

# Lambton Public School

## Annual Report



2017



2366

## Introduction

The Annual Report for **2017** is provided to the community of **Lambton 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.

Jan Partridge

Principal

## School contact details

Lambton Public School

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## Message from the Principal

At Lambton Public School we believe it takes a community to raise a child. In today's fast paced lives, children seem to grow up quickly and life seems to pass with such speed. Our students benefit from a very experienced group of teachers and staff who are passionate about their work with our students. The staff have continued to be involved in quality professional learning, collaborative programming and planning and demonstrate a genuine desire to provide the best learning and social environment for all our students. Our community has high aspirations for their children and desire a future of success for their child. At Lambton Public School, not only do we provide opportunities in all Key Learning Areas but additionally we offer many extra curricula programs such as band, choir, art, debating and public speaking, Star Struck choir and dance and Aboriginal cultural studies for our indigenous students. We are a proud community school and focus on rewarding and acknowledging those who follow the rules and demonstrate a good work ethic. This document provides a thorough summary of a very productive year of work. I am very proud of all our achievements and the relationships we develop with our community.

Jan Partridge

Principal

## School background

### School vision statement

Excellence and Opportunity in a Caring Environment.

Lambton Public School is a happy, safe and caring environment for all.

Our professional teachers are dedicated and committed to the welfare and learning of all students.

Our students enjoy learning, are responsible and show respect for others.

Our attractive playground is a safe happy environment where children play cooperatively. Our parents and the wider community recognise, value and support our great school.

### School context

Lambton Public School, a school committed to excellence in program development and delivery, respectful and supportive relationships between staff, students and parents and maximising student achievement across all fields of endeavour in a safe and caring environment.

Our school is highly regarded within the local community and across the wider Newcastle area and we strive at all times for continuous improvement to maintain and exceed the high standards which you expect and that indeed we have set for ourselves.

In addition to a strong academic focus we provide additional opportunities in public speaking, debating and various sporting pursuits where our students traditionally set high standards. The school band and choirs are developing rapidly and always welcoming of new members.

The staff is a combination of early career and experienced teachers who are committed to providing students with quality education based on best practice developed through regular and targeted professional learning.

Specialist staff further support student learning, these include Learning and Support Teacher, Reading Recovery, Specialist Art and Music teachers, Teacher Librarian, English as a Second Language teacher, School Counsellor and Student Learning Support Officers.

A solid partnership between home and school is an essential element in the successful learning journey of your child. It provides also for effective communication which enables shared purpose and mutual understandings. Your input is welcome and much valued as is your presence in the many and varied opportunities available.

The school has exceptional parental involvement and support through the P&C Association and Canteen Committee, as well as the dedicated volunteers who assist in our classrooms, with our sporting teams and a myriad other extra-curricular activities. There is a space for you if you have some time to spare!

We aim to keep our parents informed. Newsletters are emailed fortnightly and special notes are dispatched when required for such things as excursions or changes to school or class routine.

# 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.

### **Learning**

In the domain of 'Learning', our focus has been towards a strong commitment to strengthen the quality programs across the school. The wellbeing of students is a major priority of Lambton Public School and this year has seen the introduce of a Social Emotional Learning Program (SEL). This program focuses on skills such as making friends, learning how to work with others, and knowing how to be responsible for one's self and it is part of our whole school approach to wellbeing and engagement, to improve learning. We have reviewed school practices around identifying and acknowledging student's progress and achievement as well as developing explicit expectations of behaviour across our school setting. As we move into 2018, we will continue to strengthen our teaching learning programs to ensure that learning needs of all students are explicitly addressed to maximise the learning of every student.

### **Teaching**

In 2017, Lambton Public School continued to focus on effective classroom practice and collaborative practice in the domain of 'Teaching'. We have seen teachers focus more on their responses to student work and as a result of our 'Learning to Learn' and 'Growth Mindset' units, which has been taught across the school, students have developed the understanding that information contained in feedback clarify the teacher's expectations, shows them how to move forward and allows them to improve their skills. Effective teacher professional learning was planned and delivering in the area of Focus on Reading and teams have worked together to plan units of work and assess the reading comprehension skills demonstrated by students. Staff capacity to collaboratively plan and differentiate classroom programs have been developed through this and a variety of other collaborative planning opportunities. Another key focus was the implementation of our new school scope and sequence which incorporates the key learning areas of Science, History and Geography through integrated units of work taught each term.

### **Leading**

Lambton Public School's executive team have continued to model a strong learning culture across the school. They have actively supported change that leads to improvement, creating opportunities where feedback about the impact of change can be shared and monitored. All staff have been supported in the development and execution of individualised performance development plans to support a high standard of curriculum delivery. As part of this process staff participated in lesson observations and received feedback that has allowed them to refine their teaching effectiveness. There has continued to be a focus on maximising the effective use of school resources with new resources being purchased to support current school programs and initiatives. Additionally, parents and community members have been given the opportunity to engage in a range of school based activities and we have seen a significant increase in community participation in school events such as our reward assemblies which recognises the achievements of our students..



## Strategic Direction 1

Develop consistent, high quality educational practices and student achievement driven by a robust learning and assessment cycle in line with the NSW BOSTES syllabi.

## Purpose

To improve student learning outcomes through the implementation of a rigorous curriculum that includes the general capabilities, cross curricula priorities, and other identified learning that is driven by assessment evidence.

## Overall summary of progress

In the area of strategic direction 1, the school has made very pleasing progress toward consistent high quality educational practices and student achievement with all classroom programs being in line with the NESA syllabi and following the teaching and learning cycle. The school undertook NESA registration which identified high levels of quality and robust learning programs.

Evidence includes, pre and post testing of mathematics, analysis of reading data regularly by teachers to drive their teaching programs, teachers using learning intentions and success criteria to create learning goals, co-operative planning and programming, and evidence based best practice. These areas will underpin the 2018–2020 strategic plan to ensure that these practices are embedded in the school culture.

The school is delivering in the areas of learning culture, curriculum and learning, student performance measures, effective classroom practice, data skills and use and collaborative practice. The school is sustaining and growing in the areas of assessment and reporting.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Conceptual based programs and quality teaching pedagogies are evidenced in all class programs.	Low Socio economic funds of \$12,000 were used to release teachers in their planning.	Each class participated in planning days led by the assistant principals. This led to all classroom programs being conceptual based with quality teaching pedagogies embedded in classroom programs and practice.
Increased number of students demonstrate about average growth.	\$0	The school has shown increased growth over the last three years. Other data has been used to confirm growth of students.
Increased number of students in the top 4 bands, and a decreased number of students in the bottom 2 bands.	\$0	Over the three year plan there has been a decrease in the total number of students in the bottom 2 bands and an increase in the top 4 bands.
100% of students demonstrate improved comprehension and mathematics as evidenced through the PAT assessments.	\$0	Over the 3 years students have demonstrated growth. In comprehension most grade cohorts are now sitting at or above the Australian norm.

## Next Steps

The 2018–2020 school plan strategic direction – To use student assessment data to implement quality teaching practices that result in effective learning and student growth, will continue to focus heavily on improving the pedagogical approach to an evidence based best practice model for the students of Lambton Public School. Continuing implementation of best practice literacy instruction through the use of a school based Instructional Leader program and QTSS allocation, Focus on Reading, 5 weekly data collection and analysis are identified to as the key strategies to further improve this area. The Instructional Leader position will be funded through the Literacy and Numeracy allocation as well as Low Socio Economic RAM.

## Strategic Direction 2

A community of learners

### Purpose

To develop a strong learning culture across the school. This includes students, teachers and the executive team. A growth mindset is the underlying principle of this strategic direction.

### Overall summary of progress

Staff have undertaken a variety of professional learning sessions in line with the Performance and Development Framework, and the AITSL's Australian Teacher Standards, that have shown their commitment to being life long learners. These include, Focus on Reading, Social and Emotional Learning, Kids Matter, pedagogical practice and specific meetings for individual teachers professional learning goals.

Students have participated in the learning to learn program and growth mindsets, and have an understanding of how they learn, their beliefs about learning, and how they can impact on their own learning.

The school is delivering in the area of learning culture, curriculum and learning, collaborative practice, and professional standards. The school is sustaining and growing in the area of learning and development.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Student Learning Journals show students understanding of the process of learning.	\$0	Students learning journals show students are developing a thorough understanding of the process of learning and how the students can be more active learners.
Participation in the Learning Bar surveys will contribute to enhanced process for evaluation.	\$0	The Tell them from me surveys showed an increase in their interest and motivation in their learning, and effort.  52% of students thought they had high skills and high challenge. The NSW Govt norm for this category is 53%. An increase of 10% from previous years.
Enhanced student voice, leadership and consultation through student input.		This was not a focus for the year and will be carried over to 2018–2020 school plan.

### Next Steps

The 2018–2020 school plan will reflect elements of this strategic direction –To support the cognitive, emotional, social, physical and spiritual wellbeing of all individuals by building respectful relationships and fostering a sense of belonging. Areas targetted will be the new school Student Welfare program and rewards system, professional learning in SEL, embedding of the growth mindset program through the year, including students keeping learning journals and developing and monitoring their learning goals.

Continuing surveying of the school community through tell them from me surveys , school developed surveys and both formal and informal get togethers, will gather evidence that the wellbeing of the whole school community is a focus of the school.

### Strategic Direction 3

Develop high quality relationships and partnerships within the school community.

### Purpose

To enhance the positive relationships and partnerships of the school community to have a positive impact on each student.

### Overall summary of progress

The school is delivering in the areas of learning culture and well-being. The school continues to implement the KidsMatter program which underpins the school wide implementation of our Social and Emotional (SEL) program and School Welfare program. Whole school SEL lessons are developed by each stage team and taught within specific learning times. During terms 2 and 3 the school reviewed the school welfare policy and rewards program.. The school continued to deliver the Seasons for Growth program for those students who have had a loss in their lives.

The school continued to develop relationships with the whole school community and listened to what they had to say on a variety of areas including the school welfare and rewards program, the school prayer and pledge and future directions.

In the Self Evaluation Framework the school is delivering in school planning, implementation and reporting, and sustaining and growing in leadership, school resources and management practices and process.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased parent and community involvement in consultation activities P and C and classroom based activities.	\$5000	Two Assistant Principal's had the role of liaising with the community for consultation or input, this information was used to inform our school plan, school programs and general school directions.
Participation of all stakeholders in the annual Tell them from me Survey.	\$0	The tell them from me surveys showed that students felt that their culture was valued and there was an increase in the numbers of students feeling good about their culture at school. Parents did not participate in the tell them from me survey this year. Survey results from the school based surveys and consultation with the P and C showed parents were interested in the schools pledge and wanted to provide feedback on it.

### Next Steps

The school plan 2018–2020 strategic direction 3– Effective Communication, Positive Partnerships will focus on the next steps of evaluating communication systems with staff, students and parents that support student growth and connecting with all stake holders. In addition providing opportunities to develop positive partnerships and engagement with parents and the community to impact on student learning. The school has identified school practices that can be enhanced to provide effective communication with the whole school community, that will benefit all stakeholders.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$27,101	<p>The students felt that their culture was acknowledged and valued and they had a place within the school. The funds were used to employ an Aboriginal teacher to work on cultural programs with the students as well as homework support.</p> <p>Funds also provided teachers with the opportunity to meet with parents and develop PLP's for each of our Aboriginal students.</p>
<b>English language proficiency</b>	\$5,685	Teacher professional learning to support our EALD students. Staff were involved in a project to support refugees as well.
<b>Low level adjustment for disability</b>	\$124,630	This initiative provided funds to support individual and small groups in the classroom with both SLSO's and a full time LAST position. The funds also supported teachers to write IEP's and develop programs for the individual students.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$33600	This initiative provided release to the Assistant Principals to work with their stage teams on best practice pedagogy, data analysis and team teaching. The school supplemented this program so that it could be effective from the beginning of the year.
<b>Socio-economic background</b>	\$44,914	The school used the funds from the Socio-Economic Background to support school programs such as debating and public speaking, band, chess, peer support, school leaders, STEM, community participation and providing opportunities for students who do not participate in extra curricula activities. The funds also topped up the QTSS so the program could run for the whole year.
<b>Support for beginning teachers</b>	\$60,000	The beginning teachers were assigned a teacher mentor who worked with them on their accreditation as well as supporting them in developing their pedagogical skills. The beginning teachers were involved in both team teaching and lesson observations.



## Student information

### Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	201	199	202	199
Girls	171	179	184	197

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	97.1	96.5	95.4	97.5
1	95.2	95.7	94.1	95.6
2	94.9	94.9	92.5	95.4
3	95.1	94.3	95.1	97
4	94.4	94	93.4	95.2
5	95.2	94.7	95.9	95.6
6	93.2	94.8	92.8	95.3
All Years	95.1	95	94.2	95.9
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

### Management of non-attendance

Attendance levels at Lambton Public School continue to be pleasing. For those few families that do not adhere to the Department's attendance policies school procedures are followed. These consist of school/home communication, Departmental support and home school liaison intervention.

## Class sizes

Class	Total
DENT	18
REES	19
RUDD	18
GRAINGER	21
PEARSON	22
FITZROY	21
DURHAM	19
NOBLE	24
KENDALL	28
CHILCOTT	30
TURNER	28
MOREHEAD	30
ARMSTRONG	30
CROUDACE	30
ELDER	27
CHARLTON	29

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	16.65
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	0.9
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	3.12
Other Positions	0

\*Full Time Equivalent

Lambton Public School has two teachers who identify as Aboriginal.

## 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	10

## Professional learning and teacher accreditation

100% of teachers participated in professional learning throughout the year, including mandatory training in First Aid, Anaphylaxis and Asthma, Child Protection, Code of Conduct, and Work Health and Safety compliance training. Significant professional learning was undertaken Focus on Reading and Inquiry based learning.

Teachers also attended professional learning through the positive partnership program, mathematics conference, and learning about autism and how best to support the students.

The Executive team attended leadership conferences and Primary Executive Networks throughout the year. The Principal attended Principal and leadership conferences each term and attended the NSW State PPA conference as well as capacity building around the Learning Management and Business Reform (LMBR).. The School Administrative Manager and School Administrative Officers attended capacity building workshops on the LMBR. The School Librarian attended Library network meeting throughout each term and continued on her professional learning journey of the Kagan co-operative learning. New scheme teachers were working towards NSW Education Standards Authority (NESA) accreditation, with one submitting their accreditation portfolio in November 2017. Four new scheme teachers are currently maintaining accreditation at Proficient.

## Financial information (for schools fully deployed to SAP/SALM)

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
<b>Opening Balance</b>	56,207
<b>Revenue</b>	3,615,822
Appropriation	3,353,266
Sale of Goods and Services	53,737
Grants and Contributions	206,363
Gain and Loss	0
Other Revenue	0
Investment Income	2,456
<b>Expenses</b>	-3,716,921
Recurrent Expenses	-3,716,934
Employee Related	-3,189,455
Operating Expenses	-527,479
Capital Expenses	14
Employee Related	0
Operating Expenses	14
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	-101,099
<b>Balance Carried Forward</b>	-44,892

The deficit for the year is explained by funds owed to the school by the department for leave taken by staff members that had not been reimbursed by the end of the school year. This is approximately \$80,000.

### Financial summary equity funding

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

	2017 Actual (\$)
<b>Base Total</b>	2,631,745
Base Per Capita	58,991
Base Location	0
Other Base	2,572,754
<b>Equity Total</b>	202,329
Equity Aboriginal	27,101
Equity Socio economic	44,914
Equity Language	5,685
Equity Disability	124,630
<b>Targeted Total</b>	70,213
<b>Other Total</b>	278,806
<b>Grand Total</b>	3,183,093

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.

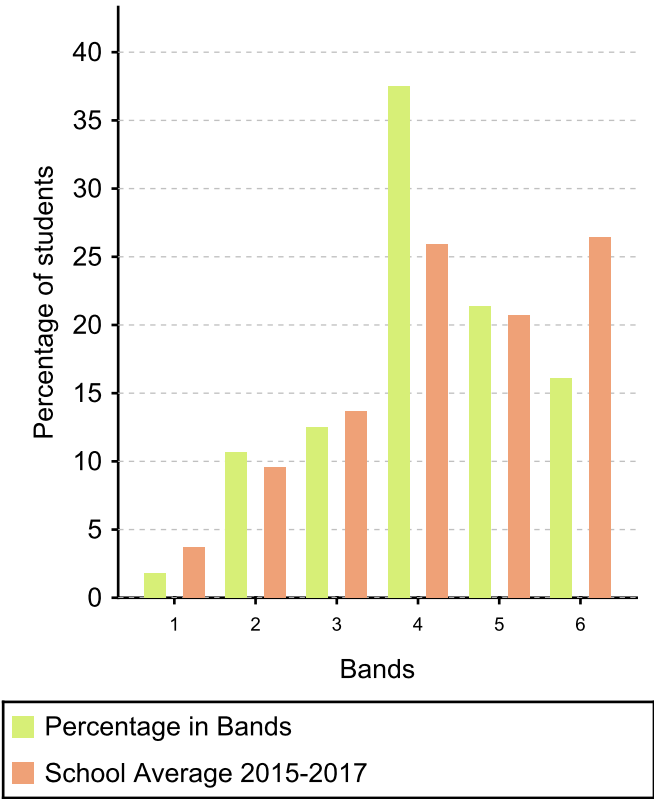
## School performance

### NAPLAN

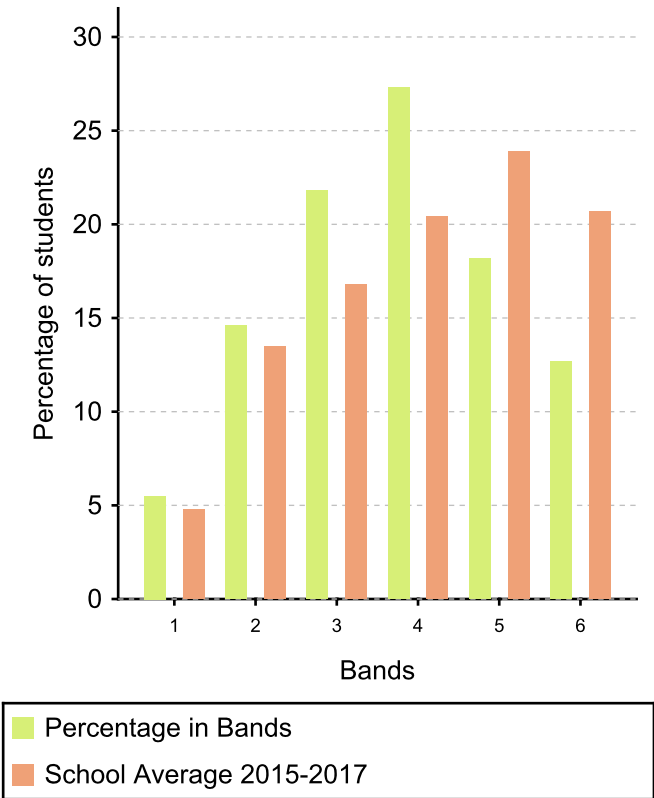
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

In NAPLAN, approximately 90% of Year 3 students performed in the top 4 bands (at or above grade expectations) in both reading and writing with their performance in both spelling and grammar a little weaker. Our Year 5 student's performance was similar with approximately 80% of students performing in the top 4 bands in reading, 75% in writing, 87% in spelling and 75% in grammar.

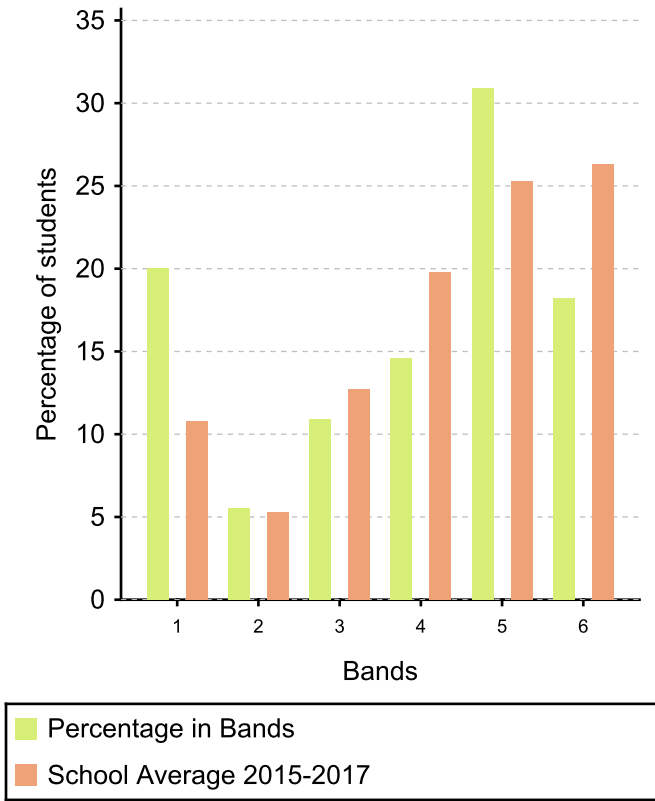
Percentage in bands:  
Year 3 Reading



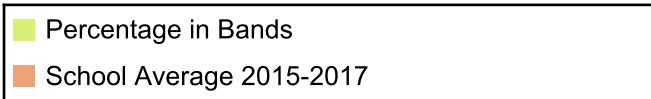
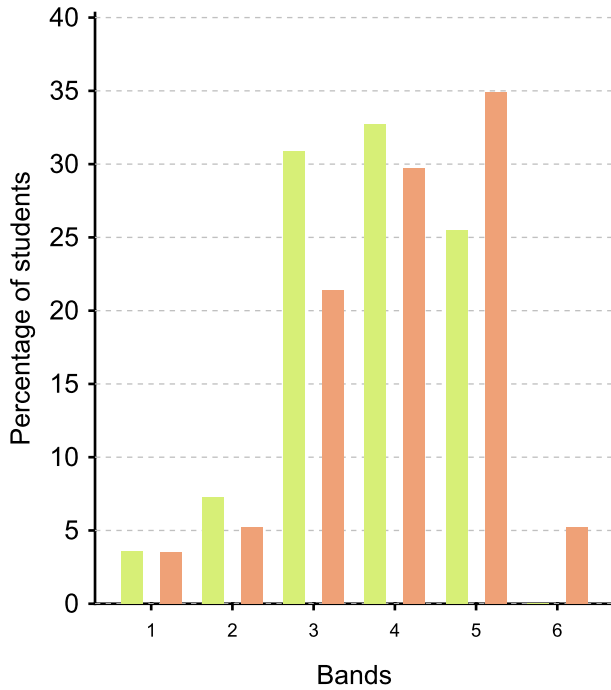
Percentage in bands:  
Year 3 Spelling



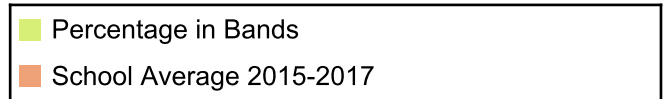
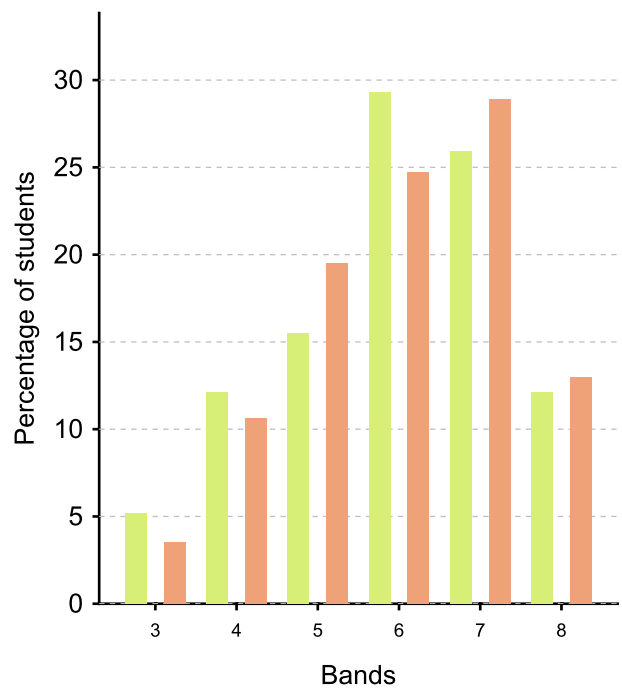
Percentage in bands:  
Year 3 Grammar & Punctuation



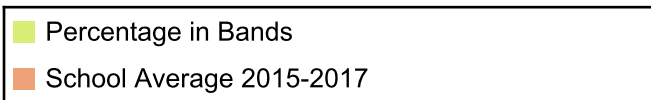
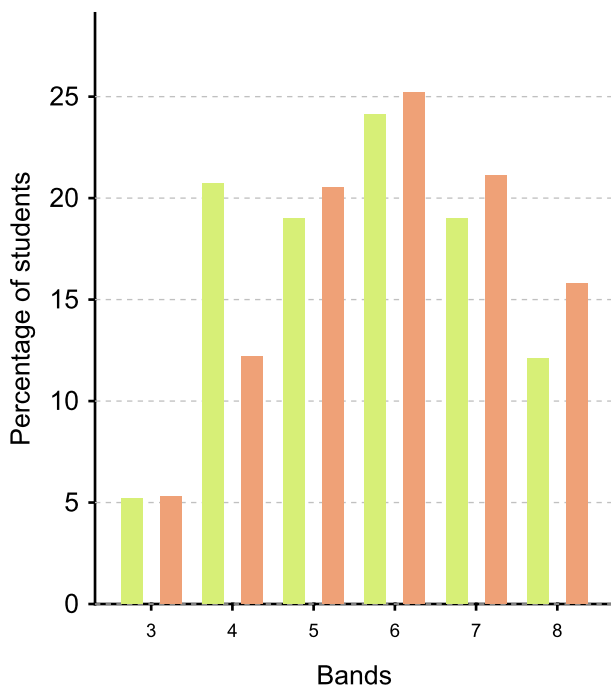
**Percentage in bands:**  
Year 3 Writing



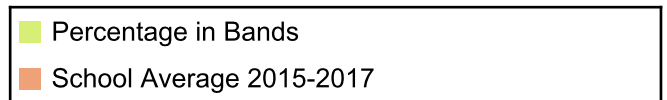
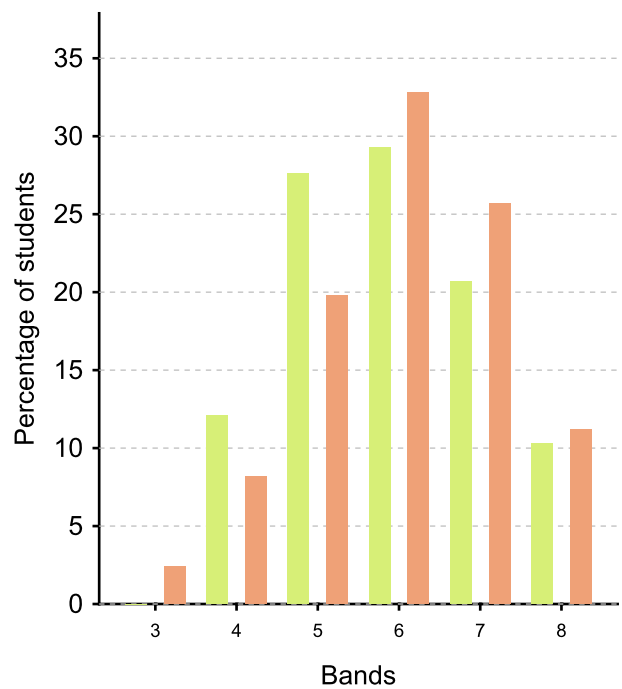
**Percentage in bands:**  
Year 5 Reading



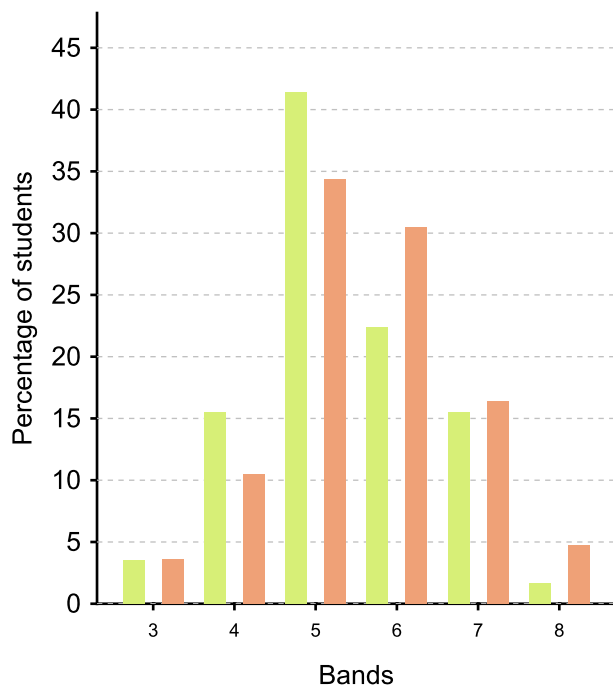
**Percentage in bands:**  
Year 5 Grammar & Punctuation



**Percentage in bands:**  
Year 5 Spelling



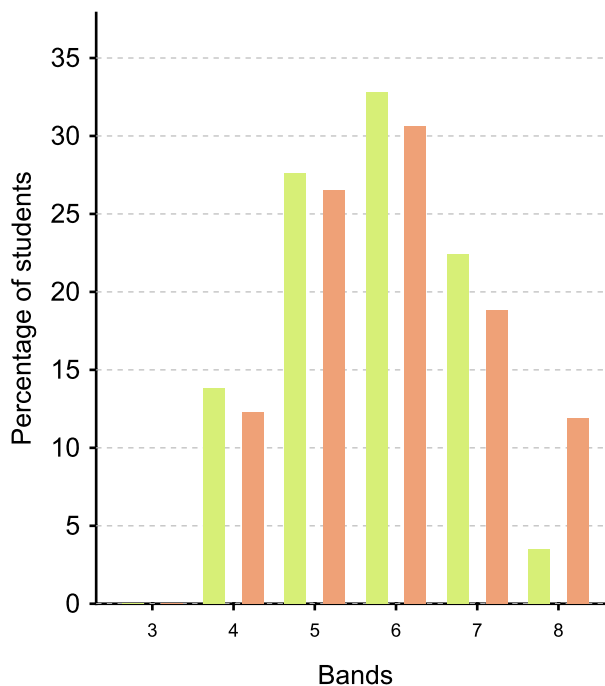
**Percentage in bands:**  
Year 5 Writing



Percentage in Bands  
School Average 2015-2017

In numeracy, 80% of Year 3 students and 86% of Year 5 students performed in the top 4 bands (at or above grade expectations) in the NAPLAN assessment. Year 5 students achieved pleasing growth with 66% achieving at or above expected growth.

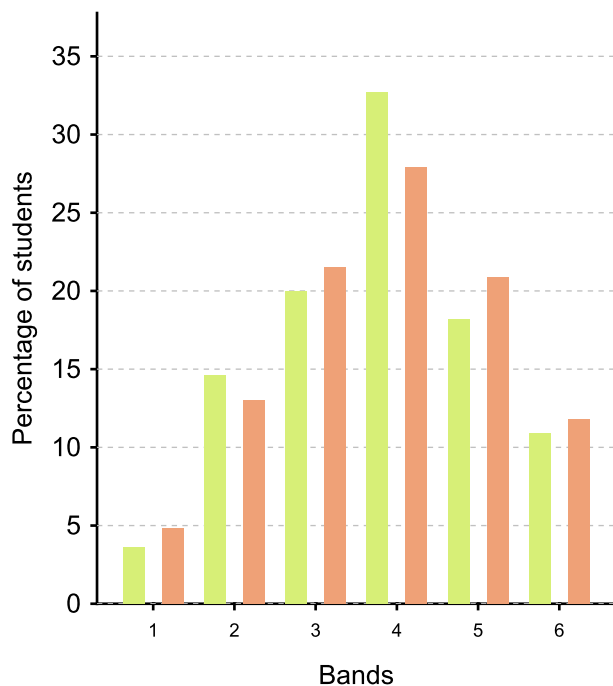
**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2015-2017

*Improving education results:*— Schools are required to report on their student performance for the top two NAPLAN bands in reading and numeracy. At Lambton Public School, 36% of Year 7 students (Year 6 from 2016) achieved in the top 2 bands for reading which is above state average, while 38% of both Year 3 and Year 5 students achieved in these bands. In numeracy 24% of Year 7, 26% of Year 5 and 29% of Year 3 achieved in the top 2 bands.

**Percentage in bands:**  
Year 3 Numeracy



Percentage in Bands  
School Average 2015-2017

## Parent/caregiver, student, teacher satisfaction

The Tell Them From Me student survey measures 20 indicators based on the most recent research on school and classroom effectiveness. 162 students from years four, five and six completed this survey in 2017 and their results compared to NSW Government norms. This survey provided the following insight;

- 77% of students (up 8% from 2016) had a high rate of belonging and felt accepted and valued by their peers and others at the school; the NSW Govt. norm is 81%
- 84% of students (up 1% from 2016) report positive relationships with their peers, whom they trust and who encourage them to make positive choices; the NSW Govt. norm is 85%
- 93% of students (same as 2016) believe that school is useful in everyday life and will have a strong bearing on their future; the NSW Govt. norm is 96%
- 89% of students (down 1% from 2016) report that they have positive behaviour and that they do not get into trouble at school for disruptive or inappropriate behaviour; the NSW Govt. norm is



83%

- 87% of students (up 5% from 2016) try hard with their learning; the NSW norm is 88%
- 52% of students ((up 10% from 2016) believe that they have high skills and a high level of challenge at school; the NSW Govt. norm is 53%.
- Students rated effective classroom learning with important concepts being taught well and class time being used effectively as 8.0 out of 10 (up 0.2 from 2016); the NSW Govt. norm is 8.2.
- Students rated classroom instruction as relevant to their everyday lives a 8.0 out of 10 (up 0.3 from 2016); the NSW Gov.t norm is 7.9.

## Policy requirements

### Aboriginal education

The Aboriginal team seeks to engage with the community. During term 1 each classroom teacher, a member of the Aboriginal team and parents had the opportunity to meet. During the other terms, meetings were held whereby parents were invited to evaluate the school programs and future directions. The aim of the school Aboriginal team is to consult with the parents thus enhancing our partnership with the our Aboriginal community.

Aboriginal and Torres Strait Islander Education focused on teaching and learning programs across all stages. Aboriginal perspective was incorporated across a number of units written by teachers at the school. To promote excellence in classroom teaching and to address the cross curricular priorities in the NESA syllabus documents, all Lambton Public School students engaged with units of work written by the teachers that focus on developing a deeper understanding of Aboriginal cultural knowledge and protocols which underpin key themes, concepts and values that are embedded in these units of work. All students celebrated in NAIDOC Week through various activities and assemblies organised within the school. To commemorate Sorry Day, students learned about the way Aboriginal art expresses culture, community and identify.

In 2017 the school maintained Acknowledgement to Country in all formal assemblies with an increased number of students delivering this.

### Multicultural and anti-racism education

Lambton Public School has a multicultural team that works across the school to provide multicultural experiences including Harmony Day.

Multicultural perspectives are integrated across the curriculum in order to enhance the students understandings of the skills, knowledge, understandings and attitudes required to be part of our culturally diverse school and community.

Lambton Public School has a trained Anti-Racism Contact Officer (ARCO). This officer assists parents,

staff and students who wish to discuss any issues regarding racism. The ARCO role involves promoting the values of respect for all races and cultures and reinforces our school values of respect and responsibility.

### Other school programs

#### Library

The library continued to develop its collection of resources to support the National Curriculum and promote enterprise learning. In collaboration with teachers and students, the library program focused on the integration of multimedia, inquiry learning and information literacy skills. Each term events were planned that immersed the children in quality literature and encouraged them to read for pleasure. The involvement of students, teachers and parents in these experiences has developed a greater awareness and appreciation of the value of a rich literature based environment. The 15 laptops provided students with access to a wide variety of digital programs and technologies and helped develop and extend their computer literacy.

#### Premier's Reading Challenge

- Promoted continually throughout the year and supported with an increasing variety of quality PRC books – this year 208 students successfully completed the challenge with 11 students receiving a Gold Certificate (for 4 years completion) and 5 students receiving a Platinum Certificate (for 7 consecutive years).

#### Book Week/Education Week

- Book Fair–successfully run by local booksellers, MacLeans Books and generously supported by our parents and students. The library received \$1000worth of good quality books as commission
- Family Picnic
- Sharing and intensive studying of the 2017 shortlisted books with application of Focus on Reading strategies
- Open Classrooms
- Competitions
- Book Character Parade
- **National Simultaneous Storytime**
- On Wednesday24th May at 11:00, the whole school shared the reading ofthe picture book, “the Cow tripped Over the Moon” by Tony Wilson,simultaneously with 450,000students from around Australia. Some of our studentsperformed a dramatic representation of the story to the whole school.
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#### ANNUAL LIBRARY REPORT 2017

##### Scholastic Book Club

- Operated regularly throughout the year. Brochures were sent out twice a term. This year

we implemented the option of making online payments through LOOP. We received books to the value of \$1544.50 this year as our rewards.

#### Oliver Online Library System

- All our students have developed competent skills in the navigation of Oliver and most are regular and confident users both at school and from home.
- Our yearly subscription to World Book Online is accessed through Oliver and well used by students.

#### Library Maintenance

- We supported LGS South Pacific Charity with the donation of our weeded books.

#### Library Usage

- The library was open 4 days/week (M–Th) during second half lunch. It was a popular place for both regular and occasional visiting LPS students to use computers, play chess, read books, borrow or draw. 2 sets of new circular seating were purchased for \$480 each set.
- There's been a decline in the loan rates of years 5 & 6 this year compared to 2016. Possibly because of the borrowing of more complex books. However, there's been a significant increase in loan rates of Years 2, 3 & 4 in comparison to last year.

### Visual Arts

The Visual Arts program continues to be an important part of our school curriculum. Students have eagerly learnt about Art History through studying a wide range of artists across all stages. They have also extended their class learning by incorporating key ideas into their artworks. Lunchtime Art classes ran for most of the year with an overwhelming number of interested students. Interested students were also entered in local and national art competitions with pleasing success. Artworks across all stages were displayed in the hall for the wider community to see during assemblies and Artworks were also completed with the Aboriginal students and displayed in various places around the school.

### Choir

Throughout 2017, the Junior Choir for Year 1 and 2 was constantly welcoming new and enthusiastic members. They participated in weekly practice sessions, developing their singing abilities and working on performance pieces. This year, the Junior Choir performed at a number of special occasions including; ANZAC day, Grandparents Day, multiple special school assemblies, the school Christmas assembly and Presentation Day. Through these performances, students developed their confidence to perform in front of a crowd and inspired new members to join.

### Star Struck – “Shine On”

This year marked the 25th anniversary of Star Struck.

Lambton Public School's Dance Group comprised of 17 Stage Two students. They featured in a segment dedicated to the silver screen and performed dressed as very cute penguins to the song, 'Song of the Heart' from 'Happy Feet'. A highlight for the students was their participation in the high energy finale titled 'Kids of the Future'. The children showed great patience and commitment during the rehearsal process and were justly rewarded, displaying great excitement and enthusiasm during each performance. The event provided a challenging yet very positive experience for all the group members.

### Public Speaking

The teaching of specific skills designed to improve the quality of content and enhance aspects of delivery, were again a Term 2 focus in preparation for the Zone Public Speaking Finals. All students from Kindergarten to Year 6 were encouraged to participate in their class presentations. Teachers selected 2 class representatives who participated in Stage finals across the school. Two students from each Stage were selected to represent Lambton at the Hunter Inter-Schools Public Speaking Competition held in Term 3.

ES1– Holly McIlroy and Sophie Balks.

S1 – Elizabeth Mclean and Ethan Lewis

S2– Scarlett Smith and Sarah Kingsland

S3– Daniel Lim and Will Sanson

This event provided an opportunity to showcase children with a talent in this area and allowed teachers to continue to develop the confidence and presentation skills of students across a range of abilities.

### Basketball Gala Day

A basketball gala day was held at Broadmeadow Basketball Stadium in Term 3. Students in Year 6 were invited to trial, and 10 boys and 10 girls were selected to represent the school. The emphasis of the day was to provide interested students an opportunity to develop their skills, improve their understanding of the rules and foster enjoyment for the game. The students thoroughly enjoyed the opportunity and had loads of fun. Each game was a learning experience, new skills were acquired and teamwork, sportsmanship and school spirit were fostered during the event.

### Reading Recovery

Reading Recovery in 2018 at Lambton Public School involved daily literacy intervention lessons with 8 of the lowest achieving Year 1 students. Students were selected for Reading Recovery based on individual measures of assessment and teacher judgment. Their classroom literacy program was then supplemented with daily one-to-one lessons of thirty minutes. The series of lessons ran for 15–20 weeks with a specially trained teacher. The lessons consisted of a variety of experiences designed to help children

Reading Recovery lessons continued until the child could read within or above the class average and has demonstrated the use of independent reading and writing strategies. The student's lesson series was then 'discontinued', providing the opportunity for another student to be selected for Reading Recovery. The remarkable progress made and resulting improvement in confidence exhibited by children participating in Reading Recovery this year demonstrated that high percentages of at-risk students can achieve success.

## **Coding**

Coding Club was held twice weekly and provided opportunities for students to be exposed to visual and text based coding through Sphero SPRK+ robotic balls and Scratch software. Coding challenges and activities catered for all ability levels from the casual drop in programmer to the more experienced programmer looking to develop their skills further. Students enjoyed exploring, collaborating and problem solving in a hands-on learning environment during these sessions.

## **Sport 2017**

Lambton Public school continued to offer opportunities for students to participate in many sports throughout the year. 2017 was again a successful year with students participating in school, zone, region and state events. Having 4 students reach NSW PSSA events shows an outstanding level of achievement for our students.

Senior students were involved in different NSW PSSA State Knockouts. Student's were able to participate in boy and girl soccer, boy and girl touch football, boy and girl basket ball and netball. Both soccer teams did very well reaching the 4th round before losing a game. The basketball teams participated in a large gala day to decide which school would go on and our teams did well throughout the day but were eliminated from the competition.

Many students from Lambton Public participated actively in all three major Newcastle City PSSA Carnivals with students representing our school at Swimming, Athletics and Cross Country. In the Hunter Regional carnivals, Lambton was again represented strongly. As stated earlier four of our students went on to participate at the NSW State Athletics Carnival at Homebush, at the NSW State Cross Country at Eastern Creek and at the State Diving Championships at Sydney Aquatic Centre.

NSW Touch football held a gala day at Newcastle Touch Football grounds. We entered 4 junior teams and 4 senior teams in boys, girls and mixed teams. The day was a huge success with all of our teams enjoying the experience displaying sportsmanship, encouragement, team spirit and talent.

All students in Years 3–6 participated in organised sporting activities on a weekly basis. Students throughout the year were able to elect to do sports including tae kwon do, tennis, running club, swimming

and touch football. All children at Lambton, during sport, had the opportunity to develop and learn the skills required to participate in minor and major games.

A major fund raising event was organized by Mrs King in the form of a 'Colour Run'. The children were able to purchase white t-shirts and collected sponsorship for a fun and active event. Using the schools grounds and the back oval the students spent an afternoon completing laps passing through a colour station and the fire truck spraying mist on to the runners.

Classes continue to take part in regular fitness times in our playground to encourage exercise and healthy lifestyle. This is combined with our healthy 'fruit break' program.

Students from Year 2 were involved in the two week 'Intensive Learn to Swim' program lessons at Lambton Pool. Over the 10 day period students improved their confidence in the water and developed swimming skills. This is an excellent stepping stone for younger children to become more confident in the water and to participate in the school swimming carnival. We also had 140 children in Year 3–6 do swimming for sport in Term 4 at Lambton Pool. The program was provided by Lane 4 and catered for all ability of swimmers. Children were graded, with those requiring stroke improvement, receiving specific tuition whilst better swimmers were able to participate in water polo and water safety activities.

The NSW government's initiative 'Sports In Schools' program allowed us to utilise a variety of organisations to supplement our sport programs. We had basketball, athletics and gymnastics specialists attend the school to develop the children's skills in these areas.

Sport and physical activity are a major component of the culture and programs at Lambton Public. Promoting an active and healthy lifestyle is key to developing the 'whole child' at Lambton Public School.