

New Lambton Public School Annual Report



2018



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Introduction

The Annual Report for **2018** 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

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Message from the school community

2018 was an extremely busy year again. Not only did the P&C offer our usual array of great events and fundraising activities such as the disco, Easter raffle, mango drive and mothers' and fathers' day stalls, we also organised a fantastic fete and carried out a uniform review. 2018 also finally saw the installation of the new play area for our students that the P&C contributed almost \$80,000 to. I am sure everyone would agree that the students have been having a lot of fun on the equipment and so was (hopefully) worth the wait.

All the events that the P&C organise take a tremendous amount of people power to stage so I thank everyone in the P&C and school community who willingly volunteered at one or more of them. It was particularly pleasing to have a number of our new parents play such an active role in the organisation of the fete, and without them many of our stalls would not have gone ahead. The P&C needs that influx of new helpers to allow us to continue to successfully operate.

It also could not function effectively without people willing to step up and take on roles within the committee. My thanks to the P&C executive, Jamie-Lee Pryke (Vice President), Rachel McGovern (Treasurer) and Penny Price (secretary) who supported me in all my endeavours for the school.

Thanks also to Louise O'Brien who managed the Uniform shop with great skill as well as Bronwyn Thomas who volunteered her time to ensure that all book club orders were processed and delivered.

2018 was fete year where, in addition to President's responsibilities, I co-ordinated the NLPS Spring Fair. The fair had a fantastic array of stalls, an art competition that showcased the creative abilities of our students and a superb sideshow alley, run by our teachers. Despite the ever present threat of rain a great day was had by all who attended. I am very proud that the 2018 NLPS fete was the most successful fete so far, raising over \$32,000 for the school.

This past year was my fifth and final year as P&C President. I have enjoyed the relationships I have developed with the school executive and the P&C members. As the new President brings fresh ideas and enthusiasm to the school I would urge the school community to support that person wholeheartedly. Taking on the presidency is a big responsibility and being surrounded by people who will offer assistance makes the burden of responsibility much less.

Finally, a big thank you to Principal Meg Avery for her open mindedness and willingness to listen to suggestions made by myself and the P&C, as well as her passion for the welfare and well-being of our children. I will miss working with you.

I wish the P&C and the school all the best in its future endeavours.

Amanda Hall-Griffin

2018 P&C President

Message from the students

2018 has not only been a positive experience but one that has been full of excitement, fun, new experiences, success and not forgetting a lot of hard work. It has been an awesome year for everyone, a year that we are extremely proud of.

This could not have been achieved without our wonderful parents, carers and teachers in our lives. I know we may not seem grateful every single day, but without you in our lives we wouldn't be the people we are today. On behalf of every student we would like to thank you for caring, for teaching, for guiding and supporting us, we hope that you are proud of us and what we have achieved so far.

We would also like to thank our community, our P&C and all of the helpers that put in the time to make our school the best it can be and a place where every student has a safe and happy environment to learn and grow. So, thank you.

Our school, students and teachers have had many opportunities and amazing achievements throughout the year.

This year NLPS has focused on sustainability, inquiry-based learning, Hunter Water Projects and have worked closely with the University of Newcastle.

We have also had some great programs on offer including coding and robotics. These proved to be extremely popular among our students, we may have the next robot wars champion sitting amongst us.

Students, well done on the hard work and the growth you have shown throughout 2018, everyone should be extremely proud of themselves.

Aiva Pinches and Liam Sanders

NLPS Captains 2018

School background

School vision statement

New Lambton Public School thrives on providing a learning environment that is rich in challenge and inspiration, resulting in high achievement, growth and wellbeing for all students. Our students develop resilience, flexibility and a social conscience that will enable them to thrive in a complex and dynamic world.

School context

New Lambton Public School is a celebrated school of excellence and has proudly served its community since 1880. The Family Occupation and Educational index (FOEI) rating is 21, which indicates low levels of disadvantage. The wellbeing of all staff and students is integral to our school context.

Our current enrolment of 637 students includes 9 students identifying as Aboriginal, 1 as Torres Strait Islander and 86 from language backgrounds other than English. The school currently has 25 classes.

The executive structure includes a principal, deputy principal, four assistant principals and a leader of pedagogy.

Our signature pedagogy is a strong amalgamation of explicit instruction in literacy and numeracy and inquiry based, real world problem solving.

Our key partnerships to support this pedagogy include close links with the University of Newcastle, University of Technology Sydney and Hunter Water. A strong focus on developing the complex combination of dispositions, skills, values and attitudes are essential for our students in order for them to be successful future oriented, lifelong learners.

A supportive and active P&C and community support their students, teachers and leaders towards excellence.

Self-assessment and school achievement

Self-assessment using 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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

In the domain of **Learning** our school team self-assessment has indicated that our key focuses have been those of 'Learning Culture', 'Curriculum' and 'Reporting'.

Transitions and Continuity of Learning

Acknowledging that NLPS is a large school whose enrolment draws from a number of early childhood education centres, New Lambton Heights Infants School and in 2018 had a large number (41) of mid-year enrolments, we have increased our efforts to provide effective transition to learning at New Lambton Public School.

This includes contact with previous schools to pass on relevant data, entry interviews and placement assessments to ensure that learning activities are delivered at an appropriate level. Early identification of gaps in student learning can then be referred through our learning support team.

The partnership between New Lambton Heights Infants School and New Lambton Public School was also expanded, with meetings between key staff to align explicit instruction practices and scope and sequences of content at both schools.

Additionally, we have sought to significantly strengthen high school transition processes with our local and selective high schools. Meetings between high school grade advisors and other key staff have been instrumental in aligning Stage 3 programs to the Stage 4 programs that our students will be attending, and have given the opportunity to provide high schools with pass-on information regarding academic performance, student wellbeing and social development.

Information sessions hosted at New Lambton Public School have allowed parents and carers to make informed choices

and increase their understanding of the educational opportunities available to their children in secondary schooling.

Consistent K–6 Programming

In an effort to ensure that all teachers' teaching and learning programs meet the criteria for excellence, a consistent approach to planning, documenting, evaluating and improving was developed and implemented in 2018. Prior to this, each grade's programs were developed with different expectations, creating challenges in continuous tracking of student progress and achievement.

In 2018, existing programs were reviewed, evaluated and collated on a grade basis, then adapted to a consistent format. The outcomes of each Key Learning Area were plotted on a K–6 Overview and each grade reviewed and developed accompanying Scope and Sequences.

Teachers collaboratively developed or adapted units of work to meet these outcomes using the same learning activities in the same sequence, thus ensuring the consistent delivery of quality learning experiences. As all students in a grade are working at their own pace towards the same outcomes at the same time, teachers are increasingly able to gather meaningful assessment data to inform differentiation for their current students as well as to plan for future learning.

Each unit is evaluated by the teachers in a grade after its delivery and refined to reflect feedback and data.

Reporting

In response to feedback from our community, our student report format was revised in 2018. Teachers are now able to indicate student achievement directly against NSW syllabus outcomes with a scale that is easy for parents and carers to interpret. Each Key Learning Area includes an overview of the content covered in a given semester and an individualised written comment clearly stating areas of strength and detailing the next steps for continued improvement. General comments are highly personalised and provide detailed, clear and specific information about student learning, growth and goals.

In the Domain of **Teaching** our school team self–assessment has indicated that our key foci have been those of 'Effective Classroom Practice', 'Professional Standards' and 'Learning and Development'.

Explicit Teaching

In 2018 New Lambton Public School continued and expanded efforts to embed a whole–school approach of using the most effective evidence–based teaching methods to optimise learning progress for all students through explicit instruction.

Learning activities across the school have clear learning intentions and success criteria, allowing effective feedback. The development and use of reading warm–ups explicitly teaches strategies that students can apply in the areas of phonemic awareness, phonics, fluency, vocabulary and comprehension.

Similar activities and lessons for writing and mathematics warm–ups are being developed. These will explicitly teach students sentence structures, high–level vocabulary and numeracy skills.

Literacy and Numeracy

As demonstrated in our work in the area of Explicit Teaching, New Lambton Public School recognises the transferrable skills that literacy and numeracy have across all key learning areas. This has underpinned our teacher professional development in 2018, with all teachers in all stages (including specialist/RFF teachers) given support to increase their understanding and skills in meeting the diverse needs of students that they teach.

Innovation 21CLD

In response to building the skills that our students will need to be successful in the future, the teachers of New Lambton Public School have attended professional learning about 21st Century Learning Design. The elements of this approach include: Collaboration, Knowledge construction, Self–Regulation, Real World Problem Solving, ICT for Learning and Skilled Communication.

Teachers evaluated existing units of work and identified opportunities where these skills could be either explicitly taught or applied. In addition to the incorporation of these elements in existing units, new units of work were developed that both meet NSW syllabus outcomes and also provided relevant contexts for these future–focussed skills to be developed. In one such unit, students worked collaboratively in small groups to develop and code an application to reduce real world problem of excess household water consumption in the Hunter Region. These applications were then presented to Hunter Water who partnered in the evaluation of the designs.

In the Domain of **Leading** our school team self–assessment has indicated that our key foci have been those of

'Educational Leadership' and 'School Resources'.

Leader of Pedagogy

By strategically allocating our school based resources, we were able to continue our employment of a Leader of Pedagogy to work with our teaching staff. The role statement of this position includes leading professional development in Explicit Instruction, modelling strong teaching methods and team teaching with colleagues. The principal and deputy principal formed a triad team with the Leader of Pedagogy to strengthen instructional leadership within New Lambton Public School. The role of the Leader of Pedagogy also involves setting up management systems, structures and processes related to learning and development and collaborative practice, for the ongoing improvement of our school.

Technology

In 2018 our technology team reviewed our current level of resource allocation and use across the school. The team developed a long term plan that would equip teachers with technology for teaching, while also taking into account planned/unplanned maintenance expenses and obsolescence.

As a result, each grade now has access to class sets of laptops that are stored in secure charging trolleys. Additionally, each class has access to iPads for student work and to access teaching and learning resources such as Seesaw.

Older long throw projectors are being phased out and replaced with a mix of flat panel interactive displays and ultra-short throw projectors. Our NSW Department of Education Technology for Learning (T4L) allocation was strategically deployed to our infants classes to ensure equitable access from K-6.

For more information about the School Excellence

Framework:<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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:

Strategic Direction 1

Enriched Learning

Purpose

To enrich all students through community involvement and a strong amalgamation of explicit teaching in literacy and numeracy and inquiry based, real world problem solving. Students will become leaders of their own learning through personalised learning and skill development in learning dispositions.

Overall summary of progress

In 2018 we have continued to pursue excellence in learning through a strong amalgamation of explicit teaching in literacy and numeracy and inquiry based, real world problem solving. Strong professional learning in reading and writing this year has successfully established whole school consistency in these areas and resulted in improved growth for students. Successful partnerships with 'Hunter Water' provided community based real world problem solving for our students who thrived on the opportunity to work alongside other schools and make a difference in their community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase % of all students in top 2 bands in literacy and numeracy • Reading – Year 3, 76% – 84%; Year 5, 59% – 67%; Year 7, 44% to 52%. • Numeracy – Year 3, 56% – 64%; Year 5, 55% – 63%, Year 7, 49% – 57%.	\$58 000	2018 Reading – Year 3 71.4%; Year 5, 62.9%; 2018 Numeracy – Year 3, 62.8%; Year 5, 62.8%
Two way communication with community and their children's learning will increase from 62% in 2017, to 80% in 2020 (Tell Them From Me)	\$8 000 Seesaw	High parent engagement in Seesaw in 2018. TTFM data for 2019 will be evident.
In 2020 100% of classes will be involved in Future-Focused learning design from a baseline of 48% in 2017.	\$5000	100% teacher training in 2018 through Hunter Water.

Next Steps

Whole school focus on assessment, reporting, feedback and Mathematics.

Increased family workshops on Explicit Instruction and Inquiry based learning.

Visible Learning

Growth mindset focus

Strategic Direction 2

Passionate Teaching

Purpose

To ensure teachers are engaged in rich, evidence based teaching methods and use evidence based teaching strategies to optimise learning progress for all students, across the full range of abilities. Strong professional collaboration and practices ensure ongoing instructional improvement and staff wellbeing. Close community connections enhance teaching practice.

Overall summary of progress

Professional learning was a key priority for 2018, including the additional resource of a Leader of Pedagogy for staff coaching in literacy and numeracy development. Our strong collaboration with the University of Newcastle and Hunter Water provided significant opportunity for staff to develop their skills in working with pre-service teachers as well as improve their inquiry based learning skills and understanding of learning dispositions.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased % of teachers using data to inform teaching practice from 79% in 2017 to 100% in 2020. (<i>Tell them From Me</i>)	\$20 000	Some staff trained in CESE data workshops to deliver to whole school in 2019. Focus on assessment practices to inform data collation and understanding.
Increased % of teachers confident using technology for teaching and learning from 66% in 2017 to 100% in 2020. (<i>Tell them From Me</i>)	\$37 000	Improved technology hardware for students and skill development and support for teachers has enabled improved enthusiasm and willingness to learn new technology skills.

Next Steps

Maintain Leader of Pedagogy.

Establish Leader of Inquiry Based Learning.

Continue to target professional learning needs and align with strategic directions.

Strategic Direction 3

Inspirational Leading

Purpose

To ensure high expectations in learning by all staff, students and our community. A focus on instructional leadership will sustain a culture of effective evidence based teaching and progressive learning, resulting in a high performance and wellbeing culture for the whole school community.

Overall summary of progress

A strong emphasis on leadership development, professional learning and instructional leadership has ensured that a culture of continuous learning and focus on leading literacy and numeracy has been established. All substantive executive members have been training in Art of Leadership and utilise these skills to collaborate and inspire their teams.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
% of all student with aspirations for continued learning after school to increase from 81% in 2017 to 100% in 2020.	\$4000	88% of students in 2018 had aspirations for continued learning after school.
% of all students who felt a sense of belonging to increase from 79% in 2017 to 100% in 2020.	\$3000	77% of students in 2018 felt a sense of belonging
100% of staff to feel confident in teaching evidence based pedagogy. Survey and student results will reflect this.	\$21 000	79% of staff feel confident teaching evidence based pedagogy.

Next Steps

Continue to develop relationship with AECG

Continue to develop staff capacity in leadership from executive through to classroom teachers.

Instructional leadership focus in 2019.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	289	281	300	339
Girls	334	311	301	307

Our enrolments continued to grow during 2018 and stringent enrolment processes based on policy were followed.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.1	96.3	96.4	95.2
1	95.3	96.3	96.5	95.1
2	95.7	96.5	95.7	94.8
3	93.9	96.5	96.9	94.7
4	94.2	94.1	96.1	95.3
5	93.8	95.7	95	93.2
6	94.3	94.5	94.9	92.2
All Years	94.6	95.7	95.9	94.4
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Our school notifies all parents of their responsibilities to ensure their children attend school regularly, as per policy, and this is monitored fortnightly and tabled at learning and support meetings. Attendance requirements are advertised in the school newsletter once a term. Classroom teachers contact parents within two school days of their child being absent and if no explanation is given to the school within seven days, a letter is then sent home. Text messages to our community are sent out daily by 10am to inform parents

of non-attendance if no justification has been received by them. Case management for individual students is supported by the learning and support team in conjunction with the Home School Liaison Officer.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	24.24
Learning and Support Teacher(s)	0.6
Teacher Librarian	1.2
School Administration and Support Staff	4.06

*Full Time Equivalent

We currently have one staff member 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

Staff accessed professional learning through their performance and development plans, during weekly professional learning sessions and staff development days. All professional learning is aligned to the school plan, including meeting mandatory requirements. Professional learning for staff is a high priority.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	359,311
Revenue	5,283,666
Appropriation	4,887,773
Sale of Goods and Services	74,842
Grants and Contributions	315,316
Gain and Loss	0
Other Revenue	200
Investment Income	5,535
Expenses	-4,904,668
Recurrent Expenses	-4,904,668
Employee Related	-4,304,678
Operating Expenses	-599,990
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	378,998
Balance Carried Forward	738,309

All financial management processes and governance structures meet the financial policy requirements. The final rollover funds are not indicative of actuals due to a multitude of bills that had not been processed due to change of administration managers and payment due dates being after the date of harvesting for this report.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	4,199,500
Base Per Capita	116,215
Base Location	0
Other Base	4,083,285
Equity Total	155,916
Equity Aboriginal	7,324
Equity Socio economic	16,600
Equity Language	30,569
Equity Disability	101,422
Targeted Total	40,494
Other Total	110,791
Grand Total	4,506,700

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.

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

<You may choose to use this text box to comment on other assessment data including:

- Best Start
- Literacy and numeracy achievement against the literacy and numeracy continuums>

Delete text not required.

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 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting 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 take into consideration the different test formats and

are discouraged during these transition years.

Student growth in literacy was pleasing, with all areas in year 3 showing growth and all areas, except grammar and punctuation for year 5 indicating growth.

Numeracy growth was pleasing across both year 3 and year 5 cohorts.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

<Use this text box to comment on mandatory reporting requirements in accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands>

Delete text not required.

Parent/caregiver, student, teacher satisfaction

Parent/caregiver Feedback

Qualitative data indicated that parents are satisfied with Seesaw and the window to the classroom that this provides them with.

Student Feedback

77% of students had a positive sense of belonging according to *Tell Them From Me* data, 92% of students with positive relationships and 95% of students valued schooling outcomes.

Teacher Feedback

Responses from the *Tell Them From Me* survey indicated that 75% of teachers were successfully involved in collaboration for learning and 78% had a positive learning culture. 78% stated that New Lambton PS was an inclusive school and 74% successfully utilised data to inform their practice.

Policy requirements

Aboriginal education

Aboriginal Education has been an important focus this year with the development of an Aboriginal Education committee that worked closely with our community and local AECG. We are committed to the ongoing improvement of our Aboriginal and Torres Strait Islander students so that they excel in all areas of school life. In line with the Premier's priorities, we have a strong focus on improvement in reading and

numeracy. Targeting resources and professional learning for the inclusion of Aboriginal perspectives across all content areas are important, as is the continual relationship and consultation process with our local AECG.

Multicultural and anti-racism education

New Lambton Public School has a proud and inclusive community and we celebrate our multicultural diversity both informally and during special occasions. The role of the Anti-Racism Contact Officer in schools is to be the contact between student, staff, parents and community members and involves promoting the values of respect for all races and cultures.