Lethbridge Park Public School

2019 Annual Report

4408

Introduction

The Annual Report for 2019 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.

School contact details

Lethbridge Park Public School
Copeland Rd
Lethbridge Park, 2770
www.lethbridpk-p.schools.nsw.edu.au
lethbridpk-p.school@det.nsw.edu.au
9628 6655

School background

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 450 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

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	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
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	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Leadership

Purpose

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

Improvement Measures

Increased percentage of time spent on educational leadership for all stakeholders.

For leadership capacity to be spread broadly amongst all stakeholders to enhance school capacity to extend strategic outcomes.

Progress towards achieving improvement measures

Process 1: Create opportunities and explicit teaching and learning opportunities for leadership strength.

Evaluation	Funds Expended (Resources)
IL position filled December 2019 for 2020 school year	RAM equity funding – $167335 planned for 2020

Process 2: Create a focus and strength of educational leadership in all areas for all staff. Educational leadership to become an explicit and critical component in daily operation. Process to include identifying leadership candidates, creating school and local network leadership pathways.

Evaluation	Funds Expended (Resources)
Discussion carried forward for Term 1 2020	

Process 3: Identify and nurture aspirational and existing community leaders, creating authentic leadership pathways to enhance both individuals and school community leadership capacity.

Evaluation	Funds Expended (Resources)
Stalled process, will require review as part of new school plan.	

Process 4: To enhance school environment to convey a clear message of educational quality.

Evaluation	Funds Expended (Resources)
Preschool enhancement program complete, playground markings scheduled. Fixed equipment surfacing project complete, school external painting complete as part of scheduled maintenance.	Approx. $100000 expended

Process 5: Significant engagement by existing and aspirational leadership team in leadership credential and pathways.

Evaluation	Funds Expended (Resources)
Stalled process due to change in Executive direction.	NA

Strategic Direction 2

Learning

Purpose

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

Improvement Measures

For student attendance rates to improve each year 2018–2020.

Increase in average "effort" scores on student reports from 2018–2020.

Increased percentage of students achieving higher level progress on PBL journey.

Progress towards achieving improvement measures

Process 1: Students to be able to articulate their own learning goals, along with success measures and the next step.

Evaluation	Funds Expended (Resources)
By end of the year students were able to articulate goals (age appropriate) and recognise that goals contributed to a learning journey. Students were able to tell an unfamiliar adult their goal and rationale, however, continued focus is required to implement a school–wide approach and embed the practice.	

Process 2: Students to further develop growth mindsets and to engage with opportunity.

Evaluation	Funds Expended (Resources)
Peer Support to continue in 2020. Continued focus on developing student resilience to improve learning outcomes.	

Process 3: Students to engage with academic opportunities and strive to achieve their best.

Evaluation	Funds Expended (Resources)
Process 3, strategic direction 2 not contextually relevant. Will need to be a value in 2020 rather than a process.	

Strategic Direction 3

Teaching

Purpose

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

Improvement Measures

For NAPLAN growth in all measured areas year 5 & 7 to be greater than that of NSW.

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.

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

Progress towards achieving improvement measures

Process 1: Promotion of evidence based pedagogy to enhance efficient teaching.

Evaluation	Funds Expended (Resources)
Throughout 2019 increased sophistication in professional dialogue regarding evidenced based practice, however in 2020 further development of efficient teaching will be required.	

Process 2: School based and external data to identify students with opportunity to extend into top two bands and create strategic "bump it up" plans.

Evaluation	Funds Expended (Resources)
Professional learning and planning around top two band students occurred, however this remains a goal for 2020 in conjunction with 2020–2023 stretch targets.	

Process 3: Development of data collection systems

Evaluation	Funds Expended (Resources)
Simplified systems and central locations, schedules, P–6. Next step – using data P–6.	

Process 4: Embed innovations in teaching.

Evaluation	Funds Expended (Resources)
Innovation as a concept needs further professional learning and understanding.	

Process 5: Provision of networks to support higher accreditation.

Evaluation	Funds Expended (Resources)
NSW DoE direction stalled – local network exist, however very small number	

Progress towards achieving improvement measures	
of teachers across NSW have impacted process 6.	

Process 6: Continued focus on growth as a key improvement measure.

Evaluation	Funds Expended (Resources)
Refer to NAPLAN 2019 growth.	

Process 7: Classroom observations cycles – learning walks, two way feedback processes

Evaluation	Funds Expended (Resources)
Stalled process with significant organisational obstacles thought 2019. 2020 goal will need to be supported by school structures and processes. LPPS remains committed to process 7.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Resource value $172940 including permanent AEO provision.	Representatives attended Network meeting at the end of Term 3 , however, none scheduled for Term 4. Practical implementation strategies of RAP gained from visit Kellyville PS. Investigate Welcome to Country workshops for SRC early in 2020 (offered by Nirimba Team) Team did not engage with Deadly Dialects as planned.
English language proficiency	$37180	EAL/D student needs are met across school with differentiated class programs, support for EALD students informs LAST program and assessment of student needs P–6. Reduction in targeted funding a reflection of less students in phases 1 and 2 of English level proficiency despite a stable EALD profile across the school.
Low level adjustment for disability	$274192	Review processes and selection criteria for Speech Program in 2020 Continue to refine and simplify processes for student adjustment plans and IEPs for consistency across the mainstream and Support unit settings SLSO provision a significant school direction, with overspend on low level disability supported by RAM equity funds.
Quality Teaching, Successful Students (QTSS)	$82171	Significant progress in formalising executive approach to both instructional leadership and monitoring supported by a range of increasingly rigid and organised systems. Regular program reviews and an increasing move towards online collaborative planning supported the Executive role in enhancing teaching capacity.
Socio–economic background	$1072838	Socio economic funds supported the provision of all school experiences and opportunities without financial impact upon parents including day and overnight excursions, visiting performances and school uniforms. The school's commitment to technology provision was also supported by socio–economic funding including laptop provision in stage 3, Chromebook provision in stage 2 and a review of all school based hardware. Significant socio–economic funds were used to create smaller classes, allowing for better teacher–student ratios and avoiding the needs for cross stage classes. The school continued to run a free of charge breakfast club each day and the provision of lunch and recess where required within a financial impact upon families. School improvements continued in 2019,

Socio–economic background	$1072838	engagement in school by both students and the community.
Support for beginning teachers	$14130 from BT funds with additional allocation from QTSS allocation.	50% of BT teachers submitted applications by end of second year – increased focus to meet submission dates a goal for 2020.
Positive Behaviour for Learning	$5000	PBL continued to underpin wellbeing programs in 2019, although a review of PBL recognition processes resulted in the awarding of platinum badges for students who demonstrated outstanding commitment to the PBL process. The existing PBL recognition system of bronze, silver and gold badge awards continued. A review of PBL expectations and displays was conducted at the commencement of 2019 and formed the basis for PBL learning in 2019. Ms Mason was appointed as PBL coordinator with an RFF allocation provided to allow her to drive PBL learning at LPPS in 2019.
Early Action for Success	$195905 from EAFS allocation (staffing) and $16325 from RAM equity funding.	Early Action for Success continued in 2019 with 1 full time instructional leader (Ms Tredoux) and Ms Binning as 0.3 instructional leader. EAFS continues to underpin professional learning in K–2 and included L3 training (both first year and opl) to ensure that L3 was operating in all K–2 classrooms. The impact of EAFS will be most clearly measures in 2020 as the first cohort of students having L3 teaching for their whole primary years will complete NAPLAN, creating a clear measurement point. Existing school data shows outstanding growth from K–3, and a significant component of this growth is linked to the EAFS initiative.
Preschool Quality Improvement Plan	$800	In 2019 the preschool participated in the ratings and assessment process, receiving a rating of meeting national standards across all 7 quality areas. A significant range of positive feedback was provided to the school and this has underpinned school direction as part of the ongoing preschool Quality Improvement Plan.

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	190	199	208	223
Girls	192	197	205	205

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
K	87.5	88.5	87.9	90
1	88.6	91.4	90.3	87.8
2	90	91.8	88.6	89.2
3	91.2	92.5	92.2	89
4	90.1	92.3	92.3	92
5	92.2	91.2	87.8	90.6
6	90.4	93.8	92.2	90.4
All Years	89.9	91.6	90.1	89.8
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

In semester 2 Lethbridge Park Public School collaborated with three local public schools to engage an additional home school liaison officer (HSLO) through the use of RAM equity funding. The additional HLSO allowed the school to focus on supporting students and families that, whilst not meeting the criteria for formal HSLO support, have benefitted from a model of support to enhance school attendance. This program is scheduled to continue with a review at the end of 2020.

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.

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)	6
Classroom Teacher(s)	18.02
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	9.52
Other Positions	3

*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	373,370
Revenue	6,604,967
Appropriation	6,562,355
Sale of Goods and Services	20,237
Grants and contributions	19,738
Investment income	2,635
Expenses	-6,318,764
Employee related	-5,494,772
Operating expenses	-823,992
Surplus / deficit for the year	286,203

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	584,803
Equity Total	1,557,149
Equity - Aboriginal	172,940
Equity - Socio-economic	1,072,838
Equity - Language	37,180
Equity - Disability	274,192
Base Total	2,888,414
Base - Per Capita	106,270
Base - Location	0
Base - Other	2,782,144
Other Total	1,283,927
Grand Total	6,314,293

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

Percentage in bands:
Year 3 Grammar & Punctuation
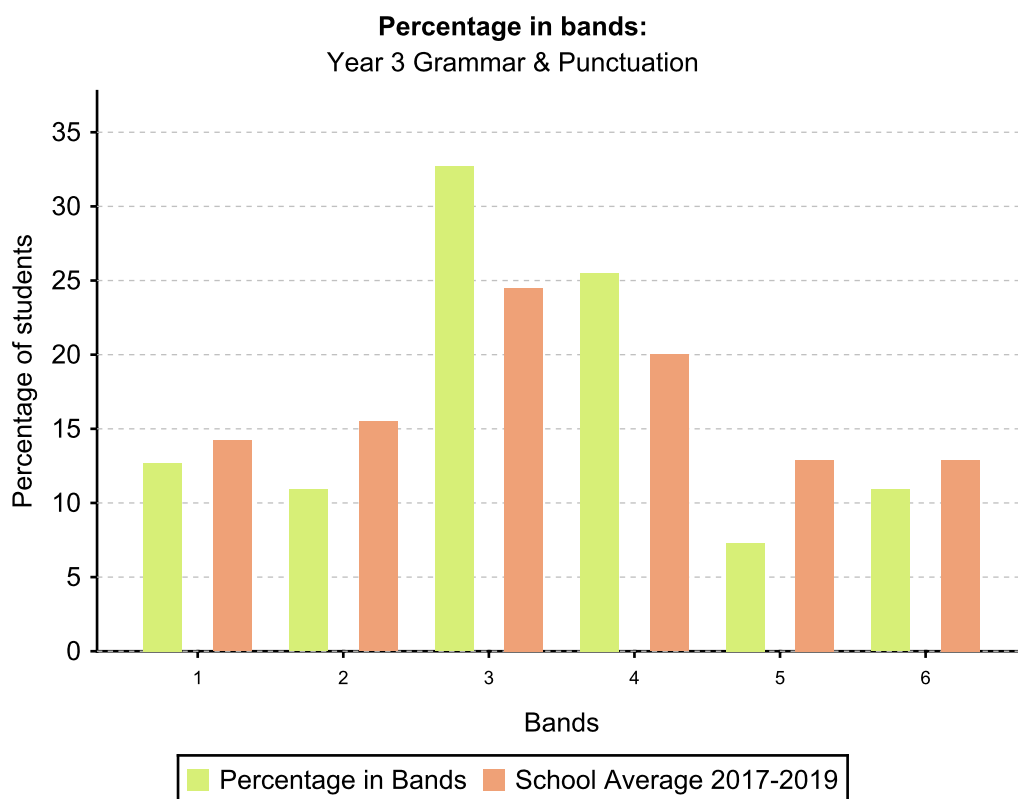
Band	1	2	3	4	5	6
Percentage of students	12.7	10.9	32.7	25.5	7.3	10.9
School avg 2017-2019	14.2	15.5	24.5	20	12.9	12.9

Percentage in bands:
Year 3 Reading
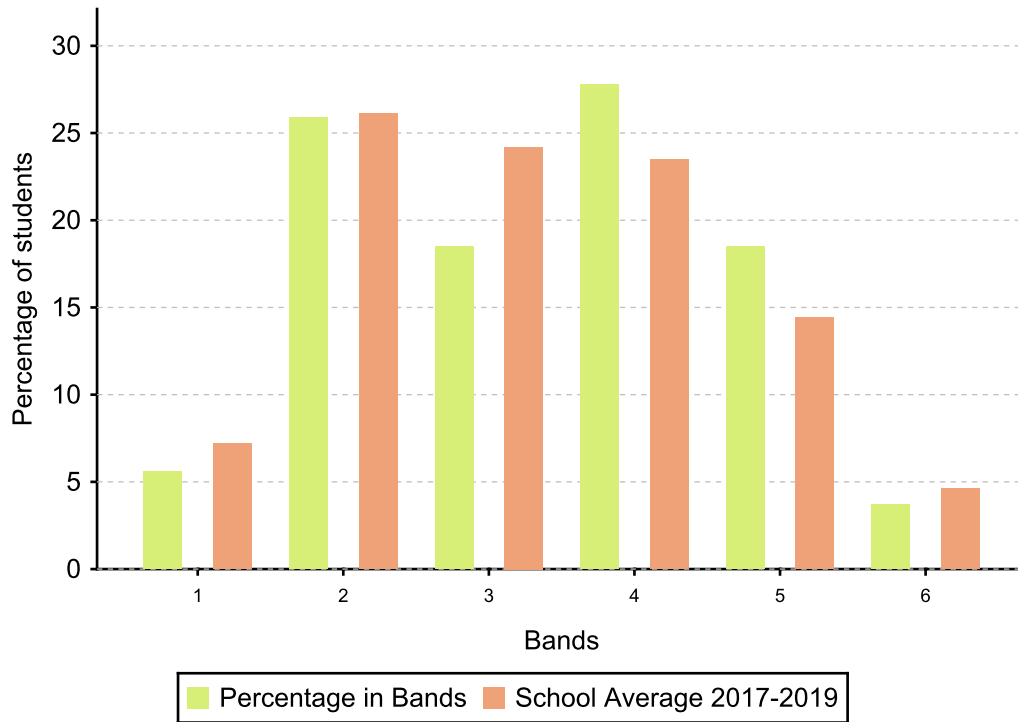
Band	1	2	3	4	5	6
Percentage of students	5.6	25.9	18.5	27.8	18.5	3.7
School avg 2017-2019	7.2	26.1	24.2	23.5	14.4	4.6

Percentage in bands:
Year 3 Spelling
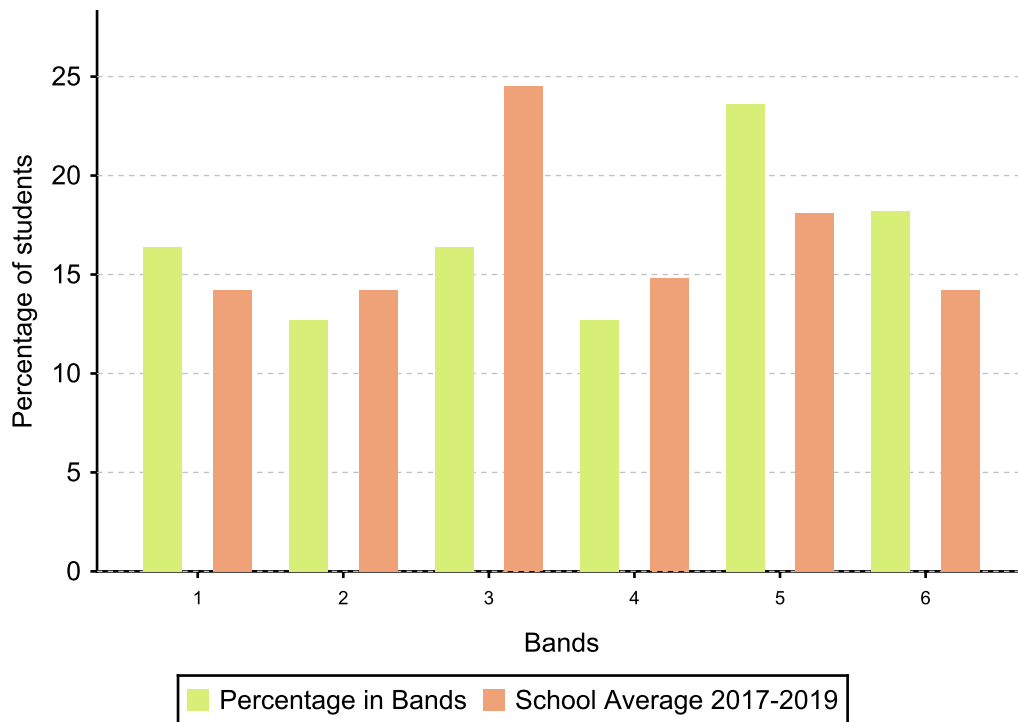
Band	1	2	3	4	5	6
Percentage of students	16.4	12.7	16.4	12.7	23.6	18.2
School avg 2017-2019	14.2	14.2	24.5	14.8	18.1	14.2

Percentage in bands:
Year 3 Writing
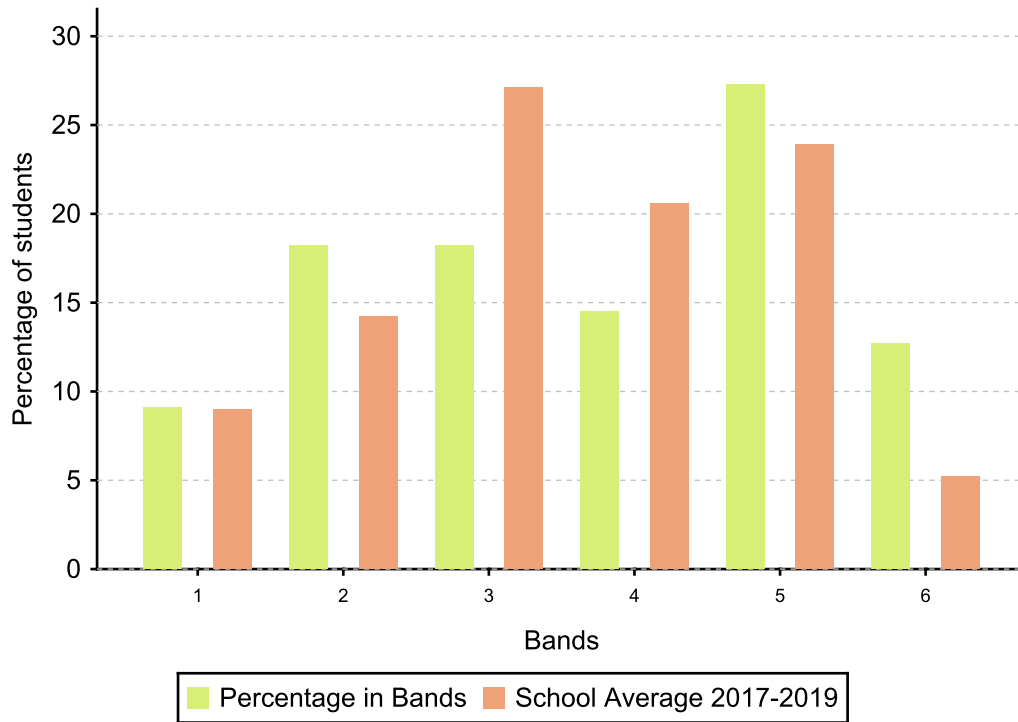
Band	1	2	3	4	5	6
Percentage of students	9.1	18.2	18.2	14.5	27.3	12.7
School avg 2017-2019	9	14.2	27.1	20.6	23.9	5.2

Percentage in bands:
Year 5 Grammar & Punctuation
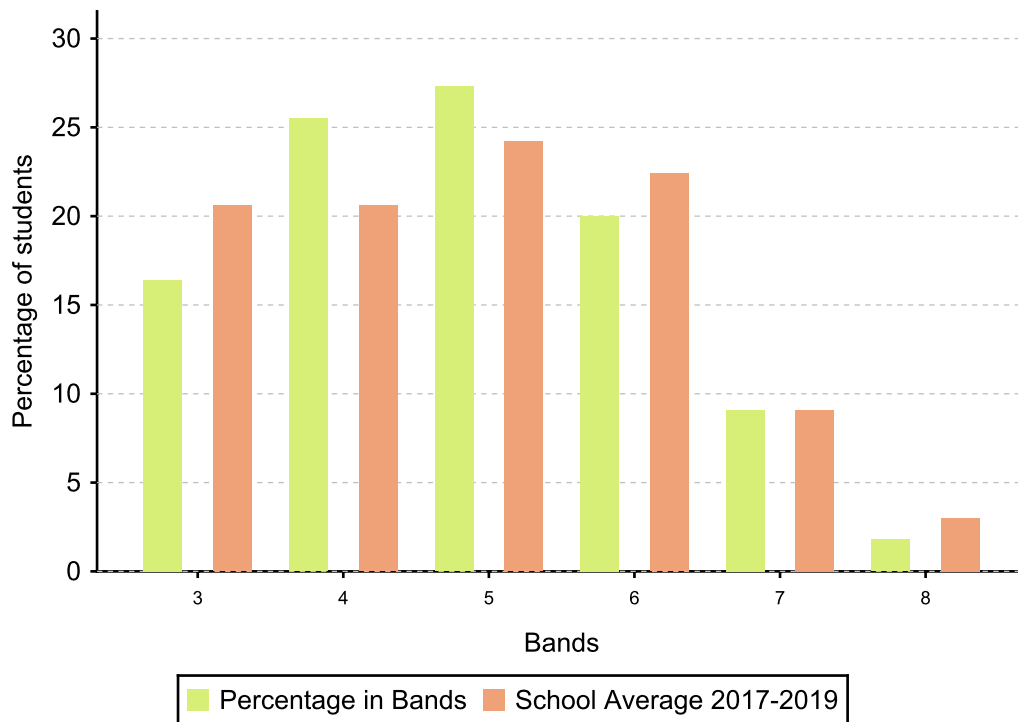
Band	3	4	5	6	7	8
Percentage of students	16.4	25.5	27.3	20.0	9.1	1.8
School avg 2017-2019	20.6	20.6	24.2	22.4	9.1	3

Percentage in bands:
Year 5 Reading
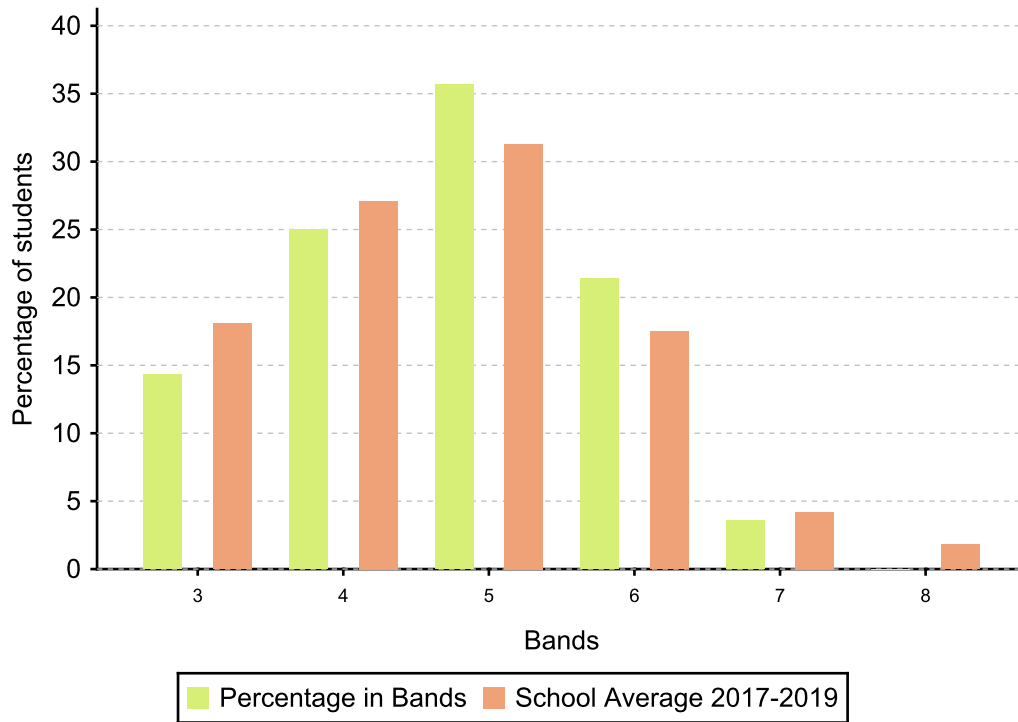
Band	3	4	5	6	7	8
Percentage of students	14.3	25.0	35.7	21.4	3.6	0.0
School avg 2017-2019	18.1	27.1	31.3	17.5	4.2	1.8

Percentage in bands:
Year 5 Spelling
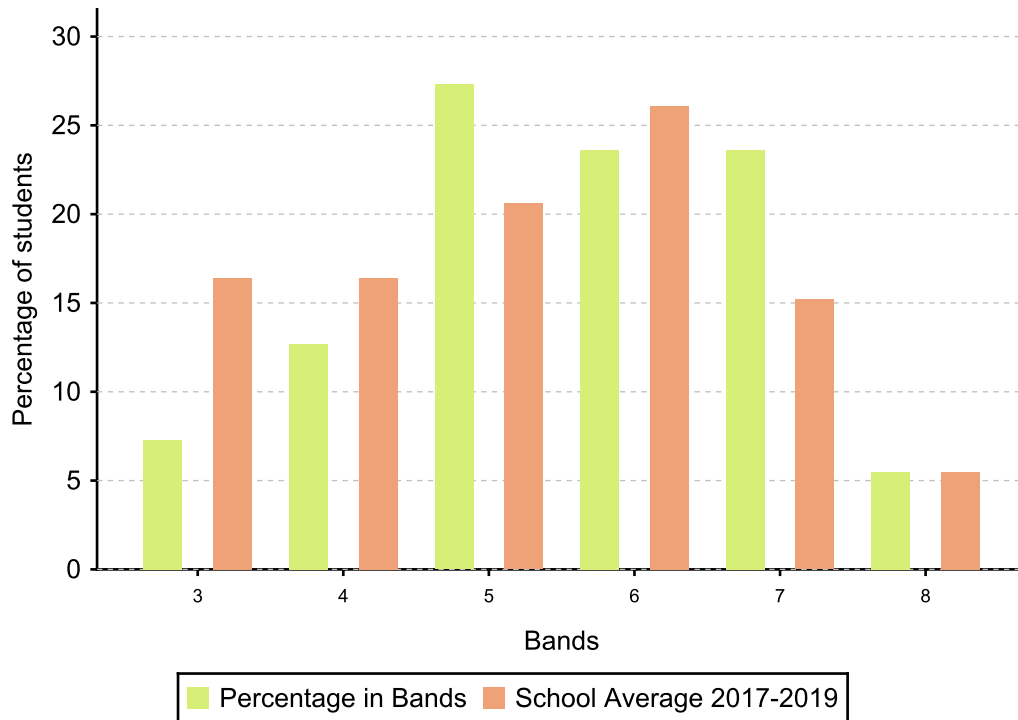
Band	3	4	5	6	7	8
Percentage of students	7.3	12.7	27.3	23.6	23.6	5.5
School avg 2017-2019	16.4	16.4	20.6	26.1	15.2	5.5

Percentage in bands:
Year 5 Writing
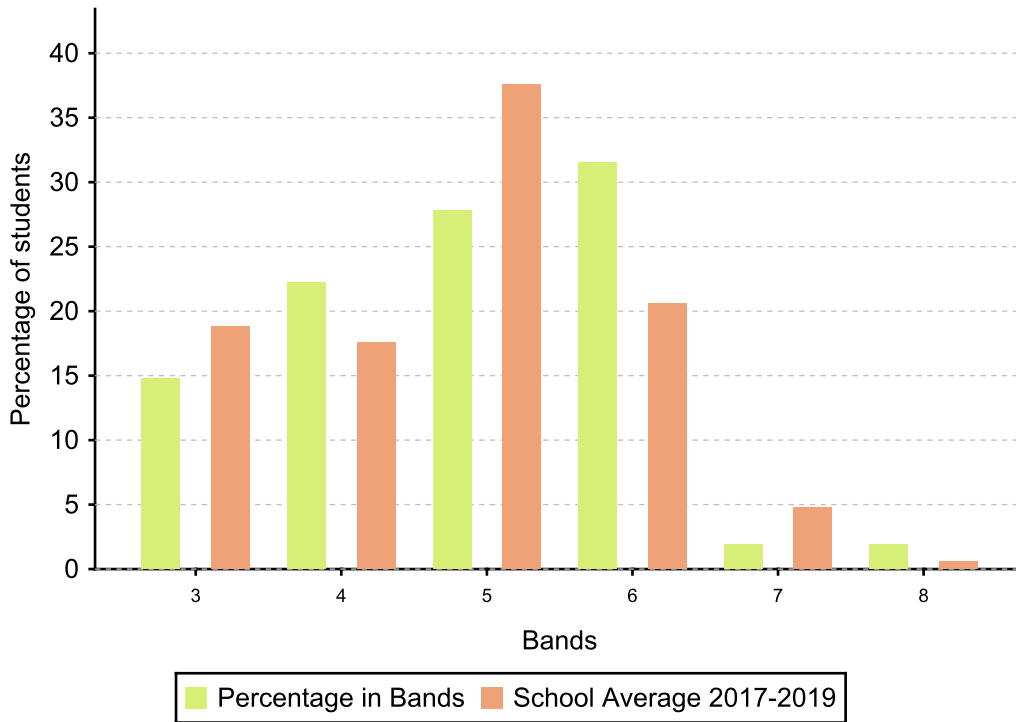
Band	3	4	5	6	7	8
Percentage of students	14.8	22.2	27.8	31.5	1.9	1.9
School avg 2017-2019	18.8	17.6	37.6	20.6	4.8	0.6

Percentage in bands:
Year 3 Numeracy
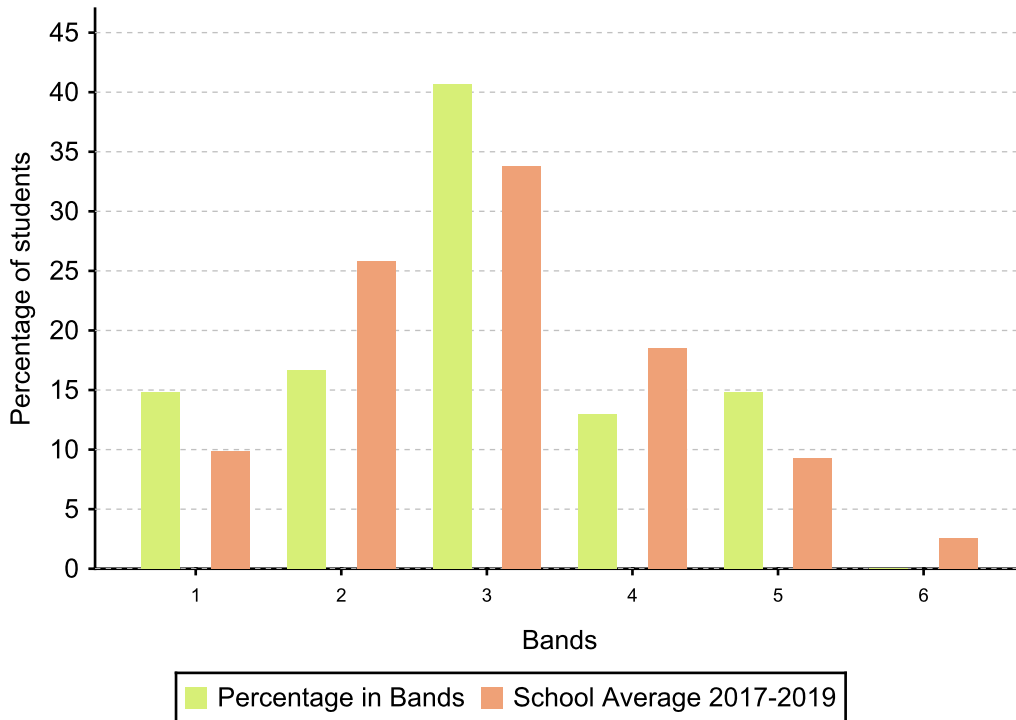
Band	1	2	3	4	5	6
Percentage of students	14.8	16.7	40.7	13.0	14.8	0.0
School avg 2017-2019	9.9	25.8	33.8	18.5	9.3	2.6

Percentage in bands:
Year 5 Numeracy
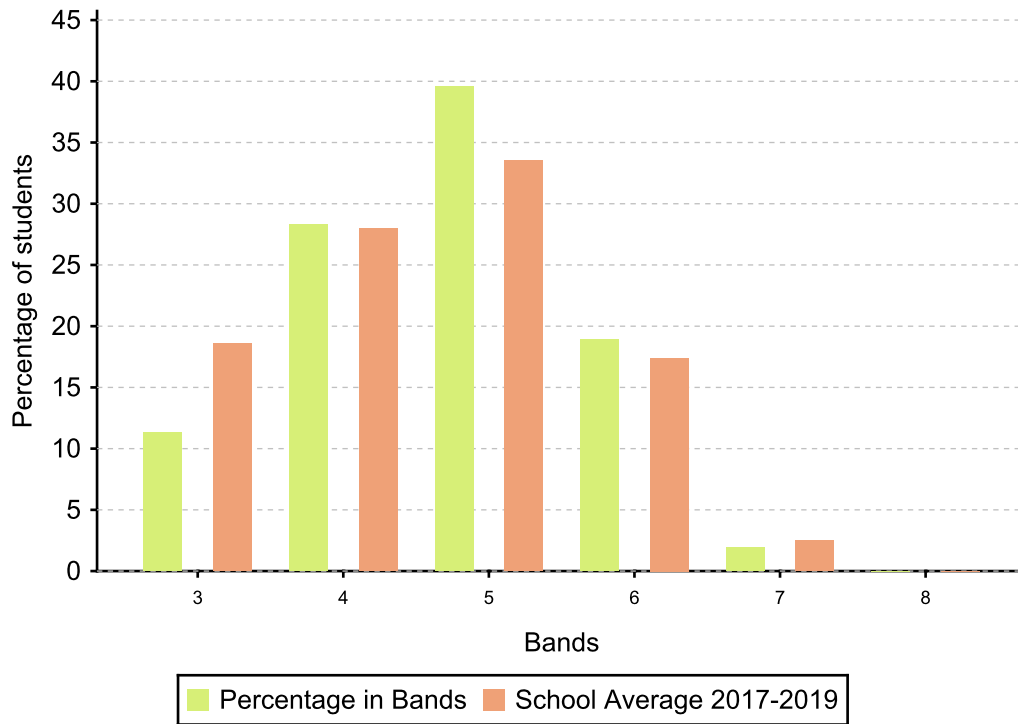
Band	3	4	5	6	7	8
Percentage of students	11.3	28.3	39.6	18.9	1.9	0.0
School avg 2017-2019	18.6	28	33.5	17.4	2.5	0

Lethbridge Park Public School 4408 (2019) Printed on: 14 May, 2020

Parent/caregiver, student, teacher satisfaction

In 2019 the opinions of parents was sought through the Tell Them From me parental survey. Stage 3 students collected parent opinions in the playground on iPads over a week period. LPPS performed well against the NSW government mean, with elements of inclusive school, safety at school, behaviour's and learning.

Elements of school inclusivity showed significantly higher levels of parents satisfaction, with a school mean score of 8.3 compared to a NSW Government mean score of 6.7. Parents support learning at home at home was another highlight, with a school mean score of 8.0 compared to a NSW government norm score of 6.3.

The area in which the NSW government norm score and the school score has the closest correlation was in the area of safety at school, with a school mean score of 8.4 compared to a NSW government mean score of 7.7.

Feedback was collected from students in years 4–6 and in areas of participation within school, Lethbridge Park Public School students reported higher level of participation than the NSW government norm. Sense of belonging, demonstrating positive behaviour at school and reporting high levels of interest and motivation. Across most domains year 4 and 5 at levels higher than NSW government norm, with year 6 levels slightly below.
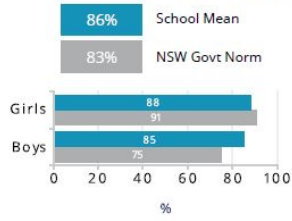
The Tell Them From Me survey tool was utilised to collect teacher satisfaction information in 2019, with results noting school mean results broadly in line with NSW government norms, although the survey results were based on 11 respondents. There was a significant variance in the results of the teachers with greater than 6 years teaching experience compared to those with less than 6 years experience. For teachers with greater than 6 years experience all domains other than collaboration were noted as significantly greater than that of NSW government schools.
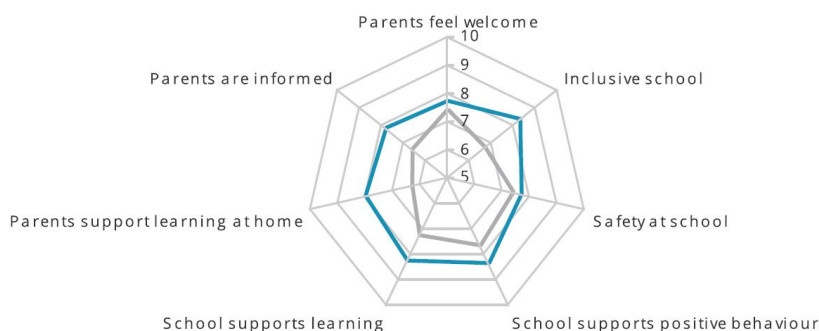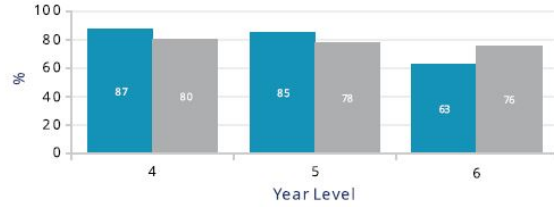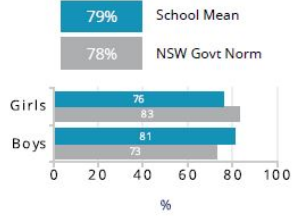
Social-Emotional Outcomes

Students with positive behaviour at school

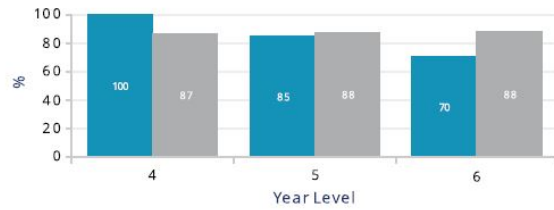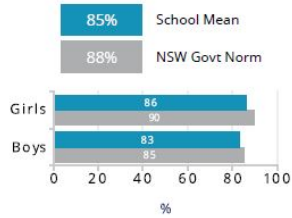Students that do not get in trouble at school for disruptive or inappropriate behaviour.

86%	School Mean
83%	NSW Govt Norm

Girls: 88 / 91
Boys: 85 / 75

%

Year Level	School	Norm
4	93	82
5	86	83
6	80	83

Students who are interested and motivated

Students are interested and motivated in their learning.

79%	School Mean
78%	NSW Govt Norm

Girls: 76 / 83
Boys: 81 / 73

%

Year Level	School	Norm
4	87	80
5	85	78
6	63	76

Effort

Students try hard to succeed in their learning.

85%	School Mean
88%	NSW Govt Norm

Girls: 86 / 90
Boys: 83 / 85

%

Year Level	School	Norm
4	100	87
5	85	88
6	70	88

Eight Drivers of Student Learning

Teaching >= 6yr

Radar chart axes: Leadership, Parent Involvement, Inclusive School, Technology, Teaching Strategies, Data Informs Practice, Learning Culture, Collaboration (scale 5 to 10)

■ School Mean ■ NSW Govt Teaching >= 6yr Norm
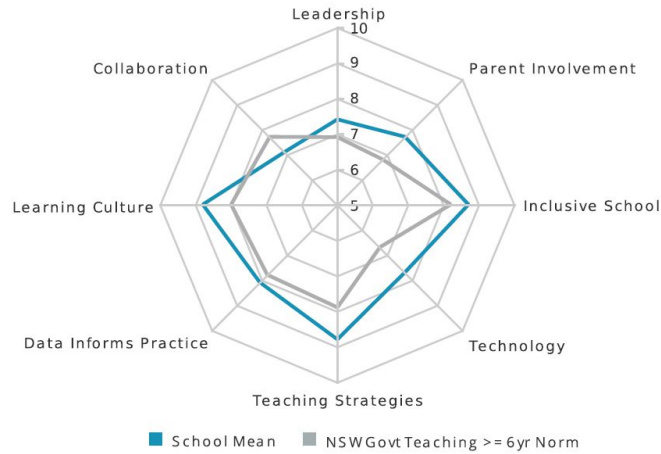
Policy requirements

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.