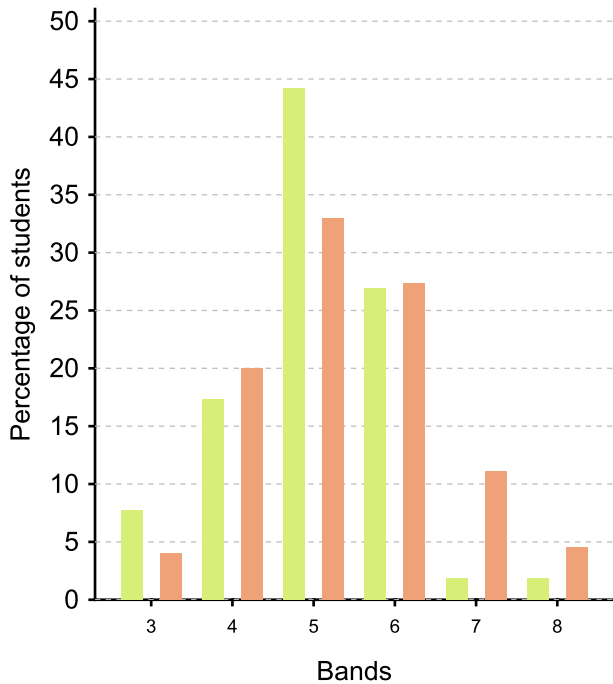
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



our interest groups. All Aboriginal students have a learning plan which is revisited each term. Additional support is provided from our Learning and Support Teacher. At the Aboriginal and Torres Strait Islander, Proud & Deadly Awards, four of our students were recipients of awards. During 2016, funds were sourced from our socio-economic funding and our Aboriginal Background funding to support their learning needs and development of learning plans. These students were also given additional support with our School Learning Support Officers.

Multicultural and anti-racism education

At Lavington Public School we have a total of fourteen different nationalities enrolled. We aim to ensure we have culturally inclusive classrooms to support the diverse cultures in our school. Once again our school provided many cultural opportunities to foster students' understandings and experiences relating to cultural diversity. Each class looked at diverse multicultural societies and during Harmony Day activities students presented what they learnt to the school community. During 2016, funds were sourced from our English Language Proficiency and Refugee Support funding to support students in their learning and the development of learning plans. These students were also given additional support from our School Learning Support Officers.

Parent/caregiver, student, teacher satisfaction

During 2016, Lavington Public school distributed a Parent Survey. The results are as follows:

92% feel mostly or completely welcome when they visit the school and are greeted warmly by our office staff.

88% feel mostly or completely comfortable when sharing concerns with their child's teacher.

88% feel mostly or completely satisfied with the amount of praise and rewards provided to students and feel the school is fair and equitable in its discipline.

86% feel mostly or completely satisfied that the school is an attractive learning environment and are proud of their child's school.

82% feel the school leadership team are mostly or completely approachable and have a positive impact on school culture.

76% feel mostly or completely invited to meetings and special events at school and have opportunities to participate in whole school decisions.

Policy requirements

Aboriginal education

Content and meeting of outcomes are integrated across all Key Learning Areas with specific activities as part of