

Lapstone Public School

Annual Report



2018



4424

Introduction

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

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

Sharon Gordon

Principal

School contact details

Lapstone Public School

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School background

School vision statement

To promote respectful, future focussed and creative citizens who have the capacity and adaptability they require for success and the confidence they need to manage their own learning and growth.

School context

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

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

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

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

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Learning:

Lapstone Public School has fully implemented revised wellbeing practices in 2018. A new awards system was implemented which encouraged students to work towards their own defined goals. Our students achieved and progressed in many varied ways and the new system enabled celebration of these achievements. Positive Behaviour for Learning practices now have a higher profile in the school. A new PBL assembly where parents were invited to share the celebration of PBL certificates being awarded improved community awareness of our PBL focus. A new PBL garden strategically built at the front entrance of the school further promotes our PBL values.

Curriculum delivery had a strong focus on explicit systematic teaching across the key learning areas. Differentiation of curriculum to meet student needs was achieved through careful and regular monitoring of student progress in literacy and numeracy. In line with our new three year strategic plan ensuring enrichment and extension programs are implemented continues to be a priority

Data collection systems across the school to track and cater to student learning needs included the use of the literacy progressions, NAPLAN results, whole school data collected through pre and post testing during learning sprints.

The school is achieving outstanding results in NAPLAN with the majority of students achieving in the top two bands.

Teaching:

In the domain of teaching, our focus this year, our first year of a three year strategic plan, has been literacy. In particular the teaching of reading comprehension and spelling. Whole school professional learning is being delivered on teaching comprehension. Teachers are being trained on using THRASS as a resource in spelling programs. Teachers have been working in highly collaborative teams planning, assessing and discussing data about student progress and achievements. These teams developed evidence based programs and lessons which met the learning needs of all

students. Explicit teaching is the main practice used in the school, reflecting current evidence base.

Teachers' Professional Development Plans are supported by a whole school coordinated approach to developing professional practice, informed by research.

Leading:

In the domain of leading our focus has been on distributed leadership and developing instructional leadership practices within the school. This will continue to be a focus in 2019. The leadership team has begun to embed clear processes, with accompanying timelines and milestones, to direct school activity as we effectively implement the School Plan. The school's physical resources have improved in 2018 with the building of a new multi purpose sports court, kitchen install in the LOOSH and refurbished adventure playground. The purchase of new technology has assisted in effective use of technology to enhance learning.

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.

Information from the community including surveys, discussions and P&C meetings were avenues for the community to provide constructive feedback. The school benefitted from the support of the community in many areas including community attendance and support at events and substantial financial support from the P&C which was directed to the build of a new multi-purpose sports court. The school plans are published on the school's website, they are reviewed and improved in response to the Premier's priorities, Department of Education reforms and school evaluation completed each year.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Real World Connections and Culture

Purpose

We aim for understanding of and preparedness for the changing world and strive to enable our students to be world class, active, aware and informed citizens, capable of making positive contributions to society with motivation, confidence, resilience and a growth mindset.

Overall summary of progress

Increased parent and community engagement achieved– Communication with parents has been a strong focus. The school uses Facebook, the Skoolbag app, newsletters and the School's website as a means to communicate with parents. Data provided by Facebook and Skoolbag indicate strong growth in engagement.

The Wellbeing Framework has continued to provide the foundation to support students to connect, succeed and to thrive in all areas of school life. Positive Behaviour for Learning (PBL) has a strong emphasis throughout the school. Teachers have completed Tier 1 PBL professional learning and a PBL team has been formed. Class teachers have embedded fortnightly PBL expectation lessons into their programs. There was a school-wide focus on PBL initiatives throughout 2018. New assembly format, new reward system and a new school mascot. Celebration of learning increased through merit assemblies and a revamped Presentation Day.

School priorities are supported by the work of the whole school community. The school received strong support from the P&C resulting in the build of a new ball court. Community attendance at school events has continued to be strong. New events attracted strong community support. (Presentation Day, revamped Open Day/Art Show and revamped Year 6 Graduation Assembly)

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improve and increase parent and community engagement in student learning based on 2018 data.	PBL awards and morning teas.	The school achieved an increase in community engagement. As evidenced through attendance at school events. Presentation Day Year 6 Graduation assembly Open Day PBL Assemblies
All members of the school community are represented in community feedback to the school.	Survey Monkey used for Community Satisfaction survey.	The survey achieved an increase in responses to 2017. The survey results indicated the community are very supportive of the school. The survey was responded to consistently K–6
Increased connection around student learning between home and school based on 2018 systems.		An online home reading program was implemented in K–2. Information shared with the community on the school's Enrichment programs and Reading Comprehension programs.

Next Steps

– A variety of parent forums/workshops are to be held to inform families of educational and wellbeing programs running

in the school.

–Further enhance active engagement and promote strong connections with parents and students through a triangulated interview/goal setting meeting.

–Improve the bi annual report home to parents outlining student performance and progress.

Strategic Direction 2

Quality Teaching and Leadership

Purpose

Teachers and leaders build a strong culture that has a growth mindset, collective efficacy and moral purpose.

All teachers and leaders will be provided with opportunities to actively engage in differentiated professional learning to enable the delivery of a flexible, evidence-based curriculum focused on maintaining high expectations of improving student learning outcomes. Leadership capacity will be built through a culture of collaboration and empowerment toward leadership sustainability.

Overall summary of progress

In 2018 whole school systems have been successful in building collective teacher efficacy. QTSS funding has enabled teams of teachers to work together to develop learning sprints based on a model promoted by Dr Simon Breakespeare. These sprints have a strong focus on data driven teaching and learning and focussed on reading comprehension. Teachers have completed two modules of Focus on Reading Phase 1. Explicit teaching of comprehension has commenced in a systematic style across the school. Teachers have used the Learning Progressions document in the area of punctuation and comprehension. Whole school data literacy has improved as evidenced through data sets collected in 2018.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of students are able to articulate their learning goals in literacy and numeracy.	QTSS funding, literacy and numeracy funding	Visible learning practices have progressed in 2018. This is an ongoing focus in the 3 year plan.
100% of staff embed quality consistent assessment practices which inform and result in differentiated classroom practices.	QTSS Funds and TPL funds.	100% of staff have contributed profitably to the development of pre and post assessment tasks for comprehension. 100% of teachers have engaged with the Literacy progressions in the areas of punctuation and comprehension.
Professional Development Plans 100% of teachers engage in Teacher Professional Learning that meets their point of need.	QTSS funds used to support teachers in the development of their PDP.	100% of teachers link professional learning goals to school strategic direction and identify their own professional goal to enhance professional practice in order to improve learning outcomes for students

Next Steps

- Further embed learning intentions in English
- Plan formative assessment for English and mathematics early 2019. Triangulate formative assessment, learning intentions and reporting to parents.
- Staff engage in further formative assessment professional learning.
- Students become more competent in their articulation of learning goals.

Strategic Direction 3

Purpose

We are looking to further develop future focussed learning to extend every child and promote enrichment for all students.

We believe in growing the capacity of our staff to create and deliver programs that develop intrinsically-motivated students who employ lateral thinking skills to solve problems. Our students will be encouraged to ask questions and supported to seek answers whilst engaging with technology in a meaningful way.

Overall summary of progress

In 2018 Lapstone Public School delivered many high quality programs to ensure students received challenging and enriched teaching and learning.

These included:

– Robotics Competition– Lego League, "Game Changers" competition (Film Making "How schools will look in the future."),K–2 Robotics Program, Camera Club (photography tuition), Living History Museum– Students created a convict "love token". These were photographed and sent to the museum. Genius Hour implemented across Years 3 to 6. STEM teaching and learning units included a Virtual Reality unit of work. Interested students continued to participate in the UNSW Competitions–Science, English and Mathematics.

The school:

- further expanded subject acceleration for identified students.
- joined Dundas Learning Community– Prepared an action plan for GATs and enrichment at Lapstone Public School
- three teachers completed Mini Certificate Of Gifted Education UNSW
- Mrs Gordon engaged in the review of the new DEC Gifted and Talented policy.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased opportunities, based on 2018 data, for students to participate in problem based learning activities to encourage critical and creative thinking.	TPL funding.	An action plan for catering to the needs of gifted and talented students was implemented. Three teachers attained their Mini Certificate of Gifted Education–UNSW. Additional Project and Problem Based Learning programs implemented.
100% of students are tracked through the general capability continuum which is then communicated to parents.		Teaching and learning has supported students in their development of skills represented in the ICT Continuum and framework. Tracking to commence semester 2 2019.
A range of strategies exist to identify, differentiate and support students to reach their full potential in and outside the classroom.	TPL funding Literacy and Numeracy funding	Individual Learning Plans developed for at risk and gifted students. PAT testing. Data driven practice.

Next Steps

Instructional Leader– Gifted/Talented/Enrichment appointed to support teaching and learning.

Lapstone Public School will participate in the Tournament of the Minds program.

Stage 3 differentiated mathematics classes for Stage 3 and an English extension class

Google classroom to be implemented – chrome books purchased to facilitate.

Promote the Lapstone Public School enrichment programs to our school community.

CAPA Stage 2 and Stage 3 drama groups Lights Up drama

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$5 100.00	<p>100% of Aboriginal students and families worked together to create personalised learning plans (PLP) through goal setting interviews. All students are showing progress towards their goals. Improved engagement as reflected through strong attendance achieved.</p> <p>Teachers capacity improved through professional learning.</p> <p>SLSO ATSI appointed to support the implementation of learning plans.</p>
English language proficiency	\$4 522.00	<p>SLSO teacher support time was used to support students in their learning.</p>
Low level adjustment for disability	\$70 306.00	<p>Funding provided was allocated to employing an additional Learning and Support teacher who supported students K–6. Support Learning Officers were also employed. This provided support to students for their learning and social needs. Classroom teachers were relieved to develop, review and resource programs to support students. This resulted in students' social and academic needs being met and progress in all areas.</p> <p>Consultation with parents on Individual Education Plans is ensured and supported through the funding.</p> <p>All students who require adjustments are catered for within class programs and other whole school strategies with IEP and targeted support.</p>
Quality Teaching, Successful Students (QTSS)	\$44 664.00	<p>Time was allocated to support teachers to have professional conversations to critically reflect on their teaching and to work towards their goals as outlined in their Performance and Development Plans.</p> <p>Time was allocated to teachers to complete professional learning around explicit teaching of comprehension.</p> <p>Time for professional learning, collaborative planning and assessing was achieved. The development of new teaching and learning programs for spelling and reading was achieved.</p>
Socio-economic background	\$3 413.00	<p>Teachers were released to differentiate learning plans for identified students resulting in the delivery of programs meeting students' needs. Funding was also allocated to ensuring all students had access to activities and excursions.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	125	123	114	116
Girls	125	131	137	127

Student attendance profile

School				
Year	2015	2016	2017	2018
K	96.7	96.9	97	95.5
1	96.6	93.7	96.9	94.7
2	95.5	95.9	94.6	95.6
3	93.6	96.6	96.3	94.5
4	94	93.8	96.4	95.6
5	94.2	95	95.3	94.9
6	95	93.4	96	95.4
All Years	95.2	95.4	96.1	95.2
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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	8.25
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.6
School Administration and Support Staff	2.42

*Full Time Equivalent

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

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	

Professional learning and teacher accreditation

Lapstone Public School strongly supports teacher quality through strategically planned, rigorous and evidence based professional learning which is aligned to the School Plan and Professional Development Plans. Teacher professional learning is differentiated to teacher needs. Further to this whole school Teacher Professional Learning is planned to meet compliance needs such as CPR and anaphylaxis. Our teachers have been engaged in learning around the explicit teaching of comprehension. "Focus On Reading Phase 1." This course will be completed in 2019. Further to this three more teachers completed THRASS training and four teachers completed the mini COGE (Certificate of Gifted Education) through the UNSW.

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	294,461
Revenue	2,327,697
Appropriation	2,133,783
Sale of Goods and Services	7,045
Grants and Contributions	183,813
Gain and Loss	0
Other Revenue	0
Investment Income	3,056
Expenses	-2,445,714
Recurrent Expenses	-2,445,696
Employee Related	-2,001,064
Operating Expenses	-444,632
Capital Expenses	-18
Employee Related	0
Operating Expenses	-18
SURPLUS / DEFICIT FOR THE YEAR	-118,018
Balance Carried Forward	176,443

- The financial management of the school is based on participative decision making. Budget decisions are made by the Principal in consultation with the staff and the Parents and Citizens Association. Funds have been used to build a multi purpose court and to install a kitchen.

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	1,822,416
Base Per Capita	48,536
Base Location	0
Other Base	1,773,880
Equity Total	83,341
Equity Aboriginal	5,100
Equity Socio economic	3,413
Equity Language	4,522
Equity Disability	70,306
Targeted Total	129,699
Other Total	46,808
Grand Total	2,082,265

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.

Students at Lapstone PS perform above the state average in Literacy.

Year 3:

Top 3 bands:

Reading– 85%

Spelling– 83%

Writing– 57%

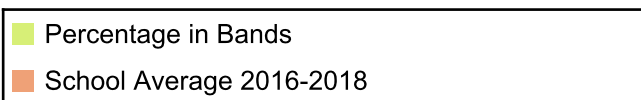
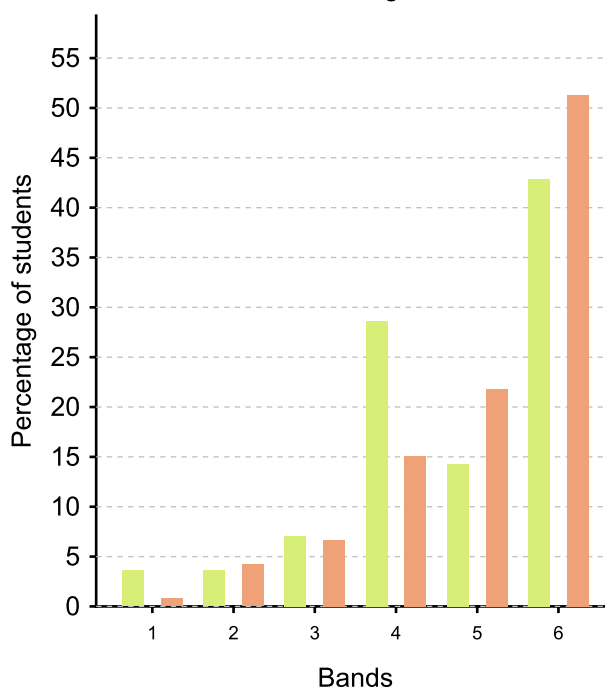
Year 5:

Reading:76%

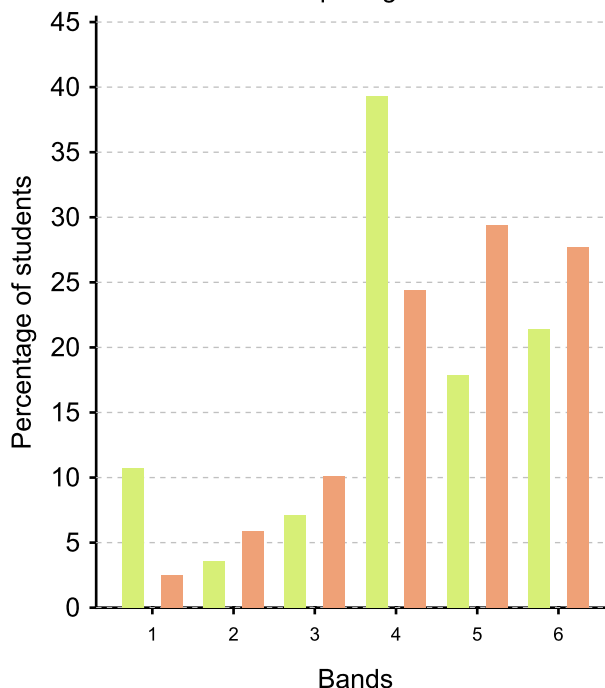
Spelling: 85%

Writing: 57%

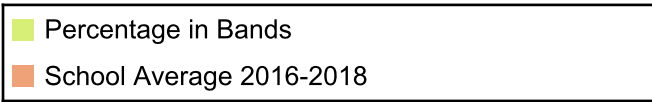
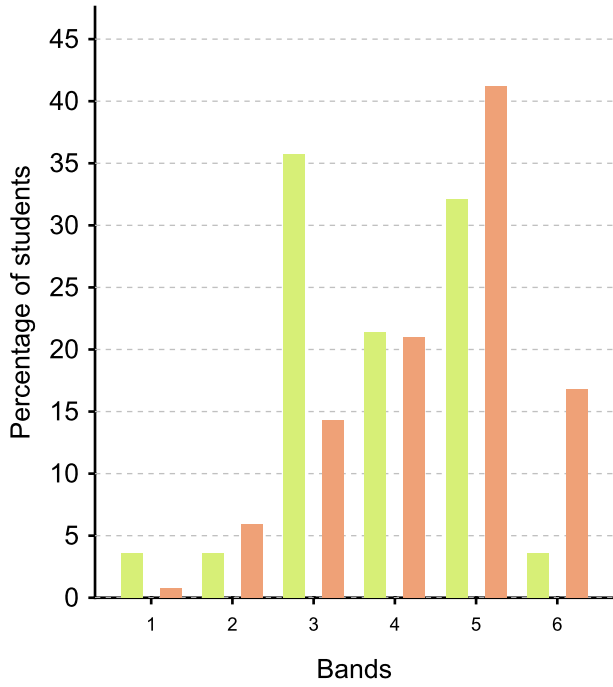
Percentage in bands:
Year 3 Reading



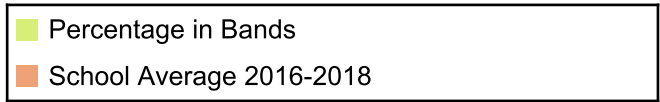
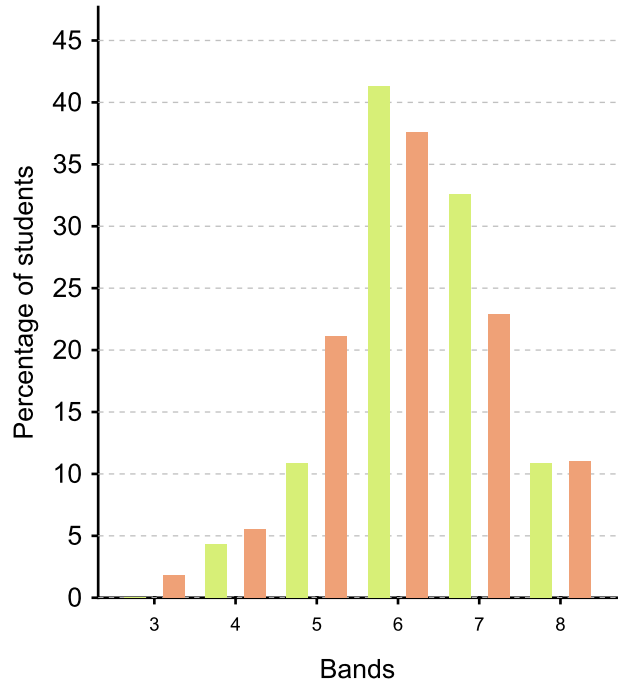
Percentage in bands:
Year 3 Spelling



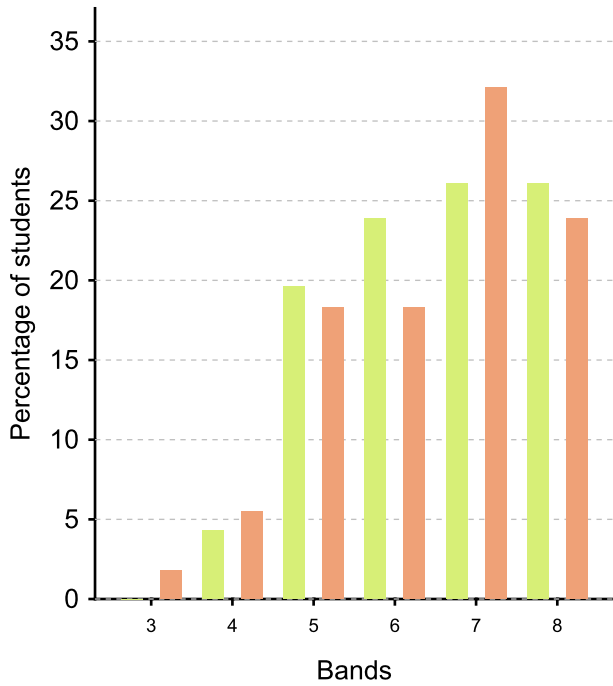
Percentage in bands:
Year 3 Writing



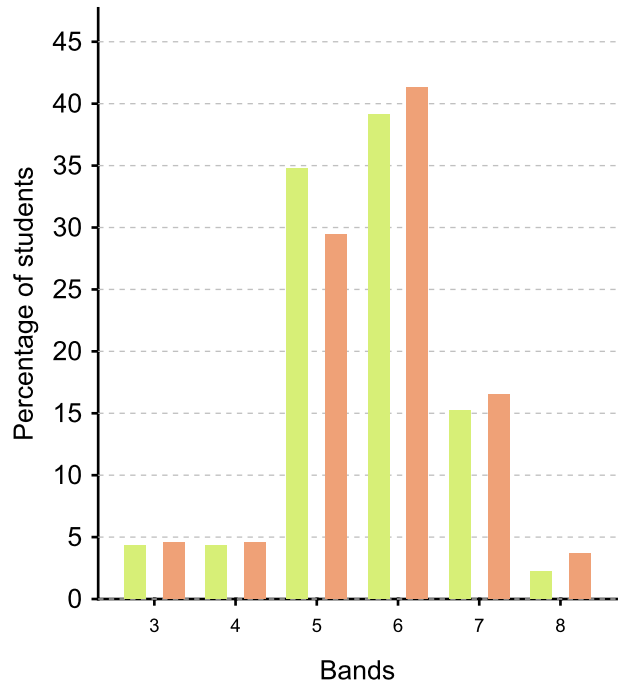
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



Students at Lapstone PS achieve above the state average in Numeracy.

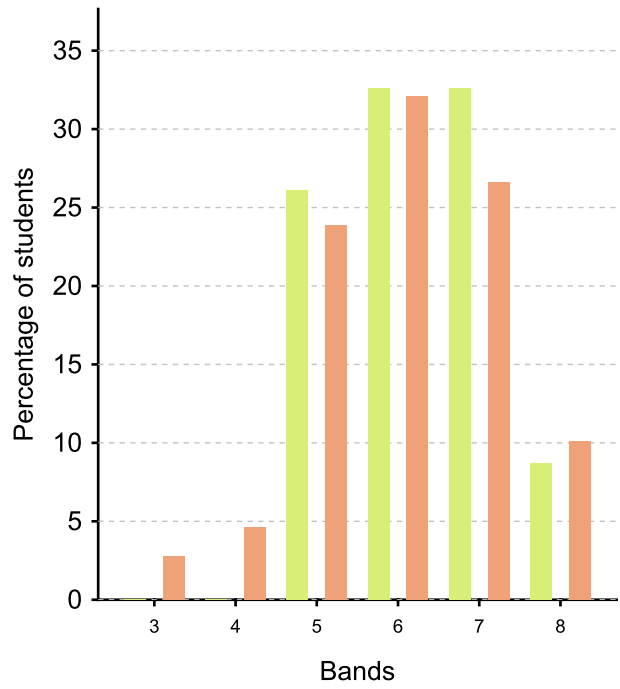
Year 3:

Top 3 bands– 72%

Year 5:

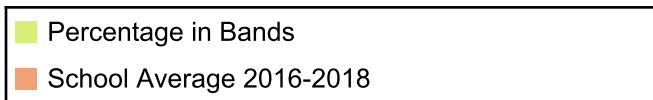
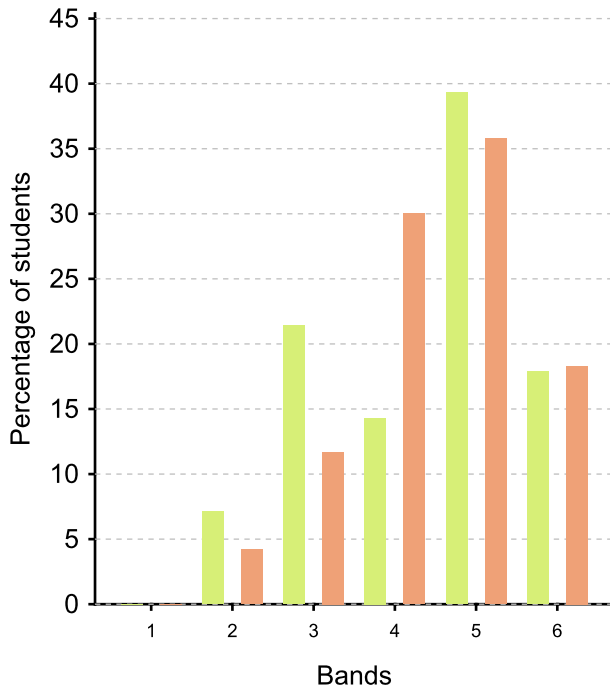
Top 3 bands– 73%

Percentage in bands:
Year 5 Numeracy



In 2018 two students who identify as aboriginal sat for NAPLAN tests.

Percentage in bands:
Year 3 Numeracy



Parent/caregiver, student, teacher satisfaction

Our **Community Satisfaction Survey** was completed by more than one third of our families in 2018.

Families felt that the students at Lapstone Public School are thoroughly prepared 8%, very prepared 44% or somewhat prepared for their future 48%

96% of families felt that the school provides substantial opportunity or some opportunity for families to contribute/be involved with the school.

81% of participants felt that the communication between their child's teacher and home was very effective and or effective.

Families ranked Science/Technology 36% ranked as first priority and Maths/English 34% as the first priority for funding of school resources.

80% of families said they were extremely satisfied, very satisfied or satisfied with the variety of educational programs (sporting, academic, performing and creative arts, robotic etc) that their child is receiving.

Is the school an attractive and well-resourced school?
84% stated the school was very well-resourced to well-resourced.

Results of student survey:

Do we have a good variety of learning activities here at Lapstone PS? E.g. Sporting, academic, performing and creative arts, robotics etc 92% responded with yes.

How much do you enjoy school? 97 % of students enjoy school.

Are you challenged enough in your learning? 96% felt challenged

Activities you enjoy at school. Students included many activities including highly ranked sport, band/choir/dance then drama, Italian, English, Maths and robotics.

What should we spend our money on? High being a 5 "Yes let's buy these" and low being a 1 "Not so important"

Robotics, Science and technology–48%

Playground resources 20%

Maths and English 15%

Flexible furniture 10%

7% didn't respond to this question.

Throughout 2018 teachers continued to work closely with parents and caregivers of Aboriginal students to refine and implement learning plans. Aboriginal and Torres Strait Islander perspectives and texts were included across the curriculum. Learning and Support Teacher support was directed to Aboriginal students ensuring successful implementation of learning plans.

Multicultural and anti-racism education

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

Policy requirements

Aboriginal education