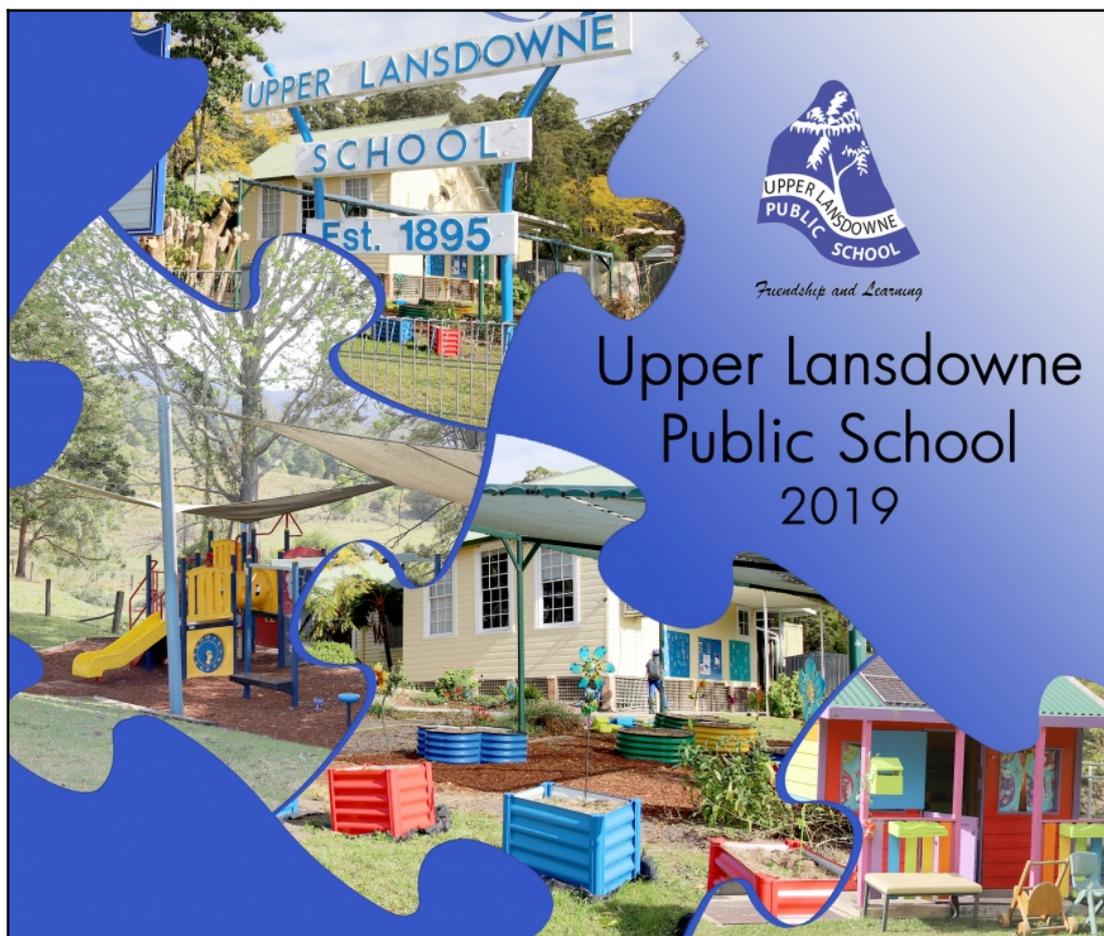


Upper Lansdowne Public School

2019 Annual Report



Friendship and Learning

2372

Introduction

The Annual Report for 2019 is provided to the community of Upper Lansdowne 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.

School contact details

Upper Lansdowne Public School
1399 Upper Lansdowne Rd
Upper Lansdowne, 2430
www.lansdowneu-p.schools.nsw.edu.au
lansdowneu-p.school@det.nsw.edu.au
6556 9163

School background

School vision statement

At Upper Lansdowne Public School, our vision is to provide innovative and differentiated curriculum, to enable our students to become independent, informed, creative, reflective learners, who achieve personal learning goals.

School context

Upper Lansdowne Public School is a small, family orientated school located approximately 20 km from Taree. Our school is a proud member of the North Manning Learning Community, as well as our local Small Schools Collegial Group.

"Friendship and Learning" form the basis for our high quality teaching and learning. We are committed to increasing student learning outcomes through evidence based pedagogies, teacher professional learning and data analysis, to inform our future planning.

Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Learning

Purpose

- Our learners will become independent, informed, creative, reflective learners who achieve growth in literacy and numeracy

Improvement Measures

- In the domain of Learning we will focus on the elements of “Curriculum” and “Assessment” to demonstrate a move from “Delivering” to “Sustaining and Growing” by 2020
- Students achieve expected growth in literacy and numeracy

Progress towards achieving improvement measures

Process 1: Evidenced Based Learning

- Implementation of a whole school approach to transform teaching practices and maximise student outcomes
- Teachers embed evidence based teaching practices that support high expectations for student learning

Evaluation	Funds Expended (Resources)
<p>Taree Writing Network Initiative – Questions</p> <ul style="list-style-type: none">• How can we continue to shift student writing? <p>Writing Initiative Data Sources</p> <ul style="list-style-type: none">• Work samples• Discussions with students about the writing process and their writing• Teacher learning programs• Lesson observations• Teacher discussions• Evidence of Tier 2 vocabulary in student work samples <p>Findings</p> <ul style="list-style-type: none">• Analysis of student writing and our professional learning discussions indicated an ongoing need to increase our students' learning outcomes in writing. <p>Where to next</p> <ul style="list-style-type: none">• Participate in the Seven Steps to Writing Success program and provide ongoing PL in Seven Steps.• Embed the Seven Steps to Writing Success strategies into our teaching–learning programs to ensure all students achieve personal learning growth in writing.	<ul style="list-style-type: none">• Taree Writing Initiative PL workshops \$45.45• After school professional learning meetings which focused on student writing and writing analysis, that informed future teaching–learning programs. \$0

Process 2: Visible Learning

- * Implementation of a whole school visible learning approach to transform teaching practices and maximise student outcomes

Evaluation	Funds Expended (Resources)
Question	<ul style="list-style-type: none">• Rigor in the Classroom workshop

Progress towards achieving improvement measures

• How can we refine our visible learning processes in 2020 to ensure our students develop greater learning independence?

Findings

- Student data analysis discussions in writing and maths, identified student progress and student needs.
- An ongoing need for teacher professional in visible learning, student goals, student feedback and formative assessment.

Where to next?

- Refine the school's processes to assist students build their understanding of their personal learning goals in writing and maths.
- Embed learning intentions into maths lessons.
- Provide teacher feedback to students in maths lessons.

\$60

- Assessment in the Classroom workshop \$30
- After school professional learning staff meetings that focused on visible learning practices. \$0

Strategic Direction 2

Teaching

Purpose

- Our teachers effectively use evidence based pedagogies and assessment practices to increase student learning outcomes

Improvement Measures

In the domain of “Teaching” we will focus on the elements of “Data” and “Learning and Development” to demonstrate a move from “Delivering” to “Sustaining and Growing” by 2020

Progress towards achieving improvement measures

Process 1: Whole School Assessment Practices

- School wide evidence based pedagogy and assessment practices are used to monitor, plan and report on student learning across the curriculum
- Analysis of data and feedback identifies student progress and informs school planning and teaching and learning programs

Evaluation	Funds Expended (Resources)
<p>Questions</p> <ul style="list-style-type: none">• How effective was 2019's staff professional learning in formative assessment, number talks and open ended tasks?• What changes can we make to our numeracy lessons and formative assessment processes? <p>Data Sources</p> <ul style="list-style-type: none">• Class observations• Teacher day book, class programs, student work samples• Sea Saw screenshots of student whiteboards to teacher account <p>Findings</p> <ul style="list-style-type: none">• Staff discussions show an increased understanding of open ended maths tasks, number talks and formative assessment.• Staff are accessing and using a wide variety of number talk & open ended tasks activities.• Maths lessons reflect open ended tasks, problem solving and number talk activities.• Staff indicated the need to continue to build balanced numeracy lessons in 2020. <p>Where to next?</p> <ul style="list-style-type: none">• Teachers will continue to develop their knowledge to use evidence based pedagogy and assessment practices that will increase student learning.• Focus will center on number talks, problem solving, effective feedback, thinking mathematically.• Year 3–6 students will build their understanding and confidence in NAPLAN, through the provision of one–on–one student support. The focus will center on measurement, geometry, spelling, grammar and reading.• Teachers will conference students and assist students to develop numeracy and literacy term goals.• Continue to provide ongoing teacher professional learning that focuses on assessment.	<ul style="list-style-type: none">• After school staff professional learning meetings on formative and summative assessment, and data analysis that informed teaching–learning programs. \$0

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$1,279	<ul style="list-style-type: none"> • 100% of aboriginal students achieved personal growth, developed their student voice and self esteem.
Low level adjustment for disability	\$5,566 0.2 staff allocation	<ul style="list-style-type: none"> • Explicit teaching supported, lesson differentiation and ongoing data analysis enabled 75% of students to achieve personal growth.
Quality Teaching, Successful Students (QTSS)	\$3,201	<ul style="list-style-type: none"> • This initiative strengthened curriculum implementation, assessment procedures and visible learning within the school.
Socio-economic background	\$5,794	<ul style="list-style-type: none"> • The additional teacher facilitated small group learning that focused on explicit teaching, lesson differentiation and ongoing assessment, which informed teaching-learning programs.
Early Action for Success	\$27,965	<ul style="list-style-type: none"> • Early Action for Success funding enabled the principal to work "shoulder to shoulder" with the K-2 teacher to build teacher capacity in data analysis, PLAN 2, literacy and numeracy learning progressions, class planning and lesson differentiation. Individualised instruction was provided to targeted students.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	16	18	12	10
Girls	10	12	5	3

Student attendance profile

School				
Year	2016	2017	2018	2019
K	97.8	98.9		94.4
1	93	97.1	92.2	
2	92.9	90.3	80.6	95.4
3	95.6	95.3	90.7	96.7
4	96.8	94.4	79.8	90.8
5	93.8	97.8	88.2	93.8
6		96.3		93.5
All Years	94.7	95.6	85.4	94
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4		93.1
1	93.9	93.8	93.4	
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6		93.3		92.1
All Years	94.1	93.9	93.4	92.8

In 2019, attendance data was regularly analysed and used to inform planning. Personalised attendance approaches were adopted that were aimed at improving the attendance rates of all students. Our 2020 attendance target is to increase our student attendance rates from 94% to above 95%.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.16
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	1.2

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Upper Lansdowne Public School is committed to strengthening our professional development and as such, all staff engaged in significant, focused professional learning in 2019.

Our school budgeted \$4,787 for staff professional learning.

1 – In 2019 our staff:

- Engaged in professional learning that built their skills in the analysis, interpretation and use of student progress and achievement data;
- Engaged in professional learning to ensure administrative practices and systems were in place, based on cost

- effectiveness, evidence, and in response to local context and need; and
- Attended collegial network meetings.

2 – Our staff participated in four School Development Days:

Term 1 Staff Development Day our staff undertook professional learning in:

- Data analysis and student achievement;
- 2019 school plan and our milestones;
- Staff performance and development plans;
- Formative assessment; and
- Learning intentions and student goals.

Term 2 Staff Development Day our staff undertook professional learning in:

- The school's WHS procedures;
- Sports policy and guidelines for sports activities;
- Computational thinking; and
- Effective student feedback.

Term 3 Staff Development Day our staff undertook professional learning in:

- Music and the analysis of student writing.

Term 4 Staff Development Day our staff undertook professional learning in:

- Child Protection;
- Code of Conduct;
- Data analysis and school achievement;
- 2020 school plan and our milestones; and
- Understanding Scout.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	105,537
Revenue	462,308
Appropriation	442,322
Sale of Goods and Services	135
Grants and contributions	19,470
Investment income	381
Expenses	-398,277
Employee related	-351,094
Operating expenses	-47,183
Surplus / deficit for the year	64,031

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	0
Equity Total	35,081
Equity - Aboriginal	1,279
Equity - Socio-economic	5,794
Equity - Language	400
Equity - Disability	27,609
Base Total	322,578
Base - Per Capita	3,989
Base - Location	4,516
Base - Other	314,073
Other Total	75,154
Grand Total	432,813

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

Parent/caregiver, student, teacher satisfaction

The majority of our school community provided feedback on Student Learning, Teaching, Leadership and School Environment.

In Student Learning parents reported:

- they were happy with the school's learning opportunities and individualised learning;
- on most occasions their children liked coming to school; and
- they didn't fully understand their children's learning goals.

As a result, the school will provide additional support and information to parents to increase their understanding of their child/children's learning.

In Teaching parents reported:

- they were happy with classroom management and the manner their children were encouraged and supported.

As a result, the school will revise classroom management, student incentives and encouragement and unique ways to celebrate student success and learning growth.

In Leadership parents reported:

- the majority of parents felt, if their child/children had a problem, there was someone at the school that would help their child;
- on most occasions parents felt comfortable to discuss issues with the principal and/or teachers; and
- they would recommend this school to other families.

As a result, the school will continue to build stronger parent–teacher relationships, develop new ways to communicate with parents and our wider school community, and increase future school enrolments.

In School Environment parents reported:

- they felt welcomed and the school was a safe place; and
- minimal disruptive behaviour was evident which was dealt with effectively.

As a result the school will revise classroom and playground management strategies and class groupings, to ensure our school provides a supportive learning environment for all students.

Our students provided feedback on My School and Learning

The majority of students reported:

- *they were happy, they liked school and their friends;*
- *the teachers listen to them, help them learn and encourage them;*
- *school was a safe place and sometimes "bullying" occurred which the teachers dealt with;*
- *they mostly did their best work and were learning to understand their learning goals; and*
- *they improved in their learning throughout the year.*

As a result, the school will continue to provide individualised learning, in small, supportive group settings to ensure all students achieve growth.

Our staff provided feedback on Learning and Teaching, Leadership and School Environment.

In Learning and Teaching the staff reported:

- they were respected, valued and professional learning was timely, and relevant; and
- they were supported in their roles with advice, respect and resources.

As a result, the school will provide additional staff professional learning to build staff expertise and leadership.

In School Environment the staff reported:

- WHS procedures were adhered to and the school was kept tidy and clean; and
- minimal disruptive behaviour occurred which was discussed and dealt with.

As a result the school will continue to minimise disruptive behaviour and support all students to achieve learning growth.

In School Environment the staff reported:

- they felt valued, and were comfortable to discuss issues with leadership, who are provided with personalised,

timely communications; and

- collaboratively as a team, they ensure the school provides evidenced based strategies, with clear processes and milestones, to meet the school's improvement measures and achieve student progress.

As a result, the school will continue to ensure staff feel valued and supported , and will collaborate to achieve student progress.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.