

# Lambton Public School

## Annual Report



2018



2366

## Introduction

The Annual Report for **2018** 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.

Ms Kristen Saunders

Relieving Principal

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### Message from the Principal

I am proud to present the Lambton Public School Annual Report for 2018 which summarises our priorities and achievements for the year.

The 2018 school year has been a very busy one for all concerned. It has seen us focus on the targets identified in our School Plan 2018 –2020 with a significant focus on the teaching and learning of reading. As a result of this focus we are very proud of the improvement that we have seen in our students achievements in this area.

There were a number of highlights throughout 2018 for our students. In the area of sport, six students represent the Hunter Region at a NSW State event with one student, Coby Lomas, going onto represent at the NSW State Athletics Carnival and qualifying for Nationals. Our students also performed well in public speaking, and our Year 6 debating team won the zone Premier's Debating Competition progressing to the regional finals. The schools' emphasis on displaying our values of respect, responsibility, courteous and truth, and personal best were evident through all extra-curricular activities and the students are to be commended for the ongoing way in which they represent our school.

A number of school improvement projects were also completed throughout 2018 with the aim of creating an even better environment for the students to learn within. This included: external painting of two buildings, internal painting of three classrooms, new carpet and flooring in 2 rooms, the installation of 1 new air-conditioning unit, a new pedestrian path, improvement to our top carpark and the purchasing of 5 interactive boards for classrooms. Our hardworking P & C organised a number of profitable fundraisers and supported the school by providing approximately \$ 25 000 for various programs and resources throughout the year.

Kristen Saunders

## School background

### School vision statement

Lambton Public School builds student's skills and growth in educational, social and emotional domains. Our students are respectful, responsible and courteous and they strive for their personal best as they learn to respond positively to challenges in a caring and supportive environment.

### School context

Lambton Public School opened in 1865 and has a long and proud history. The school is located west of Newcastle and serves a community that is quite evenly split across low, medium and high socioeconomic groups.

The enrolment of 392 students includes 22 Aboriginal students and 38 students from language backgrounds other than English.

The school is organised into 15 classes and is served by 27 teaching staff, three administrative and support positions and three additional school learning support staff.

Staff have high expectations of both their students and themselves and are committed to continually building and strengthening professional practices and creating quality learning opportunities for our students.

Building and maintaining respectful and responsive relationships with and amongst our entire school community ensures quality relationships, builds a sense of belonging and results in people feeling valued, accepted and secure.

## 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 domain of '**Learning**' we have focused on many areas but primarily in the curriculum area of reading. We have focused on Learning Culture, Curriculum, Assessment and Wellbeing. Much of our professional learning in 2018 has focused on ensuring that we have high and consistent expectations of our students in this curriculum area with a particular focus on the importance that every student makes learning progress. Our teachers have refined their skills in differentiating their reading instruction and making adjustments to support student learning and to increase the challenge of activities for targeted students. Teachers have also incorporated learning intentions and success criteria into their lesson structure resulting in most students understanding what they need to learn next which enables continual improvement. We now have a whole school reading assessment strategy in place and as a result of this system the learning of all students can be effectively monitored. In Wellbeing, we have focused on explicitly communicating expectations of behaviour across all school settings. This has resulted in teachers having consistent expectations in all classrooms throughout the school ensuring our classrooms are effective environments for learning.

Within the domain of '**Teaching**' our focus has primarily been upon Effective Classroom Practice and Lesson Planning, Data Skills and Data Literacy and also Learning and Developing, and Collaborative Practices. Teachers have engaged in professional learning to build their data literacy skills in the analysis and interpretation of our school reading data. This data has then been used as teachers have engaged in professional discussion and collaboration to improve both their professional knowledge and the teaching and learning in classrooms, through the development of reading lesson plans and lesson sequences ensuring that content is based on the curriculum but also that all student needs are met.

In the domain of '**Leading**', our priority for 2018 has been upon School Planning and Implementation, School Resources and Financial Management as well as Management Practices and Administration Systems. Much time has been invested by the school leadership team in ensuring that all staff have a clear understanding of the key directions of the 2018–2020 School Plan, our current milestones and our improvement measures. The priorities identified in the School Plan have driven all financial decisions and this has meant that in 2018, we have been able to invest significant funds in the updating of our reading texts and resources. In addition to this, many administrative practices and procedures have been reviewed and modified so that they are more effective, both meeting department policy and supporting school operations.

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.

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

Great Teachers, Great Future

### Purpose

To strengthen teaching practices by utilising evidence-based pedagogy to enhance student outcomes

### Overall summary of progress

Our primary focus for 2018 has been to improve our teaching practices and our student's results in the area of reading. As a result, this has been a focus of much of our professional learning throughout the year with both our instructional leader position and our Quality Teachers, Successful Students (QTSS) initiatives supporting the refinement of our practices in this area. As a result, our whole school data collection procedures and the reading expectations of our students have been revised and modified. As a staff we refined our teaching pedagogy of reading and all teachers incorporated explicit teaching practices in their reading lessons. To support teachers a document containing information around reading instruction including information about data collection processes, expected reading achievement levels, the frequency of reading lessons, components a quality lessons, the allocation of LAST support and programming expectations has also been developed.

To assist staff in using assessment data effectively, some team meetings became Sharing and Learning Teams (SALT) where teachers discussed their students' learning and their teaching practice. At these meetings, teams worked collaboratively to set goals for themselves and their students and to decide on possible strategies that might be employed in the classroom to meet their goals.

Progress in this area has been very pleasing right across the school as we have seen a 24.4% improvement in the number of students achieving grade appropriate reading results between the beginning and end of 2018.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the number of students achieving in the top 2 bands in NAPLAN literacy and numeracy by 50%.	Up-graded guiding reading books – \$ 11,359	Across both Year 3 and Year 5, 30 of our students, or 27%, scored in the top two bands in numeracy while in reading there were 57 students, or 50%. Although this data indicates that there has been little change to our results in numeracy, there has been an increase of 13%, in the number of students in these top two bands in reading since 2017.
85% of students achieve at grade expectation (which is a C) or higher.	Collaborative Stage planning days – \$12,000	In English 78.7 % of students achieved a C or higher in their report grade in Semester One. This grew to 85.6% in Semester Two which was an increase of 6.9%.  In Maths 83.5% of students achieved a C or higher in Semester One and 87% in Semester Two..
The average performance of our Aboriginal students over a 3 year period will equal or better the performance of all Aboriginal students across the state.	Nil	Year 3 NAPLAN data showed that we achieved this in reading but not in writing or numeracy. Our Year 5 NAPLAN data showed that we achieved this across all areas. We are thrilled with the progress made by our Aboriginal students in reading, which was our focus for 2018, as their was a 37.2% improvement in the number of students achieving grade appropriate reading results between the beginning and end of 2018. This growth will hopefully be reflected in our NAPLAN results in future years.

### Next Steps

Whilst the early indicators of improvement in reading are strong, it is the school's intent to further improve our students results in this area. It is also our intent to expand our focus into other areas of the curriculum including writing and maths.

In 2019 LPS intends to:

- Develop a school phonics scope and sequence.
- Implement a quality spelling program across the school which meets our students needs and improves students spelling skills.
- Introduce the Rocket Maths Program to enhance students recall of number facts.



## Strategic Direction 2

### Fostering Belonging and Wellbeing

#### Purpose

To support the cognitive, emotional, social, physical and spiritual wellbeing of all individuals by building respectful relationships and fostering a sense of belonging

#### Overall summary of progress

In 2018, we invested in reinforcing our School Values and developing clear behavioural expectations which clearly identified what respectful behaviour looked like for all areas in our school. These expectations were then explicitly taught to students and predominantly displayed throughout the school. We implemented a new behaviour management system and refined our systems in monitoring and following up negative behaviour incidents. One of our teachers also had some time to regularly review our behaviour data and use it to identify and then support targeted students in improving their behaviour at school.

Staff undertook professional learning around the KidsMatter framework where we looked at content regarding building a sense of belonging and creating a positive school community. Teams brainstormed strategies and activities that could be incorporated into the classroom to foster positive student relationships and student teacher relationships. Additionally we looked at embedding our Social Emotional Learning Program (SEL) within the school and fostering our students skills of self-awareness, self management, social awareness, relationship skills and responsible decision making. This resulted in staff preparing and teaching quality SEL lessons that were both relevant to our students and which addressed syllabus content and outcomes every week.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improve student and teacher wellbeing which will be evident by scoring average or better in all areas of the KidsMatter Survey Mental Health Maps for schools, staff, parents and students.	Nil	<p>In 2018 we focused primarily on respectful relationships and fostering a sense of belonging. 65% of students felt that they belonged, 35% felt teachers and student respected each other but only 12% felt that students get along.</p> <p>Additionally we focused on providing a quality Social Emotional Learning Program to develop our students skills in self-awareness, self management, social awareness, relationship skills and responsible decision making. 57% of our students indicated that they had learnt about making friends and managing their emotions at school.</p>
Increase positive behaviours across our school setting which will be reflected in less negative incidents recorded on SENTRAL.	Signage – \$850  Expectation booklets – \$100	We have developed clear behaviour expectations for all areas around the school and feel that as a result of this we have raised the standard of what is deemed acceptable behaviour. We have modified our behaviour management system but have not yet consistently seen a reduction in negative student behaviour with between 4 and 7 incidents per class being recorded on SENTRAL each week.
Increase sense of belonging, student relationships, student teacher relationships, learning climate and positive connections to culture to equal or better NSW Government norms on the Tell Them From Me survey.	Nil	In 2018 our primary focus has been on improvement in the areas of belonging and positive student and teacher student relationships. Although we have seen an improvement in student teacher relationships scores, all areas remain slightly below NSW Government norms and continue to be a focus.

#### Next Steps

Moving into 2019, fostering belonging and wellbeing we will continue have a significant focus right across the school.

LPS intends to;

- Strengthen our behaviour management system and refine our strategies to improve positive student behaviour
- Provide professional learning for staff to further develop teachers skills and strategies to effective manage student behaviour.
- Further improve our student's sense of belonging, positive student and teacher student relationships and also develop cultural knowledge, acceptance and pride in all students.
- Review our Anti-bullying procedures.



### Strategic Direction 3

#### Effective Communication, Positive Partnerships

#### Purpose

To enhance positive partnerships amongst all stakeholders based upon a culture of high expectations and community engagement towards whole school improvement

#### Overall summary of progress

This strategic direction, had two quite distinct areas in 2018. We aimed to improve our communication systems within the school as well as improve communication between the school and our parent community.

Within the school we introduced;

- Weekly event notices on our SENTRAL dash board to ensure that staff were aware of all upcoming events.
- G Suite to communicate all essential information to casual teachers.
- A staff notice board in the staffroom to communicate information regarding any staff changes.
- A Variation to Routine Form to communicate changes needed as a result of any special school event or excursion; and
- A New Student Form to provide classroom teachers with information about any new student coming into their class.

We also established clear guidelines regarding the purchasing of goods and resources within the school.

To strengthen communication between the school and the community we used a combination of Skoolbag, Facebook and platforms such as DOJO and SEE-SAW to share school events and open lines of communication between teachers and parents. We also updated our school website so that information can more easily be located. Later in the year we also moved to trialling an e-newsletter format for our school newsletter.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff indicate positive and proactive communication systems within the school.	Nil	As indicated above, a number of initiatives were introduced in 2018 to improve communication within the school. This resulted in a pleasing improvement in scores on the communication survey in relation to staff communication with us meeting the target that we set ourselves. This survey also indicated that there has been improvement in staff to student communication.
Increased parent response to school based information, surveys, interviews, correspondence, school activities and excursions.	Nil	With hindsight, this particular improvement measure is difficult to quantify and there was no baseline data to work from. However, we have seen a very positive response to parent teacher interview in 2018 with 254 interviews being booked online. We also had a great response to our survey regarding safety concerns in our local area with a return rate of almost 70% and 185 surveys.
An accurate record of all parent teacher contact is recorded and saved on SENTRAL in a timely and efficient manner.	Nil	Staff have used SENTRAL to effectively record parent contact and conversations and we now having a record of some 442 conversations occurring during 2018. This record of communication will allow future teachers to see what issues or concerns have been raised and addressed, providing us with a better line of sight and understanding in futures conversations when working with families.

## Next Steps

In 2019, we will move our focus slightly within this strategic direction to focus on enhancing partnerships.

One key focus will be on increasing meaningful communication between teachers and parents regarding student learning and behaviour, and collaboratively working with parents to achieve better student outcomes.

Additionally we intend to improve our office systems to streamline communication and payment as well as providing improved customer service to build stronger relationships with our school community.

Amongst our staff we aim to further foster positive communication, strong collaborative working relationships and a culture of collegial support.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$20,326	In 2018, considerable funds were spent supplementing our school Guided Reading Texts with books that related to Aboriginal culture. Cultural poles were also added to the Womaitaraba Garden and staff attended professional learning related to engaging Aboriginal Communities. In addition to this, we included NAIDOC week as major event in our school calendar and Aboriginal units of work have been embedded in a multitude of units of work across the school. For further information in relation to this please see the Aboriginal Education section later in this report.
<b>English language proficiency</b>	\$7,637	The English proficiency funds and the EALD New Arrivals allocation were combined to employ an English as a Second Language (EALD) Teacher for two to three days per week throughout the year. This teacher worked with identified students to increase their English proficiency. All student who were targeted through this program improved their skills, making progress and moving along the ESL Scales in all areas – oral language, reading and writing.
<b>Low level adjustment for disability</b>		This funding was used to supplement our literacy and numeracy allocation to create an instructional leader position 2 days a week. Our instructional leader lead pedagogy across the school with a particular focus on providing quality PL in reading instruction for the whole staff and to support Year 1 and Year 2 teachers with the delivery of a differentiated reading program that met the needs of every student in the school. By monitoring progress and improvements in student reading results closely throughout the year, our LAST support was able to be directed efficiently to support students who needed it most . Additionally funds were used to support teachers in planning for appropriate adjustments to curriculum and assessment in their classrooms.
<b>Quality Teaching, Successful Students (QTSS)</b>	0.6 Staffing allocation	This allocation has been used to provide release time for school executive staff to establish collaborative practices in the school allowing teachers to work together and learn from each other by observing and discussing how they develop lesson plans and assessment tasks. Executive staff have aimed to visit classrooms to work with teachers, team teach, observe teaching practice and support teachers with using data to better inform their teaching.
<b>Socio–economic background</b>	\$38,666	Socio–economic funds were used in 2018 to support a diverse range of initiatives including collaborative stage planning days, new reading resources and the employment of a tutor to conduct and instruct our school band. We also employed a teacher to support programs such as our debating program, to allowed the implementation of 'Rock and

<b>Socio-economic background</b>	\$38,666	Water' across Stage 3 and targeted groups of Stage 2 students, 'Seasons for Growth' and to assist with the management of our technology resources across the school.
<b>Support for beginning teachers</b>	\$27,572	Our beginning teachers have received a quality induction and professional development program in 2018. They have had a reduced teaching load to support the development of their skills. They have worked with colleagues in team teaching and collegial lesson observations situations to support their skill development. Throughout the year they have been provided with ongoing feedback and support from their teacher mentor on their strengths and areas for development and have demonstrated their ability to meet the Australian Professional Teaching Standards.

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	199	202	199	199
Girls	179	184	197	198

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	96.5	95.4	97.5	95.6
1	95.7	94.1	95.6	93.8
2	94.9	92.5	95.4	92.2
3	94.3	95.1	97	93.9
4	94	93.4	95.2	95
5	94.7	95.9	95.6	93.2
6	94.8	92.8	95.3	92.9
All Years	95	94.2	95.9	93.8
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### Management of non-attendance

At Lambton Public School student attendance is managed in the following ways;

\* Reminders about the importance of regular attendance are regularly placed in the newsletter.

\* Monitoring of attendance data occurs at Team Meetings and our Learning Support Teams Meetings.

\* Teachers follow up with non – attenders by contacting parents if 3 or more consecutive days are missed, if an established pattern of specific days are missed each week or after several late arrivals.

\* Emails are sent to parents if no explanation has not been received within 7 days of an absence.

\* Implementation of various strategies to help improve individual student attendance rates.

\* Referrals to the Home School Liaison Officer when required in line with Department procedures.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	15.91
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.8
School Administration and Support Staff	2.92

\*Full Time Equivalent

In addition to the positions listed above the school used RAM equity funds to allow the release of a classroom teacher two days a week to work as an Instructional Leader to support best practice pedagogy within the school.

In 2018 Lambton Public School had two permanent teaching staff who identified as Aboriginal and we had a beginning teacher join our staff.

### 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	17

### Professional learning and teacher accreditation

In 2018 the majority of professional learning took place in-house and aligned to the School Plan, linked to Performance and Development Plans or mandatory training requirements. The school employed an Instructional Leader this year who was responsible for designing and delivering much of our professional

learning tailored to the needs of the teaching staff within the school. Our primary focus was in the area of reading where we reviewed our data collection practices, set high expectations for our students, embedded the use of learning intentions and success criteria as part of our explicit teaching practice, refined our teaching pedagogy of reading and up skilled staff in more efficiently using data to inform our classroom practice.

Other professional learning that did take place included office staff and members of our leadership team participated in training related to managing the school budget and our financial systems, several teachers attended professional learning targeting technology skills and our library staff were upskills in the use of the library management system 'Oliver'.

During 2018, we had one permanent staff member successfully achieved Accreditation at Proficient Teacher Level and additionally we supported two of our long term temporary staff in also becoming accredited at this level. All of our experienced pre-2004 teachers also began their accreditation journey as proficient teachers.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	-44,892
<b>Revenue</b>	3,893,084
Appropriation	3,672,167
Sale of Goods and Services	33,834
Grants and Contributions	183,397
Gain and Loss	0
Other Revenue	1,500
Investment Income	2,186
<b>Expenses</b>	-3,462,920
Recurrent Expenses	-3,462,920
Employee Related	-3,076,199
Operating Expenses	-386,721
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	430,164
<b>Balance Carried Forward</b>	385,272

The school's finances are overseen by our Financial Management Team consisting of the Principal, School Administrative Officer and a member of the school executive. Meetings are held at least fortnightly to plan priorities, discuss expenditure and make adjustments as needed. Once a term a Budget Meeting is held where information regarding the school budget and priorities are shared with other interested staff and a school community representative.

The balance carried forward in our financial summary is not completely representative of the school's financial position at the end of the year as a number of wages incurred in 2018 were not invoiced and journaled until the beginning of 2019. Additionally a number of purchases were yet to be invoiced and paid.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	2,570,872
Base Per Capita	76,574
Base Location	0
Other Base	2,494,297
<b>Equity Total</b>	185,538
Equity Aboriginal	20,326
Equity Socio economic	38,666
Equity Language	7,637
Equity Disability	118,909
<b>Targeted Total</b>	196,306
<b>Other Total</b>	327,078
<b>Grand Total</b>	3,279,794

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

In 2018, a total of 54 students in Year 3 and 61 students in Year 5 sat NAPLAN literacy tests. Although the overall results of particularly our Year 3 students was disappointing, it was pleasing to see that our Year 3 boys performed slightly better than the state average in grammar and also showed significant improvement from our 2017 results. Our Year 5 girls performed well in reading with 55% of this cohort performing in the top 2 bands. We were also particularly pleased with our students growth between Year 3 and Year 5 in Reading with 66% of our students achieving at or above expected growth.

A strong point in our school in numeracy, was the growth between Year 3 and 5 with 67% of our Year 5 students making at or above expected growth, which was 10% more students than the state average. It was also pleasing to see that 46% of our Year 3 boys performed in the top 2 bands.

Overall, our value added from Year 5 to Year 7 was notable with consistent improvement over the last 3 years, placing us in the category of sustaining and growing.

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.

In accordance with the Premier's priorities related to improving education results, the percentage of students in the top 2 bands for NAPLAN for Reading and Numeracy in 2018 were as follows;

### Reading

- Year 3 – 55%
- Year 5 – 45%

### Numeracy

- Year 3 – 46%
- Year 5 – 32%

The average percentage of students that performed in the top two bands in reading and numeracy was 38.5% which is an increase of approximately 6% from 2017.

## Parent/caregiver, student, teacher satisfaction

In 2018, views and opinions from students, parents and teachers in relation to satisfaction was captured using the 'Tell Them From Me' surveys. A summary of the findings is as follows:

### Students

153 students from Years 4, 5, and 6 completed the 'Tell Them From Me' survey in 2018. Overall the school's results were very closely matched to NSW government norms in all areas surveyed. The most notable difference was in relation to 'students positive behaviour at school' where 89% of our students indicated that they do not get into trouble for disruptive or inappropriate behaviour compared to the state norm of 83%. In contrast to this, the school mean for 'student participation in extra curricular activities' was 42% compared to the NSW norm of 59% and 'students with positive homework behaviours' was 45% compared to 63%. Another positive from the student survey was that only 32% of students indicated that they had experienced bullying at school compared to the NSW norm of 36%.

### Teachers

18 teachers participated in the teacher survey in 2018. This also indicated that our school's performance in most areas was very similar to NSW norms. Contrary to this was technology, where we underperformed with a score of 5.4 compared to the state norm of 6.7. Teachers indicated confidence and skills in monitoring the progress of individual students, setting high expectations for student learning, using the results of assessment to inform their lesson planning and ensuring that students were clear about what they are expected to learn. An area for development is feedback including; students being provided with examples of work that would receive an A, B or C, students receiving written feedback about their work at least once every week, asking parents to review and comment on student work and school leaders providing staff with feedback about their teaching,

Staff feedback about the leadership team was as follows;

82% of staff agreed or strongly agreed that the school executive were leading improvement and change and 70% felt that the school leaders clearly communicated their strategic vision and values for the school.

### Parents

Only 19 parents participated in the parent survey in 2018. In this very limited sample, responses varied enormously. Two areas where the school score fell below the NSW norms were 'parents feel welcome' (6.1) and 'safety at school' (6.2). An area where the school score was marginally better than the NSW norm was 'parents support learning at home'.

In 2018 parents were also surveyed about how their



children get to and from school and any safety concerns parents may have in regard to this. For this survey there were 185 responses which overwhelmingly identified both the Armstrong Street carpark and the pedestrian lights on Croudace Street as major areas of concern. As a result of this, meetings were held with our Health and Safety Consultant, the Road Safety Education Officer, our Asset Management Officer, the P & C President, and a Traffic Engineer from Newcastle City Council. This process resulted in a drop-off, pick-up zone being established along the Armstrong Street fence line thus reducing the traffic movement in the Armstrong Street carpark and improving the overall safety of this area enormously. New exiting procedures for all students were introduced and an application for a red light camera for the pedestrian lights on Croudace Street was also made.

## Policy requirements

### Aboriginal education

As always, a major event in the school calendar in 2018 was NAIDOC week. This year the theme celebrated the essential role women have played – and continue to play – as active and significant roles models within the community. During NAIDOC week students participated in a number of activities to develop their knowledge of Aboriginal culture and history. Students participated in a school assembly where information about NAIDOC Week and why we celebrate it was shared, followed by various classroom based activities and a performance from Glen Thomas which involved Indigenous dance, visual arts, Aboriginal history and language. Students also got to see various artefacts and some were invited to play the didgeridoo.

This year saw an improved school focus on other events that are significant to Aboriginal people, including National Reconciliation Week and Sorry Day.

Aboriginal perspectives have again been embedded in a multitude of units of work across the school with a particular focus on the cross curriculum capability of Aboriginal and Torres Strait Islander occurring during Term 2. Some examples of units taught in 2018 included; 'Special Places' – Early Stage 1, 'Features of places and peoples interactions with them' – Stage 1, 'Community and Remembrance' – Stage 2 and 'Significant people & events in Australia's colonial past' – Stage 3.

To complement these units of work and to develop greater understanding of Aboriginal culture generally, the Aboriginal Education Team sourced some readers, which were purchased to supplement our school reading resources. These resources included approximately 68 titles ranging from guided reading level 25 to 34 and covered titles such as 'The Brother Barmbambult and Mopoke', 'Land and Country', 'Country Dreaming and Ancestors' and 'Indigenous History Makers'.

In addition to the above projects our Aboriginal Education Team organised for cultural poles to be placed in our Wolumbi Garden located along our front

fence line. These poles have been painted using elements that are associated with Aboriginal art and have been incorporated into our school playground to acknowledge our students and families who identify as Aboriginal and promote and develop a sense of belonging, to further build student's positive feelings about their culture and instill a sense of pride in themselves, their background, their school and their community.

### Multicultural and anti-racism education

Lambton Public School celebrates our multicultural diversity both informally and during special occasions.

We have a multicultural team which in 2018 consisted of 12 students. The multicultural team compiled a questionnaire to find out more about their peers from Language Backgrounds Other Than English in their classes and in the school community. As a result of this students were able to share with their peers their emotions, experiences about their culture and coming to live in Australia. This led to discussions and the sharing of stories, building a greater sense of belonging for these students. The students created flags from various cultural backgrounds represented at Lambton Public School and researched traditional recipes and customs from these countries. They also held lunch time discos where students danced to a range of multicultural music.

In addition to this, multicultural perspectives have been embedded in a multitude of units of work across the school with Early Stage 1 looking at the celebrations observed by members of their class, Stage 1 looking at the places in the world that students had visited, Stage 2 studying why Asia is important to Australia and Stage 3 examined the impact that recent natural disasters have had on people from countries and cultures around the world.