

# Lethbridge Park Public School

## Annual Report



2018



4408

## Introduction

The Annual Report for **2018** is provided to the community of Lethbridge Park 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.

Luke Hubbert

Principal

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## School background

### School vision statement

Quality teaching and learning at Lethbridge Park Public School will be in a safe and respectful learning environment which fosters positive participation and promotes high expectations.

We believe that:

- Richness of teaching is a priority. We are committed to high quality teaching and learning informed by current research and practice. We work collaboratively to achieve positive personalised learning outcomes for all students.
- Resilient learners have no limit to what they can achieve and have the right to flourish through widening opportunities.
- Our cultures, our school and our achievements are a source of pride.
- As a community together we achieve.

### School context

Lethbridge Park Public School has an enrolment of 469 students, including 25% Aboriginal and Torres Strait Islander and 30% Pacific Islander students. It boasts a highly accredited preschool and three support classes for students with autism and mild intellectual disabilities. An enthusiastic and committed staff provide a nurturing environment with differentiated learning experiences to meet the needs of individual students. The school has a strong inclusive and collaborative culture where the expertise and contribution of staff at all levels is highly valued and respected. The school's strategic directions of Teaching, Learning and Leadership, with the incorporation of technology into classroom practice, ensure students are actively involved in their learning. Lethbridge Park Public School is committed to delivering high quality, innovative programs, including Early Action for Success and Positive Behaviour for Learning.

## 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 the 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 an overall finding of sustaining and growing for the learning and teaching and a domain judgements of delivering leading. The external validation report was based on a collaborative effort by all staff with the domain judgements ratified by the external validation panel.

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

### Leadership

#### Purpose

To embed distributed leadership practices to engage the whole school community.

#### Overall summary of progress

The purpose of strategic direction 1 – Leadership is to build leadership capacity across all sectors of school staff, community and student leadership. The direction seeks to underpin a distributed leadership model to create enhanced investment in school direction and outcomes by all stakeholders.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased percentage of time spent on educational leadership for all stakeholders.	Supported by QTSS funds via school timetable – \$71284	Increased focus amongst executive direction, resulting awareness of management vs leadership balance. Improvement measure to continue in 2019.
For leadership capacity to be spread broadly amongst all stakeholders to enhance school capacity to extend strategic outcomes.	0.2FTE entitlement + 0.1FTE equity funds \$57471	Executive drop in program successful, permanent appointment of 1 candidate arising. Program to continue into 2019 with revise implementation and funding model.

#### Next Steps

2018 school excellence framework self assessment highlighted the processes to support high expectations as an important next step. This will be embedded in 2019 performance development plans as a shared goal for the executive staff to create a focus area for the executive development of high expectation processes.

## Strategic Direction 2

### Learning

#### Purpose

To further develop self-regulated, engaged learners who value educational opportunity.

#### Overall summary of progress

The purpose of the strategic direction was to develop self-regulated, engaged learners who value educational opportunity, with 2018 progress providing the framework upon which to build skills of self-regulated learners and enhancing educational opportunities.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
For student attendance rates to improve each year 2018–2020.	Resource expended equal to 0.066 FTE supported by RAM funding \$7043, built into school timetable.	Official school attendance rate for 2018 was noted at 89.82%, above the statistically similar group of schools, however not statistically different to LPPS rates in 2017. Little difference was noted between male and female enrolments. Trend data noted a reasonably steady pattern of attendance across all 4 terms in comparison to previous years.
Increase in average "effort" scores on student reports from 2018–2020.		Student effort on reports noted – 2018 to create a baseline for reporting throughout the life of the school plan. Data collection protocols require development prior to end 2019.
Increased percentage of students achieving higher level progress on PBL journey.		Badge assembly data notes a total of 395 students receiving PBL badges in 2017 and 427 receiving badges in 2018. A growth in students enrolments was recorded between these years and will require data adjustment to create comparable figures.

#### Next Steps

Refining of data collection protocols required prior to the end of 2019 to allow for the 2018 data to be considered a baseline from which additional comparisons can be made. This will need to include enrolment/badge assembly percentage calculations and student effort score calculations by grade prior to end 2019.

## Strategic Direction 3

### Teaching

#### Purpose

To enhance explicit evidence based pedagogies that meet the needs of all students.

#### Overall summary of progress

School based approaches around increased strategic targeting student need, evidenced based pedagogies and monitoring of best practice in teaching has become more evident in classrooms in 2018. This has been supported by a range of professional learning providing a focussed approach to meeting individual student need and enhancing student outcomes P-6.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
For NAPLAN growth in all measured areas year 5 & 7 to be greater than that of NSW.		Due to the migration of NAPLAN data from SMART to SCOUT the year 7 growth figures for matched students is not available for the 2018 cohort. It is anticipated that the capacity of the new software to produce this report will be completed by 2019.
For EAFS measures K-3 to show a decrease in the number of students at risk and an increase in the number of students on track.  Additional EAFS targets have not been released (March 2019) but will for a component of strategic direction 3 improvement measures.	Reported via key initiatives and school focus areas.	Under the Early Action for Success initiative, instructional reading levels are monitored every five weeks for all students in Kindergarten, Year 1 and Year 2. This data is gathered and reported to State at the end of each term. Analysis of the instructional reading level data for Term 4 2018 indicates we have achieved the following against the performance measure:  In Kindergarten, 14% increase of students On Track and 2% decrease of students At Risk  In Year 2, 8% increase of students On Track and 11% decrease of students At Risk  At the end of 2017, the Year 1 cohort had 57% of students On Track in their reading. This same cohort had 74% of students on Track at the end of 2018, indicating a 17% increase of students On Track within 12 months.  Due to our school moving from the Continuum to the Progressions in 2018, we are unable to report against Early Action for Success measures for Year 3 and Numeracy.
Increase the proportion of Aboriginal and Torres Strait Islander students in the top two NAPLAN bands for reading and numeracy by 30% over 2017 levels by 2020 and to increase the proportion of all students in the top two NAPLAN bands by eight per cent by 2019		In 2018 the 10.75% of Aboriginal and Torres Strait Islander students appeared in the top bands for NAPLAN compared to 7.5% in 2017, representing a 43.3% increase in top band achievement.

#### Next Steps

Student growth on both internal and external measures show growth significantly greater than that of NSW and a goal for LPPS is to ensure that these solid growth trends are maintained throughout the life of the school plan. School planning reflects the importance of continued development of strategic pedagogical direction and continued exploration of evidence based approaches to enhancing student outcomes.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	AEO provision: \$67042 Cultural events: \$10000 SLSO support: \$55000	<p>As per strategic direction, all students K–6 have visible learning goals for literacy, numeracy and personal/PBL. Where appropriate literacy and numeracy goals align to PLP. Arrange professional learning for staff in 2019 to raise awareness of Aboriginal education strategies.</p> <p>NAPLAN 2018 showed 10.75% of Aboriginal and Torres Strait Islanders achieved in the top 2 bands for NAPLAN, an increase over 7.5% achievement in 2017. This demonstrates a growth rate of 43%, exceeding the Premier's target of 30%.</p> <p>School based data was analysed to target create of portfolio of Aboriginal students and corresponding opportunities for enhancing learning to ensure targeted and specific teaching to meet learning needs in a strategic way to create maximum outcomes. All teaching programs reflected this specific target group along with enhanced monitoring opportunities to maintain growth reflective of Premier's targets.</p>
<b>English language proficiency</b>	Engagement of EAL/D teacher 0.5 FTE (approx. \$53000) \$5000 offset for SLSO provision.	<p>Ms Fran Kalic supported LPPS in her role as EALD teacher in 2018, creating focus groups based upon identified need and phases of English language proficiency. Both school based data and needs based funding calculations showing a shift in student cohort towards the consolidating phases of English language.</p>
<b>Low level adjustment for disability</b>	\$187000 expended in staffing, 1.8FTE LAST.	<p>Low level adjustment for disability funds were utilised in engaging learning and support teacher including creating a learning support team coordinator. In 2018 96 students were noted on the nationally consistent collection of disability date, representing over 20% of the school population. Learning and support teachers provided targeted in class support as well as professional learning and input into learning plans to specifically target student learning needs.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	0.684FTE (\$71213) was provided for QTSS as part of the school's entitlement in 2018.	<p>Quality Teaching, Successful students policy implication was factored into the school timetable to allow executive staff time to work with their stage teams in developing collaborative practices across the school and to mentor and coach teachers. Opportunities were created for classroom visits for teachers to observe practices linked to their professional development plans and to allow for quality reflection of teaching programs.</p>
<b>Socio-economic background</b>	Lethbridge Park Public School attracted \$831546 equity funding in addition to 0.5FTE staffing entitlement. In 2018 \$850147 RAM equity funds were utilised, the additional \$18600 being funded by 2017 rollover. An	<p>RAM funding supported smaller class sizes to allow for enhanced student/teacher ratio to provide targeted support and extension for all students. A particular focus was upon supporting class structures in years K–3, with Scout reports noting that growth in the K–3 range as "excelling"</p>



<p><b>Socio-economic background</b></p>	<p>additional \$66000 was spent on a speech therapist to screen and identify students in K-2 most likely to benefit from ongoing referral to speech therapy.</p>	<p>RAM funding supported smaller class sizes to allow for enhanced student/teacher ratio to provide targeted support and extension for all students. A particular focus was upon supporting class structures in years K-3, with Scout reports noting that growth in the K-3 range as "excelling"</p>
<p><b>Support for beginning teachers</b></p>	<p>Lethbridge Park Public School attracted \$13786 to support eligible permanently beginning teachers in 2018.</p>	<p>Beginning teacher funds were directed towards providing an additional 2 hours release from face to face for eligible teachers to conduct research, liaise with supervisors and to reflect upon best practice. The funding allocation was supported by school funds and also allowed for supervisors to be released from class at the same time as beginning teachers to provide a collegial mentoring opportunity.</p>
<p><b>Positive Behaviour for Learning</b></p>		<p>PBL operations were supported by the school plan structure with regular timetabled opportunities to examine data, best practice and ensure school direction is in line with PBL research. The allocation of a teacher leadership role to focus upon PBL prompted a school wide review into PBL directions. New signage options were reviewed, along with reward processes and scope and sequencing. This process will inform PBL direction in 2019 and has involved feedback from staff, students and community.</p>
<p><b>Early Action for Success</b></p>	<p>\$191127 directed towards engagement of instructional leaders.</p>	<ul style="list-style-type: none"> <li>• Progression and PLAN2 professional learning delivered over 4 sessions throughout year. Data conversations conducted every 5 weeks for K-2 teachers to ensure teachers were identifying explicit teaching needs, target student groups and assessment strategies based on current PLAN2 data.</li> <li>• BNL team delivered 3 whole school and 1 Stage based Professional Learning throughout year. Focus of professional learning includes: Big ideas, Number Talks, Growth mindset. Changes to teaching and learning programs and teaching practices evident as a result of professional learning. Whole school conducting regular number talks and enhancing students attitudes towards mathematics through growth mindset focus.</li> <li>• Some K teachers developed capacity during Term 4 to independently analyse data to determine teaching focus and target students; reducing time required to complete data conversation. Intentions to move to a Stage data conversation for ES1 and S1 in 2019. Stage data conversation achieved with Stage 2 in Term 4, with teachers determining teaching focus and target students with support of Year partner. Working alongside Stage 2 AP made this format possible.</li> <li>• Analysis of L3 instructional reading level data each term with LST coordinator, K-2 LAST and classroom teachers ensured teaching decisions and tiered interventions were implemented to support our 'off the boil' and 'at risk' students.</li> <li>• K-2 teachers supported by co-planning,</li> </ul>

<p><b>Early Action for Success</b></p>	<p>\$191127 directed towards engagement of instructional leaders.</p>	<p>co-teaching, demonstrations, coaching and observations opportunities in literacy and numeracy throughout the year. Level of support varied to teachers' level of experience and professional learning needs. Regular feedback provided to teachers to enable refinement of teaching practices. Stage 1 teachers and Stage 2 AP in demonstrations and co-teaching opportunities to refine teaching practices in Mathematics. Focus of teaching and learning was building positive mindsets in mathematics and engaging students in inquiry tasks.</p> <ul style="list-style-type: none"> <li>• Learning walks conducted twice throughout year. Teachers able to select observation focus for learning walk. LPPS learning walk structure, system and protocols needs to be addressed in 2019 to ensure learning walks occur more regularly.</li> </ul>
<p><b>Preschool Quality Improvement Plan</b></p>		<p>School timetabling reflects the preschool QIP and the importance of ensuring a working document. It is anticipated that Lethbridge Park Public School preschool will have a rating and review assessment in 2019.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	176	190	199	208
Girls	171	192	197	205

In 2018 equity funding was used to support the forming of 2 classes above establishment, giving 3 support classes, one preschool and 17 mainstream classes. Most mainstream classes were single grade with the exception of a composite stage 1 class.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	91.4	87.5	88.5	87.9
1	90	88.6	91.4	90.3
2	88.5	90	91.8	88.6
3	90.4	91.2	92.5	92.2
4	92.7	90.1	92.3	92.3
5	90.6	92.2	91.2	87.8
6	89.8	90.4	93.8	92.2
All Years	90.5	89.9	91.6	90.1
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

In 2018 class teachers were supported by the Attendance team which included an Assistant Principal and the Aboriginal Education Officer, to monitor and respond to students absences. The team reviewed the suite of responses and created a flow chart and supporting letters for each phase. The team contacted parents when teachers had been unable to make contact and supported families to improve student

attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	18.93
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	1.8
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	8.42
Other Positions	3

\*Full Time Equivalent

In 2018 Lethbridge Park Public School had 5 Aboriginal staff members.

### 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	15

### Professional learning and teacher accreditation

In 2018 Lethbridge Park Public School directed \$28280 towards professional learning, with an additional 0.2FTE supporting ongoing professional learning through regular timetabled learning opportunities. In addition to these funded activities one afternoon each week was set aside for staff to meet and work together on school wide professional learning priorities. Professional learning foci included:

L3 training for all K–2 teachers

MAPA training

Compliance training (CPR, emergency care)

Code of Conduct training

Child Protection training

Growth leadership

STEM development

Autism training

EAFS roadshows and professional learning

## 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>	321,870
<b>Revenue</b>	5,970,440
Appropriation	5,908,040
Sale of Goods and Services	31,990
Grants and Contributions	26,491
Gain and Loss	0
Other Revenue	0
Investment Income	3,919
<b>Expenses</b>	-5,918,939
Recurrent Expenses	-5,918,939
Employee Related	-5,196,628
Operating Expenses	-722,311
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	51,501
<b>Balance Carried Forward</b>	373,370

In 2018 significant funds were used to support above establishment classes to enhance student:teacher ratios and a grounds improvement program was initiated to support all learning environments. Additional grounds staff and administration staff supported school operations. Funds were targeted to ensure upcoming building projects focussing upon the administration block (scheduled for 2019). Significant equity funds were utilised to provide enhanced experiences for all students including meeting cost of school excursions, breakfast club and subsidising school uniforms. Equity funds supported SLSO engagement to support curriculum delivery in the classroom.

### 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>	2,841,392
Base Per Capita	84,174
Base Location	0
Other Base	2,757,219
<b>Equity Total</b>	1,341,007
Equity Aboriginal	130,891
Equity Socio economic	883,602
Equity Language	57,007
Equity Disability	269,507
<b>Targeted Total</b>	573,285
<b>Other Total</b>	1,049,037
<b>Grand Total</b>	5,804,721

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

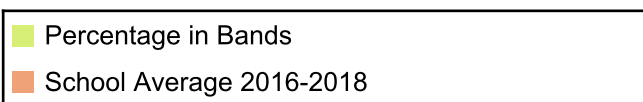
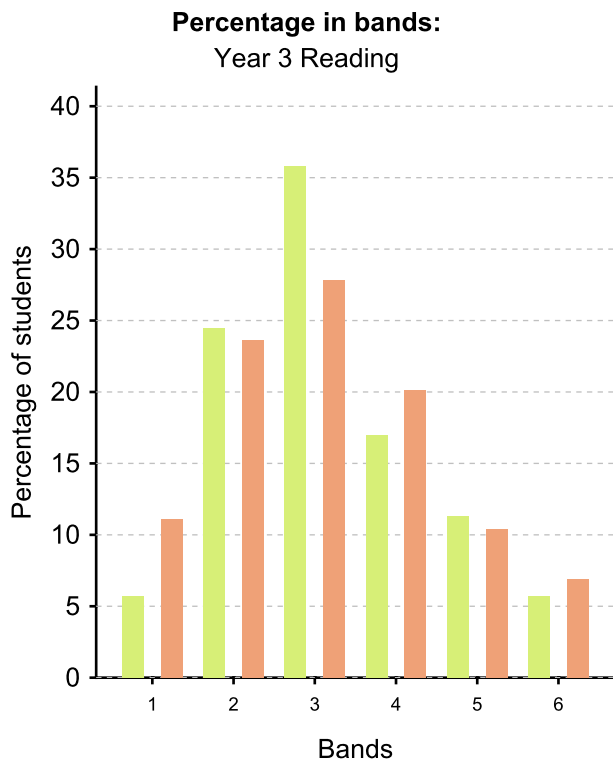
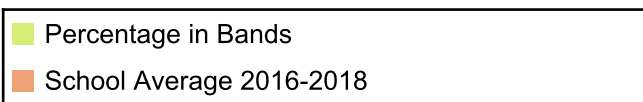
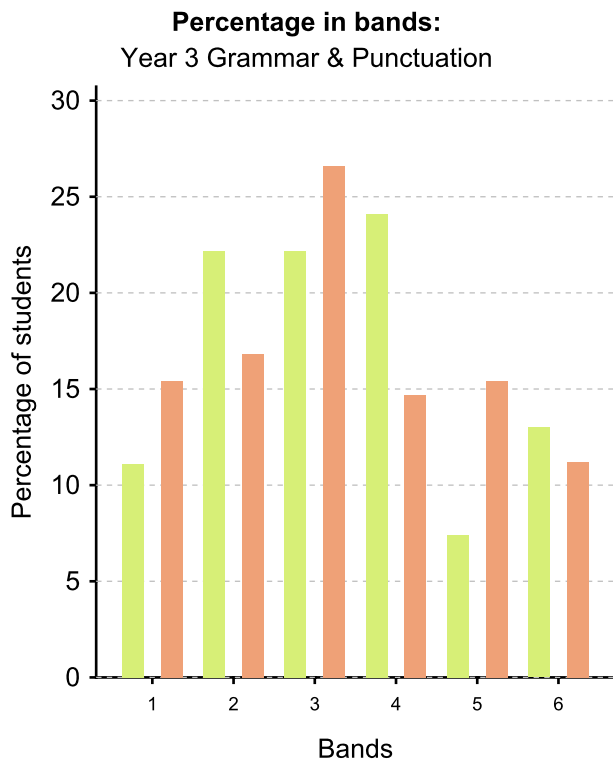
### NAPLAN

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.

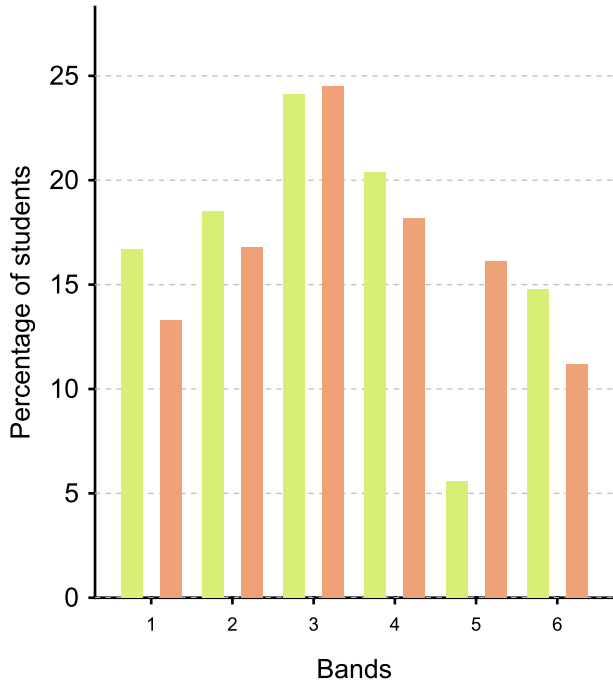
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

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.

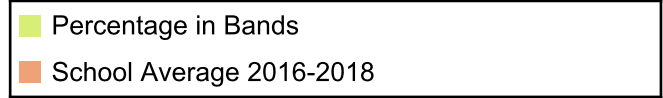
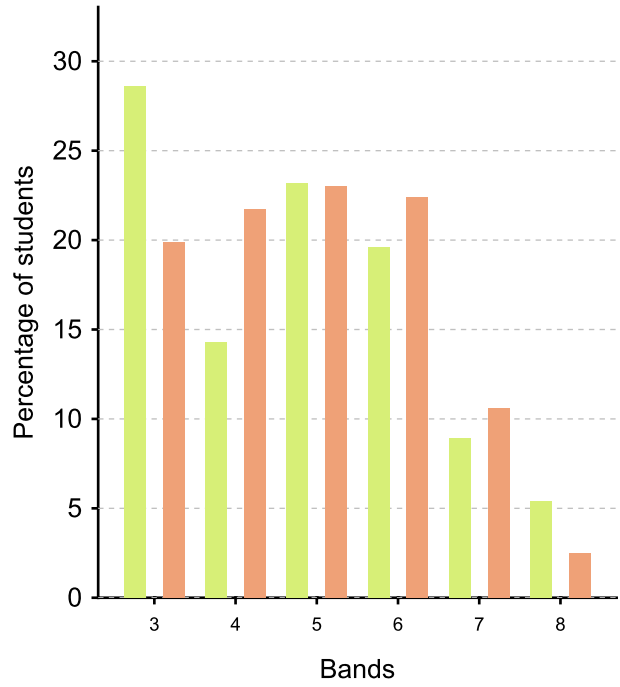
Lethbridge Park Public School recorded literacy growth significantly greater than that of NSW across all tested domains on NAPLAN tests. Highlights included 106.1 points growth from grammar and punctuation compared to a state average growth of 68.3 points and spelling growth from years 3–5 of 104.9 points compared to NSW state growth of 79.7. Literacy scores over time have demonstrated a growth trend over the last 5 years.



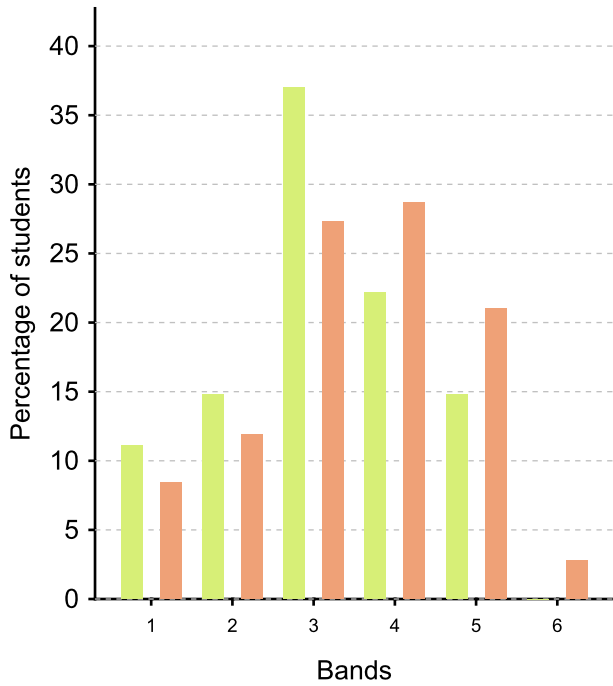
**Percentage in bands:**  
Year 3 Spelling



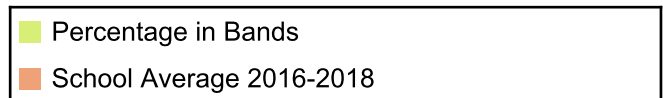
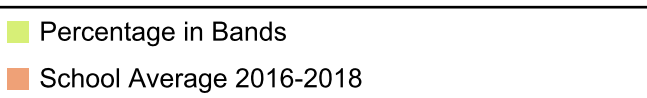
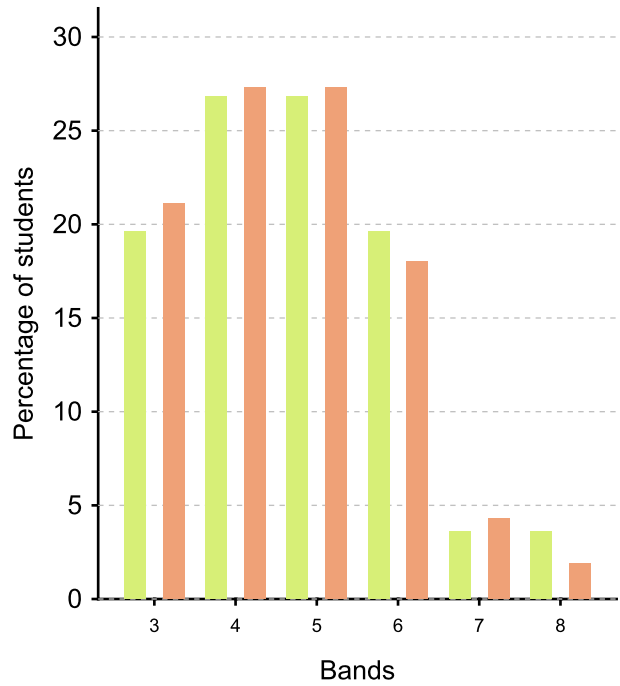
**Percentage in bands:**  
Year 5 Grammar & Punctuation



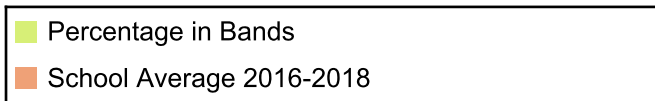
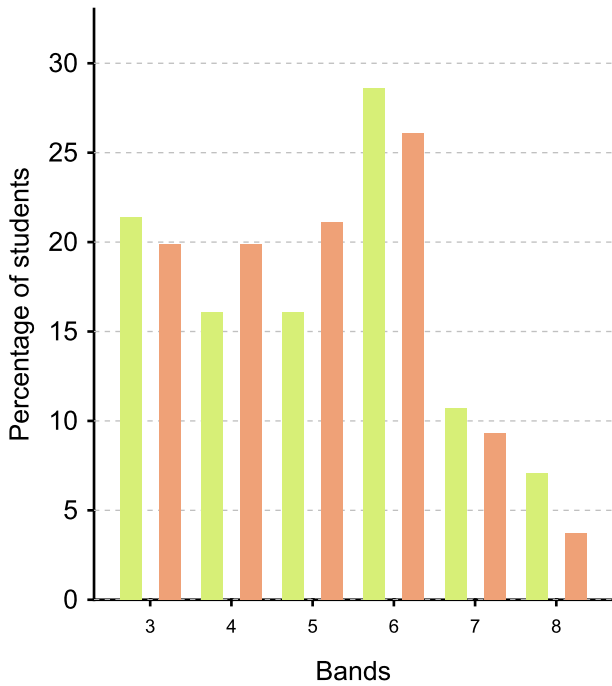
**Percentage in bands:**  
Year 3 Writing



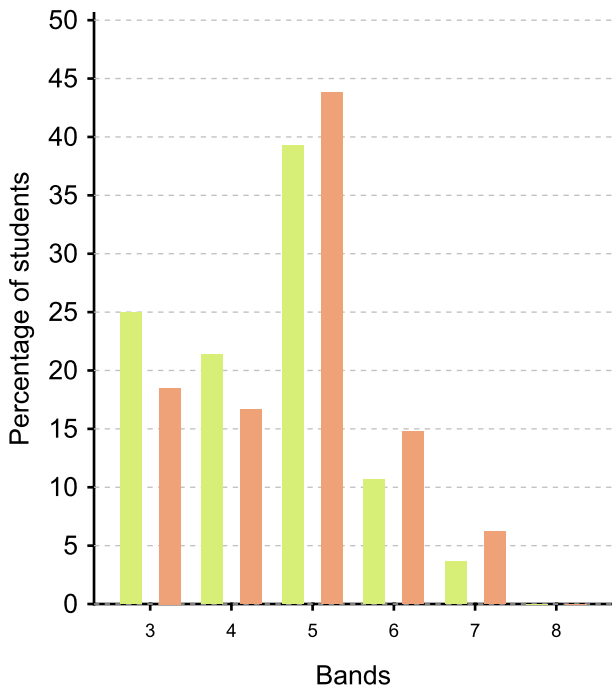
**Percentage in bands:**  
Year 5 Reading



**Percentage in bands:**  
Year 5 Spelling



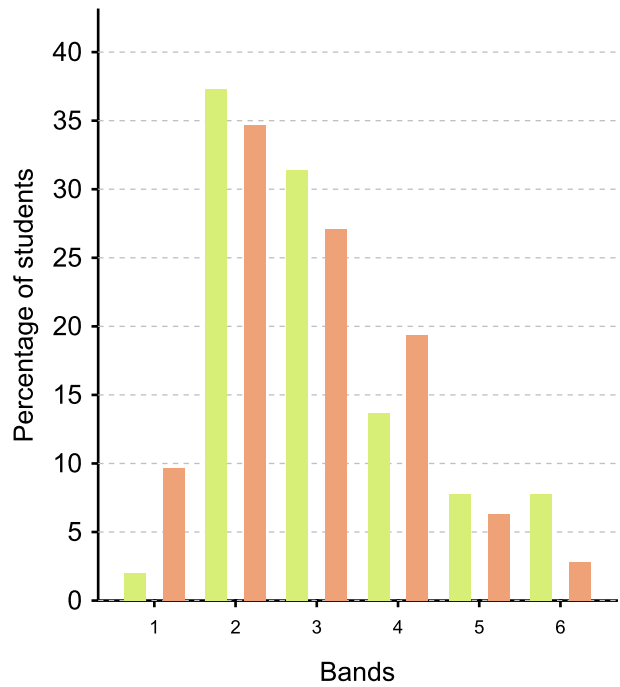
**Percentage in bands:**  
Year 5 Writing



NAPLAN on paper, however was involved in testing the online version ahead of full implementation in 2020. Due to the partial transition to NALAN online ACARA has cautioned that activities that rely on comparisons with previous results, such as value-add calculations, student growth and trend performance, should all be treated with care.

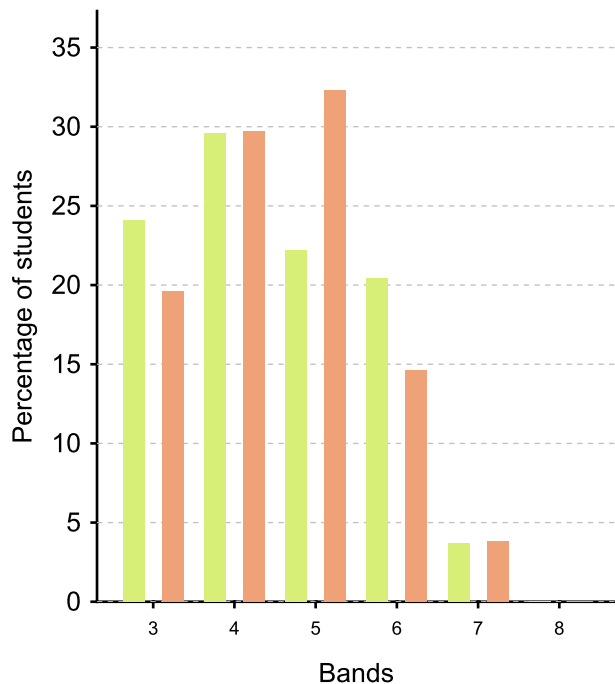
Numeracy growth data for Lethbridge Park Public School students between years 3–5 showed 49% of students made at or above expected growth, with an overall student growth rates of 104.3 points compared to state level growth of 93.1. Average numeracy scores for both years 3 and 5 continued a growth trend, with year 3 average scores greater than statistically similar schools.

**Percentage in bands:**  
Year 3 Numeracy



From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test and students may attempt NAPLAN on paper or online. Results for both paper and online formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results should take into consideration the different test formats. In 2018 Lethbridge Park Public School completed

**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2016-2018

Average scaled growth for numeracy was greater than that of both similar schools and the state in numeracy (104.3 points for LPPS vs 93.1 for NSW). Year 3 NAPLAN scores indicated a growth trend from 2017–2018 whilst average NSW state scores showed a falling trend. This trend was also reflected in the year 5 scores, although the year 5 state average score trend showed a more consistent achievement when compared to the 2017 scores.

NSW Premier's priorities for Aboriginal students have included increasing the proportion of Aboriginal students achieving in the top two bands for NAPLAN reading and numeracy. In 2018 LPPS saw an increase of over 40% of Aboriginal students in the top two bands for reading and numeracy.

## Parent/caregiver, student, teacher satisfaction

The 2018 Tell Them From Me (TTFM) survey data has been utilised to capture parent/caregiver and teacher satisfaction against three domains: advocacy at school, expectations for success and sense of belonging. In all three areas the Lethbridge Park Public School positive response percentage was greater than that of both state and statistically significant school group comparisons. LPPS reported 93% positive responses for advocacy at school compared to 68% across the state. Expectations for success were noted at 98% for LPPS group compared to 95% state results and sense of belonging recorded 83% positive results at LPPS compared to 78% across NSW. Both advocacy at school and expectations for success saw a growth in positive response percentage over 2017 levels.

## Policy requirements

### Aboriginal education

A total of \$130891 funding for Aboriginal background loading was utilised, including 1.0 FTE Aboriginal Education Officer (\$67042). Additional \$65000 was used to support SLSO provision and implementation of Aboriginal cultural programs (\$5000). Significant time and development in 2018 was focussed upon the identification of Aboriginal student learning needs and creating structures to monitor, target and enhance learning outcomes. A significant leadership role of Aboriginal students was evident in cultural activities and celebrations including NAIDOC events and imbedded in regular school activities.

Professional learning focussed upon improving teaching performance to specifically target the learning needs of Aboriginal students to enhance learning outcomes. The percentage of Aboriginal students in the top two bands for reading and numeracy increased by 40% over 2017 levels, an improvement greater than that noted in the Premier's targets.

Attendance rates for Aboriginal students was a focus area with support for both families and students a key feature in addition to promoting enhanced school engagement, with Aboriginal attendance rates at LPPS above that of both state and significantly similar schools and on par with whole school attendance in 2018.

### Multicultural and anti-racism education

In 2018, 33% of students are from a language background other than English. Lethbridge Park Public School directed \$57000 equity loading (and an addition \$6000 equity funding) to support a 0.6 FTE teaching allocation for English as a Second Language or Dialect (EAL/D). Multicultural perspectives are incorporated into teaching and learning programs at a class and school level from preschool to Year 6. Anti-racism state initiatives are embedded in class and school programs. The school's Anti-Racism Contact Officer (ARCO) is trained and available to support the school community with anti-racism programs or issues that arise.