

# New Lambton South Public School Annual Report



2018



3798

## Introduction

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

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

Andrew Pryce

Principal

### School contact details

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## School background

### School vision statement

We create life-long learners who will become future contributors to society. We ensure that students are happy, resilient and we promote a growth mindset that will allow them to become independent problem solvers. Through positive self-belief, they experience success every day.

### School context

New Lambton South Public School is a dynamic public school in the heart of Newcastle. There are 18 classes and 474 students in 2018. The community is drawn from a mixture of family types where parents may work, study, care for children at home or combine all of these lifestyles. Approximately 70% of our parent body has attained a degree level education and the skills of these professionals are regularly used in building a community approach to school improvement.

The area is under renewal due to change in demographics and mobility is around 15%. We have 11 Aboriginal Students and 12% families who have ethnic backgrounds other than Australian. The school houses an Opportunity Class (OC), which draws selected students from as far afield as the Hunter Valley and Lake Macquarie. This class strengthens our commitment to Gifted and Talented Education, identification and acceleration across all areas of the school.

The school is the only school in Newcastle to participate in the Early Action for Success program and as such staff access the latest professional learning in teaching methods and methodology. There is also an Instructional Leader employed at the school who is responsible for the training of all teachers.

The academic performance of students in this school has been above regional, state and national benchmarks in all areas measured. The school will focus on best practice teaching, enhancing wellbeing of all students and improving partnerships with the community between 2018 and 2020.

Parents provide support to the school and to their children in many ways, through an active P&C and through volunteer support across the school. We have a beautiful community garden and a healthy canteen. Student mental health, the appropriate use of technology and social-emotional learning have been highlighted by the community as areas for the school to address and as such they will be represented in our school's strategic directions.

## 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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that the school is excelling in the areas of curriculum, effective classroom practice and learning and development. In all but two areas the school was sustaining and growing. The areas that were identified as delivering and to be targeted in future planning are student wellbeing and data skills and use.

Our self-assessment and the external validation 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

### CURRICULUM

#### Purpose

NLSPS demonstrates high expectations and dynamic teaching and learning programs developed around evidence based pedagogy and rich learning experiences, students and staff will have the essential skills in numeracy, literacy and technology to be creative, innovative problem solvers with a growth mindset who are intrinsically motivated to reach their future potential

#### Overall summary of progress

The results of this process indicated that in the School Excellence Framework domain of Teaching the school has identified that it is excelling in the areas of literacy and numeracy, collaborative practice and feedback, coaching and mentoring, professional learning and expertise and innovation. The school implements a Spirals of enquiry methodology in order to allow all teachers to develop their skills over a period of time in a differentiated manner. Big picture learning is delivered by the Deputy Principal Instructional Leader, this is complimented by targeted support through Assistant Principals at a stage level. All teachers regularly film lessons, team teach and mentor each other in how to improve practice. Lesson planning is increasingly collaborative and the use of electronic platforms such as Sharepoint and One Note has allowed for teachers to not only develop rich collaborative resources but to build explicit banks of formative assessment on every child in their class. Teachers regularly conference with students to give individual feedback on areas for improvement and this is also modelled between teachers and supervisors as the school strives to create a culture rich in feedback, up down and across. Classroom management is very strong with excellent Learning and Support Team processes in place to support students presenting with additional learning needs and complex issues. There are two teachers within the school currently seeking accreditation at higher levels with two more targeting this as their career path to commence in 2019. Data Literacy, Data Analysis, data use in teaching and Data use in planning have been identified as areas in which the school is delivering. The school is developing a tool by which individual growth is targeted and measured with regular reporting mechanisms for parent feedback. Learning progression, NAPLAN and internal school data will all be triangulated in the formulation for this tool.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
% of students in the top 2 NAPLAN bands  Year 3  Reading: 18=53% 19=55% 20=57%  Writing: 18=45% 19=47% 20=49%  Numeracy: 18=33% 19=35% 20=37%  Year 5  Reading: 18=50% 19=52% 20=54%  Writing: 18=25% 19=27% 20=29%  Numeracy: 18=44% 19=46% 20=48%	\$80896 QTSS money  \$23987 Literacy Numeracy  \$24431` Principals Support	Reading year 3 70.6% top 2 bands  Writing year 3 38.8% top 2 bands  Numeracy year 3 50% top 2 bands  Reading year 5 53.5% top 2 bands  Writing year 5 19.7% top 2 bands  Numeracy year 5 44.3% top 2 bands
100% of students are achieving expected growth or higher based on school achievement data, BI	\$80896 QTSS money  \$23987 Literacy Numeracy	76% of year 5 students achieved above expected growth in reading 55% in writing and 69% in numeracy.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
value add reports and learning progressions.	\$24431` Principals Support	76% of year 5 students achieved above expected growth in reading 55% in writing and 69% in numeracy.
100% of teachers demonstrate ongoing improvement against school determined evaluation tool in the delivery of literacy and numeracy.	\$80896 QTSS money \$23987 Literacy Numeracy \$24431` Principals Support	Teachers were assessed at the commencement of the year in their delivery of literacy and numeracy using a standardised tool. 100% of teachers have demonstrated growth in the targeted areas of numeracy and reading delivery
100% of Aboriginal Students are experiencing above average growth compared to their cohort in all areas of literacy and numeracy.	\$80896 QTSS money \$23987 Literacy Numeracy \$24431` Principals Support	100% of Aboriginal students in year 5 demonstrated above average growth in reading and numeracy but were below expected in writing.

## Next Steps

2019 will see a continuation of the Instructional Leader position at New Lambton South Public School. A spirals of enquiry methodology will continue to be implemented in to professional learning and a tiered approach to identifying and building the capacity of future instructional leaders will be implemented. Mathematics, Gifted and Talented Education as well as whole school phonics programs have been identified as areas for development and these will be led by 4 teachers who are applying for Highly Accomplished Teacher status. Further to this an enhanced reporting and parental feedback process has been developed with reports focussing on individual learning goals and student growth is to be implemented.

## Strategic Direction 2

### COMMUNITY

#### Purpose

At NLSPS we aim to create a culture of learning and high expectations in a socially cohesive environment. Strong on-going communication will form the cornerstone of our partnership with the school community.

#### Overall summary of progress

Community satisfaction is trending upwards as a result of improved and streamlined communications systems and the implementation of a suite of software that enables community members to access information, give permissions and pay debts quickly and easily. The development of an easy to use and up to date website interface has proven to be instrumental in the improved communication between parents and the school. Engagement of various experts within the community to develop communication strategies has also proven to be helpful in this area. Students have accessed a wide range of extra curricular activities in the creative arts, sporting and academic fields and this holistically contributes to the positive school image reputation within the community. The high school has developed a strengthened transition program that targets high achieving students and students with additional learning needs as well as mainstream students. Transition across the school year is now the norm. Teaching staff from New Lambton South have established links with all local pre-schools and regularly visit to give information talks and observe students for the following year. During 2018 the New Lambton District OOSH was approved to take 205 students during each morning and afternoon session further enhancing the support this service provides to the wider community including schools other than our own.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased participation of students in extra-curricular events.	\$5000 Starstruck \$7000 Interschool Sport Program	Students had the opportunity to participate in numerous extra curricular activities. Inter school sport, Starstruck and the Caring Children program allowed for a significant increase in the number of student participating in extra curricula activities.
Strengthened links at transition points.	\$4000 PI in ALARM writing stages 3-4	Transition 6-7 has been strengthened through a consistent focus on writing with stage 4 teachers. Transition programs have been strategically planned across 2018-2020 with Gifted and Talented and vulnerable students all targeted. Transition P-K has been targeted through Pre-school visits and observations and evening information sessions
Improved communication measures through school based surveys.	\$11000 Website and app development \$3000 Caremonkey \$1000 Sentral messaging system	The school has implemented a suite of amalgamated communication options which allows for the easy dissemination of information through our webpage and specifically designed app. The addition of online notes and payments to this platform has improved the communication and ease of information giving from the school to the community.

#### Next Steps

The school has identified a range of methods to continue to enhance student engagement including a focus on a whole school performance, maintaining extra curricular opportunities and the development of parent led environment and extra curricular activity teams. Our communication strategy will be revised and improved to ensure all information is flowing well across the school and wider educational community. The community will be regularly consulted in terms of feedback for ways to improve the school and the P and C have developed a strategic plan which aligns to the schools strategic plan and supports these directions.

## Strategic Direction 3

### CARING

#### Purpose

At NLSPS we are committed to creating a safe, positive and respectful environment where everyone is caring, kind and valued. All community members are encouraged to undertake challenge, build resilience and strengthen their personal wellbeing.

#### Overall summary of progress

Progress in this area has been somewhat limited by factors external to the school's control. The main theme of this strategic direction was the implementation of the Kids Matter Framework across the school. However, during 2018 Kids Matter re-designed their resources and the suite of support that would be offered to schools. This has delayed the implementation. Other programs to ensure the wellbeing of students include the Caring Confident Children (CCC) program which has been led by students to ensure organised activities are available for all children during break times. This had led to a noticeable reduction in negative playground behaviour incidences during the second half of the year. The initiation of waste warriors and a re-invigorated focus on environmental education have been positive aspects of the Caring Strategic Direction.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
10% decrease in the incidences of negative behaviours per annum.		There has been little change in the number of negative behaviour incidences this year. The measurement of negative behaviour is somewhat subjective based on teacher opinion and may need to be revised
Full implementation of the KidsMatter framework	\$0	Delayed in 2018 due to the rebranding and review of Kidsmatter – Full deployment in 2019 is planned.
Measureable increase in wellbeing through the Kidsmatter surveys.		Delayed in 2018 due to the rebranding and review of Kidsmatter – Full deployment in 2019 is planned.
Strategies to improve students wellbeing are introduced – TTFM and School based data (SENTRAL) surveys indicate these are improving student's happiness at school.		School based surveys of students indicate that CCC and leadership opportunities for students are highly valued. A more robust measurement tool is needed to quantify these results.

#### Next Steps

The kids matter framework will be the predominant focus in this area during 2019. Full implementation of whole school and targeted approaches to ensuring student and staff wellbeing will be strategically managed across the school year. Programs such as CCC will continue to be implemented. The community will be regularly consulted in terms of feedback for ways to improve the school and the P and C have developed a strategic plan which aligns to the schools strategic plan and supports these directions.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$18654	Establishment of Aboriginal Education Plan including curriculum activities and whole school events. Targeted literacy numeracy and extra curricular support for Aboriginal students.
<b>Low level adjustment for disability</b>	\$106769	All students have shown growth against Individualised Learning Plans. Additional support for students with identified learning needs.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$80896	All teachers demonstrate growth using school based measurement tool. Additional mentoring and relief from face to face teaching.
<b>Socio-economic background</b>	\$18564	Employment of Instructional Leader, targeted support for students requiring additional resources and equitable access to curriculum and school activities.
<b>Support for beginning teachers</b>	\$20175	All beginning teachers have demonstrated growth against school based measurement tool. Additional coaching and Relief from face to face teaching through the employment of an Instructional Leader.

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	229	223	225	226
Girls	231	230	228	236

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.6	94.9	95.6	95.2
1	95.7	96	95	95.2
2	95.8	95	94.9	94.9
3	93.8	95.5	95.1	92.5
4	94.6	95.2	95.2	93.6
5	94.7	95	94.7	95.4
6	92.3	93	95.1	94.2
All Years	94.5	95	95.1	94.4
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 New Lambton South Public School rigorous processes are in place to manage student non-attendance. In 2018 a Short Messaging System (SMS) was introduced to the school. All rolls are marked by 10am and parent notified of non-attendance via SMS. Non-replies are followed up within three business days ensuring high rates of explained attendance. Fortnightly attendance checks are conducted by the Learning Support team and these are correlated against five weekly attendance reports to identify attendance issues. Students with unsatisfactory attendance are referred to the Home School Liaison Officer for follow up.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	16.33
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	1
School Administration and Support Staff	3.48

\*Full Time Equivalent

The school has no employees who identify as Aboriginal.

### 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

Professional Learning in 2018 has been intense with a whole school focus on mathematical mindsets and the implementation of number talks and number sense routines. Teachers K–2 have been trained in the Literacy, Language and Learning Framework and this is proving to be successful for students. In 2018 two teachers were successful in being accepted into the Leadership Development Initiative and are currently completing their accreditation at Highly Accomplished Teacher. All teachers are either accredited or gaining accreditation.

## 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>	391,915
<b>Revenue</b>	3,971,417
Appropriation	3,586,644
Sale of Goods and Services	104,233
Grants and Contributions	276,347
Gain and Loss	0
Other Revenue	0
Investment Income	4,193
<b>Expenses</b>	-3,918,534
Recurrent Expenses	-3,918,534
Employee Related	-3,312,052
Operating Expenses	-606,482
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	52,883
<b>Balance Carried Forward</b>	444,798

The Principal has overall financial responsibility for the successful operations for the school. This is underpinned by sound financial control measures including the regular meeting of a finance committee consisting of both teaching and administrative staff. The executive members of the school collectively decide on budget allocations and delegations at the finalisation of the calendar year and this expenditure is monitored closely by the school Administrative Officer and the Principal.

### 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>	3,034,461
Base Per Capita	87,596
Base Location	0
Other Base	2,946,865
<b>Equity Total</b>	149,741
Equity Aboriginal	15,654
Equity Socio economic	18,564
Equity Language	8,754
Equity Disability	106,769
<b>Targeted Total</b>	66,322
<b>Other Total</b>	128,081
<b>Grand Total</b>	3,378,606

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.

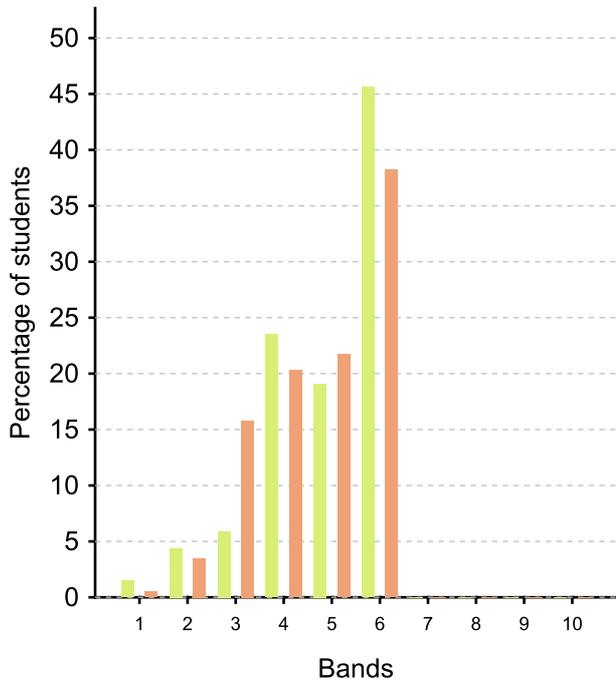
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

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.

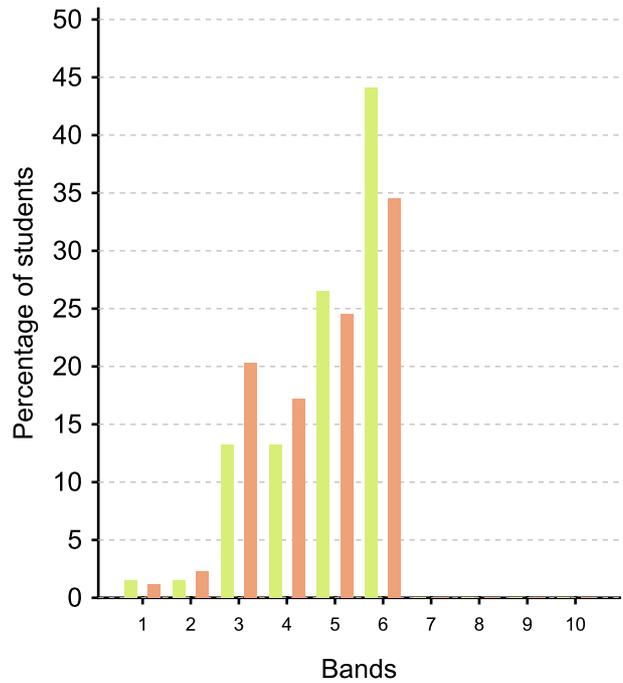
New Lambton South experienced varying degrees of success in the 2018 NAPLAN. Year 3 students scored above state average for the first time in mathematics. Grammar and Punctuation spiked well above state average and reading continued to trend upwards as it has done for the past 3 years to a point where it is now significantly above state average. Disappointingly, writing and spelling were below state average in year 3.

Year 5 students scored well above state average in reading a trend which has continued for the past 6 years. Spelling, numeracy and writing were also above state average. Writing was a particularly pleasing result given a state-wide downward trend in writing. Unfortunately Grammar and Punctuation was below state average. There were limited numbers of students in the bottom 2 bands in both years 3 and 5.

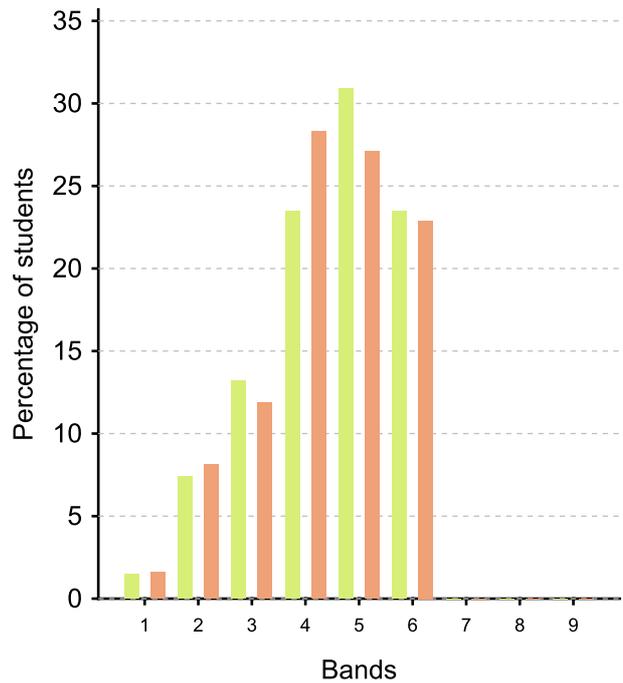
**Percentage in bands:**  
Year 3 Grammar & Punctuation



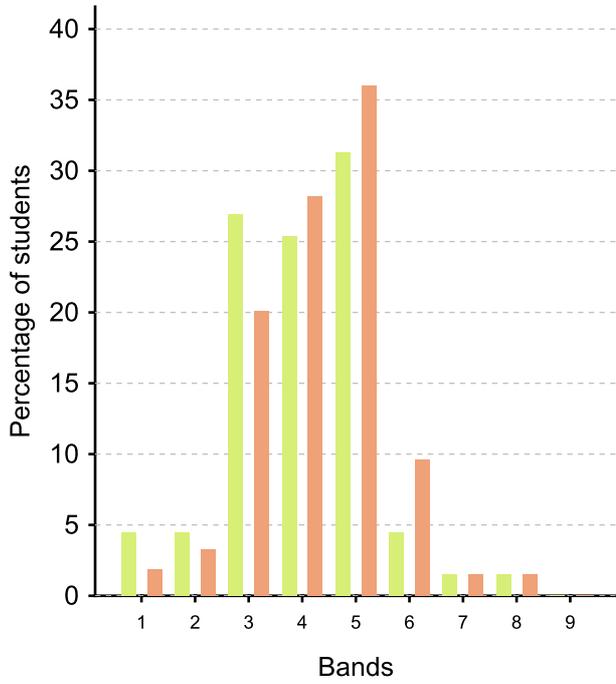
**Percentage in bands:**  
Year 3 Reading



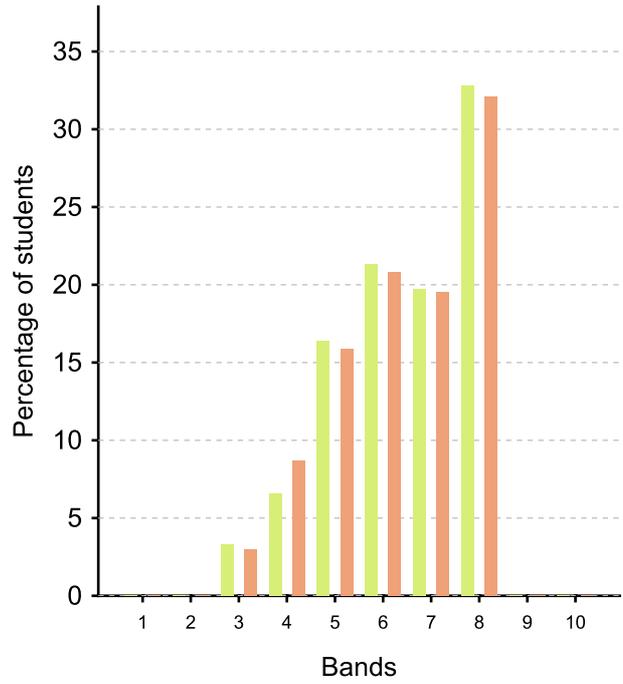
**Percentage in bands:**  
Year 3 Spelling



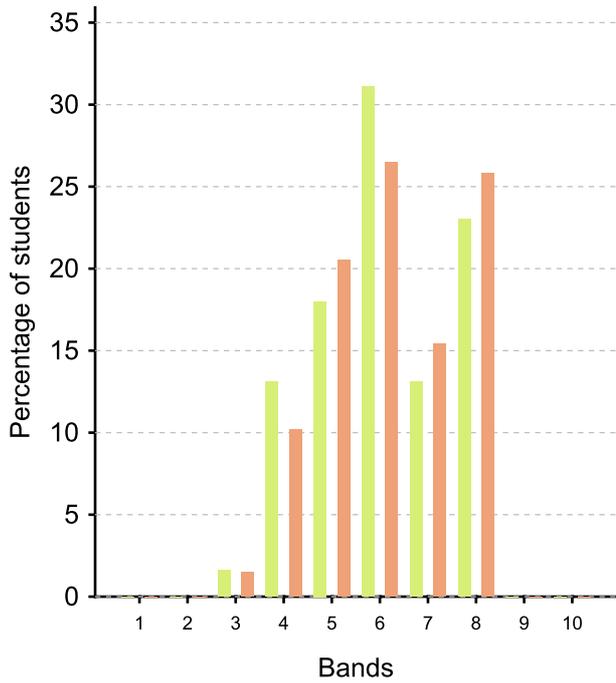
**Percentage in bands:**  
Year 3 Writing



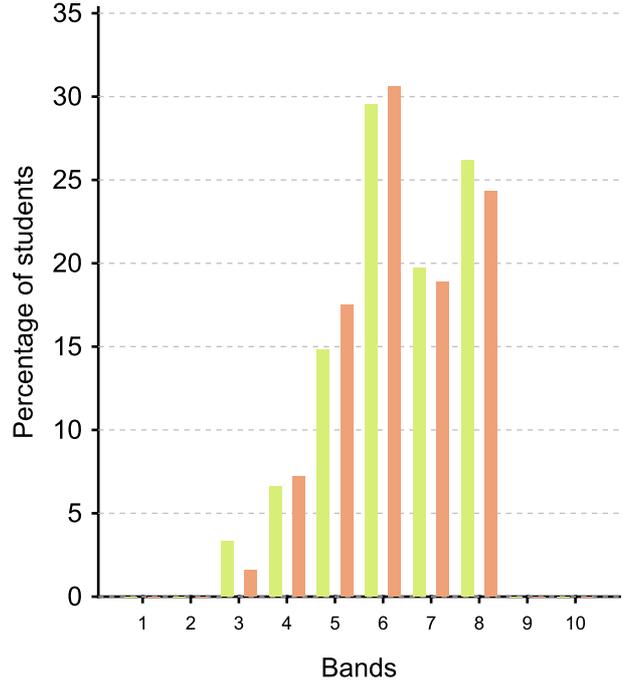
**Percentage in bands:**  
Year 5 Reading



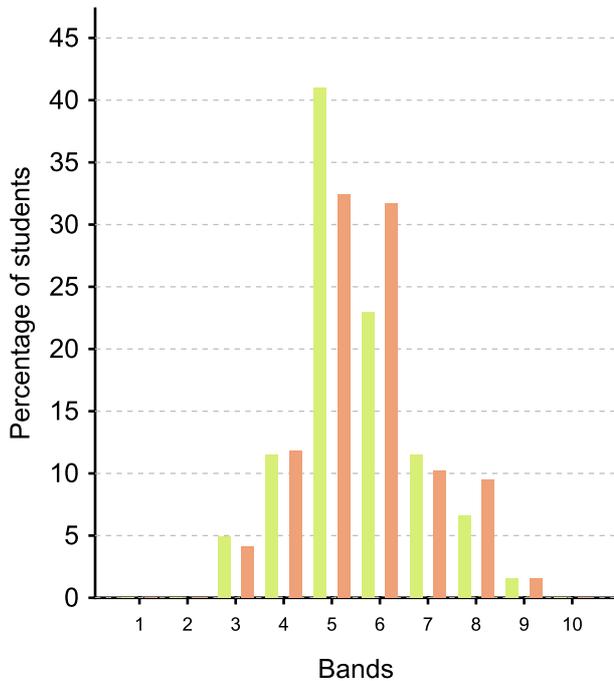
**Percentage in bands:**  
Year 5 Grammar & Punctuation



**Percentage in bands:**  
Year 5 Spelling



**Percentage in bands:**  
Year 5 Writing



Numeracy was a very pleasing result in both years 3 and 5. Students in year 3 scored above average results in numeracy for the first time in over 6 years whilst year 5 students continued to maintain above average results in numeracy. Growth for the majority of students in numeracy has been very solid with limited students scoring in the bottom two bands in either years 3 or 5.

In year 3 100% of students scored in band 5 for Grammar and Punctuation, band 4 in numeracy, band 6 in reading, band 4 for spelling and band 4 for writing.

In year 5 100% of students scored in band 4 for Grammar and Punctuation, band 6 for numeracy, band 6 for reading, band 6 for spelling and band 5 for writing.

## Parent/caregiver, student, teacher satisfaction

School survey options show that parents are generally happy satisfied with the school's performance across academic, creative and sporting aspects of school life. The community has indicated a desire for enhanced communication options which the school continually addresses.

## Policy requirements

### Aboriginal education

Aboriginal Education has been embedded through the utilisation of perspectives within the mainstream

curriculum. To compliment this a NAIDOC focus on the weaving was conducted by local Aboriginal Educator from the University of Newcastle. In addition the school has established the Aboriginal Education team which focuses on embedding culture in to the school including the utilisation of the Awabakal language.

### Multicultural and anti-racism education

The school has a dedicated Anti Racism Contact Officer and multicultural perspectives are embedded in the mainstream curriculum. The major school event for multiculturalism is Harmony Day and this year one of students went on to be a state finalists in the multi-cultural public speaking events held in Sydney finishing in the top 10 of the state. During 2018 New Lambton South experienced the enrolment of one refugee family from Syria, this increased our EALD teacher allocation to 4 days per week. Community support for this family has been outstanding.