

Lavington Public School

2019 Annual Report



2378

Introduction

The Annual Report for 2019 is provided to the community of Lavington Public School as an account of the school's operations and achievements throughout the year.

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

School contact details

Lavington Public School

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School background

School vision statement

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

School context

Lavington Public School (LPS) is a K–6 suburban school, located 4 kilometres north east of Albury. The school now has over 420 students from Kindergarten to Year 6 and more than 40 staff.

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

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

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

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

Self-assessment and school achievement

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 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

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/school-excellence>

Self-assessment using the School Excellence Framework

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

Strategic Direction 1

Instructional Leadership

Purpose

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

Improvement Measures

100% classroom teachers actively participate in peer review sessions.

100% classroom teachers have Curiosity & Powerful Learning Theories of Action present in everyday practices.

100% executive effectively utilising SCOUT Reports in strategic planning.

Progress towards achieving improvement measures

Process 1: To develop, implement and evaluate effective systems, that support teacher observation and feedback around evidence-based teaching and learning practices.

Evaluation	Funds Expended (Resources)
100% of staff across Lavington Public School engaged with the PDF process. This included both teaching and non teaching staff.	Funding Sources: <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$72353.00)

Process 2: Lead and manage change through the Curiosity and Powerful Learning Theories of Action, to deliver high impact learning and teaching.

Evaluation	Funds Expended (Resources)
Curiosity and Powerful Learning Framework utilised to develop a Relationship Building Program. Program to be delivered Weeks 1 and 2 in 2020.	Stage meetings, Executive Planning sessions, Program Development Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$28074.00)

Process 3: Increase capacity of leaders to be data informed when evaluating the effectiveness of learning and teaching programs to create a culture of shared accountability and increase student achievement.

Evaluation	Funds Expended (Resources)
Review completed and a refined and enhanced Assessment and Reporting Procedures now in place.	Professional Development Sessions, Stage Planning Days and Assessment and Reporting Schedules. Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$13254.00)

Next Steps

In 2020, we will continue to sustain our rate of 100% of staff actively engaging in the Performance and Development Framework process. We will also be exploring online learning platforms for both student and staff use and evaluating the most effective online communication tools for parents. We will continue to engage in current evidence based research from CESE and embed this research into our staff development days and professional learning sessions. We will look to developing a Stage Planning Model, where the executive, in collaboration with their stages, develop targets and commit to practices to ensure we meet and exceed those targets through 2020.

Strategic Direction 2

Wellbeing

Purpose

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

Improvement Measures

100% of PBL focuses to be stage specific and data informed.

10% increase in students achieving top 2 bands in NAPLAN.

Increase in Student Engagement score as evident from the Tell Them From Me Survey.

Progress towards achieving improvement measures

Process 1: Implement and evaluate evidence-based whole school practices in wellbeing and engagement that support learning.

Evaluation	Funds Expended (Resources)
Overall reduction in negative behaviour statistics, overall increase in attendance from targeted student groups and Lavington Public School implemented several programs across the school, i.e. Hands on Learning, Photo Squad, which positively impacted on student wellbeing.	Extracurricular activity audit, Executive Planning Days. Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$1125.00)

Process 2: Differentiate learning and teaching programs across the school to ensure that all students are challenged and all adjustments lead to improved learning.

Evaluation	Funds Expended (Resources)
Parents, students and staff reported a significant increase in student engagement during class time as a direct result of implementing targeted extracurricular programs. 100% of our parents, 100% of our targeted students and 92% of our staff reported student engagement had increased.	Staffing, Resources for Programs Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$188358.00)

Process 3: Enhance positive, respectful relationships among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.

Evaluation	Funds Expended (Resources)
Program Developed. Presented to staff. Ready for implementation in 2020.	Planning Days. Authentic Relationships Program. Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$2500.00)

Next Steps

In 2020, we will continue to welcome new staff members and induct them to some crucial elements of our daily operation at Lavington Public School. We will also induct new student leaders and class representatives to ensure we continue our focus on student leadership and student voice. We are looking forward to implementing our Authentic Relationships Program, deliberately designed to plan time for staff and students to develop a strong rapport, allowing a sustainable sense of identity and belonging to be established and built upon throughout 2020.

Strategic Direction 3

Futures Learning

Purpose

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

Improvement Measures

100% of students demonstrate value added result on internal formative assessments.

100% of KLA teams established and are supporting curriculum delivery in stage teams.

100% of staff demonstrate an increase in their application of innovative practice.

Progress towards achieving improvement measures

Process 1: Intensive re-design of the structures to ensure a formative assessment is delivered in Literacy & Numeracy.

Evaluation	Funds Expended (Resources)
As a result, the PDF program checklist was updated. LPS Assessment and Reporting Policy developed and used to inform Learning and Teaching Programs.	LPS Assessment and Reporting Policy Planning Days Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$2500.00)

Process 2: Building teacher capacity in all curriculum areas in order to meet system requirements.

Evaluation	Funds Expended (Resources)
Executive delivered PD around NESA programming requirements. Curriculum Teams are active. Shared understanding with programming expectations and lesson delivery. Meetings scheduled for KLA Teams and Executive sessions.	Meeting Days. Preparation Time. Professional Development. Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$15500.00)

Process 3: Develop, implement and delivers innovative practice, including project based learning.

Evaluation	Funds Expended (Resources)
Teachers implementing Digital Technologies/STEM in their T&L programs. Showcase projects at festival of the arts.	Digital Technology Professional Development Mentoring classroom teachers Additional RFF Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$85500.00)

Next Steps

In 2020, Lavington Public School looks to continue to embed the increased knowledge and skills, with further implementation of Digital Technologies through a planned balanced delivery of Science and Technology. We will be refining our focus on Curriculum Monitoring, ensuring we will meet and exceed NESA recommendations. There will be further professional learning and capacity building of new team members in regards to curriculum and assessment, as well as ongoing support to continue our Assessment for Learning focus, putting explicit strategies in place to ensure our students continue to exceed the expectations of value-adding.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Staffing, Planning Time Funding Sources: • Aboriginal background loading (\$32 046.00)	37.5% of Aboriginal Students achieved in the Top 3 Bands for Reading and 12.5% in the Top 3 bands for Numeracy. We are closing the gap in achievement between our Indigenous and non-indigenous students, with additional time and resources being put in place for 2020.
English language proficiency	Staffing Funding Sources: • English language proficiency (\$18 409.00)	100% of students from EAL/D background experienced a smooth transition into Lavington Public School. Their transition, in partnership with Red Cross and supported by our SLSO–E as translator, has been into an environment where as students they feel known, valued and cared for.
Low level adjustment for disability	Staffing, Planning time. Funding Sources: • Low level adjustment for disability (\$66 092.00)	Tell Them From Me Survey reported an increase in student results in "Expectations for Success" and "Advocacy for the School". Complementing our core value of ensuring all students are known, valued and cared for.
Quality Teaching, Successful Students (QTSS)	Staffing. Time. Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$72 353.00)	We have set a platform of students reaching the top 2 bands in Literacy (39%) and Numeracy (12.5%) to be improved again in 2020. We have also increased our executive capacity in Professional Development in regards to research based practices, i.e. What Works Best.
Socio–economic background	Staffing. Time. Funding Sources: • Socio–economic background (\$322 665.00)	100% of staff provided release time to observe each others practice for feedback. Employing additional Learning and Support Teacher time (1.0) and additional SLSO time (4.0) to engage more students in literacy interventions, leading to now achieving 39% in the top 2 bands for reading.
Support for beginning teachers	Induction Packages, Staffing, Time. Funding Sources: • Support for beginning teachers (\$32 529.00)	100% of Beginning Teachers and Mentors provided positive feedback on the process. Beginning Teachers participated in targeted professional development and stated they were committed to remaining at LPS and in Public Education for the foreseeable future.
Targeted student support for refugees and new arrivals	Staffing. Funding Sources: • Targeted student support for refugees and new arrivals (\$701.00)	100% of students from refugee families reported a positive experience transitioning in to LPS and the wider community.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	155	178	194	209
Girls	153	173	194	202

Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.8	93.4	93.2	92.7
1	93.4	94.1	92	92.2
2	91	93.4	92.7	93.3
3	92.8	91.1	93	91.8
4	94.2	91.8	89.7	91.8
5	93.6	93.3	89.2	86.8
6	94.4	91.5	92.1	88.1
All Years	93.5	92.5	91.7	91
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
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	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

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
Assistant Principal(s)	3
Classroom Teacher(s)	16.13
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.8
School Administration and Support Staff	4.14

*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.

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	139,668
Revenue	4,431,829
Appropriation	4,220,003
Sale of Goods and Services	12,481
Grants and contributions	196,862
Investment income	2,483
Expenses	-4,144,800
Employee related	-3,709,208
Operating expenses	-435,592
Surplus / deficit for the year	287,029

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	241,271
Equity Total	567,272
Equity - Aboriginal	32,046
Equity - Socio-economic	322,665
Equity - Language	18,409
Equity - Disability	194,152
Base Total	2,749,153
Base - Per Capita	92,452
Base - Location	2,355
Base - Other	2,654,346
Other Total	430,820
Grand Total	3,988,515

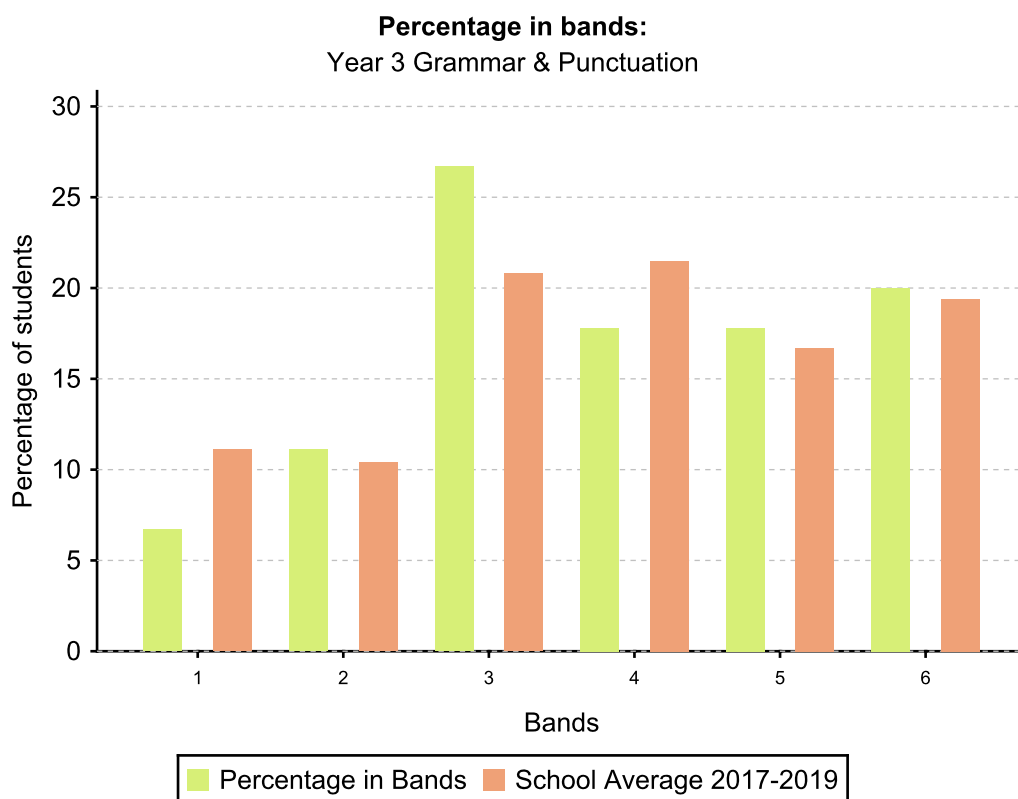
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

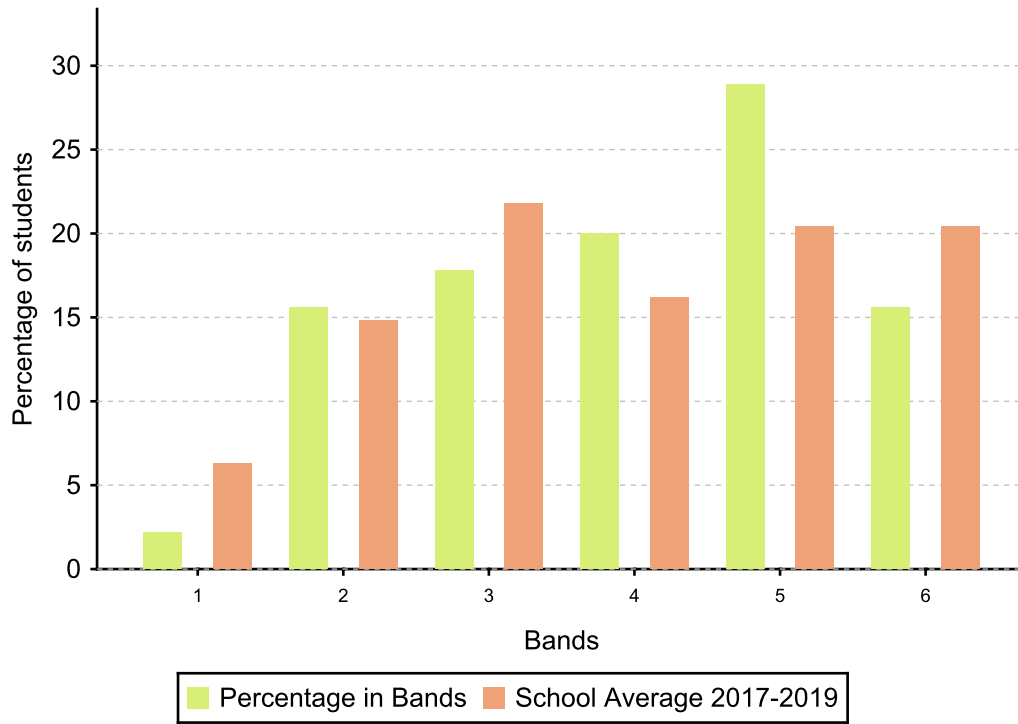
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison 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.

Literacy and Numeracy Graphs



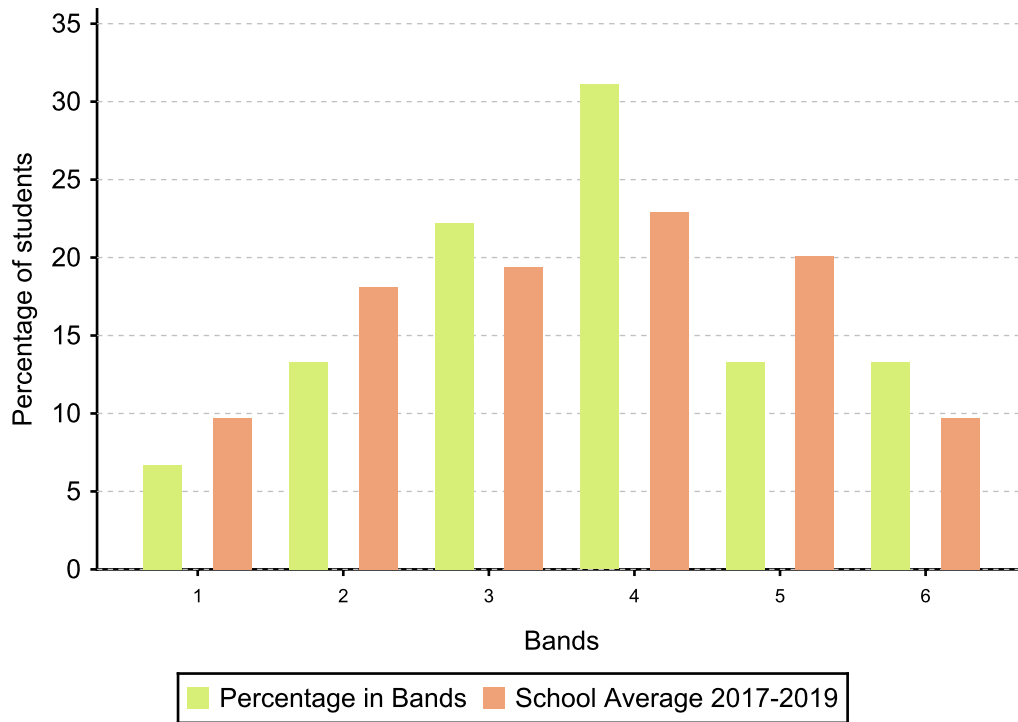
Band	1	2	3	4	5	6
Percentage of students	6.7	11.1	26.7	17.8	17.8	20.0
School avg 2017-2019	11.1	10.4	20.8	21.5	16.7	19.4

**Percentage in bands:
Year 3 Reading**



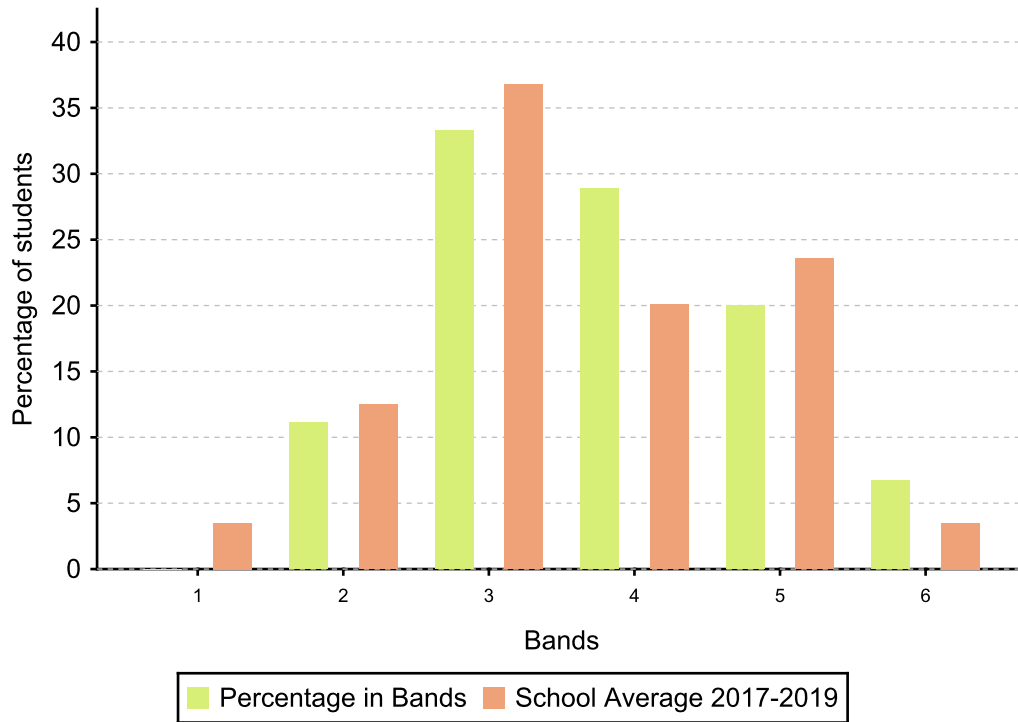
Band	1	2	3	4	5	6
Percentage of students	2.2	15.6	17.8	20.0	28.9	15.6
School avg 2017-2019	6.3	14.8	21.8	16.2	20.4	20.4

**Percentage in bands:
Year 3 Spelling**



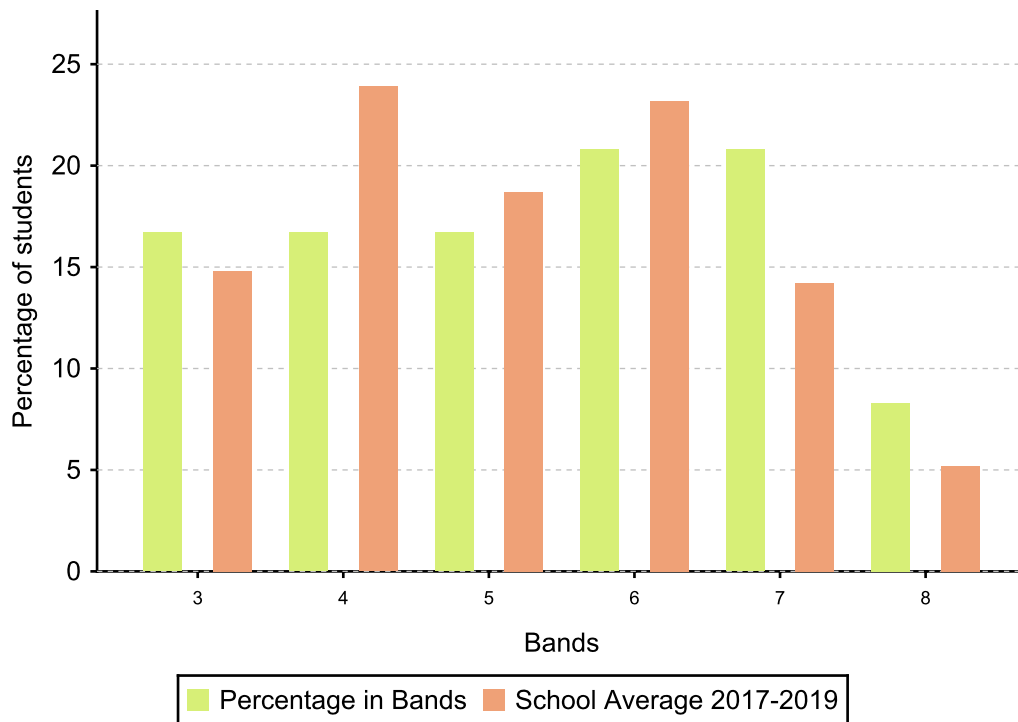
Band	1	2	3	4	5	6
Percentage of students	6.7	13.3	22.2	31.1	13.3	13.3
School avg 2017-2019	9.7	18.1	19.4	22.9	20.1	9.7

Percentage in bands:
Year 3 Writing



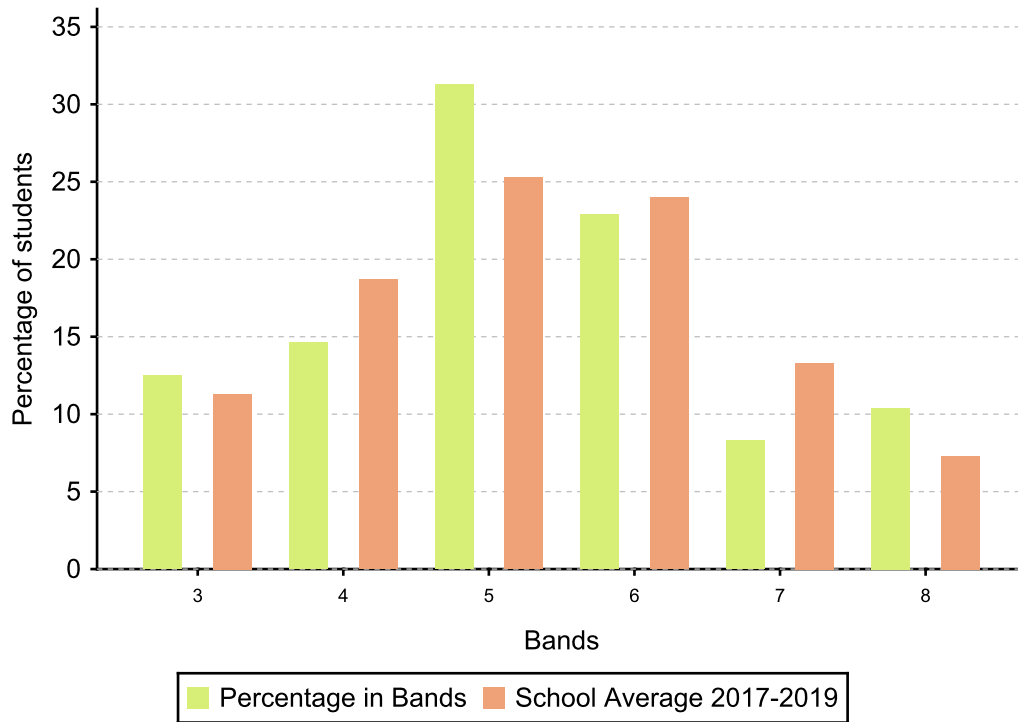
Band	1	2	3	4	5	6
Percentage of students	0.0	11.1	33.3	28.9	20.0	6.7
School avg 2017-2019	3.5	12.5	36.8	20.1	23.6	3.5

Percentage in bands:
Year 5 Grammar & Punctuation



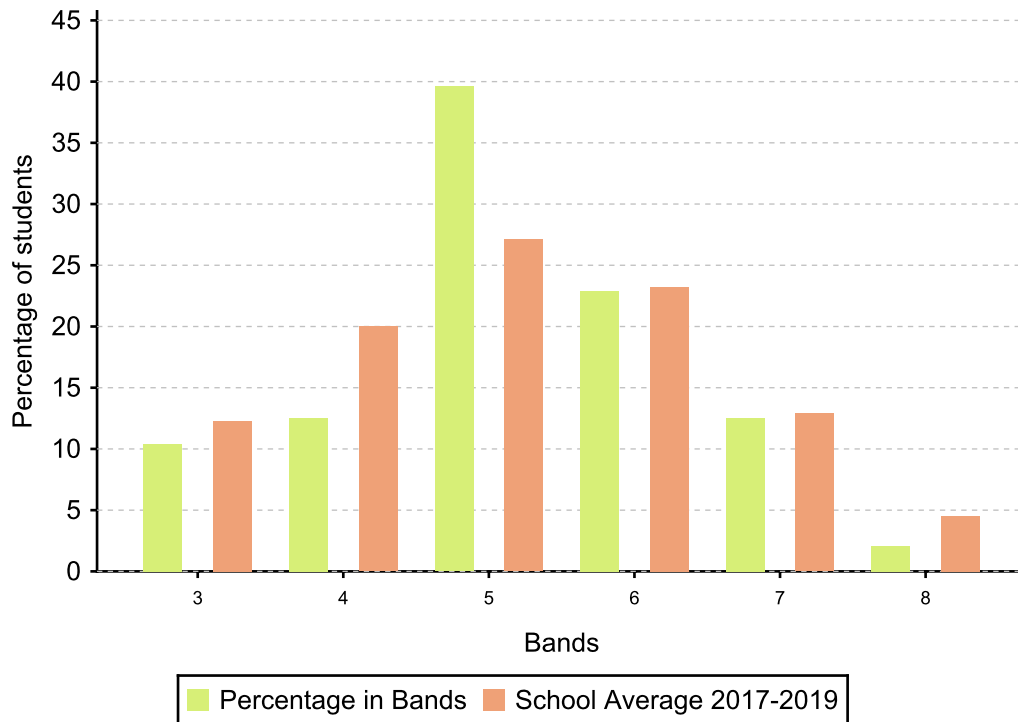
Band	3	4	5	6	7	8
Percentage of students	16.7	16.7	16.7	20.8	20.8	8.3
School avg 2017-2019	14.8	23.9	18.7	23.2	14.2	5.2

**Percentage in bands:
Year 5 Reading**



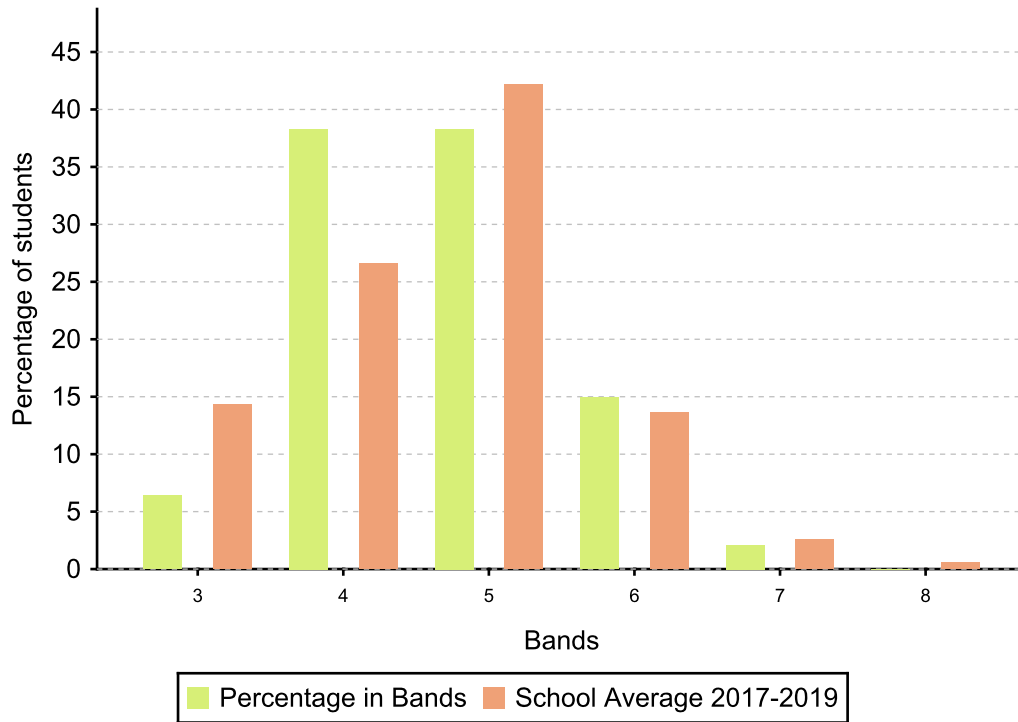
Band	3	4	5	6	7	8
Percentage of students	12.5	14.6	31.3	22.9	8.3	10.4
School avg 2017-2019	11.3	18.7	25.3	24	13.3	7.3

**Percentage in bands:
Year 5 Spelling**



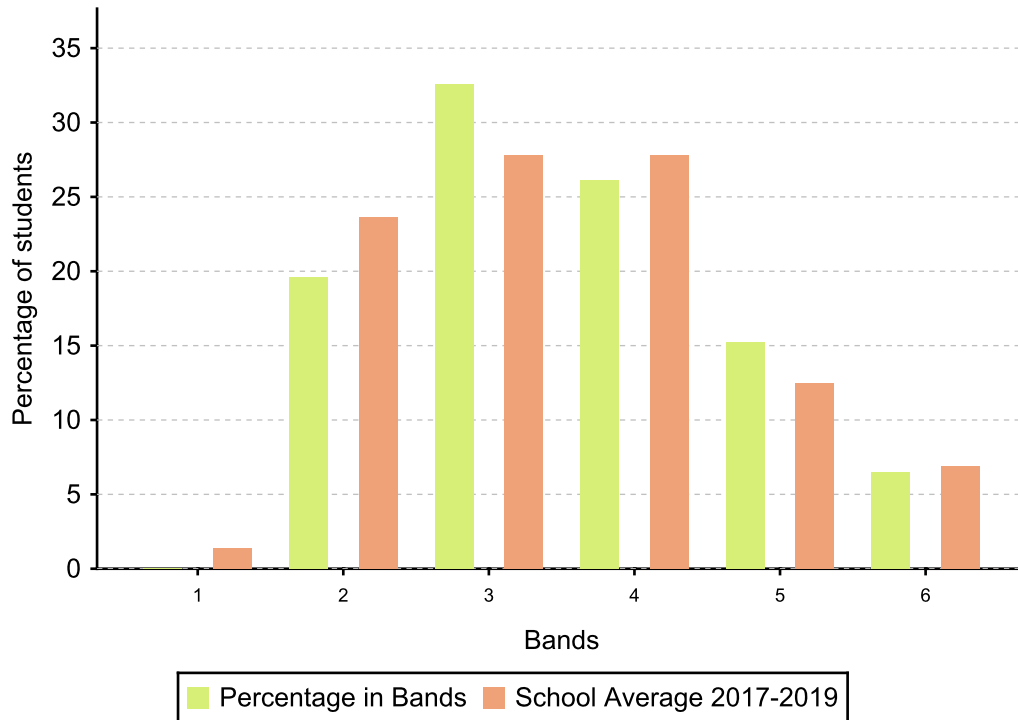
Band	3	4	5	6	7	8
Percentage of students	10.4	12.5	39.6	22.9	12.5	2.1
School avg 2017-2019	12.3	20	27.1	23.2	12.9	4.5

Percentage in bands:
Year 5 Writing



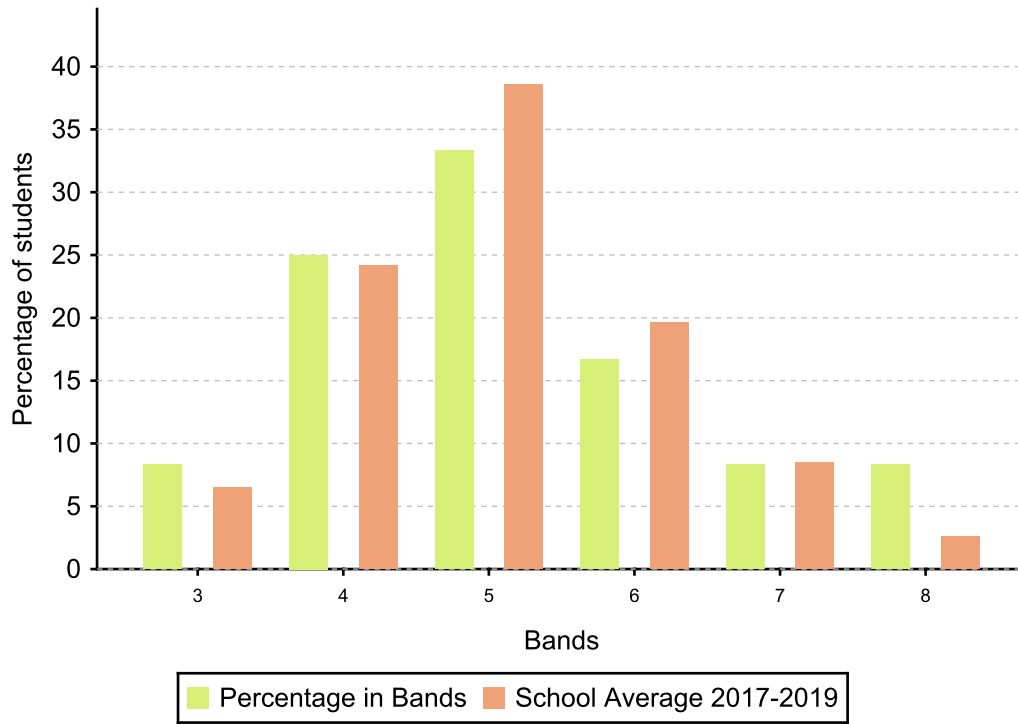
Band	3	4	5	6	7	8
Percentage of students	6.4	38.3	38.3	14.9	2.1	0.0
School avg 2017-2019	14.3	26.6	42.2	13.6	2.6	0.6

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	0.0	19.6	32.6	26.1	15.2	6.5
School avg 2017-2019	1.4	23.6	27.8	27.8	12.5	6.9

**Percentage in bands:
Year 5 Numeracy**



Band	3	4	5	6	7	8
Percentage of students	8.3	25.0	33.3	16.7	8.3	8.3
School avg 2017-2019	6.5	24.2	38.6	19.6	8.5	2.6

Parent/caregiver, student, teacher satisfaction

At Lavington Public School we value feedback from all members of our school community. This feedback helps us to understand how we can improve our performance, and which teaching and learning strategies are most likely to be effective.

Our staff are dynamic and diverse. They diligently apply themselves to develop and present engaging and challenging learning experiences in the classroom, and frequently involve themselves in a range of extracurricular activities to extend the learning opportunities of their students. Staff utilise various forms of communication including the SkoolBag app, Class Dojo, newsletter, email, website, Facebook, information sessions and face to face meetings.

Our parents view Lavington Public School in a positive light and frequently recommend enrolment in our school to the local community. Parent feedback received during 2019 has indicated that they value assemblies and parent teacher meetings as a positive form of communication and engagement with the school. Staff have worked to give parents timely notice of school events to assist in families attending school events such as Grandparents Day, Book Parade, Book Fair, assemblies, athletics and swimming carnivals etc. The use of the school newsletter was reduced in Term 3 and 4, 2019. Feedback received from the P&C indicated that parents valued the newsletter due to the calendar, principal message, itemised information and photographs. In direct response to this feedback, the newsletter will return in 2020 in a new format. Our students enjoy positive interaction in the classroom and playgrounds with each other and staff. In 2019, 174 students completed the Tell Them From Me Survey. The Tell Them From Me survey provides indicators of student engagement and wellness, and the aspects of classroom and school learning environment that research has shown affect student engagement and learning outcomes. The survey showed that 65% of our students surveyed had a positive sense of belonging while at school and 80% had felt they had positive school relationships with their peers. Of these students, 90% felt they had quality instruction from teachers 93% of students said they valued schooling outcomes. This shows students at Lavington Public School feel that what they are learning at school is directly related to their long-term success, and this view is reflected in their classroom and school behaviour.

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.