

New Lambton South Public School Annual Report



2017



3798

Introduction

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

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Principal

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School background

School vision statement

New Lambton South Public School fosters an inclusive school culture which promotes positive wellbeing for everyone. Our school prides itself on upholding the values of Respect, Responsibility and Personal Best.

We hold high expectations for everyone to achieve their personal best academically and socially demonstrating resilience and integrity in their everyday experiences.

Our innovative and dynamic teaching and learning programs are based on current proven research where creativity, collaboration, communication and critical thinking are an integral part of the learning environment.

School context

New Lambton South Public School is a dynamic public school in the heart of Newcastle. There were 18 classes and 453 students in 2017. The community is drawn from a mixture of family types where parents may work, study, care for children at home or combine all of these lifestyles. The area is under renewal due to change in demographics and mobility is around 15%. We have 5% Aboriginal families; 14% families who have diverse ethnic backgrounds other than Australian and a significant number of non-local enrolments who have become part of the school family. The academic performance of students in this school has been above regional, state and national benchmarks in all areas measured. The school will renew its focus in 2017 on literacy and numeracy whilst still appreciating the visual and performing arts, sport, leadership, chess, debating, public speaking, band and choir. Parents provide support to the school and to their children in many ways – through an active P&C and through volunteer support across the school. We have a beautiful community garden and a healthy canteen. Some children in the school handle the pressure of school life well and blossom in school and others experience anxiety. We provide social programs to support all children and see the need to focus on the development of the whole child as our core business. Our school is well placed to ensure the integration of technology into all learning and see the need to prepare children for their role as global citizens able to use technology, think critically and creatively, be flexible and appreciate themselves and what they bring to society.

Strategic Direction 1

To enable the achievement of excellence and confidence for lifelong learning.

Purpose

To deliver a learning environment for students to develop an understanding of their personal abilities creating self-confident lifelong learners who are focused on continuous improvement and prepared to lead and contribute to our society.

Overall summary of progress

In the area of strategic direction 1, the school has effectively delivered in the area of assessment and reporting. Evidence includes, teachers analyse reading data every 5 weeks and comprehension, writing and numeracy data every ten weeks. Teachers use learning intentions and success criteria to create learning goals for students. Parents receive reports twice a year that outline student achievements and goals in student learning.

The school is sustaining and growing in the areas of learning culture, curriculum and learning and data skills and use. The evidence of this includes teaching programs are planned with student learning in mind and reflect student data, programs are written typically a week in front to guide teachers on where to next. We have strong transition programs in place to support year 6 into year 7 and preschool into Kindergarten. The Learning and Support team have systematic structures to support all students learning in school.

The school is excelling in the area of effective classroom practice and collaborative practice. Evidence of this includes executive and stage meetings are driven by professional learning inspired by evidence based pedagogy. Teachers provide feedback to students and give them the new goals for students to work on, these are typically presented on a data wall or goal chart on desks. Our teachers often collaborate in and across stages with work samples through consistent judgement that guide teaching practice in the classroom. We have explicit classroom observations from leaders and peers with the aim of school wide teacher improvement. The school has employed a casual teacher one day a week to provide support with peer coaching, where staff selects an area of improvement.

Throughout the year there has been an adjustment in a process within strategic direction where staff have completed a component of the EDI pedagogy and now implement the pedagogy at a needs basis for students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of classes show evidence of effective delivery of Australian Curriculums through the use of Quality Teaching and cooperative learning and PBL pedagogies.	\$104000, additional teaching staff using Low socio – economic and school and community funds to employ instructional leader.	100% of classrooms are delivering all aspects of the Australian curriculum. The initial implementation of Mathematical Mindsets and the daily 5 framework has addressed the need for Problem Based Learning
Quantitative measures (school and National data) indicate continued matching or above benchmarks in core subjects.	\$0	95% of kindergarten students 89% of year 1 students 68% year 2 students Performed at or above state expectations. Year 3 NAPLAN showed that this cohort are significantly higher than state average in all areas with 61% of students in the top 2 bands for writing was slightly below state average and this is indicative of state achievement. Year 5 data showed similarly with 50% of students in the top 2 bands..
Triangulated school and national data using formative and	\$0	Trend data in NAPLAN for both years 3 and 5 has shown improvement over the last 12 months with

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
summative measures indicate improvement in focus areas for all students.		significant upward swings particularly in mathematics. Greater analysis of data and ability to plan for teaching based on evidence has been the catalyst for this improvement.

Next Steps

The 2018–2020 school plan will continue to focus heavily on improving the pedagogical approach to an evidence based best practice model which is contextually accurate for the children of the school. The implementation of mathematical mindsets, growth coaching and improved literacy instruction including L3 K–2 are identified as strategies to further improve this key area.

The school will continue to fund the employment of an Instructional Leader through the combination of School and Community Funds, Professional Learning funds and Equity allocations.

Strategic Direction 2

Use 21st Century pedagogy to develop engaged, creative and resilient learners

Purpose

To provide a learning environment which explicitly teaches critical thinking and resilience, fosters deep, logical thought and engages students as creative, innovative and resourceful 21st Century Learners.

Overall summary of progress

In this Strategic direction the school has effectively delivered in the areas of Assessment and Reporting, Effective classroom practices and Data Skills and Use. Direct evidence of this is timetabled Stage, Executive and Professional Learning meetings, Student Academic Reports, LISC documentation, Data walls, timetabled Stage planning meetings in which criteria for assessment is set and work samples moderated. Parents are updated via end of semester academic reports and meetings as required with minutes kept on Sentral. Data meetings are timetabled, professional learning is timetabled, stage meetings, data walls, P and C meeting minutes, Executive meeting minutes.

Student performance measures varied. In year 3 literacy students performed above state average in all areas however they were slightly below average in the area of numeracy. Reading was the strongest area of literacy in year 3. Year 5 students performed above state average across all areas of literacy and numeracy. The strongest areas of performance were reading and spelling.

We are sustaining and growing in Collaborative practice and Learning and development. Evidence of this includes Stage planning meeting and meetings with IL minutes and timetables, timetabled review meetings, formal mentoring meeting minutes and timetable of teachers, records leading professional development. Minutes of meetings reviewing and discussing evidence-based teaching and learning and pedagogy, Accreditation documentation.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Qualitative measures indicate increased evidence of student creativity, confidence, critical thinking, collaboration, resilience and communication.</p> <p>100% increase of teachers use the essential elements of cooperative learning, quality project design and problem based learning methodology to ensure 21st Century capabilities.</p> <p>Cooperative teaching and learning structures used and evident in 100% of classrooms.</p>	<p>\$104000, additional teaching staff using low socio – economic and school and community funds to employ instructional leader.</p>	<p>The school has implemented strategies including the implementation of Consistent Teacher Judgement days, moderating assessments and ensuring that the 4C's of 21st century learning is embedded into all classrooms.</p> <p>Students reports are reflective of the elements of communication and collaboration with all classrooms having taught lessons and assessed student capabilities against a matrix in these areas.</p>

Next Steps

The 2018–2022 plan will be reflective of the need to equip the whole child for 21st Century Learning. The school plans to focus on well-being programs and enhanced procedures to support students who are experiencing poor mental health. The school will be investigating the "kids matter" framework and will incorporate social and emotional programs as well as life-skills programs into the curriculum.

Strategic Direction 3

Promote a positive culture and values across the school.

Purpose

To create a culture where values and student behaviour are evidence of a healthy lifestyle and positive socialisation.

Overall summary of progress

In this area the school has effectively delivered in the areas of learning culture and well-being. The school activated a Positive Behaviour for Learning Team and they drove the school wide implementation of this program during terms 1,2 and 3. Whole environment lessons were developed and videos were created outlining the current behaviour expectations. At the end of term 3 the school reviewed the implementation of this program and it was found to be having an inconsistent impact across the school and based on this evidence a new direction was taken with this to be the focus for 2018–2020 school planning.

The school was found to be delivering in the areas of learning culture and well-being with regard to our values Education program and social and emotional learning programs. The You Can Do It program has been effectively implemented from kindergarten to year 6. The school has implemented Seasons for Growth and is currently exploring Growth Mindset and whole school framework for well being,

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
You can do it is evidenced in all classrooms. School data reflects a downturn in negative behaviour and well-being referrals.	\$0	
Positive Behaviour for Learning (PBL) in place in the school	\$2000 teacher release	The school initiated the Positive Behaviour for Learning program however the implementation was not as successful as was hoped. The school on review of the evidence decided to abandon PBL for 2018 and incorporate a more holistic behaviour management program into 2018–2020 planning.

Next Steps

Community engagement and the need to communicate and collaborate more effectively with the community has been highlighted in the school's review processes as areas for enhancement. As such the school has identified systemic improvements to administrative practices, the development of an enhanced communication strategy and website including videos and regular updates on school processes and achievement of goals as possible improvements in this area.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$20872	The development of Personalised Learning Pathways for all Aboriginal students. The re-establishment of the Aboriginal Education Team and the engagement of Aboriginal parents through the painting of a school mural and development of a video "The New Lambton South Mob" were particular achievements in Aboriginal Education this year.
English language proficiency	\$15174	The school employed an English as a Second Language (EALD) Teacher for one day per week. This teacher worked with identified students to increase their English proficiency. It is important to note that this was supplemented by school and community funds of approximately \$5000
Low level adjustment for disability	\$110373	The school used this revenue to employ a full-time Learning and Support Teacher and to assist with the employment of an intervention specialist in literacy and numeracy K-2
Quality Teaching, Successful Students (QTSS)	\$33621	The school used this revenue to employ an Instructional Leader under the Early Action for Success framework and to provide release from face to face teaching for senior staff members to mentor less experienced teachers.
Socio-economic background	\$18365	The school used this revenue to employ an Instructional Leader (IL) through the Early Action for Success Framework. The IL works 5 days per week building teacher capacity to implement best practice teaching and learning programs into classrooms. It is important to note that this was supplemented by school and community funds.
Support for beginning teachers	\$20175	The school utilised this funding to release beginning teachers from class to work with an Instructional Leader and to observe experienced teachers in practice.
Targeted student support for refugees and new arrivals	\$15174	The school utilised this revenue to employ an specialist EALD teacher

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	218	229	223	225
Girls	213	231	230	228

Student attendance profile

School				
Year	2014	2015	2016	2017
K	97.2	94.6	94.9	95.6
1	95.9	95.7	96	95
2	96.9	95.8	95	94.9
3	97.3	93.8	95.5	95.1
4	95.6	94.6	95.2	95.2
5	94.9	94.7	95	94.7
6	95.6	92.3	93	95.1
All Years	96.2	94.5	95	95.1
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

At New Lambton South Public School students attendance is managed in the following ways.

- Adherence by the school to the attendance in Government Schools Policy
- Weekly monitoring via the Learning and Support Team of all attendance data
- Proactive reminders in newsletters about the importance of regular attendance.
- Follow up with non – attenders, students who have large amounts of partial absences.
- referral to Home School Liaison Officer when required.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	15.89
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	0.8
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	3.48
Other Positions	0

*Full Time Equivalent

New Lambton South currently has one permanent employee who identifies as an Aboriginal Person.

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	0

Professional learning and teacher accreditation

In 2017 the majority of professional learning took place in in-house. The school expended \$24,485 (Professional Learning Funds) \$20175 (Beginning Teacher Support \$13,454 (Literacy and Numeracy allocation on the employment of an Instructional Leader. The Instructional Leader was responsible for designing and delivering professional learning tailored to the needs of the teaching staff within the school. Focus areas included the Explicit Direct Instruction Framework, Literacy, Language and Learning and Daily 5 implementation. Through the latter half of the year the implementation of mathematical mindsets became a priority along with enhanced strategies for teaching writing. In addition to

this professional learning the Learning and Support Teacher undertook a range of learning in mental health awareness and ways for the school to assist students with diagnosed learning disorders. School and Administrative staff also attended budgeting workshops and network days.

The school ran the PaTCH (Parents and Teachers Program) which was highly successful with 8 parents volunteering to be trained in this program.

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 (\$)
Opening Balance	185,799
Revenue	3,688,251
Appropriation	3,361,993
Sale of Goods and Services	50,903
Grants and Contributions	272,387
Gain and Loss	0
Other Revenue	0
Investment Income	2,968
Expenses	-3,482,135
Recurrent Expenses	-3,482,135
Employee Related	-3,066,334
Operating Expenses	-415,801
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	206,116
Balance Carried Forward	391,915

New Lambton South Public School ensures all expenditure meets the requirements of all financial policies of the NSW Department of Education. Further to this the school presents an annual budget to the P and C and reports regularly to the P and C on expenditure and allocated resourcing. There is a school finance committee which meets regularly to review budgets, revenue and expenditure ensuring accountability, transparency and financial probity. Funds carried forward from the 2017 budget will be allocated during 2018 to significant upgrades of learning spaces.

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	2,926,355
Base Per Capita	69,230
Base Location	0
Other Base	2,857,125
Equity Total	164,784
Equity Aboriginal	20,872
Equity Socio economic	18,365
Equity Language	15,174
Equity Disability	110,373
Targeted Total	66,526
Other Total	79,897
Grand Total	3,237,562

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.

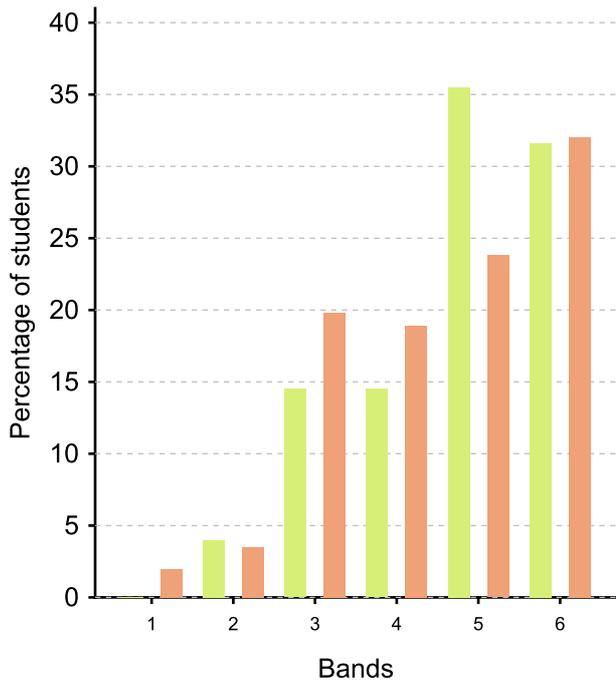
School performance

NAPLAN

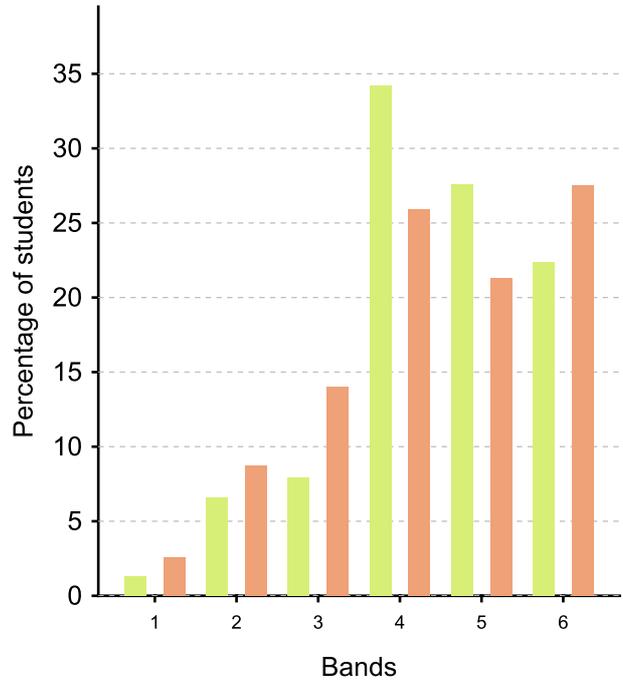
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Years 3 and 5 students were overrepresented compared to state averages in the top two bands of NAPLAN in reading, writing, and grammar and punctuation. Year 3 students were underrepresented in the top two bands in spelling and numeracy whilst year 5 were over-represented. The school has very few students at or below minimum standards and has identified strategies to improve their learning outcomes. Trend data over time shows considerable improvement in year 3 reading, spelling, punctuation and grammar and numeracy but writing has shown a slight downturn. In year 5 trend data continues to be above state average in all areas.

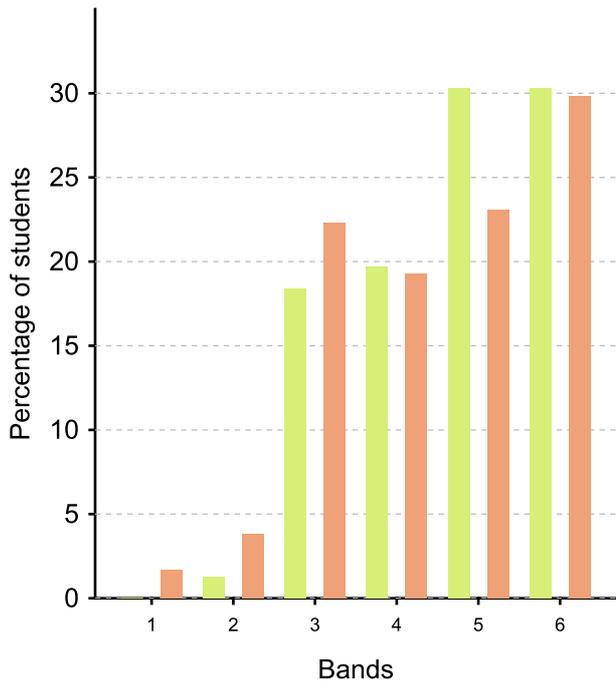
Percentage in bands:
Year 3 Grammar & Punctuation



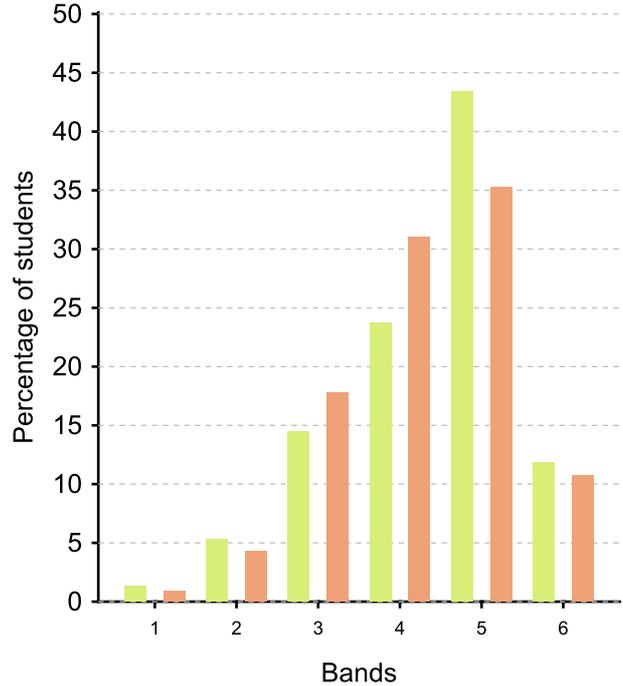
Percentage in bands:
Year 3 Spelling



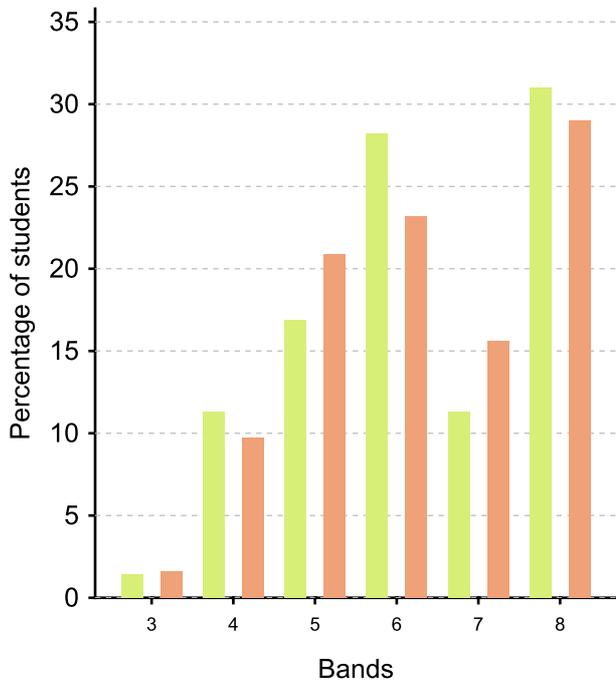
Percentage in bands:
Year 3 Reading



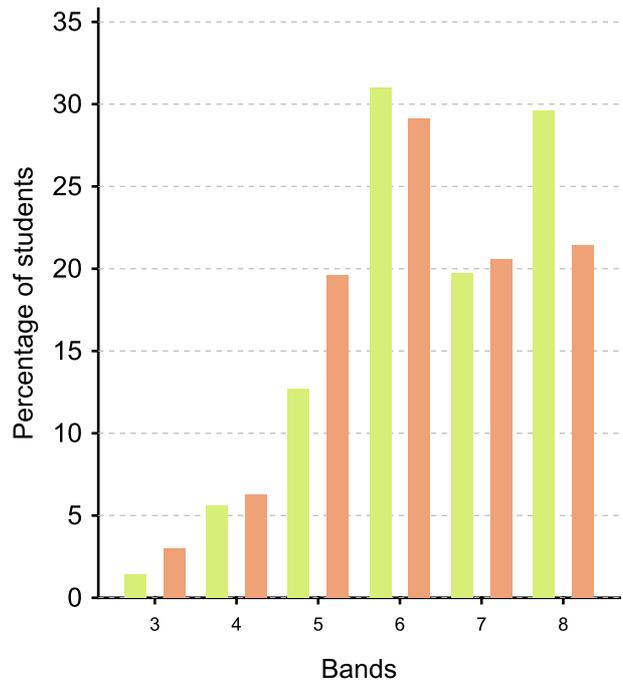
Percentage in bands:
Year 3 Writing



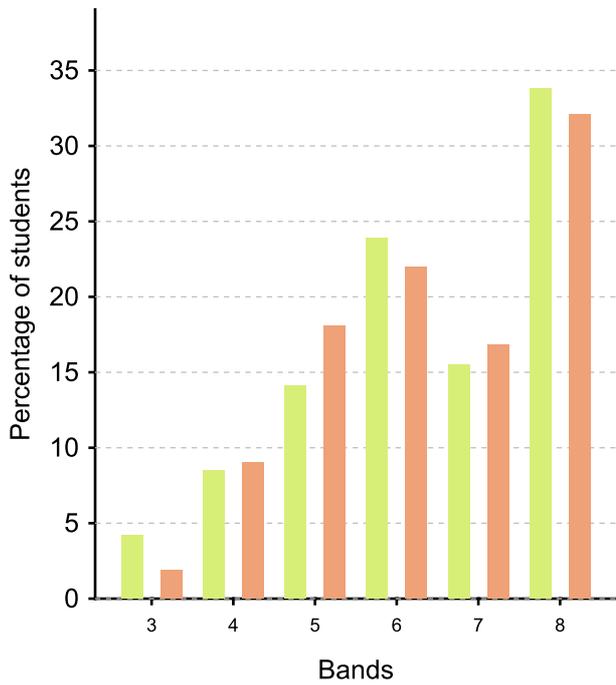
Percentage in bands:
Year 5 Grammar & Punctuation



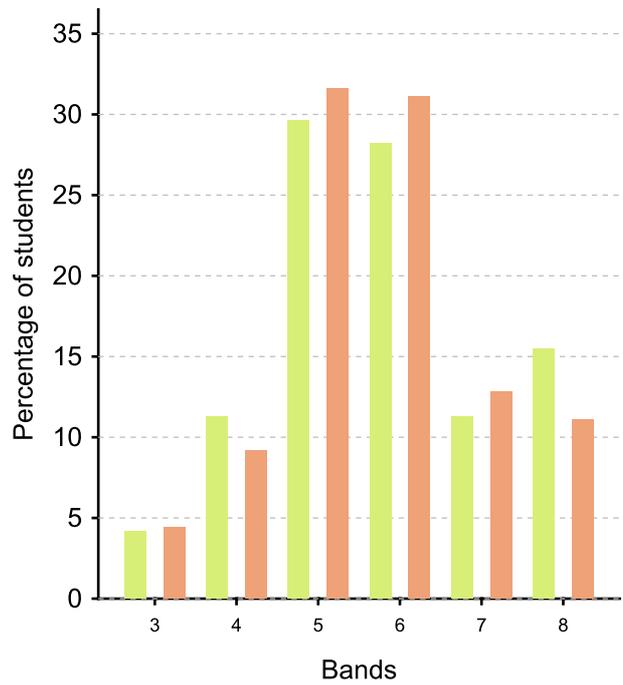
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading



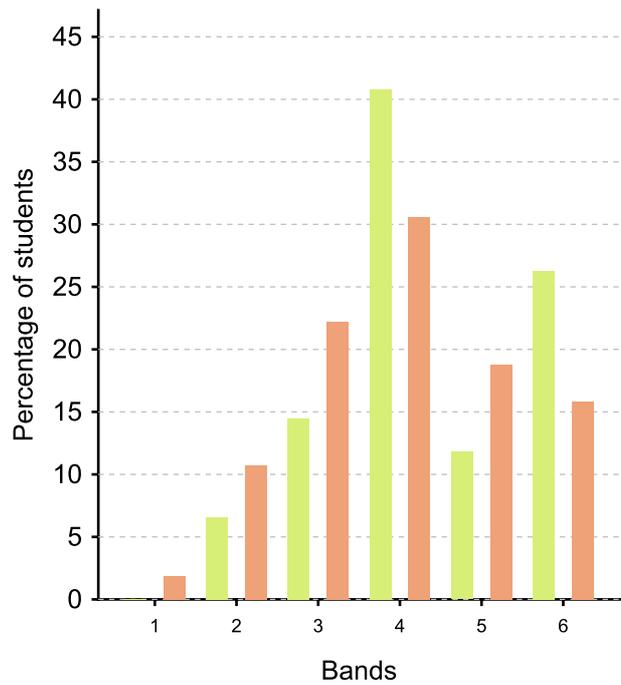
Percentage in bands:
Year 5 Writing



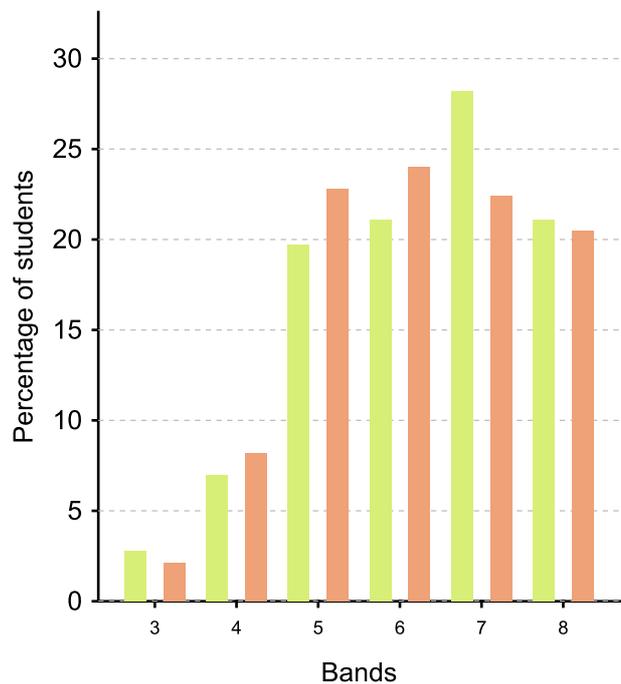
<Use this text box to comment on numeracy NAPLAN data>

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Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



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.>

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The school has made significant progress towards meeting the premiers priority "Increase the proportion of NSW students in the top two NAPLAN bands by eight percent by 2019"

In year 3 2016 45.9% of students in reading, 45.8% in writing, 45.8% in spelling, 47.9% in grammar and punctuation and 29.7% in numeracy performed in the top two bands. In 2017 this improved to 60.6% in reading, 55.2% in writing, 50% in spelling, 67.1% in grammar and punctuation and 38.1% in numeracy.

In year 5 results were scattered, In 2016 53.1% of students scored in the top two bands for reading compared to 49.3% on 2017. In writing 14.1% of students were in the top two bands in 2016 compared to 26.8% in 2017. In spelling 34.4% scored in the top two bands in 2016 compared to 49.3% in 2017. In Grammar and Punctuation 45.2% of students scored in the top two bands in 2016 compared to 42.3% in 2017 and in numeracy 33.3% of students in 2016 scored in the top two bands whilst in 2017 49.3% scored in the top two bands.

The schools performance against the state priority to "Increase the proportion of Aboriginal and Torres Strait Islander students in the top two NAPLAN bands for reading and numeracy by 30%" is as follows

In 2016 25% of Aboriginal students in year 3 performed in the top two bands for reading compared to 20% in 2017. In writing year 3 2016 had 50% of students in the top two bands compared to 40% in 2017. In spelling, 25% of students scored in the top two bands in 2016 compared to 40% in 2017. In grammar and punctuation, 50% of students scored in the top two bands in 2016 compared to 80% in 2017. In numeracy, 0% of students scored in the top two bands for numeracy and there was no change in 2017.

In year 5 reading 100% of students scored in the top two bands for reading compared to 0% in 2017. In writing year 50% of students scored in the top two bands compared to 0% in 2017. In spelling no students scored in the top two bands in 2016 or 2017. In grammar and punctuation 100% of students scored in the top two bands in 2016 compared to 0% in 2017. In numeracy 50% of students scored in the top two bands compared to 0% in 2017.

Please note that cohort sizes in year 3 2016 was 3 children and in 2017, 5 children. Cohort sizes for year 5 2016 was 2 children and 2017 was 4 children.

Policy requirements

Aboriginal education

In 2017 the school reinvigorated the Aboriginal Education Team and sought to engage Aboriginal Students and Parents more deeply in the school. This strategy had two distinct objectives. To ensure accountability and transparency within the Aboriginal community in terms of Students achievement and to enhance the Aboriginal Identity of the school.

Aboriginal Education Team meetings reported the learning outcomes and achievements of students and highlighted to community the strategies that the school has in place to cater for under and over achieving students.

Projects including the painting of a large mural "The emu in the sky" was commissioned and community was engaged in the development of "The New Lambton South Mob" A short video which highlighted the Aboriginal students within the school and linked to the NAIDOC theme of Aboriginal Languages.

New Lambton South has a relatively small cohort of Aboriginal students and in 2016 and in 2017 100% of these students achieved above minimum standards in NAPLAN testing in all areas of literacy and numeracy.

100% of Aboriginal students K-2 also reached state reading benchmarks.

Multicultural and anti-racism education

The school has approximately 21% Non-English Speaking Background students. These students are represented across the mainstream classrooms as well as the school's Opportunity Class. The school embeds multi-cultural education into all aspects of the curriculum where possible. The school also employs an EALD teacher who works primarily with identified refugee students in their early acquisition of literacy skills.