

Lavington Public School Annual Report

LAVINGTON PUBLIC SCHOOL 2018



SCHOOL CAPTAINS : *Saffrone Lepkhammy & Zachary Clarke* (centre)
VICE CAPTAINS : *Jazmyn Shanahan* (left) & *Luke Filliponi* (right)

2018



2378

Introduction

The Annual Report for **2018** is provided to the community of **Lavington Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Brett Davies

Principal

School contact details

Lavington Public School

497 Hague St

Lavington, 2641

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

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

6025 1864

School background

School vision statement

To deliver sustained and measurable whole school improvement through using evidence-based approaches to learning and teaching.

School context

Lavington Public School (LPS) is a K–6 suburban school, located 4 kilometres north east of Albury. The school currently has 395 students from Kindergarten to Year 6 and 39 staff.

LPS receives additional resources and support through Equity funding. These resources assist the school in continuing to improve student literacy and numeracy outcomes. Our school values include safety, respect and responsibility.

Our students come from a diverse community, with families primarily coming from a suburban background, with a nearby rural influence. Our families have a wide variety of socioeconomic status, cultural background and family configurations. All students receive educational experiences and learning opportunities that foster high expectations, inspiring students to achieve to their potential.

Lavington Public School is committed to offering a quality education for all students from dedicated staff in a stimulating and caring environment. Lavington has a comprehensive orientation program to introduce Kindergarten students into our school, and Year 6 students into High School. The school has a successful dance troupe, junior and senior choir, a highly successful public speaking program, a budding music program, a strong technology focus and an active SRC. We are also a Positive Behaviour for Learning school.

Lavington has always been a strong sporting school offering a wide variety of sporting participation and skill development. The school is set in spacious and well-tended grounds and is continually developing its infrastructure to ensure that students learn in a pleasant environment where teaching and learning thrive!

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 2018 in the domain of Learning, we self-evaluated all six of the elements. These included Learning Culture, Wellbeing, Curriculum, Assessment, Reporting and Student Performance Measures. We had three specific focuses. They were to

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

Instructional Leadership

Purpose

To deliver effective structures and processes to underpin ongoing school improvement and to increase the capacity and professional effectiveness of all school members.

Overall summary of progress

At the conclusion of 2018, we have made significant progress to deliver administrative systems, structures and processes that underpin ongoing school improvement, as well as the professional effectiveness of all school members. We have consolidated our Teaching Partnerships, where each teacher is observed by a peer and provided with effective feedback. We have also increased our focus on the evidence based research as focuses of the observations and we continue to build a no excuses culture.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|----------------------------|---|
| 100% classroom teachers actively participate in peer review sessions. | \$9000 | All classroom teachers released for observation and feedback sessions. |
| 100% classroom teachers have Curiosity & Powerful Learning Theories of Action present in everyday practices. | \$6500 | Further professional learning in Curiosity and Powerful Learning and professional development provided to all staff. |
| 100% executive effectively utilising SCOUT Reports in strategic planning. | \$2500 | Released executive staff to gain hands on experiences with SCOUT Reporting. Utilised this to inform whole school decision making processes. |

Next Steps

In 2019, we will widen our scope and increase our precision to ensure we deliver this focus to all teachers on site. This includes Learning and Support Teachers, Release from face to face staff, part time and casual staff. We will also further scaffold the process with supporting documentation that will be delivered to staff during a professional learning session, to support their growth, development and provide a structure for effective feedback.

Strategic Direction 2

Wellbeing

Purpose

To deliver a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

Overall summary of progress

At the conclusion of 2018, we have made significant progress to deliver a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students. We continued to deliver systematic approaches to positive behaviour as we teach and model these behaviours for students to identify these values in practice. We also ensured performance data is being utilised to plan lessons and began to hone in on developing authentic relationships with our students.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|----------------------------|--|
| 100% of PBL focuses to be stage specific and data informed. | \$2000 | PBL Coach training completed. All meetings included data analysis for fortnightly teaching focuses. |
| 10% increase in students achieving top 2 bands in NAPLAN. | \$5000 | Additional release from face to face time for all teaching staff to have further learning around data informed practice. |
| Increase in Student Engagement score as evident from the Tell Them From Me Survey. | \$1000 | Evaluation of wellbeing measures complete. Attendance and participation in extra curricula activities to be focused on. |

Next Steps

In 2019, we will further refine and enhance our systematic approaches to positive behaviour and explore a case management approach to complex students through our Learning and Support Team. We will focus our feedback in Stage Meetings to model best practice in utilising performance data and explore how to embed a whole school approach to develop relationships with our students further.

Strategic Direction 3

Futures Learning

Purpose

To deliver an integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the needs of all students.

Overall summary of progress

In 2018, our progress to deliver an integrated approach to quality teaching, curriculum, planning and delivery and refining assessment to promote responsiveness wasn't as effective as it could have been. We definitely began to use assessment flexibly, however, ensuring we remain responsive in our lesson sequences and embedding that into our programming will continue to be focused on. Our lift in achievement has been consistent and curriculum teams are established, however, I envisage these structures firming up in 2019.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|----------------------------|--|
| 100% of students demonstrate value added result on internal formative assessments. | \$12000 | Additional time provided to develop structure to implement, record and analysis effective assessment practice. |
| 100% of KLA teams established and are supporting curriculum delivery in stage teams. | \$6000 | Two planning days provide to all Key Learning Area team leaders. |
| 100% of staff demonstrate an increase in their application of innovative practice. | \$20000 | Professional Learning around innovative practice, purchasing of resources and role development for 2019. |

Next Steps

In 2019, as a staff we will be focusing on remaining responsive in our assessment delivery and making these clear in our programming. Curriculum teams will be supervised by executive members and formalise meeting structures and timeframes, as well as providing more opportunities for teaching staff to demonstrate and share their expertise with their colleagues. Our assessment system will be intensively redesigned and be a more collaborative process. A STEM role will also be developed to support our delivery of innovative practice across the school.

| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|---------------------------|---|
| Aboriginal background loading | \$18623 | Additional staff employed to ensure our school is culturally responsive with programs tailored to meet engagement needs. |
| English language proficiency | \$13702 | Flexible funding utilised to employ EAL/D staff to deliver personalised learning for our students. |
| Low level adjustment for disability | \$31143 | Supported students with additional learning support needs through using funding for additional Learning and Support staff, school learning support officer time, as well as teacher release. |
| Quality Teaching, Successful Students (QTSS) | \$23870 | Additional release provided to Assistant Principals to deliver milestones from their Strategic Direction. |
| Socio-economic background | \$292739 | Supported students with additional learning support needs through using funding for additional Learning and Support staff, school learning support officer time as well as professional learning and teacher release. |
| Support for beginning teachers | \$0 | n/a |
| Targeted student support for refugees and new arrivals | \$0 | n/a |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2015 | 2016 | 2017 | 2018 |
| Boys | 165 | 155 | 178 | 194 |
| Girls | 155 | 153 | 173 | 194 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2015 | 2016 | 2017 | 2018 |
| K | 96.1 | 95.8 | 93.4 | 93.2 |
| 1 | 93.5 | 93.4 | 94.1 | 92 |
| 2 | 93 | 91 | 93.4 | 92.7 |
| 3 | 95.3 | 92.8 | 91.1 | 93 |
| 4 | 94.6 | 94.2 | 91.8 | 89.7 |
| 5 | 93.6 | 93.6 | 93.3 | 89.2 |
| 6 | 91.5 | 94.4 | 91.5 | 92.1 |
| All Years | 93.9 | 93.5 | 92.5 | 91.7 |
| 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

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

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

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

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

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

Workforce information

Workforce composition

| Position | FTE* |
|---|-------|
| Principal(s) | 1 |
| Assistant Principal(s) | 3 |
| Classroom Teacher(s) | 14.91 |
| Teacher of Reading Recovery | 0.53 |
| Learning and Support Teacher(s) | 1.2 |
| Teacher Librarian | 0.8 |
| School Administration and Support Staff | 3.94 |

*Full Time Equivalent

Lavington Public School employs teaching and learning staff to deliver sustained and measurable whole school improvement through using evidence-based approaches to learning and teaching. We also provide a place of employment for School Based Apprenticeships and Training students. The Aboriginal composition of the schools workforce is 7%.

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

The School Plan and Individual Performance and Development Plans provide direction and targets for the schools use of Teaching Professional Learning (TPL). Professional Learning funding for our school this year is \$28, 074.

This funding, along with significant contributions from our Equity funds, allowed staff the opportunity to participate in approved professional learning activities designed to build the capacity of our staff, to achieve some key priorities as set out in our School Plan. Staff have also been involved in Professional Learning programs that have built the capability of early career teachers, current teachers and aspiring and current school leaders. Individual staff also had the opportunity to participate in workshops and training on a range of topics.

Whole school professional development included workshops in the following areas:

- * Our School Plan
- * CPR & Anaphylaxis
- * PLAN data analysis
- * Health and Safety Induction
- * E–Emergency Care and First Aid
- * Performance and Development Framework
- * Positive Behaviour for Learning
- * EAL/D
- * Trauma Informed Practice including the Management of Actual and Potential Aggression (MAPA)
- * Digital Technologies.

Financial information

Financial summary

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

| | 2018 Actual (\$) |
|---------------------------------------|-------------------------|
| Opening Balance | 220,988 |
| Revenue | 4,015,768 |
| Appropriation | 3,847,436 |
| Sale of Goods and Services | 1,662 |
| Grants and Contributions | 163,765 |
| Gain and Loss | 0 |
| Other Revenue | 0 |
| Investment Income | 2,905 |
| Expenses | -4,097,088 |
| Recurrent Expenses | -4,097,088 |
| Employee Related | -3,588,796 |
| Operating Expenses | -508,292 |
| Capital Expenses | 0 |
| Employee Related | 0 |
| Operating Expenses | 0 |
| SURPLUS / DEFICIT FOR THE YEAR | -81,320 |
| Balance Carried Forward | 139,668 |

The financial summary consists of school income broken down by funding source and is derived from SAP.

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding. The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

The Opening balance for the 2018 school financial year is displayed in the table as Opening Balance. The financial summary table for the year ended 31 December 2018 shows the Opening balance as \$220,988. The amount displayed in the Appropriation category of the financial summary table is drawn from the balance carried forward and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

A full copy of the school's financial summary is tabled at the annual general meetings of the Parent and Community Association. Further details concerning the statement can be obtained by contacting the school.

The intended use of our balance carried forward is the employment of a Business Manager over a two year period. Withdrawing this amount from the balance carried forward will reduce the amount to approximately \$18,000 and assigned as a contingency fund.

Financial summary equity funding

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

| | 2018 Actual (\$) |
|-----------------------|------------------|
| Base Total | 2,565,714 |
| Base Per Capita | 68,870 |
| Base Location | 2,616 |
| Other Base | 2,494,227 |
| Equity Total | 525,058 |
| Equity Aboriginal | 38,790 |
| Equity Socio economic | 294,268 |
| Equity Language | 14,965 |
| Equity Disability | 177,035 |
| Targeted Total | 239,971 |
| Other Total | 318,963 |
| Grand Total | 3,649,707 |

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.

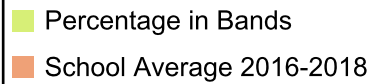
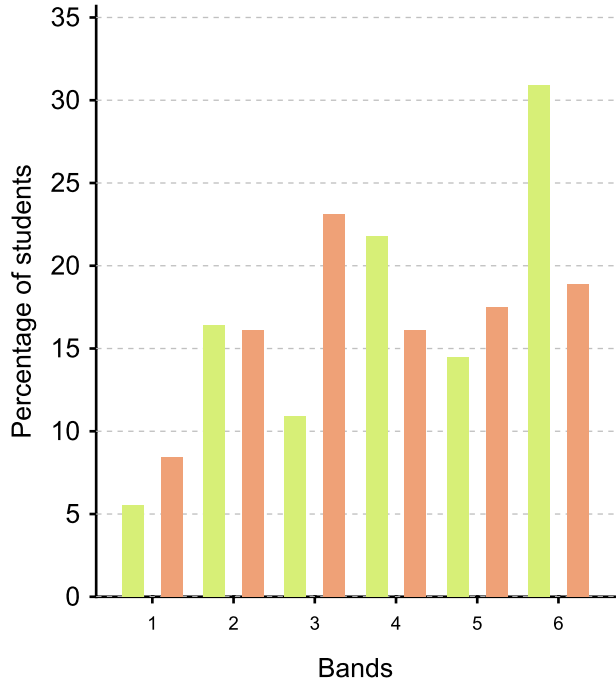
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats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

The following graphs show our Year 3 and Year 5

performance in NAPLAN.

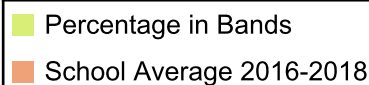
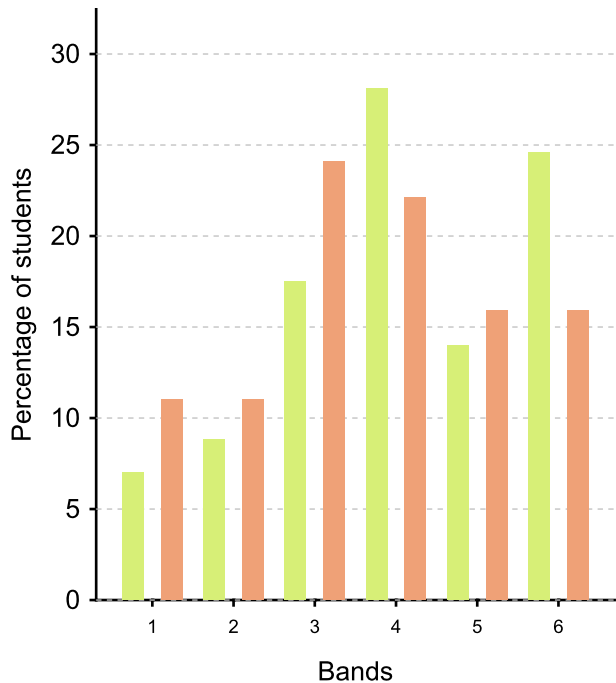
Percentage in bands:

Year 3 Reading

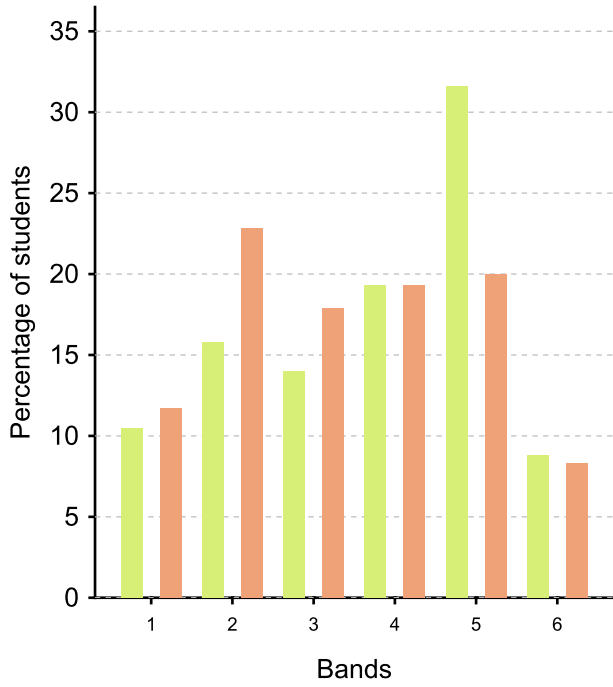


Percentage in bands:

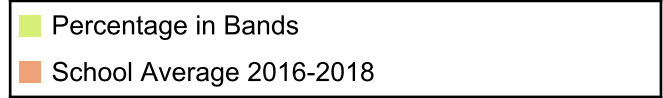
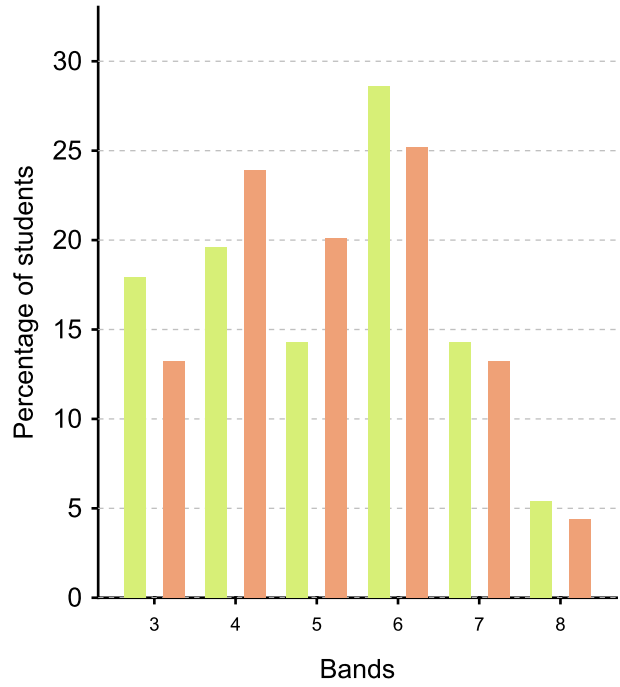
Year 3 Grammar & Punctuation



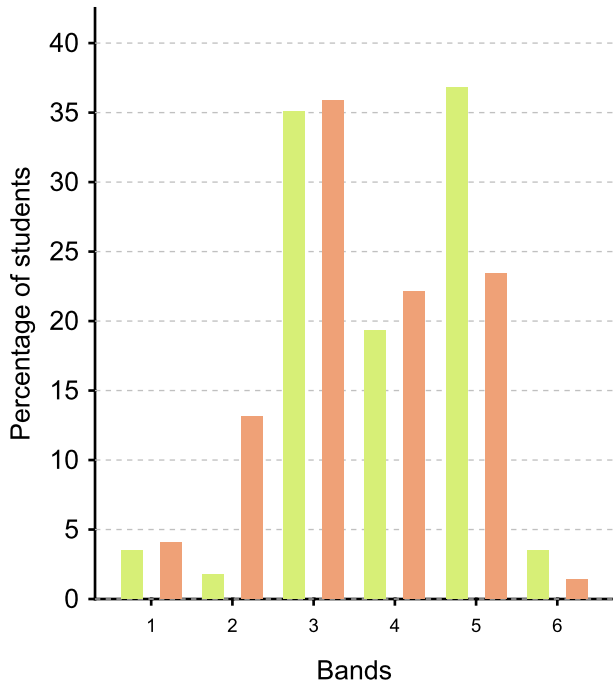
Percentage in bands:
Year 3 Spelling



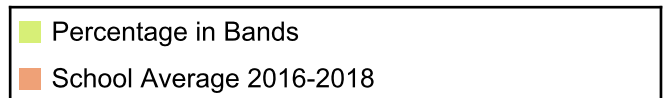
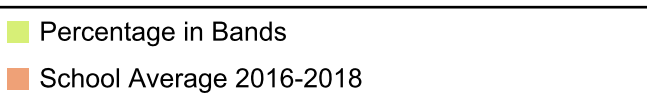
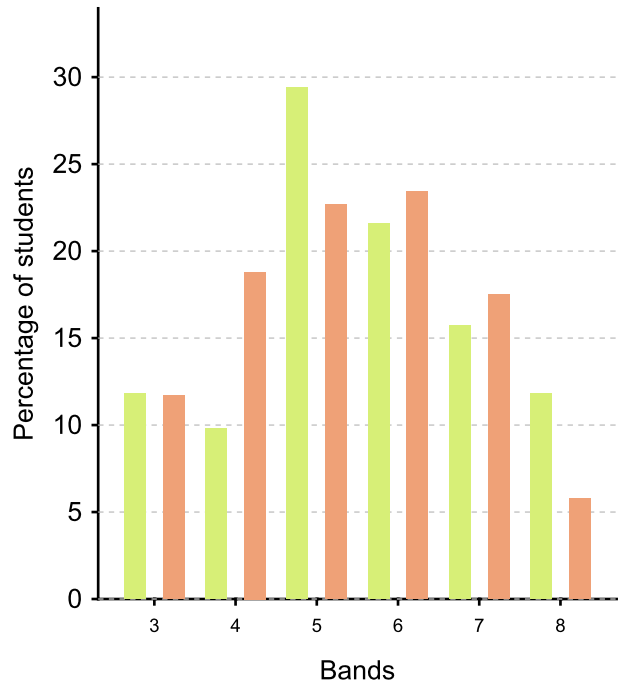
Percentage in bands:
Year 5 Grammar & Punctuation



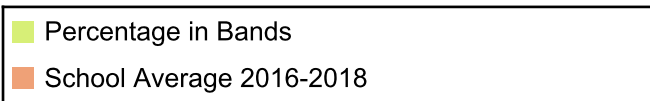
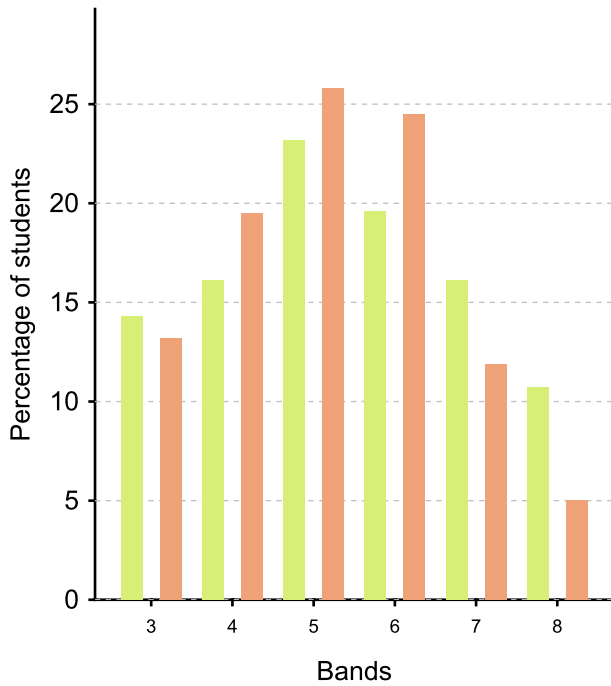
Percentage in bands:
Year 3 Writing



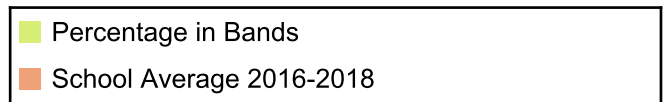
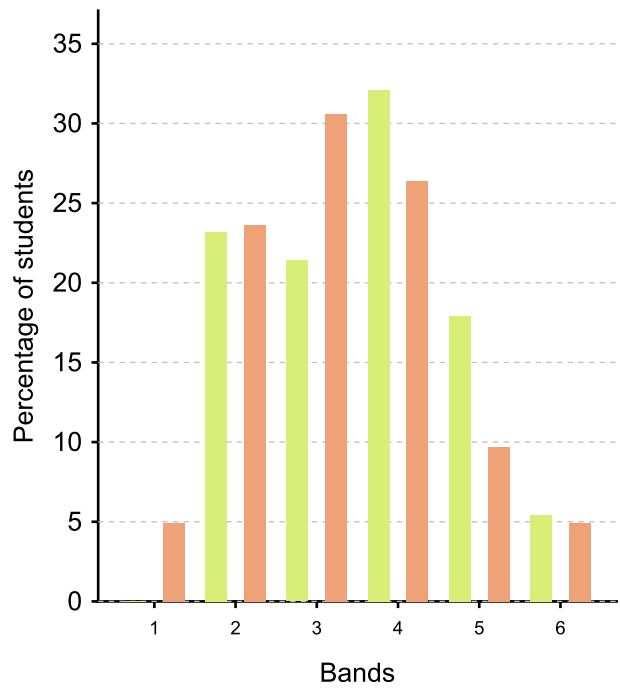
Percentage in bands:
Year 5 Reading



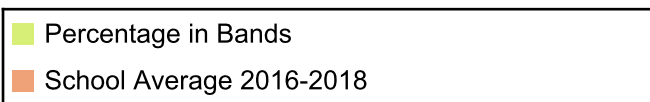
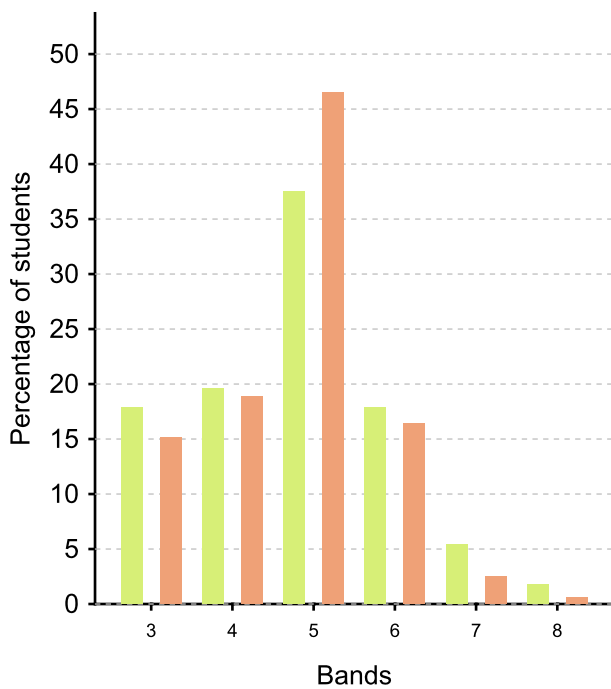
Percentage in bands:
Year 5 Spelling



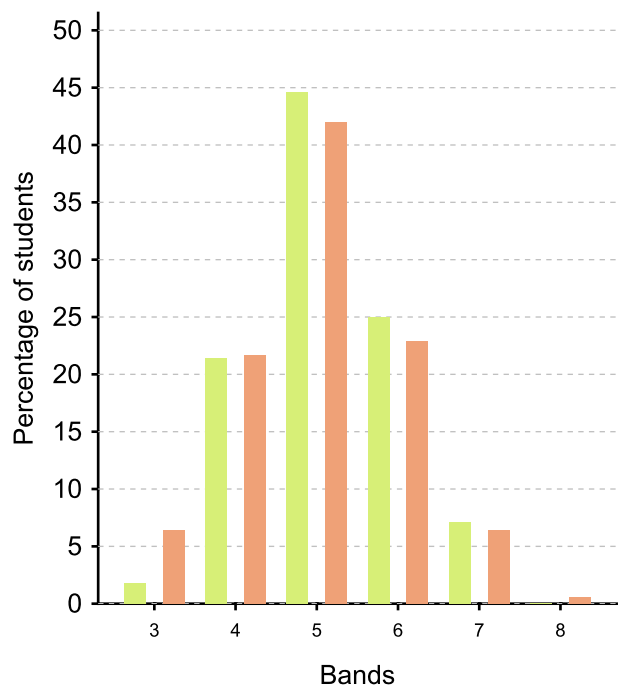
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Numeracy



The following performance shows the Year 3 and Year 5 performance in 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.

We continue to focus on the *Premier's Priorities: Improving education results* and *State Priorities: Better*

services – *Improving Aboriginal education outcomes* for students in the top two NAPLAN bands.

of learning plans. These students were also given additional support from our School Learning Support Officers.

Parent/caregiver, student, teacher satisfaction

During 2018, Lavington Public school distributed a Parent Survey. The results are as follows:

94% feel mostly or completely welcome when they visit the school and are greeted warmly by our office staff.

90% feel mostly or completely comfortable when sharing concerns with their child's teacher.

88% feel mostly or completely satisfied with the amount of praise and rewards provided to students and feel the school is fair and equitable in its discipline.

91% feel mostly or completely satisfied that the school is an attractive learning environment and are proud of their child's school.

89% feel the school leadership team are mostly or completely approachable and have a positive impact on school culture.

86% feel mostly or completely invited to meetings and special events at school and have opportunities to participate in whole school decisions.

Policy requirements

Aboriginal education

Content and meeting of outcomes are integrated across all Key Learning Areas with specific activities as part of our interest groups. All Aboriginal students have a Personalised Learning and Support Plan which is revisited each term in consultation with classroom teachers, Learning and Support staff, care givers and the students themselves. At the Aboriginal and Torres Strait Islander, Proud & Deadly Awards, four of our students were recipients of awards. During 2018, funds were sourced from our socio-economic funding and our Aboriginal Background funding to support their learning needs and also given additional support with our School Learning Support Officers.

Multicultural and anti-racism education

At Lavington Public School we have a total of fourteen different nationalities enrolled. We aim to ensure we have culturally inclusive classrooms to support the diverse cultures in our school. Once again our school provided many cultural opportunities to foster students' understandings and experiences relating to cultural diversity. Each class looked at diverse multicultural societies and during Harmony Day activities students presented what they learnt to the school community. During 2018, funds were sourced from our English Language Proficiency and Refugee Support funding to support students in their learning and the development