

Lapstone Public School

Annual Report



2017



4424

Introduction

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

Mrs Sharon Gordon

Principal

School contact details

Lapstone Public School

Explorers Rd

Glenbrook, 2773

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

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

4739 2208

School background

School vision statement

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

School context

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

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

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

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

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This 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.

Our self–assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

Learning

Lapstone Public School has reflected upon their wellbeing practices in semester two 2017. PBL practices have been refined and a consistent whole–school approach to wellbeing that has clearly defined behavioural expectations has successfully built upon a positive teaching and learning environment. Ensuring our students have many and varied opportunities to connect, succeed and thrive is vital. (A new reward system has been developed and will be implemented in 2018)

Lapstone Public School is a ‘Kidsmatter’ school. Our Positive Behaviour for Learning (PBL) systems sit within this framework. Professional learning for our PBL team, along with the refinement of structures and practice, has allowed the school to identify and evaluate the effect of wellbeing on student engagement and achievement.

Curriculum delivery effectively integrates technology and future focussed capabilities. Robotics and coding are developing programs and we had students compete for the first time this year. Our teachers differentiate the curriculum to meet the needs of students including adjustments to support learning and increase challenge. Teachers use data to drive teaching and learning. Assessment and reporting processes ensure a systematic monitoring of our students’ learning. A focus on feedback and student goal setting is an ongoing priority. Our school provides outstanding extra–curricular learning opportunities. These include school band, tuition in learning an instrument, choir, dance, drama, photography, debating and robotics. The school is achieving outstanding results in NAPLAN with the majority of students achieving in the top two bands.

Teaching: In the domain of teaching, our focus this past year and in particular in semester two has been developing professional learning for the teaching of literacy. Teachers actively evaluate, discuss and share learning from targeted professional development (THRASS) with other staff in our school and across schools to improve practice in the teaching of spelling. This has also enhanced collaborative practice. Embedding planned collaborative practice will be an ongoing focus. A new system whereby team leaders participate in regular professional conversations with a principal mentor was established in semester two. This further developed our professional community where teachers are supported to trial innovative or evidence based, future focused practices including Science Technology Engineering Maths (STEM), Project Based Learning and robotics. Furniture was purchased for classrooms to enable flexible learning spaces and to enable an “engine room” approach to the teaching of literacy.

Leading In the domain of Leadership, our priorities have been in school planning and in developing a new leadership team with reworked management practices and processes as the school had a new principal appointed. These new processes had succession planning embedded. Professional learning in the school emphasised developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement.

Parents and community members had the opportunity to meet with the new principal and to give their feedback on many school–related activities. Information from parents including Surveys, Parent discussions and the P&C were also avenues for the community to provide constructive feedback. The school enjoyed the benefit of parents and community members being engaged in a range of school–related activities which helped build the school as a cohesive educational community. Much reflection and analyses has led to the identification of areas to explore in a new school plan. The school plans are published on the school website, they are reviewed and improved in response to the Premier's priorities, Department of Education reforms and school evaluation completed each year.

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

Learning

Purpose

Creating quality 21st century learners

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

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

Overall summary of progress

Project based learning was embedded in trial classrooms with success. This has created a solid foundation for inquiry learning in 2018. Robotics and coding programs are in place for K–6. Further to these programs K–2 were engaged in Bee-Bots and Lego Wedo and Years 3–6 with EV3. Lapstone Public School sent a team to the Lego League competition for the first time and this was successful and will be continued in 2018. Inquiry tasks for science, history and geography were written and all class programs included these tasks.

Much professional dialogue and learning took place around assessment and tracking of students. Three way interviews were explored; this system was not utilised. Whole school data was collected for reading and numeracy. All teachers are now beginning to actively engage with data in teams, identifying the trends, growth and anomalies. A learning community staff development day was committed to 21st century learning and how to effectively embed best practice. This learning enabled reflective assessment of current programs and pedagogy.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Majority of students are achieving in the top three bands for NAPLAN	QTSS funds – Teacher relief Literacy and Numeracy funds– Resources \$2000.00 TPL funds– \$1500.00	In year 5 64% of students achieve in the top 3 bands for NAPLAN Reading. 60% for NAPLAN writing and 56% for numeracy. In Year 3 87% achieve top three bands for numeracy, 90% for reading and 77% for writing.
60% of students are familiar with the use of the learning intentions process to evaluate their progress and support conversations about their learning directions.	TPL funds– \$1500.00	Much professional learning has taken place in semester one. This is an ongoing focus moving into 2018–2020.

Next Steps

The school will continue to use literacy and numeracy continuums PLAN data, NAPLAN data, PAT test data and internal school measures to create a strong profile around student growth and measure growth. The focus is on achieving one year's growth for one year's learning.

There will be planned and regular times for collaboration of teachers to analyse student data. This will ensure consistent teacher judgement and will drive future teaching. This will happen in the format of Breakespear's "Sprints" model.

Support for teachers in the implementation of high impact teaching in reading and spelling. This will happen through the delivery of Focus On Reading and THRASS Teacher Professional Learning. A continued focus on formative assessment and the development of visible learning in all classrooms through ongoing professional learning and collegial support.

Strategic Direction 2

Engagement

Purpose

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

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

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

Overall summary of progress

The Wellbeing Framework has continued to guide our actions ensuring students are supported to connect, succeed and to thrive in all areas of school life. Teachers have continued to build upon their prior learning by engaging in learning modules in Kidsmatter. This has increased their knowledge and understanding of how to support students who experience difficulty in their ability to manage complex situations.

Teachers have continued to work on Student Individual Education Plans and Personalised Learning Passports, enabling students to achieve via adaptations / adjustments made to the teacher's quality learning program. This information has driven the allocation of Learning and Support Teacher, SLSO resources and Professional Learning for all school staff.

The Sharing The Knowledge Project was initiated. Art, storytelling, sustainability and local area geography information was shared with the students through contact with The Department of National Parks and Wildlife and our Indigenous Elders. It culminated in our Totem project and the first Annual 'Handing Over Custodianship' (care for our totem animals and the land we share) ceremony for the leaders in our school. The school's Positive Behaviour for Learning team was trained and Positive Behaviour for Learning practices have been reviewed.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teachers increase their inclusion of inquiry tasks in programs.	TPL funds– Teacher relief QTSS funds– Teacher relief	Programs reflect an increase of inquiry tasks in programs.
100% of parents, staff and students are aware of, and have experienced, Social Emotional Learning (SEL) and how it supports quality engagement which raises student outcome achievement.	Flexible funding Socio Economic funding	Kidsmatter embedded into the schools wellbeing programs and parents participating on the team.

Next Steps

The Kidsmatter philosophy will continue to form the basis of our school culture. Bounceback activities and Circle Time Solutions sessions will continue, on a weekly basis, to enable teachers to support students' social and emotional needs.

Commitment to training in Circle Time Solutions practices has provided the opportunity to investigate, ahead of training, dealing with situations in an engaging, enjoyable and non threatening manner.

The Individual Education Plan process will continue, but will be more clearly streamlined, outlining the need for parent contact (in it's many forms), review dates, collaboration and the writing of SMART goals.

Our connection with our Indigenous Elders will continue and strengthen, allowing us to continue to Share the Knowledge, culminating in our second Annual 'Handing Over Custodianship' (care for our totem animals and the land we share) ceremony for the leaders in our school.

Strategic Direction 3

Quality Teaching

Purpose

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

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

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

Overall summary of progress

After identifying areas of need, THRASS (phonics) training was undertaken by the executive and extensive Teacher Professional Learning was delivered. The THRASS (Teaching Handwriting, Reading and Spelling Skills) model of Phonemic Understanding has been adopted school wide and embedded in all Key Learning Areas.

All classroom teachers have invited their supervising executive and a critical friend into their classroom to observe their classroom practices. Regularly scheduled times allowed pre-observation meetings to be held so that focus areas could be identified. Timely feedback was made available through post observation meeting times, either during scheduled time or teacher Release From Face to Face time.

A number of teachers are currently utilising Learning Intentions and Support Criteria practices within their classrooms. Sustained professional learning and focus has raised interest in the concept of visible learning. Continued professional learning, team teaching, classroom walkthroughs and lesson observations will be used to increase LISC utilisation.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teachers are effectively participating in observations, feedback and evidence gathering to support and drive quality teaching practices in relation to their professional learning goals.	QTSS funds– Teacher Relief TPL funds– \$2000.00	Achieved 100% of teachers now accredited at Proficient with NESA

Next Steps

The school will continue to follow the THRASS guidelines in order to teach handwriting, reading and spelling skills. To further cater for identified areas of need. Staff will complete the Focus on Reading course and be supported with implementation of explicit teaching of metacognitive comprehension skills.

Classroom observations and lesson study using the Classroom Practice Continuum (AITSL) will form a key component of the Teacher Professional Development Process.

The school will continue to focus on the positive use of Learning Intentions and Success Criteria. Professional learning, team teaching, classroom walkthroughs, lesson observations and collegial support will develop the LISC contribution to the Visible Learning pedagogy.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$850 Wagana Aboriginal Dancers \$300 MOCS Aboriginal Artists in Schools \$770 Totem Project Involvement \$600 Art Pieces for Totem Project	<p>In partnership with the local Aboriginal community, completed a program of learning that increased student understanding of Dharug culture and the importance of protecting the local environment. It included art and dance workshops, presentations of student research, excursions within the local bushland, Dharug language learning by all students and increased student connection to the school environment and community.</p> <p>All students are showing progress across all aspects of both literacy and numeracy continuums. Attendance is very satisfactory.</p>
Low level adjustment for disability	\$40 630 2 day permanent Learning and Support Teacher \$6 979 SLSO support \$2 316 Teacher casual days	<p>Funding provided was allocated to employing a Learning and Support Teacher for 2 days per week. Support Learning teachers were also employed to support students with their learning in class and on the playground. Classroom teachers were relieved to develop, review and resource programs to support students. Resulting in students' academic, social and emotional needs being met.</p> <p>Consultation with parents on Individual Education Plans is ensured with procedures being in place.</p> <p>All students who require adjustments and accommodations are catered for within class programs and other whole school strategies with IEP and targeted support.</p>
Quality Teaching, Successful Students (QTSS)	\$19 604.00	<p>Funding enabled teachers to have time to work with their supervisors in developing and implementing their Professional Development Plans. Time for professional learning and collaborative planning and assessing was also achieved. This enabled the development of new teaching and learning programs and increased targeted collaborative practice. 100% of teachers being accredited at Proficient.</p>
Socio-economic background	\$3425.00	<p>Teachers were released to develop differentiated personalised learning plans for identified students resulting in the delivery of programs meeting student needs and high engagement in learning.</p>
Support for beginning teachers	\$880 Thrass Course \$109 Diabetes Training \$150 Early Career Teacher Conference \$14 256 Teacher relief	<p>Our beginning teachers were provided with quality teacher professional learning including Phonics training–THRASS, Diabetes training and Early Career Teacher Conference. Further to teacher professional learning extra support was provided through extra weekly RFF and opportunities to be mentored by experienced teachers.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	120	125	123	114
Girls	118	125	131	137

Student enrolment at Lapstone Public School has remained steady over the past three years.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	97.5	96.7	96.9	97
1	95.7	96.6	93.7	96.9
2	95.8	95.5	95.9	94.6
3	95.4	93.6	96.6	96.3
4	96.3	94	93.8	96.4
5	94.9	94.2	95	95.3
6	95.9	95	93.4	96
All Years	95.9	95.2	95.4	96.1
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

Student attendance is highly supported by the school community at Lapstone Public School. Non attendance is dealt with promptly through the following of procedures by office and teaching staff. Support from a Home School Liaison Officer is employed as necessary.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	8.01
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.4
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	2.52
Other Positions	0

*Full Time Equivalent

In 2017 we had a number of staff changes due to retirements. Mrs Knight the school's principal retired and Mrs Gordon was appointed through merit selection. Mrs Gordon commenced at Lapstone Public School in Term 3 of 2017. Miss Knight was appointed through merit selection as classroom teacher in 2017 as Mrs Lord retired.

There are no Aboriginal staff members currently working at Lapstone Public School.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Professional learning and teacher accreditation

Lapstone PS strongly supports teacher quality through strategically planned, rigorous and evidence based professional learning which is aligned to the School Plan and teachers Professional Development Plans. Teacher professional learning is differentiated to teacher and student need. Further to this whole school TPL is planned. to meet compliance needs such as CPR and anaphylaxis. Our teachers K–6 engaged in explicit instruction for spelling. An instructional leader visited and worked with teams of teachers delivering demonstration lessons. LaST allocation and QTSS funding enabled collaborative practice where teams of teachers were released to work together on spelling. In semester one much professional learning took place around assessment and reporting. In 2017 all teachers became accredited at Proficient level.

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	186,082
Revenue	2,244,495
Appropriation	2,001,215
Sale of Goods and Services	6,280
Grants and Contributions	234,096
Gain and Loss	0
Other Revenue	0
Investment Income	2,904
Expenses	-2,136,115
Recurrent Expenses	-2,136,133
Employee Related	-1,900,055
Operating Expenses	-236,078
Capital Expenses	18
Employee Related	0
Operating Expenses	18
SURPLUS / DEFICIT FOR THE YEAR	108,379
Balance Carried Forward	294,461

The financial management of the school is based on participative decision making. Budget decisions are made by the Principal in consultation with the staff and

the Parents and Citizens Association.

Funds have been set aside for the construction of a multi purpose court. The P&C Association will contribute funds to this project.

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	1,753,194
Base Per Capita	38,818
Base Location	0
Other Base	1,714,377
Equity Total	62,429
Equity Aboriginal	2,863
Equity Socio economic	3,425
Equity Language	0
Equity Disability	56,140
Targeted Total	80,885
Other Total	22,022
Grand Total	1,918,530

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.

The 2017 literacy NAPLAN results show that students at Lapstone PS are achieving above state average.

Year 3 reading showed an increase of 8% for students achieving in the top 2 bands. In Year 5 reading 44% of students achieved in the top two bands. In writing Year 3 students achieved well above state average with 61% achieving in the top two bands. In Year 5 Lapstone PS had 17% more than the state average achieve in the top two bands. In grammar Year 3 had 94% of students achieving in the top two bands and 61% in spelling.

In Year 5 40% of students achieved in the top two bands for grammar and 24% achieved in the top two bands for spelling.

Percentage in Bands:

Year 3 - Reading

Band	1	2	3	4	5	6
Percentage of students	0.0	2.8	5.6	16.7	16.7	58.3
School avg 2015-2017	0.0	6.8	8.3	12.0	21.9	51.1

Percentage in Bands:

Year 3 - Writing

Band	1	2	3	4	5	6
Percentage of students	0.0	11.1	11.1	16.7	47.2	13.9
School avg 2015-2017	0.0	6.2	9.5	22.8	39.0	22.5

Percentage in Bands:

Year 5 - Reading

Band	3	4	5	6	7	8
Percentage of students	8.0	8.0	20.0	20.0	16.0	28.0
School avg 2015-2017	2.7	8.8	11.9	18.9	32.1	25.6

Percentage in Bands:

Year 5 - Writing

Band	3	4	5	6	7	8
Percentage of students	8.0	4.0	28.0	32.0	24.0	4.0
School avg 2015-2017	3.5	6.0	30.3	34.6	21.1	4.6

In numeracy 36% of students in Year 5 achieved in the top two bands. This is 5% above state average.

57% of year 3 students achieved in the top two bands. This is 13% above the state average.

Percentage in Bands:

Year 3 - Numeracy

Band	1	2	3	4	5	6
Percentage of students	0.0	2.7	2.7	37.8	29.7	27.0
School avg 2015-2017	0.0	7.4	7.8	28.8	32.0	23.9

Percentage in Bands:

Year 5 - Numeracy

Band	3	4	5	6	7	8
Percentage of students	8.0	4.0	32.0	20.0	24.0	12.0
School avg 2015-2017	3.5	6.3	29.0	27.1	22.3	11.8

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

Each year schools are required to seek the opinions of the school community about the school. In 2017 students participated in the Tell Them From Me survey and student leaders met with Mrs Gordon and discussed their opinions on the school. Teachers completed surveys and all met individually to discuss their opinions on the school. The school community were surveyed to discuss their opinions.

The parents responses are listed below:

96% of surveyed parents agreed or strongly agreed that Lapstone PS is a friendly school and tolerant and accepting of all students.

96% of surveyed parents agreed or strongly agreed that Lapstone PS has effective communication with the school community.

89% of surveyed parents agreed or strongly agreed that Lapstone PS has supportive welfare programs.

80% The School's reporting to parents clearly communicates information about student achievement and development.

93% strongly agree or agree that the School meets the English learning needs of my child/children.

84% strongly agree or agree that the School meets the numeracy learning needs of my child/children.

96% strongly agree or agree that a wide range of creative and performing arts programs are available for my child/children

100% strongly agree or agree that we provide opportunity for parents to contribute to our school.

The student responses are listed below:

95% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future.

96% of students believe that they have positive behaviour.

100% of students believe that they try hard to succeed in their learning.

80% of students believed the current school award system was not fair for all students.

Policy requirements

Aboriginal education

Throughout 2017 teachers continued to work closely with parents and caregivers of Aboriginal students to refine and implement learning plans. Aboriginal and Torres Straight Islander perspectives and texts were

included across the curriculum. Aboriginal culture was recognized and the contributions and customs of Aboriginal people were celebrated. Learning and Support Teacher support was directed to Aboriginal students ensuring successful implementation of learning plans.

Multicultural and anti-racism education

An understanding of our cultural diversity is included in History and English programs. Multicultural perspectives are incorporated into all Stages across the school. Further to this acceptance and tolerance is reinforced throughout the school in all settings. Our cultural diversity is one of our greatest strengths and is at the heart of who we are. It makes Australia a great place to live. this message is delivered to our students. Harmony Day was celebrated on the 21st March and many students wore the colour orange to acknowledge their understanding and acceptance of cultural diversity.