

Lavington Public School Annual Report

2017



Captains : Jacklyn Ronan & Oscar Lyons (Centre)
Vice Captains: Molly Wayenburg (Left) & Jesse Hart (right)

2017



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Introduction

The Annual Report for 2017 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

School contact details

Lavington Public School

497 Hague St

Lavington, 2641

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

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

6025 1864

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 Learning domain, the school analysed internal and external assessment data to monitor, track and report on student and school performance. Teachers began to set transparent criteria for student assessment and have principles in place for consistent assessment and moderation. This allowed parents to be more accurately updated on the progress of their children.

In the Teaching domain, we ensured all classrooms were well managed, with well-planned teaching taking place, so that students could engage in learning productively, with minimal disruption. This included teachers regularly reviewing and revising teaching and learning programs and regularly using student performance data and other student feedback to evaluate the effectiveness of our schools teaching practices.

In the Leading domain, our focus was to ensure the school community was positive about educational provision at Lavington Public School. Our school leadership strategy was put in place to promote succession planning, with a focus on distributed leadership and organisational best practice. Lavington Public School is committed to the development of leadership skills in both our staff and students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Leading

Purpose

To deliver sustained and measurable whole school improvement.

Overall summary of progress

There has been a significant shift in the engagement of our school community in all facets of the school. As a result of these positive and transparent experiences, our whole school community has provided consistent and overwhelming positive feedback about educational provision at Lavington Public School.

As a result of the school leadership strategy promoting succession planning, distributed leadership and organisational best practice, additional staff have been identified as emerging leaders and have participated in professional development and in school leadership opportunities to further develop. All targeted staff have provided explicit feedback on their leadership experiences and have now tailored their Professional Development Plans to ensure their aspirations align with our whole school plan as well as outlining their own personal goals moving forward.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of executive staff have a clear role aligned with the School Excellence Framework.	\$2500	100% of executive staff lead a Strategic Direction aligned with the School Excellence Framework.
100% of new staff are provided a mentor and work through Induction Program.	\$10500	100% new staff were provided a mentor and Induction Program has been registered.
School Promotion Team developed.	\$2500	School Promotions team in place and fully operational.

Next Steps

With the new School Plan now developed, the roles of our executive will take on a new form. The same approach to alignment within the School Excellence Framework will be present, however, with the progress that has been achieved in our previous school plan, the vision has now been re-aligned.

Our new focus area for Leadership is named Instructional Leadership, with the vision to:

- develop, implement and evaluate effective systems, that support teacher observation and feedback around evidence-based teaching and learning practices,
- lead and manage change through the Curiosity and Powerful Learning Theories of Action, to deliver high impact learning and teaching, and
- to build the capacity of our school leaders to utilise data to evaluate the effectiveness of learning and teaching programs to create a culture of shared accountability.

Strategic Direction 2

Teaching

Purpose

To deliver excellence in evidence-based learning and teaching.

Overall summary of progress

Effective whole school implementation of the Positive Behaviour for Learning program and the Performance and Development Framework, support all classrooms being well managed, with well-planned teaching taking place, for students to engage in learning productively, with minimal disruption.

Teachers work alongside their supervisors to regularly review and revise teaching and learning programs. The focus on teachers regularly using student performance data and other student feedback to evaluate the effectiveness of their own teaching practices has been evident with observational records from our Learning and Teaching team.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of staff actively contribute to the Performance and Development Framework process.	\$21728	100% of staff contributed to the Performance and Development Framework.
100% of staff implement Assessment for Learning approach in Learning and Teaching programs.	\$15500	100% of staff actively participated in programming triads and sharing best practice on data informed teaching and learning.
Performance and Development Plans monitored and tracked, aligning with revised school plan and stored in a central location.	\$2500	100% of staff PDP's were monitored, tracked and aligned with revised school plan and centrally stored.

Next Steps

In our next three year school plan, the Teaching domains focus turns to wellbeing, to:

- deliver a strategic and planned approach to support the wellbeing of students so they can connect, succeed, thrive and learn,
- evaluate evidence-based whole school practices in wellbeing and engagement that differentiate learning and teaching programs across the school to ensure that all students are challenged and all adjustments improve learning, and
- enhance positive, respectful relationships among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.

Strategic Direction 3

Learning

Purpose

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

Overall summary of progress

In this school planning period, the school analysed internal and external assessment data to monitor, track and report on student and school performance. Teachers also began to set transparent criteria for student assessment and have in place principles of consistent assessment and moderation. This supported the process of parents being updated on the progress of their children.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of staff are aware of and implement the LPS Assessment and Reporting Policy and Procedures documentation.	\$2000	LPS Assessment and Reporting Policy and Procedures developed.
10% shift in proficiency across NAPLAN results.	\$106, 369	10% increase was not achieved in NAPLAN, however, significant resources have been injected to our K – 2 section of the school to see a significant increase in 2018.

Next Steps

The next focus for our Learning strategic direction is to:

- lead the intensive re–design of the structures to ensure a formative assessment approach is delivered in Literacy & Numeracy
- build teacher capacity in all curriculum areas in order to meet system requirements, and
- develop, implement and deliver innovative practice, including project based learning.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	18, 623	All teachers are culturally competent and our schools culturally responsive with programs tailored to meet engagement needs.
English language proficiency	\$13, 702	Flexible funding utilised to employ EAL/D staff to deliver personalised learning for our students.
Low level adjustment for disability	\$31, 143	Supported students with additional learning support needs through using funding for additional Learning and Support staff, school learning support officer time as well as teacher release.
Quality Teaching, Successful Students (QTSS)	\$23, 780	Additional release provided to Assistant Principals to deliver milestones from their Strategic Direction.
Socio-economic background	\$292, 739	Supported students with additional learning support needs through using funding for additional Learning and Support staff, school learning support officer time as well as professional learning and teacher release.
Targeted student support for refugees and new arrivals	0.2 staffing for Terms 1 – 3.	Provide a safe, welcoming school environment and orientation to school, assistance to teachers to differentiate teaching and learning and additional English language learning and literacy support.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	165	165	155	178
Girls	141	155	153	173

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.3	96.1	95.8	93.4
1	93.9	93.5	93.4	94.1
2	96.6	93	91	93.4
3	97	95.3	92.8	91.1
4	94.2	94.6	94.2	91.8
5	93.4	93.6	93.6	93.3
6	93	91.5	94.4	91.5
All Years	94.8	93.9	93.5	92.5
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

students with attendance concerns, the learning and support needs of those students are addressed in consultation with parents.

Lavington Public School undertakes all reasonable measures to contact parents promptly and within two school days of an absence being unexplained, if contact has not already been made. An absence is unexplained if parents have failed to provide an explanation to the school within 7 days. All attendance records are maintained in an approved format and are an accurate record of the attendance of students

The school ensures that any matter relating to school attendance where safety, welfare or wellbeing concerns arise for a student, consideration is given to the requirements of the Protecting and Supporting Children and Young People Policy and all required reports are made to the Community Services Child Protection Helpline or contact made with the Child Wellbeing Unit (as required by the Mandatory Reporter Guide).

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	12.37
Teacher of Reading Recovery	0.53
Learning & Support Teacher(s)	1
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	3.94
Other Positions	0

*Full Time Equivalent

Management of non-attendance

Regular attendance at school is essential to assist students to maximise their potential. Schools, in partnership with parents, are responsible for promoting the regular attendance of students. Encouraging regular attendance is a core school responsibility.

Lavington Public School has effective measures in place to monitor and follow up student absences. These include regular monitoring and tracking of attendance each fortnight, automated reported delivered to Principal, Learning Support Team leaders and Assistance Principal – Wellbeing. We have communication procedures in place for students whose attendance falls below 85% in any period. For

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 \$21, 728. 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

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

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

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

Receipts	\$
Balance brought forward	294,497
Global funds	133,760
Tied funds	331,092
School & community sources	50,295
Interest	2,401
Trust receipts	10,390
Canteen	0
Total Receipts	527,938
Payments	
Teaching & learning	
Key Learning Areas	31,100
Excursions	769
Extracurricular dissections	28,411
Library	4,314
Training & Development	999
Tied Funds Payments	323,331
Short Term Relief	20,409
Administration & Office	46,979
Canteen Payments	0
Utilities	20,703
Maintenance	33,441
Trust Payments	14,869
Capital Programs	11,000
Total Payments	536,324
Balance carried forward	286,111

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.

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

	2017 Actual (\$)
Opening Balance	0
Revenue	803,099
Appropriation	689,704
Sale of Goods and Services	504
Grants and Contributions	111,932
Gain and Loss	0
Other Revenue	532
Investment Income	427
Expenses	-582,111
Recurrent Expenses	-582,111
Employee Related	-337,929
Operating Expenses	-244,183
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	220,988
Balance Carried Forward	220,988

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	2,216,855
Base Per Capita	47,991
Base Location	2,907
Other Base	2,165,958
Equity Total	457,782
Equity Aboriginal	18,623
Equity Socio economic	292,739
Equity Language	13,702
Equity Disability	132,717
Targeted Total	248,295
Other Total	216,662
Grand Total	3,139,595

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.

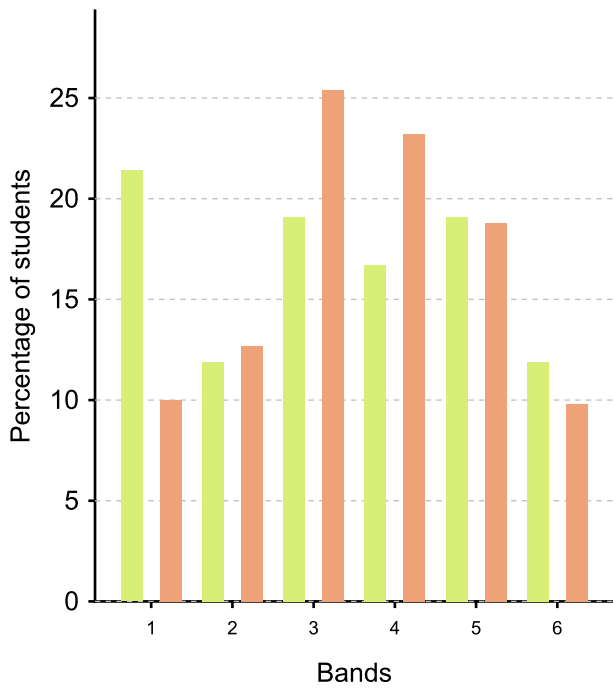
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

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.

Percentage in bands:
Year 3 Grammar & Punctuation

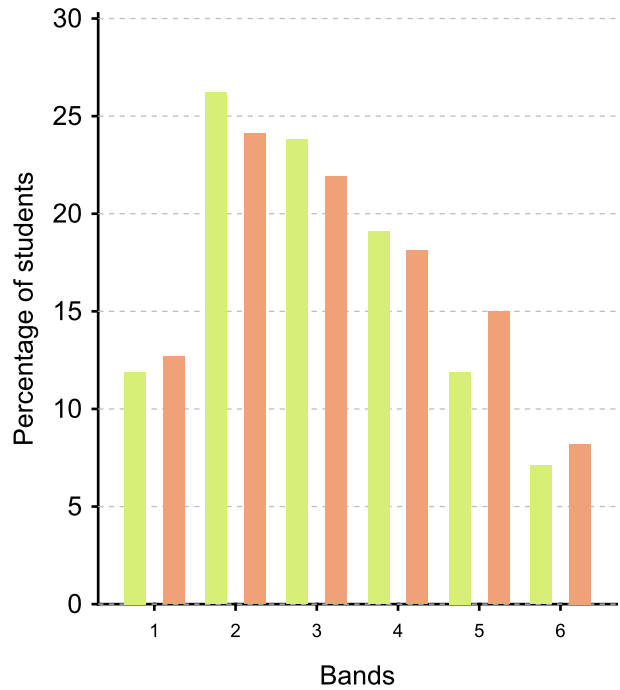


■ Percentage in Bands
■ School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	21.4	11.9	19.1	16.7	19.1	11.9
School avg 2015-2017	10.0	12.7	25.4	23.2	18.8	9.8

Band	1	2	3	4	5	6
Percentage of students	11.9	11.9	40.5	4.8	19.1	11.9
School avg 2015-2017	8.3	12.7	31.1	16.3	15.9	15.7

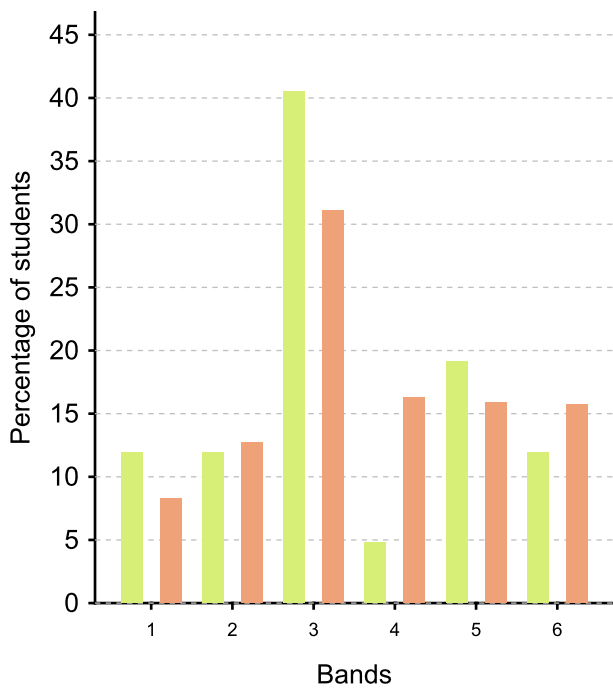
Percentage in bands:
Year 3 Spelling



■ Percentage in Bands
■ School Average 2015-2017

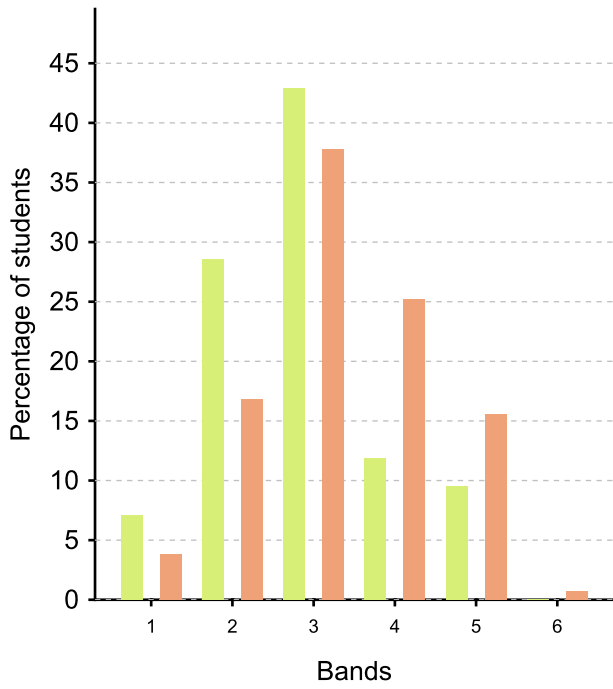
Band	1	2	3	4	5	6
Percentage of students	11.9	26.2	23.8	19.1	11.9	7.1
School avg 2015-2017	12.7	24.1	21.9	18.1	15.0	8.2

Percentage in bands:
Year 3 Reading



■ Percentage in Bands
■ School Average 2015-2017

Percentage in bands:
Year 3 Writing

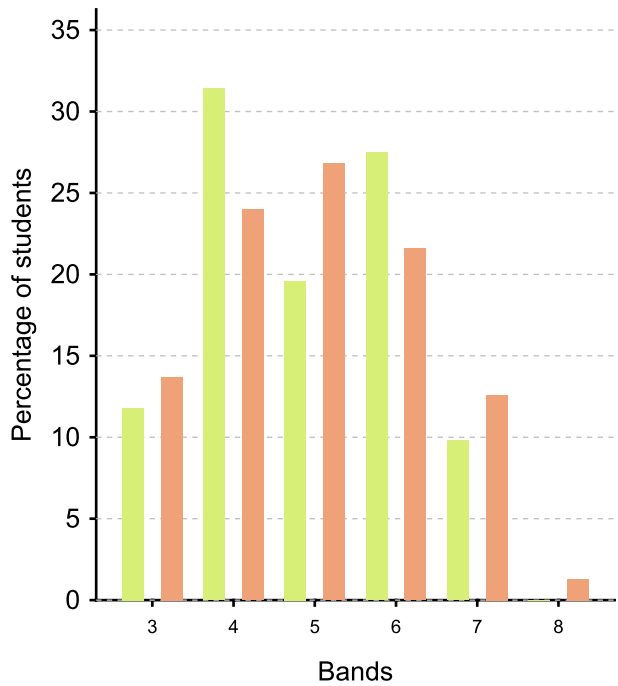


■ Percentage in Bands
■ School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	7.1	28.6	42.9	11.9	9.5	0.0
School avg 2015-2017	3.8	16.8	37.8	25.2	15.6	0.7

Band	3	4	5	6	7	8
Percentage of students	9.8	35.3	25.5	19.6	7.8	2.0
School avg 2015-2017	8.9	21.9	28.7	23.4	11.9	5.2

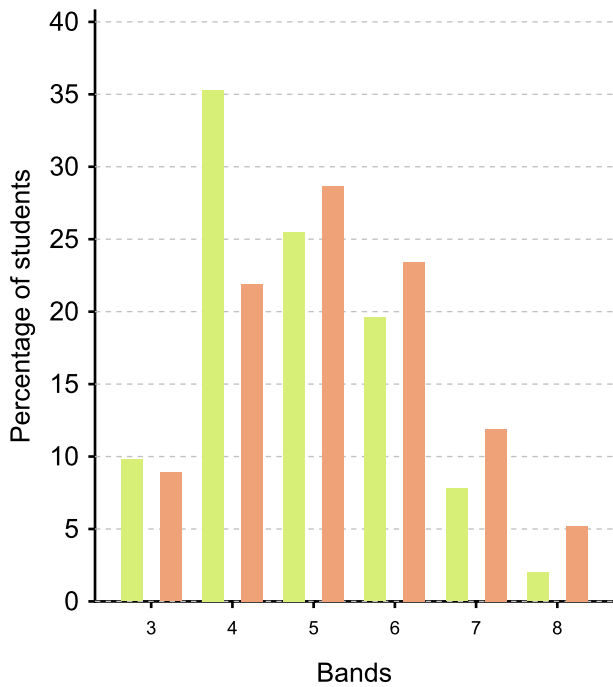
Percentage in bands:
Year 5 Spelling



■ Percentage in Bands
■ School Average 2015-2017

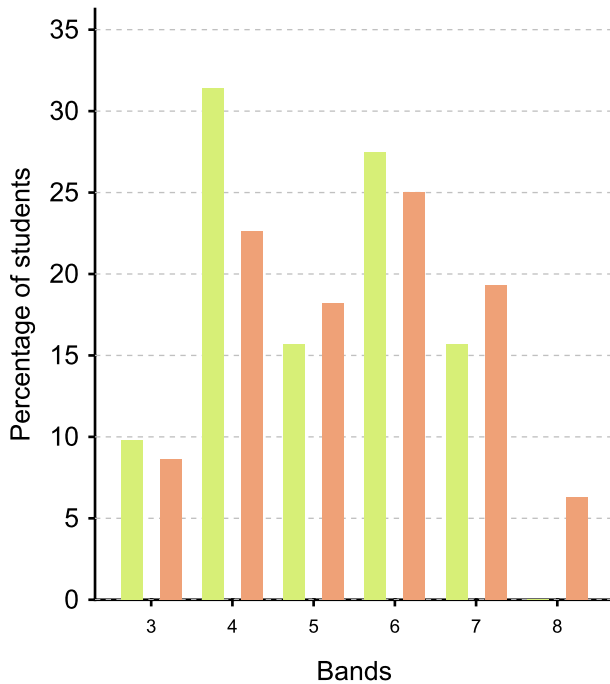
Band	3	4	5	6	7	8
Percentage of students	11.8	31.4	19.6	27.5	9.8	0.0
School avg 2015-2017	13.7	24.0	26.8	21.6	12.6	1.3

Percentage in bands:
Year 5 Grammar & Punctuation



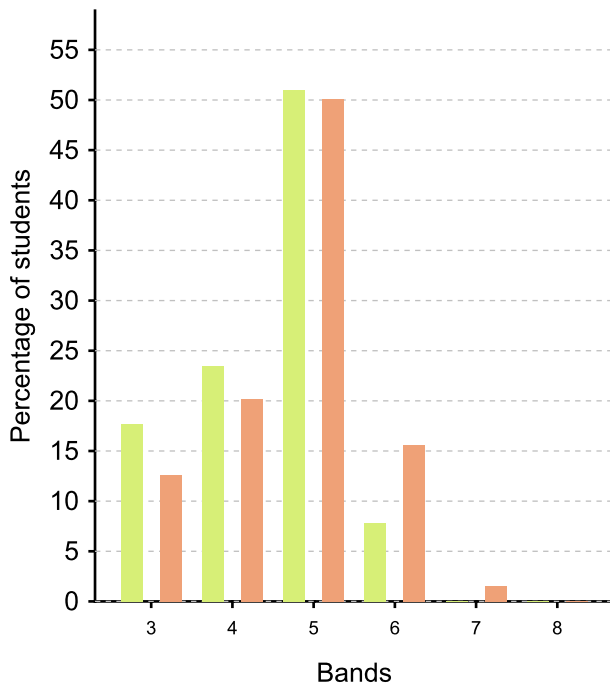
■ Percentage in Bands
■ School Average 2015-2017

**Percentage in bands:
Year 5 Reading**



Band	3	4	5	6	7	8
Percentage of students	9.8	31.4	15.7	27.5	15.7	0.0
School avg 2015-2017	8.6	22.6	18.2	25.0	19.3	6.3

**Percentage in bands:
Year 5 Writing**



Band	3	4	5	6	7	8
Percentage of students	17.7	23.5	51.0	7.8	0.0	0.0
School avg 2015-2017	12.6	20.2	50.1	15.6	1.5	0.0

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Parent/caregiver, student, teacher satisfaction

During 2017, 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.

92% feel mostly or completely comfortable when sharing concerns with their child's teacher.

90% 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.

88% feel mostly or completely satisfied that the school is an attractive learning environment and are proud of their child's school.

85% feel the school leadership team are mostly or completely approachable and have a positive impact on school culture.

85% 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 our interest groups. All Aboriginal students have a Personalised Learning and Support Plan which is revisited each term in consultation with classroom teachers, Learning and Support staff, care givers and the students themselves. At the Aboriginal and Torres Strait Islander, Proud & Deadly Awards, four of our students were recipients of awards. During 2017, funds were sourced from our socio-economic funding and our Aboriginal Background funding to support their learning needs and 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 2017, 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.