

Lapstone Public School Annual Report



2016



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Introduction

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

Mrs Dianne Knight

Principal

School contact details

Lapstone Public School

Explorers Rd

Glenbrook, 2773

www.lapstone-p.schools.nsw.edu.au

lapstone-p.School@det.nsw.edu.au

4739 2208

Message from the Principal

2016 was another very busy year for the students, staff and parents of Lapstone Public School. What we endeavoured to do was to make that busy year a very worthwhile one in all the essential areas of learning, social events, emotional support activities, welfare changes, sporting challenges and performance showcasing opportunities. It was a very productive and supported year in these areas so well done to everyone!

At Lapstone Public School we have also continued to work on our extra curricula programs to make sure they provide challenges for our students in sport, dance, choir, debating, art, chess, public speaking and robotics. Some new initiatives for the year were the introduction of the Art Club and the entry into competition level for coding/robotics. Our language program K–6 changed from German to Italian which resulted in singing in Italian, role playing Italian Restaurant skits (speaking Italian) and a school lunch day of pizza/pasta.

Our students continued to perform extremely well in literacy and numeracy as was evident with our above state average results in the NAPLAN assessment process again in 2016. Changes to the Homework Policy have been prepared in consultation with the whole school community and based on the latest research. We will be endeavouring to ensure that our standards in learning continue to be high and well supported between the home and the school throughout the trial of this policy in 2017.

Changes to our teaching staff also continued throughout 2016 with our Teacher Librarian, Mrs Liz McIntyre, retiring in second semester and our classroom teacher and German LOTE teacher, Mrs Ingrid Russell, retiring at the end of 2016. We wish them both all the best for the future.

In term two Ms Tiarna Peek joined our teaching staff as a new graduate to our system. Ms Peek has had a wonderful start to her permanent teaching career on Class 2T and we know she will be a great asset to the school in areas such as sport and dance as well as developing her passion and skills to teach our children.

Our Band Master, Mr Bill Belcher, retired at the end of the year as well. Mr Belcher had been in the role for 16 years. He had supported this program and helped our school to showcase musical talent through Eisteddfods, District ANZAC Services, performing at the Royal Easter Show, numerous P&C Fireworks Nights and always being a part of the Glenbrook Spring Fair. The Band Program will continue to be a strong part of our school but Mr Belcher will be greatly missed.

Changes seem to keep heading our way but changes are something we should never fear. Together our school community will continue to grow and change, welcome new staff, welcome new families and rise to new challenges.

School background

School vision statement

To develop respectful, responsible, safe 21st century leaders and learners who have the tools and skills they require for success and the confidence they need to manage their own learning now and into the future.

School context

Lapstone is an innovative, well-supported small school situated in the lower Blue Mountains. We are committed to developing student potential and providing an education that is balanced, challenging, rewarding and enjoyable.

The school provides outstanding opportunities for the development of creative and performing arts and is a leader in sustainable environmental practices.

Through commitment and professionalism our teachers create an inviting learning environment, which promotes respect, responsibility, safety and learning. We strive to provide support and encouragement for all in an inclusive system.

Learning is structured to cater for a wide range of abilities and learning styles and our academic performance levels are well above the state mean in all areas. The curriculum is supplemented by learning support programs, enrichment projects, language classes and a comprehensive technology program.

Lapstone also offers a variety of fitness and sporting programs as well as a positive student welfare program enabling all students. Our experienced and enthusiastic staff are committed to providing the best for their students and the school community.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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.

1. Learning

Of the five elements within Learning the school plan has focussed on developing consistent, school-wide practices for assessment and reporting that provide evidence based data for teachers, parents and students. This data can then be used to formulate learning goals by students to be shared with parents and progress tracked by all stakeholders. In 2017 an Assessment Schedule will be trialled, learning goals in individual learning plans will be shared and further online assessment procedures will be developed in preparation for the anticipated NAPLAN experiences of 2018.

2. Teaching

Collaborative Practice was an element of Teaching that was a major focus in 2016. Teachers established a system to observe 'best practices' in classrooms, provide constructive feedback to colleagues on their teaching and implement strategies to promote student engagement with their learning. In 2017 a new 3Way reporting system, to support students and parents with individual learning goals, will be trialled.

3. Leading

School Planning, Implementing and Reporting was an identified element in Leading that required a greater focus in 2016. The leadership team successfully consulted with all stakeholders in the development a trial Homework Policy and Individual Education Plans for all identified students with needs. In 2017 the school community is endeavouring to connect with our local Darug Aboriginal community to establish a school 'belonging to land' program.

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

Learning

Purpose

Creating quality 21st century learners

To ensure learning for students across our Community of Schools is continuous K–12 and is based on quality educational delivery, consistent, high standards and shared professional practices.

To create 21st century students who are independent and collaborative learners, deep and logical thinkers, with the ability to obtain and evaluate information in a disciplined way. They will have opportunities to be creative, innovative and resourceful.

Overall summary of progress

Individual Education Plans are now prepared and implemented through a consultation process with parents for all students identified through the National Disability Standards.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
85% of students are achieving at or beyond the grade appropriate aspect of the literacy and numeracy continuums.	80% of students are achieving at or above the correct literacy continuum level.	Training \$1 200 Resources \$600
60% of students are familiar with the use of the learning intentions process to evaluate their progress and support conversations about their learning directions.	100% of classes have been using learning intentions to evaluate and plan success in writing, and speaking and listening.	Resources \$3 000

Next Steps

In 2017 the School Plan will focus on:

- Developing, consulting, implementing, sharing, evaluating and tracking Individual Education Plans for students to become a more standard procedure for all classroom teachers
- Writing assessment tasks K–6 which will continue to be developed and implemented as part of the assessment schedule
- Personal learning goals which will be introduced to the parent community through a trial of a 3Way Reporting System
- Training and scaffolding for staff and students on key competencies and how to conduct the 3Way interview process with their parents
- Inquiry learning tasks which will be available for all students and parents to access on a term basis
- Coding Program which will be incorporated into classroom curriculum programming across the key learning areas and supported through the training of Tech Whizzes in each class
- Trial Homework Policy which will be implemented in term one and evaluated in term four to provide all stakeholders with data for further conversations and changes.

Strategic Direction 2

Engagement

Purpose

Building a 21st century learning environment to support students' learning

To ensure all students across our Community of Schools are actively and purposefully engaged in their learning and all aspects of school life K–12.

To create a safe and respectful school that supports the core business of learning, engaging the school community and working collaboratively with them in decision making to embed a system of values and cultural excellence.

Overall summary of progress

Social and Emotional Learning Programs such as Bounce Back are being taught in 100% of classrooms. Parents are supporting Individual Educational Plans for identified learning needs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Over 50% of parents are collaborating with teachers and students to facilitate supported learning between the home and school.	75% of the parents with students identified for learning support with home programs are supporting these.	nil expense
100% of parents, staff and students are aware of, and have experienced, Social Emotional Learning (SEL) and how it supports quality engagement which raises student outcome achievement.	A Scope and Sequence for the even year of teaching Bounce Back in classrooms has been successfully prepared and trialled.	\$600

Next Steps

In 2017 the School Plan will focus on:

- A Scope and Sequence for teaching Bounce Back in the odd year will be prepared and trialled in all classes except Kindergarten who remain with a one year program
- Classes being rostered to provide information on a Social and Emotional Learning experience that has happened in their classroom through the weekly newsletter
- Individual Education Plans for identified students with learning needs being revised in consultation with parents and their progress tracked and shared
- More staff being trained in the Kids Matter modules to support the learning across the school and the school community
- Parent training in ways to support their child's learning through the Individual Education Plans that teachers design and consult with them on
- Connection to the local Aboriginal community to establish a program where our belonging to the land provides each child with a less anxious environment to work and play within
- Personalised Learning Plans, for the identified students with Aboriginal heritage at the school, will be prepared and implemented in consultation with all stakeholders.

Strategic Direction 3

Quality Teaching

Purpose

Enhancing school leadership and teaching excellence for a progressive 21st century school

To ensure all staff across our Community of Schools take responsibility for their own ongoing professional learning, striving for innovation and improvement, ensuring quality teaching is occurring in all classrooms and in line with the Australian Teaching Standards.

To develop high quality 21st century leaders with the knowledge and skills to inspire others in innovative and creative practices for 21st century learning, meeting the diverse needs of our learners.

Overall summary of progress

100% of the teaching staff have implemented a Professional Development Plan for themselves in consultation and with the support of their supervisor.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of teachers are effectively participating in observations, feedback and evidence gathering to support and drive quality teaching practices in relation to their professional learning goals.	All teachers demonstrated good practice sessions and received constructive feedback with a peer and a supervisor.	Training \$1 200

Next Steps

In 2017 the School Plan will focus on:

- Administrative staff training to develop their professional learning goals and allow them to track their training under the guidance of the school principal
- A system for collecting and monitoring data that relates to the School Excellence Framework and our progress
- A fluid system for staff to utilise that enables them to track their professional learning in connection to their Professional Development Plans
- Maths and English committees consolidating the development of learning banks for learning goals
- The leadership team continuing to develop strategies to provide staff with effective feedback, supportive reflection sessions and valuable observation opportunities that link with their personal development goals
- The accreditation process and its need to be explored and analysed by the staff to support the changes happening in 2018.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<ul style="list-style-type: none"> • Student learning support programs were planned and monitored for identified students with Aboriginal heritage • Consultation process is progressing with the local Darug tribe to support the care and responsibility of the land and it's animals (totems) • 'Connecting to Land' programs continue to be have investigated for our school community to become involved • A shared responsibility and hand over of the care of the school from Year 6 to Year 5 students is to be implemented • A Personal Learning Plan for indigenous students has been designed and will be trialled in 2017 	\$2 910
Low level adjustment for disability	<ul style="list-style-type: none"> • Student progress mapped using assessment data and through the literacy and numeracy continuums for all students supported with learning needs • Support learning staff working in classrooms with identified students • Individual Education Plans for all students with identified needs are implemented across all classrooms • consultation with parents on Individual Education Plans has a systematic timing, format and evaluation procedure in place 	\$51 377
Quality Teaching, Successful Students (QTSS)	<ul style="list-style-type: none"> • 100% of staff are supported through a peer mentoring program that provides effective feedback and supportive reflection components • Training in observation and feedback of teaching practices for the executive staff • Support programs for staff in technology training and implementing best practices in the curriculum • Development of a system to assist staff members to track their training in relation to their Professional Development Plan. 	Staffing allocation of 0.193
Socio-economic background	<ul style="list-style-type: none"> • Supported students have their progress tracked through data and recorded on continuums in PLAN • Support learning officers are working in classrooms for literacy programs • The Support Teacher Learning is developing and implementing programs with classroom teachers to enhance Individual Education Plans and their progress 	\$3 746
Support for beginning teachers	<ul style="list-style-type: none"> • Mentoring programs exist for two beginning teachers provided quality observation, reflection and feedback opportunities • Team teaching opportunities allow beginning teachers the opportunity for automatic feedback and collaborative planning • Professional learning goals were supported for the beginning teachers in the areas of technology, Individual Education Plans, tracking student outcomes, the literacy continuum and student learning goals 	\$17 457

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	116	120	125	123
Girls	119	118	125	131

Student enrolment at Lapstone Public School has increased steadily over the past three years. The school had a demountable classroom supplied for an eleventh class in 2016.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.9	97.5	96.7	96.9
1	93.4	95.7	96.6	93.7
2	95.7	95.8	95.5	95.9
3	94.3	95.4	93.6	96.6
4	95.3	96.3	94	93.8
5	96.1	94.9	94.2	95
6	95.1	95.9	95	93.4
All Years	95.3	95.9	95.2	95.4
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

Management of non-attendance

Student attendance is highly supported by the parents at Lapstone Public School. The school Attendance Policy is endeavouring to support the partial enrolment issue of lateness. The new online role marking process is supporting the teachers with the collection and recording of attendance.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	2
Classroom Teacher(s)	9.96
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.6
School Administration & Support Staff	2.52
Other Positions	0.09

In 2016 we had a number of staff changes due to retirements. We welcomed Ms Tiarna Peek as a new appointment at the end of term one. Mrs Liz McIntyre retired as our teacher Librarian in semester two and her position will be permanently filled in 2017 through a teacher transfer with Mr Wesley Walker. Mrs Ingrid Russell retired at the end of the year after 30 years of service to the Lapstone school community. Her teacher position was filled through Merit Selection with Mrs Lisa Phelan. Finally, a third Assistant Principal position was declared due to the increased enrolment numbers of the school and this position was filled through Merit Selection with the successful candidate being Mr Gerard Elms.

There are no staff members with an indigenous background currently working at Lapstone Public School.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	87
Postgraduate degree	13

Professional learning and teacher accreditation

In 2016 the staff participated in professional learning programs equating to an average expenditure of \$945 per person. 100% of the teachers are maintaining Proficient level for the Australian Professional Standards for Teachers.

School development days in 2016 have focussed on the Child Protection Update Module 1, Maintaining

Wellbeing to be Effective Teachers, Kids Matter – A Mental Health Initiative Modules 2–4, Bounce Back Program, 3Way Reporting Systems, Numeracy integration across all Key Learning Areas and Evidence Gathering for Professional Development Plans.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
Balance brought forward	180 532.61
Global funds	167 315.50
Tied funds	82 860.31
School & community sources	164 441.48
Interest	2 722.02
Trust receipts	2 258.44
Canteen	0.00
Total income	600 130.36
Expenditure	
Teaching & learning	
Key learning areas	40 173.28
Excursions	18 599.27
Extracurricular dissections	89 837.33
Library	0.00
Training & development	0.00
Tied funds	61 851.05
Short term relief	28 084.07
Administration & office	32 205.79
School-operated canteen	0.00
Utilities	22 217.60
Maintenance	15 331.78
Trust accounts	2 741.41
Capital programs	0.00
Total expenditure	311 041.58
Balance carried forward	289 088.78

includes reporting from 30th November to 30th August 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	363 477.97
(2a) Appropriation	296 279.43
(2b) Sale of Goods and Services	2 767.69
(2c) Grants and Contributions	63 700.14
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	730.71
Expenses	-177 396.13
Recurrent Expenses	-147 396.38
(3a) Employee Related	-68 227.25
(3b) Operating Expenses	-79 169.13
Capital Expenses	-29 999.75
(3c) Employee Related	0.00
(3d) Operating Expenses	-29 999.75
SURPLUS / DEFICIT FOR THE YEAR	186 081.84
Balance Carried Forward	186 081.84

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

The information provided in the financial summary

Financial summary equity funding

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

	2016 Actual (\$)
Base Total	1 814 156.14
Base Per Capita	13 541.65
Base Location	0.00
Other Base	1 800 614.49
Equity Total	58 033.98
Equity Aboriginal	2 910.39
Equity Socio economic	3 746.24
Equity Language	0.00
Equity Disability	51 377.35
Targeted Total	0.00
Other Total	11 889.88
Grand Total	1 884 080.00

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.

School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and in 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.

Lapstone Public School students perform above the state average for literacy.

Literacy results for Year 3 were extremely high, supporting the visual literacy programs implemented across K-3. The need to continue to engage students and examine the resources and teaching programs in stage two is evident in the results of year five. While these results were good, we can do better.

Lapstone Public School students perform above the state average for numeracy. Strength in numeracy was evident in year three and while year five were above the state average, there is a greater need to support

students who are disengaging from their learning.

The My School website provides detailed information and data for national literacy and numeracy testing.

Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

In accordance with the Premier's priorities: Improving education results, schools are required to report on their student performance for the top two bands (proficient level) in reading and numeracy.

At Lapstone Public School, in reading, our Year 3 cohort had 80% at proficiency level compared to the state at 52%.

Our Year 5 students were at 68% with the state at 39%.

For numeracy, our Year 3 cohort had 51% at proficiency level compared to the state at 52%.

Our Year 5 students were at 32% with the state at 31%.

Teachers are using this evidence to target the needs of individual students. Support learning assistance has been planned and provided to help students as well as support class lessons.

Grade plans have also included professional learning on:

- engagement of students
- supporting the learning goals of students
- assessment strategies that provide regular updates on successes and needs.

Parent/caregiver, student, teacher satisfaction

Each year we seek the opinion of parents, students and teachers on the school and its progress.

In 2016 we had 18 teachers, who work either full-time or part-time at the school, complete the Tell Them from Me Survey. The eight Drivers of Student Learning were:

- Leadership
- Collaboration
- Learning Culture
- Data Informs Practice
- Teaching Strategies
- Technology
- Inclusive School
- Parent Involvement

The teachers ranked the school performance very highly in the areas of inclusiveness, leadership, data use to inform practices, teaching strategies employed, collaboration and the learning culture existing across the school.

Areas they indicated for further development were Technology, due to the fast and changing pace of it, and Parent Involvement and their understanding of individual's learning goals in relation to continuum placement.

The students in grades 4–6 were age eligible to participate in the Tell Them from Me Survey in April:

- Year 4 had 25 students complete the survey
- Year 5 had 36 students complete the survey
- Year 6 had 22 students complete the survey

The survey measured 20 indicators based on the most recent research on school and classroom effectiveness.

Some of the interesting results for Lapstone, compared to the state norm, were:

- 80% of students have a high rate of participation in extracurricular activities; NSW norm 55%
- 93% of students had positive behaviour; NSW norm 83%
- 95% of students tried hard to succeed; NSW norm 88%
- 22% of students felt they were victims of moderate bullying in the past month; NSW norm 36%

Some of the data that the staff would like to explore further was:

- 74% of students indicated on the day that they had a high sense of belonging; NSW norm 81%
- 66% of students had positive homework behaviours: NSW norm 74%

The results from these surveys will be used to guide learning programs and systems in 2017.

Policy requirements

Aboriginal education

Through the implementation of the Aboriginal Education and Training Policy we have:

- fostered a positive relationship with the local Darug community
- visited and witnessed the connection of other mountains schools with their 'connecting to land' programs
- explored animal totems that have chosen the school and may be able to be adopted by the school community
- prepared a Personal Learning Plan format to trial in consultation with our indigenous students and their families
- started developing a consultation plan with the Darug Elders to help guide the school in developing a strong connection to the history and care of the land in our area.

In 2017 we plan to continue our journey with the Darug tribe in the hope of being able to provide our school community with a better sense of 'connecting' to the land and a stronger desire to care for this land and all those who inhabit it.

Multicultural and anti-racism education

In semester two we welcomed four new students from different cultural, linguistic and religious backgrounds. Specific teaching and learning programs were immediately implemented to support their transition to the NSW Education system.

The Support Teacher Learning and the Support Learning Officer worked closely with classroom teachers to analyse the learning needs of each student and provide assistance with planning and programming for classroom teachers.

Further plans have been prepared, in consultation with all stakeholders, regarding classes and future support learning programs for 2017.

An Anti-racism staff representative is elected each year and is prepared to support any concerns that may arise in this area with the support of the whole school community. Lapstone Public School's community is however a very accepting and supporting community that welcomes all newcomers.