

# New Lambton Public School

## Annual Report



2738

## Introduction

The Annual Report for **2016** is provided to the community of **New Lambton 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.

Megan Avery

Principal

### School contact details

New Lambton Public School

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4957 1511

### Message from the Principal

2016 has been a year of change for New Lambton Public School. From the significant period in educational reforms whereby staff resilience and motivation have been outstanding, to the rapid changes in staffing and leadership within the school. 2016 welcomed four new permanent teachers, a new Assistant Principal, Deputy Principal and Principal. We are all very excited about the long term stability that this year of change will bring to the students, staff and community of New Lambton Public School and I am proud to be leading our school into the future. On behalf of the whole school community I would like to thank Michelle Unterrheiner, who was relieving in the position of Principal, for her strong leadership and commitment to all of the students, staff and community of New Lambton Public School and wish her all the best in her leadership journey. We would also like to thank James Brigden and congratulate him on his promotion.

Throughout 2016 the school continued to build on its strong reputation of educational excellence that was balanced with rich opportunities in sport, culture and performance. Our NAPLAN results have again exceeded state average in Years 3 and 5 in both Literacy and Numeracy, results that all staff are extremely proud of. I am delighted to be working with an inspirational staff who have a strong commitment and dedicated mindset towards always providing the best opportunities for the children of New Lambton Public School. Thank you for all the extras that you do.

New Lambton Public School has benefitted from the outstanding support from our parent community through the P&C, as well as through the very many volunteers that have assisted our staff and students in many ways. Fundraising initiatives led by Amanda Hall-Griffin, our P&C President, have produced amazing results for our students, with over \$30 000 raised. These funds have purchased extra sporting and quiet play equipment for our students and are going towards an upgraded playground area in 2017. A very heartfelt thank you to all of our parents and community members who have worked so hard throughout 2016, for the benefit of all of our children.

The students of New Lambton Public School are motivated, respectful and show an enthusiasm for all learning that I have been very proud of. I would like to congratulate them on their eagerness to always be challenged and their 'personal best' approach to all that they endeavour to do.

As we move into 2017, there is much work to be done for our continual improvement goals and I know with our strong team of students, staff and community members working together, we will have ongoing success.

### Message from the school community

At the end of my third year of being President of the NLPS P&C I would like to thank the small, dedicated number of members who turned up to every P&C meeting no matter the weather and who regularly contributed to discussions on how to help the school, in an inclusive and respectful way. I am grateful to the P&C Executive, especially Rachel McGovern who took on the role as treasurer with great enthusiasm and care and has sorted several knotty financial

problems for the P&C, and to Yolanda Surjan who took on the secretary's role to ensure that the P&C had a viable executive.

The P&C continued to offer a number of great events and fundraising activities, such as the disco, Easter raffle, pie drive and mothers' and fathers' day events, throughout the year. I am sure these were enjoyed by many of the wider school community. These events rely on volunteers who are willing to take on the responsibility of organising them. Thanks especially to Penny Price, Sylvia Kempnich, Elle Vaarzon-Morel, Rachel McGovern and Julianne Turner who all readily contributed to P&C in this way.

The P&C continued to manage the Uniform shop under the leadership of Louise O'Brien. Louise's dedication and managerial skills has seen the uniform shop go from strength to strength.

2016 was fete year where, in addition to President's responsibilities, I co-ordinated the NLPS Spring Fair. New initiatives included community sponsorship and the student's art competition. The P&C had a lot of feedback from the community about what a fantastic day they had at the fete. Thank you to everyone who volunteered for the fete: whether by running a stall, taking on a co-ordinators role or helping out on the day. The fete could not occur without their help. I am very proud that the 2016 NLPS fete was the most successful fete so far, raising over \$24,000 for the school.

In total the P&C raised over \$30,000 for the school in 2016. These funds are earmarked for the replacement of the adventure playground, as well as purchasing various yard games for all students to enjoy during lunchtime. We hope to see all these items in place by the end of 2017.

It was with pleasure that the P&C welcomed Megan Avery to the school as relieving and then permanent NLPS Principal. I am sure that the whole school community has appreciated Meg's open mindedness and willingness to listen to suggestions made by myself, the P&C and parents, as well as her passion for the welfare and well-being of our children.

I look forward to working with the P&C, Meg and Mark in the future.

Amanda Hall-Griffin

2016 P&C President

## School background

### School vision statement

Our vision is that all children become successful learners, confident and creative individuals and active and informed citizens.

Students will achieve their potential in all facets of school life and uphold and promote the values of respect, responsibility and excellence.

### School context

New Lambton Public School has a long and proud tradition of excellence in education and has served our community since 1880. Our school pursues high standards of academic excellence and provides a wide range of sporting experiences and involvement in creative arts, as well as extra-curricular opportunities. The children and young people in our student population remain our prime focus and sit at the core of every action and every decision.

While history and tradition are key elements in our identity as a school, the technology, teaching methods and learning activities we provide are consistent with key reforms in Australian and world education, and focus on the future-focused skills our students will need to excel in the twenty first century.

The enrolment of 592 students includes 12 Aboriginal students and 131 students from language backgrounds other than English.

The FOEI index of the school is 16, the school is organised into 23 classes with 4 administrative and support positions and 5 additional school learning support staff.

Our school is supported by a strong community of parents and ex-students who share our goals and generously help us achieve them. Our school is a warm, student-centred environment equipped with well-resourced learning spaces and extensive IT infrastructure.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

#### Self-Assessment and the School Excellence framework

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

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

#### Learning

In the domain of Learning, our focus has been towards a strong commitment to strengthen and continue to develop high quality programs in all areas of Literacy and Numeracy as well as in the areas of Welfare, History, Geography and Parental Engagement. The wellbeing of students is a major priority of New Lambton School. Through the 'Bounce Back' program that is due to be introduced in 2017, the aim is to develop well rounded students, who are prepared for the 21st century. The full implementation and development of quality History and Geography programs across the whole school was developed by strong team leadership and strong communication and collaboration with all staff.

We will continue to develop ways to fully engage parent as active participant in their children's educational journey through the development of 3 way conferences and the setting of educational and social goals for each individual student.

#### Teaching

In 2016, New Lambton Public School continued to focus on effective classroom practice, data skills and use and collaborative practice in the domain of 'Teaching'.

Our school positioned itself amongst our network to be at the forefront of the implementation of the NSW History and Geography Syllabi, planning and delivering well documented and effective teacher professional learning for our school and others in our network. Collegial relationships were enhanced and effective classroom practice facilitated as teachers learnt about and implemented the inquiry-based pedagogy aligned with these learning areas. In addition, our school embraced its new professional alliance with the University of Newcastle through the Professional Experience Hub (PEX) project by up-skilling a group of 'mentor' K-6 teachers in incorporating 'Future-focused Learning' strategies to develop units of work. Through the units of work, heightened levels of initiative and engagement were demonstrated by students and these teachers have now started to actively mentor other colleagues to further improve their performance and development. Our school continued with its extensive data management strategy to ensure student formative and summative assessment data was entered and accessed within a quality digital system. Support for this was delivered through scheduling additional time from face-to-face for all staff for data entry using a school-wide digital platform and to work with grade leaders to analyse the data for future, targeted teaching decisions and professional learning directions. Processes for collegial, collaborative practices across grade, stage and the whole school were extended and enhanced by developing and incorporating a 'Professional Development Learning Event' overview, detailing a whole school approach to meeting agendas, in line with school priorities and directions and reflective of staff's Professional Development Plans. An introduction to 'coaching conversations' and effective mentoring frameworks to support such conversations as part of teacher professional learning were also facilitated.

## Leading

In 2016 New Lambton Public School continued to focus on maximising the effective use of school resources and ensuring management practices and processes were refined based on feedback and best practice.

Our school continues to be recognised as an excellent provider of education and this was bolstered by our selection as one of twelve primary Professional Experience Hub schools across the state. We have now established a partnership with the University of Newcastle to develop and model innovative practice in the area of professional experience for pre-service teachers.

Taking into account feedback from our community, we began streamlining our communication by adopting the use of a school app Skoolbag. The use of this platform will be further expanded in future to deliver services and information to strengthen parental involvement. A community engagement team was created to oversee and coordinate operational matters, events, community partnerships and conduct community research.

After training, our executive and administrative staff successfully migrated our finance and student administration systems to EBS4 and SAP as part of the NSW Department of Education's Learning Management Business Reform agenda.

Acknowledging the depth of experience of our staff, leadership pathways were developed for non-executive staff to build capacity. All staff were supported in the development and execution of individualised performance development plans to support a high standard of curriculum delivery and the delivery of priorities outlined in our 2015-2017 School Plan. Regular scheduling of teacher professional learning activities provided staff with opportunities to develop skills and knowledge in a range of areas.

Creative and contextual allocation of technology, combined with needs-based booking systems have ensured that our physical spaces and resources are utilised in the most effective way to support teaching and learning across the school.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

Quality curriculum delivered to a high standard

### Purpose

Our school community holds high expectations for the educational outcomes of our students. As twenty first century learners, our students need to play an active and significant role in their own learning, learn to think deeply and logically, and draw on a range of learning areas and disciplines. They will need to learn to work collaboratively and creatively and learn to uphold community values. High quality learning sequences must inspire and engage students, while strategic, thoughtful planning and delivery of quality classroom experiences must take into account individual student strengths and challenges. We must deliver excellent teaching in order to expect excellent student results

### Overall summary of progress

In 2016 we have continued to refine curriculum management and implemented whole school scopes and sequences in line with the new curriculums. Rubrics and assessment tasks in Geography were established and embedded across the whole school. A successful whole school approach to professional learning in data management has ensured successful implementation of this across most grades. The use of Sentral as a quality system has been embraced by all staff.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
High student performance standards are maintained across all KLAs as measured by semester reports to parents: 90 % of students in each grade will demonstrate competence in KLAs through school reporting processes (graded sound or higher).	<ul style="list-style-type: none"><li>• Implementation of the Geography syllabus and resources acquired to support its development.</li><li>• A viable platform to organise and communicate curriculum information for the staff and parent community.</li><li>• Focused teacher professional learning and school practices to provide quality feedback.</li><li>• 3 way conferences have been implemented from Years 1–6 to identify students' interests and learning goals.</li><li>• Supplementation of the Learning and Support teacher from 0.7 to 1.0 to facilitate individualised learning and differentiate the curriculum for targeted students.</li></ul>	\$30 800
<b>95%</b> of students in Year 3 will demonstrate results in the top three bands in NAPLAN literacy and numeracy.	86.2% of Year 3 student in top three bands in Reading, 94.5% in Writing and 96.4 % in Spelling.  77.1% on Year 3 students in top three bands in numeracy.	
<b>85%</b> of students in Year 5 will demonstrate results in the top three bands in NAPLAN literacy and numeracy.	90.3% of Year 5 students achieved in the top three bands in Reading, 68.3% in Writing and 86.6% in Spelling.  92.6% of Year 5 students achieved in the top three bands in numeracy.	

### Next Steps

- Quality assessment practices and consistent teacher judgement to be further developed and embedded in line with the new Assessment and Reporting policy.
- Whole school consistency of programming with five weekly data analysis in English and Mathematics.
- Professional Learning on productive feedback for students and staff.
- Student wellbeing initiative "Bounce Back" to be embedded K–6.





## Strategic Direction 2

A clear focus on professional growth for our leaders and teachers increases our capacity to deliver excellent outcomes for all learners

### Purpose

Leaders will monitor and strive to improve the impact of our teaching. Evidence will inform educational decision making at every level. Leadership of the school will respond to broad themes and trends in student achievement data. Leaders will collaborate with classroom teachers and inform key decisions by reflection on cohort and individual student achievement data. Clear systems for planning should underpin consistency and continuity in every student's educational experience for the whole of their school career. Teacher professional learning should be reflective and driven by their capacity to address the needs of the students in their class.

### Overall summary of progress

Progress across strategic direction 2 for 2016 involved a number of initiatives being successfully delivered. A full performance and development cycle was implemented with all staff goals being evidenced. School funds were allocated to support the grade leadership structure and to facilitate professional discussions and collaborative planning. There was a formal evaluation of school based professional learning with a focus on the implementation of the Geography syllabus and student wellbeing. School finance and management processes were overhauled to support the mandated change to new departmental finance, budgeting and student management systems.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<b>75%</b> of students will show expected growth from year 3 to year 5 in literacy and numeracy.	76.3% of students achieved greater than or equal to expected growth In Reading.  75.0% of students achieved greater than or equal to expected growth in Numeracy.	\$51 000
<b>65%</b> of students will show expected growth from year 5 to year 7 in literacy and numeracy.	48.0% of students achieved greater than or equal to expected growth in Reading.  60.8% of students achieved greater than or equal to expected growth in Numeracy.	
The school will improve its rating on the eight drivers of student learning as measured by the TTFM "Focus on Learning" survey.	<ul style="list-style-type: none"><li>• Students with positive relationships – 90% improved to 91%</li><li>• Value school outcomes 96% improved to 97%</li></ul>	

### Next Steps

- Continue to build positive connections with UoN to inspire and build capacity in pre-service teachers and the development of strong mentoring teachers from NLPS.
- Continual development of strong grade and stage leadership especially in the consistency of curriculum.
- Researching explicit instruction with a strong focus on evidenced based practice across the school.



### Strategic Direction 3

A focus on engagement with parents and the broader educational community will underpin accountability and continuous improvement

#### Purpose

High levels of parent engagement in student learning are linked to high educational outcomes for students. Exploring more effective ways of connecting parents with the learning their children are engaged with at school will build stronger home-school relationships. Quality systems will underpin the day to day running of the school, improving the quality of planning, communication and school events. Collaboration with other schools and agencies will strengthen our school as an organisation and allow ongoing development of business systems and processes and the improvement of teaching through collaboration and sharing of expertise.

#### Overall summary of progress

A strong technology team researched an appropriate digital platform to engage parents and strengthen communication practices within the school. Skoolbag implementation has been successfully achieved with over downloads of the APP. Three way conferences have been consistently utilised by all K-6 classrooms, with attendance from parents and carers highly successful. Grade showcases in the creative and performing arts were engaging, with a high community present.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
% increase of parent feedback indicating more direct engagement in their child's learning.	62% of parents surveyed stated that they felt well informed about their children's progress in school subjects.	\$10 600
% increase of parent feedback indicating more regular access to the school digital platform.	Positive verbal feedback from parents around the new platform. Over 500 downloads of the APP have occurred.	
% increase of parent feedback indicating greater understanding of curriculum and student learning.	77% of parents indicated that reporting of students learning is written in ways that they understand the content.	

#### Next Steps

- Skoolbag training workshop for parents and community members.
- Continual development of strong baseline data for improvement measures to enable thorough analysis of student growth.
- Revise homework guidelines in consultation with our community.
- Increased opportunity for parents to engage at varying levels with the school including parent workshops, grade showcases and school community projects.
- Continual focus on systems that enhance organisational effectiveness in administration.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>Funding was used to support Aboriginal perspectives in the curriculum.</p> <p>Personalised Learning Pathways for all Aboriginal students were developed collaboratively with families.</p> <p>Cultural poles collaboratively developed in close consultation with the community and AECG.</p>	\$7278.00
<b>English language proficiency</b>	<p>Funding was used to develop and deliver professional learning opportunities for staff to enhance understanding of ELA/D learning and ESL scales.</p> <p>Teachers were mentored in EDL teaching techniques and programs were developed to support students.</p> <p>0.3 LST funded.</p>	\$51713.00
<b>Low level adjustment for disability</b>	<p>Funds utilised to support the implementation of PLPS's in classroom and make adjustments to curriculum and assessment.</p> <p>72% of Year 3 students were at proficiency for Reading in NAPLAN.</p> <p>77% of Year 5 students were at proficiency for Reading in NAPLAN.</p>	\$99381.00
<b>Socio-economic background</b>	<p>Additional School Learning Support Officers were employed to support teaching programs.</p> <p>Funds allocated for Professional Learning in assessment projects and curriculum initiatives in English and Maths.</p>	\$14492.00
<b>Support for beginning teachers</b>	<p>Funds used for additional release from face to face teaching and mentoring processes. These were also utilised form professional learning opportunities and additional SLSO support.</p>	\$13337.89

## Student information

### Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	297	288	289	281
Girls	295	322	334	311

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.7	97.6	95.1	96.3
1	95.7	96.5	95.3	96.3
2	96.5	95.6	95.7	96.5
3	95.3	96.3	93.9	96.5
4	95.4	96	94.2	94.1
5	95.5	96.1	93.8	95.7
6	94.4	95.7	94.3	94.5
All Years	95.6	96.2	94.6	95.7
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

### Management of non-attendance

Our student attendance throughout all Year cohorts in 2016 has exceeded state averages. There has been an attendance decline by 0.10 in Year 4 however all other year groups have shown improvement from their 2015 attendance data.

## Class sizes

Class	Total
KW	22
KS	22
KP	22
1/2P	21
1N	22
1H	21
1B	22
2C	22
2EC	22
2D	23
3T	29
3S	26
3M	27
3Z	28
4W	28
4K	28
4H	28
5M	27
5J	24
5B	32
6MAC	29
6M	28
6W	32

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	21.05
Learning and Support Teacher(s)	0.7
Teacher Librarian	1
Teacher of ESL	0
School Administration & Support Staff	4.06
Other Positions	0

\*Full Time Equivalent

In 2016 there were no staff members who identified as Aboriginal.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	10

### Professional learning and teacher accreditation

The staff at New Lambton Public School participated in a number of professional learning experiences designed to build their capacity in a variety of areas, to impact student learning, in alignment with our school plan. Staff participated in targeted professional learning during weekly staff meetings, at external training and utilising online modules. Focus areas for staff professional learning in 2016 included:

- Some staff training in completing Access Requests
- EALD
- Many staff members attended a conference for Future Focussed learning development
- Compliance training (CPR, Anaphylaxis, Child Protection)
- Diabetes training
- Bounce Back – Resilience development in children
- New Geography syllabus training
- Extensive training in LMBR from administration and school executive team

In 2016 one staff member was a beginning teacher. The school's leadership structure and staff meeting cycle provided regular opportunities for staff to engage with colleagues and the leadership team on key educational topics.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
<b>Balance brought forward</b>	<b>444 948.89</b>
Global funds	163 466.49
Tied funds	236 710.66
School & community sources	133 540.58
Interest	4 957.30
Trust receipts	0.00
Canteen	31 716.00
Total income	1 015 339.92
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	24 779.06
Excursions	47 005.68
Extracurricular dissections	114 227.45
Library	2 893.49
Training & development	7 661.69
Tied funds	125 301.28
Short term relief	52 215.17
Administration & office	71 564.18
School-operated canteen	35 562.87
Utilities	32 583.57
Maintenance	17 428.64
Trust accounts	574.60
Capital programs	0.00
Total expenditure	531 797.68
<b>Balance carried forward</b>	<b>483 542.24</b>

The information provided in the financial summary includes reporting from 30th November 2015 to 30 November 2016.

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	896 079.42
(2a) Appropriation	754 747.84
(2b) Sale of Goods and Services	37 745.66
(2c) Grants and Contributions	100 879.37
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	2 706.55
<b>Expenses</b>	-590 423.12
Recurrent Expenses	-590 423.12
(3a) Employee Related	-301 854.64
(3b) Operating Expenses	-288 568.48
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	305 656.30
<b>Balance Carried Forward</b>	305 656.30

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 <b>Actual</b> (\$)
<b>Base Total</b>	3 713 265.82
Base Per Capita	33 278.15
Base Location	0.00
Other Base	3 679 987.68
<b>Equity Total</b>	172 864.43
Equity Aboriginal	7 278.47
Equity Socio economic	14 492.03
Equity Language	51 713.31
Equity Disability	99 380.62
<b>Targeted Total</b>	38 880.00
<b>Other Total</b>	6 634.00
<b>Grand Total</b>	3 931 644.25

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

### NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Students in Years 3 and 5 have continued to achieve results that exceed the state average.

Reading – 72% of Year 3 students at proficiency compared with state average of 52%

Reading – 77% of Year 5 student at proficiency compared with state average of 39%

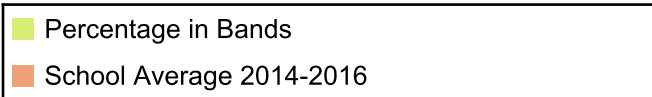
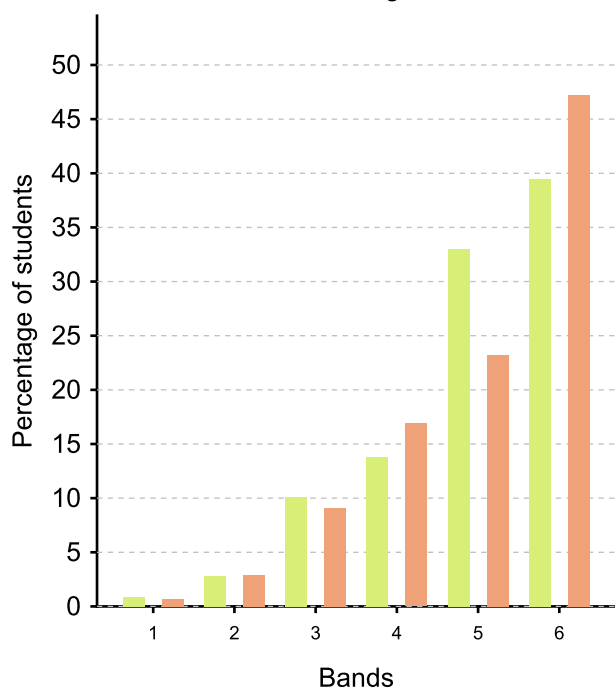
Writing – 71% of Year 3 students at proficiency compared with state average of 54%

Writing – 32% of Year 5 students at proficiency compared with state average of 19%

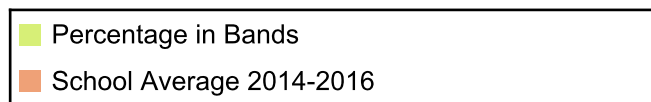
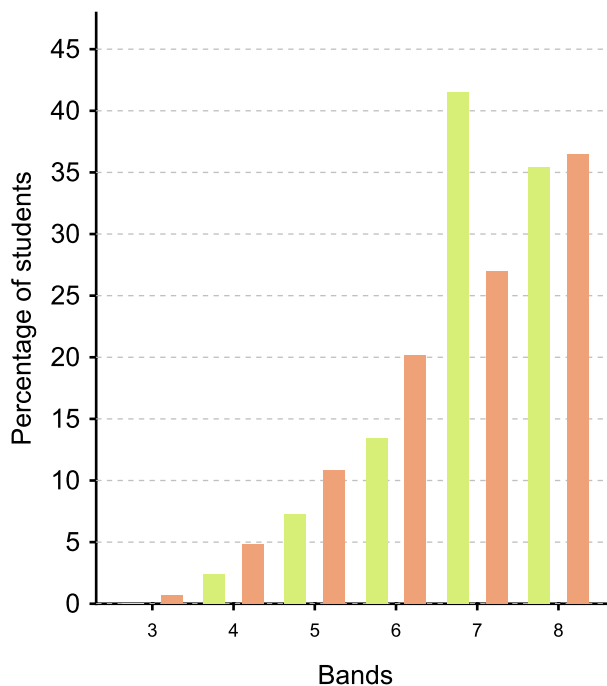
Numeracy – 62% of Year 3 students at proficiency compared with the state average of 39%

Numeracy – 59% of Year 5 students at proficiency compared with the state average of 31%

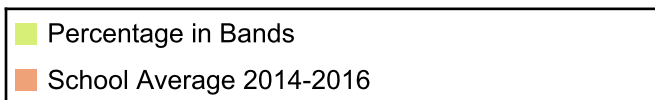
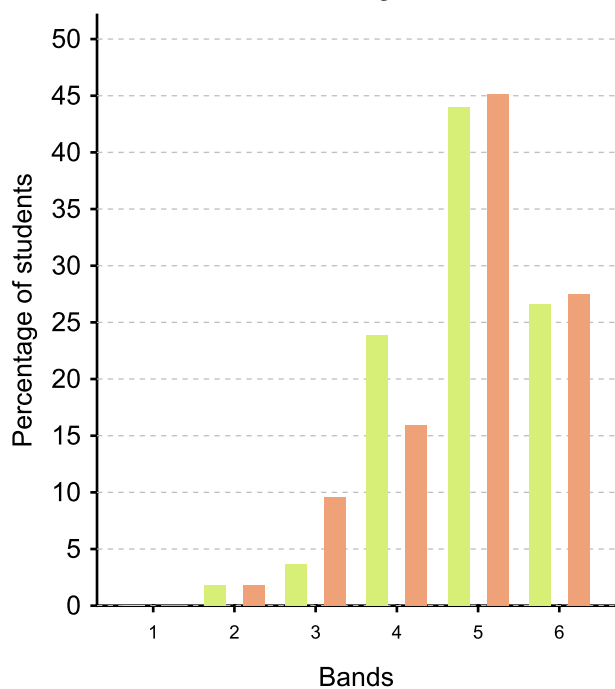
**Percentage in bands:**  
Year 3 Reading



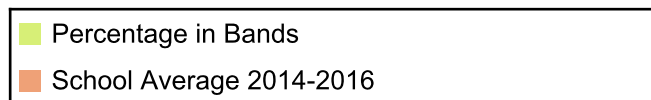
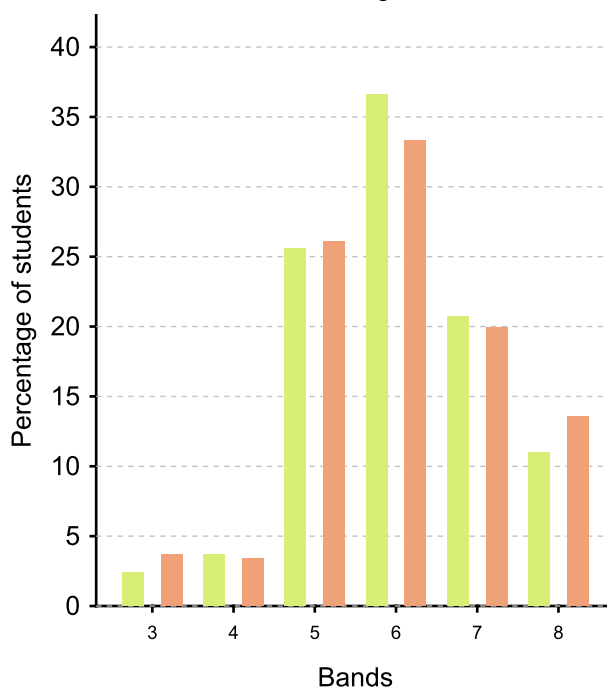
**Percentage in bands:**  
Year 5 Reading



**Percentage in bands:**  
Year 3 Writing



**Percentage in bands:**  
Year 5 Writing



## Parent/caregiver, student, teacher satisfaction

Data from the 'Tell Them From Me' survey confirmed that New Lambton Public School is comprehensively meeting the needs of the vast majority of stakeholder across a variety of domains.

Parent/caregiver (155 respondents to the survey)

78% of parents surveyed felt welcome when visiting the school and 79% believed they could easily speak with their child's teacher. 62% of parents surveyed believed that they were well informed about their child's learning and 56% felt they were informed about their child's social and emotional development. 77% of parents felt that teachers showed a high interest in their children's learning and encouraged them to do their best.

Student (202 respondents to the survey)

77% of students had a high sense of belonging at school and 91% had positive relationships. 97% of students surveyed, highly valued schooling outcomes and 97% had positive behaviours. 91% tried hard to succeed although 37% did not find classes challenging. 78% of students felt that there was someone at school who consistently offered encouragement to them. 87% of students felt that teachers were responsive to their needs and encouraged independence.

Teacher (28 respondents)

85% of teachers surveyed identified that they work with colleagues in developing common learning opportunities and 88% discussed strategies about enhancing student engagement. 90% of teachers set high expectations for their students' learning and 91% monitor the progress of individual students. 91% of staff work with parents to help solve problems interfering with their learning and 79% believe that parents are regularly informed about their children's progress. 67% of teachers surveyed believed school leaders have helped them to establish challenging and visible learning goals for students. 79% of teachers discussed their learning goals with other teachers.

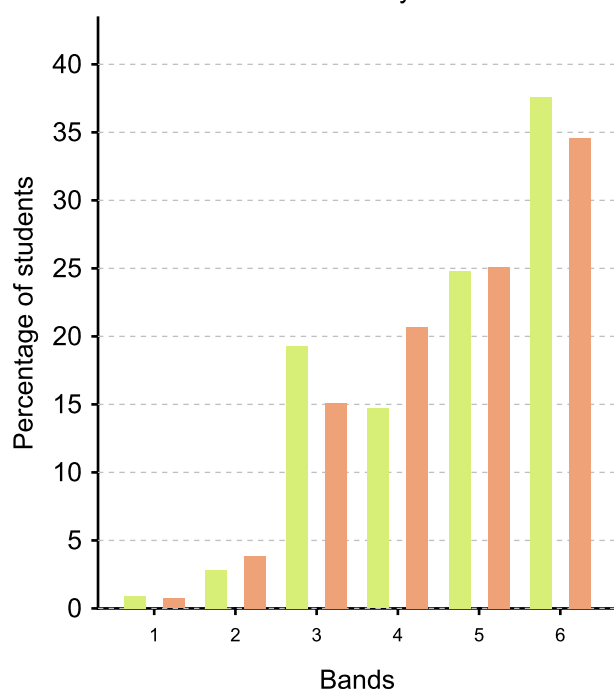
## Policy requirements

### Aboriginal education

Cross curricula perspectives are key in promoting and educating all students about Aboriginal culture. Sufficient classroom resources are available to address and embed these perspectives. This is reinforced at significant event such as NAIDOC week. The implementation of Personalised Learning Pathways for students in consultation with their families addressed the individual learning needs and cultural considerations of Aboriginal students.

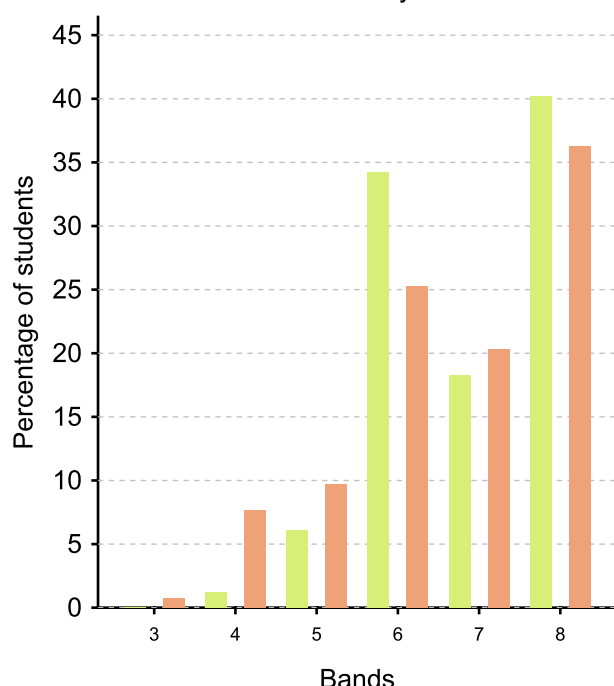
An Aboriginal Education Team oversee the initiatives in the school to support cultural understandings and inclusivity. The signing of the Muloobinba Educational

Percentage in bands:  
Year 3 Numeracy



Percentage in Bands  
School Average 2014-2016

Percentage in bands:  
Year 5 Numeracy



Percentage in Bands  
School Average 2014-2016

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.



Agreement with neighbouring schools ensured a learning community approach towards improving all outcomes and opportunities for our students. A rigorous consultation process occurred for the development of cultural poles that are to be erected in our school during 2017.

### **Multicultural and anti-racism education**

The role of the Anti–Racism Contact Officer (ARCO) in schools is to be the contact between staff, students, parents and community members who wish to discuss any issues regarding racism. The ARCO role involves promoting the values of respect for all races and cultures and our school values of respect, responsibility and excellence support these. There were no reported incidences of racism in 2016.

Each year our multi cultural team schedules school plans and programs that foster cultural and religious tolerance and acceptance. Our Harmony day celebrations were very well attended where our breadth of cultural diversity was showcased and enjoyed by a very large audience of children, staff members, parents and the community.