

2020 Annual Report

Lavington Public School



2378

Introduction

The Annual Report for 2020 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.

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School vision

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 Student Representative Council. 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. 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>

Self-assessment using the School Excellence Framework

Elements	2020 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	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	Sustaining and Growing
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 of 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.

Overall summary of progress

100% of classroom teachers actively participated in peer review sessions. This was also evident with the release from face to face staff and Learning and Support Teachers.

100% of classroom teachers are consistent in the approach to lesson planning, with a clear learning intention stated from an assessment for learning approach.

100% of executive effectively utilised SCOUT Reports in strategic planning. This included external data from literacy and numeracy results, growth measures in literacy and numeracy, attendance information and wellbeing indicators.

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)
<p>The Performance and Development Framework is an all year event, however is more intensively focused on in Terms 1 & 3, with Professional Development Plans, Documentation Review and Lesson Observations.</p> <p>In 2020, this was impacted with the students learning from home and teachers balancing a combination of face to face lessons, as well as providing educational experiences online to the students not able to be onsite.</p> <p>The PDF process was delivered flexibly, with all staff on site completing this process. Evaluation of the process will roll into 2021, in the hope learning and teaching return to 'normal'.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$31640.00)

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)
<p>Teachers collaborated across stages to share curriculum knowledge, data, feedback and other information about student progress and achievement. This informed the development of evidence-based programs and lessons. Our trend data in value adding in reading and numeracy continued to be positive and an increase on previous years.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$76022.00)• Support for beginning teachers (\$12583.00)

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.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
The leadership team comprehensively analysed student progress and achievement data for insights into student learning. Executive led discussions and analysis of results with their respective stages. All teachers contributed to gathering and analysing the data.	Funding Sources: <ul style="list-style-type: none">• Low level adjustment for disability (\$64371.00)

Next Steps

In order to maximise student learning outcomes and to build on the strong foundation for success, staff will continue to use data driven teaching practices, in a flexible and responsive way, to meet the learning needs of our students.

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.

Overall summary of progress

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

Unable to measure improvement in NAPLAN as no assessment was administered.

3.8% decrease in Student Engagement score as evident from the Tell Them From Me Survey. Student results did not reflect this. Further focus on the Tell Them From Me Survey results were analysed, with feedback from students being that the questions were difficult to understand and their responses were not considered. A survey with student friendly language or a deeper understanding of what the questions were asking, is required in 2021.

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)
Well-developed and evidence-based approaches, programs and assessment processes were identified, regularly monitored and reviewed to meet individual student learning needs. Whole school focuses were then drawn from consistent data sources and implemented contextually across the school.	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$40060.00)

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)
Teachers differentiated curriculum delivery to meet the needs of students at different levels of achievement. This included providing adjustments to support learning or increase challenge. Generally, students were able to articulate their learning and understood what they were learning, which enabled continuous improvement.	Funding Sources: <ul style="list-style-type: none">• Aboriginal background loading (\$46778.00)• English language proficiency (\$28223.00)• Early action for success (\$167336.00)

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)
The school has employed additional staff members which allowed all students to have regular opportunities to meet with identified wellbeing and	Funding Sources: <ul style="list-style-type: none">• Integration funding support

Progress towards achieving improvement measures

support staff. All members of staff provided advice, support and assistance to help students fulfil their potential, whilst contributing to an environment where teaching and learning thrived.

(\$113403.00)

- Targeted support for refugees and new arrivals (\$942.00)
- Socio-economic background (\$121523.00)

Next Steps

To continue to foster high expectations on student learning, we will further develop our knowledge and understanding of the curriculum requirements, with precision in Literacy and Numeracy, to ensure all students are challenged and achieve excellent value added results.. Our focus on student wellbeing will continue, with both the employment of learning and support staff, as well as identified professional learning opportunities.

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)
Executive collaboratively led a re-development of our whole school assessment schedule. This was done in a stage based approach, with staff identifying critical internal assessments to implement, whilst having a deep knowledge and awareness of the teaching and assessment balance. Teachers routinely used evidence of learning, including a range of identified formative assessments to inform their teaching, adapt their practice and meet learning needs of students.	Funding Sources: <ul style="list-style-type: none">• Literacy and numeracy (\$11849.00)• Low level adjustment for disability (\$64371.00)

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

Evaluation	Funds Expended (Resources)
The school's curriculum provision and evidence-based teaching practices provided a high expectations framework, within which all students continually developed their knowledge, understanding and skills. The school monitored and reviewed key learning areas to ensure the curriculum provision met the changing requirements of the students.	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$28769.00)

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

Evaluation	Funds Expended (Resources)
Teachers demonstrated currency of content knowledge and evidence based teaching practice in all their teaching areas. Technology and learning spaces were utilised to enhance student learning. One Note was regularly used by teaching staff for collaborative planning, and easily accessed by supervising staff for feedback and evaluation. The school identified expertise within staff and drew on this to deliver innovative learning experiences to the students. Strategies for delivering innovative practice and evaluation of teacher expertise identified and addressed. Teachers are supported to trial innovative or evidence based, future-focused practices, while explicit lessons are delivered by identified staff.	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$65872.00)

Next Steps

Professional learning will continue to be aligned with the new school plan, directly impacting on the quality of teaching and student learning outcomes. The explicit systems for collaboration and feedback to sustain quality teaching practice will continue, as well as additional funds allocated for staff with expertise in literacy and numeracy interventions, as well as staff to explicitly deliver innovative practice.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$46 778.00) 	<p>Funding was used for learning and support staff (teacher and school learning support officer salaries). These staff members ensured Personalised Learning Pathways were collaboratively developed, implemented and reviewed.</p> <p>Additional teacher time and additional school learning support officer time was provided for both planning and learning support. Funds also were utilised to employ local Aboriginal people for NAIDOC Day and other cultural programs and activities.</p>
English language proficiency	Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$28 223.00) Socio-economic background (\$118 435.00) Targeted support for refugees and new arrivals (\$942.00) 	<p>This loading was used to support the English language learning of EAL/D students in the school. EAL/D teaching staff provided EAL/D professional learning for teachers or bilingual support for students. Additional funding was allocated to employ an SLSO who provided bilingual support.</p>
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$64 371.00) 	<p>The resources were used to provide support to students with additional learning support needs in both the classroom and playground. The funding was used for additional teacher and school learning support officer time as well as teacher release, for related professional learning and program coordination.</p>
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$76 022.00) 	<p>These funds were utilised to provide additional release for executive staff to lead strategic directions within the school plan, including the development of milestones.</p>
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$373 957.00) 	<p>This funding provided additional classroom teaching staff, learning and support teachers and SLSO's. The learning support provided allowed additional small group work for Learning and Support Teachers, reduced class sizes across the school and provided much needed support for students who do not receive integrated funding support. These funds also allowed the school to have a learning and support teacher with a wellbeing focus, without a classroom teaching load.</p>
Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> Support for beginning teachers (\$18 936.00) 	<p>These funds allowed beginning teachers, both permanent and temporary, to participate in the Graduate Teacher Program and begin to build a network across the Albury schools. It also provided additional release time for preparation, as well as purchasing mentoring time each week with a colleague.</p>
Targeted student support for refugees and new arrivals	Funding Sources: <ul style="list-style-type: none"> Targeted support for refugees and new arrivals (\$942.00) 	<p>These funds provided two days of planning time for EAL/D staff to meet with families and develop personalised support plans for our refugee students.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	178	194	209	233
Girls	173	194	202	202

Student attendance profile

School				
Year	2017	2018	2019	2020
K	93.4	93.2	92.7	92.8
1	94.1	92	92.2	93.7
2	93.4	92.7	93.3	92.8
3	91.1	93	91.8	93.1
4	91.8	89.7	91.8	92.1
5	93.3	89.2	86.8	91.8
6	91.5	92.1	88.1	87.8
All Years	92.5	91.7	91	92
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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)	17.19
Literacy and Numeracy Intervention	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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	426,696
Revenue	4,619,110
Appropriation	4,523,739
Sale of Goods and Services	6,547
Grants and contributions	87,353
Investment income	1,171
Other revenue	300
Expenses	-4,558,488
Employee related	-4,102,171
Operating expenses	-456,317
Surplus / deficit for the year	60,622
Closing Balance	487,319

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.

	2020 Approved SBA (\$)
Targeted Total	114,345
Equity Total	644,590
Equity - Aboriginal	46,778
Equity - Socio-economic	373,957
Equity - Language	28,223
Equity - Disability	195,632
Base Total	3,152,065
Base - Per Capita	100,295
Base - Location	2,128
Base - Other	3,049,642
Other Total	422,424
Grand Total	4,333,424

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

At Lavington Public School we continually seek out feedback through our customer complaints and compliments form, verbal feedback and internal and external surveys. This feedback helps us to seek out opportunities to improve.

Our staff utilise various forms of communication including the SkoolBag app, Class Dojo, newsletter, email, website and Facebook. Face to face communication was limited in 2020 due to COVID-19, however our staff, students and parents embraced online channels such as Zoom and Google Classrooms.

Parent participation at school events such as Grandparents Day, Book Parade, Book Fair, assemblies, athletics and swimming carnivals was limited due to COVID-19. The use of our quarterly bulletin helped to inform parents and the greater community of the events and activities happening onsite at Lavington Public School.

The Tell Them From Me survey provides indicators of parent and student engagement and wellness, and the aspects of classroom and school learning environment that research has shown affect student engagement and learning outcomes.

Perspectives of Parents from the 2020 Tell Them From Me survey

71% of parents felt they were welcome at Lavington Public School

74% of parents feel that Lavington Public School supports positive behaviour

Parents survey said the most useful form of communication was the school newsletter, social media and email

87% of parents would recommend Lavington Public School

Perspectives of Students from the 2020 Tell Them From Me survey

81% of students have positive relationships

81% of students said teachers understand their culture

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.