



Lambton Public School

Annual Report



2016



2366

Introduction

Principal's Welcome

Welcome to Lambton Public School, a school committed to excellence in program development and delivery, respectful and supportive relationships between staff, students and parents and maximising student achievement across all fields of endeavour in a safe and caring environment.

Our school is highly regarded within the local community and across the wider Newcastle area and we strive at all times for continuous improvement to maintain and exceed the high standards which you expect and that indeed we have set for ourselves.

In addition to a strong academic focus we provide additional opportunities in public speaking, debating and various sporting pursuits where our students traditionally set high standards. The school band and choirs are developing rapidly and always welcoming of new members.

A solid partnership between home and school is an essential element in the successful learning journey of your child. It provides also for effective communication which enables shared purpose and mutual understandings. Your input is welcome and much valued as is your presence in the many and varied opportunities available.

The school has exceptional parental involvement and support through the P&C Association and Canteen Committee, as well as the dedicated volunteers who assist in our classrooms, with our sporting teams and a myriad other extra-curricular activities. There is a space for you if you have some time to spare!

Parents are encouraged to contact their child's teacher if they have any concerns regarding their child's progress. Appointments can be made with teaching staff by contacting our school office.

We develop a strong, happy and rewarding partnership with you while your child is enrolled at Lambton Public School.

Jan Partridge

Principal

School contact details

Lambton Public School

18-30 Croudace St

Lambton, 2299

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4957 1667

School background

School vision statement

Excellence and Opportunity in a Caring Environment.

Lambton Public School is a happy, safe and caring environment for all.

Our professional teachers are dedicated and committed to the welfare and learning of all students.

Our students enjoy learning, are responsible and show respect for others.

Our attractive playground is a safe happy environment where children play cooperatively. Our parents and the wider community recognise, value and support our great school.

School context

Lambton Public School, a school committed to excellence in program development and delivery, respectful and supportive relationships between staff, students and parents and maximising student achievement across all fields of endeavour in a safe and caring environment.

Our school is highly regarded within the local community and across the wider Newcastle area and we strive at all times for continuous improvement to maintain and exceed the high standards which you expect and that indeed we have set for ourselves.

In addition to a strong academic focus we provide additional opportunities in public speaking, debating and various sporting pursuits where our students traditionally set high standards. The school band and choirs are developing rapidly and always welcoming of new members.

The staff is a combination of early career and experienced teachers who are committed to providing students with quality education based on best practice developed through regular and targeted professional learning.

Specialist staff further support student learning, these include Learning and Support Teacher, Reading Recovery, Specialist Art and Music teachers, Teacher Librarian, English as a Second Language teacher, School Counsellor and Student Learning Support Officers.

A solid partnership between home and school is an essential element in the successful learning journey of your child. It provides also for effective communication which enables shared purpose and mutual understandings. Your input is welcome and much valued as is your presence in the many and varied opportunities available.

The school has exceptional parental involvement and support through the P&C Association and Canteen Committee, as well as the dedicated volunteers who assist in our classrooms, with our sporting teams and a myriad of other extra-curricular activities. There is a space for you if you have some time to spare!

We aim to keep our parents informed. Newsletters are emailed weekly and special notes are dispatched when required for such things as excursions or changes to school or class routine.

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. 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.

[Insert a narrative of the progress achieved across the domains of Learning, Teaching, and Leading]

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

Develop consistent, high quality educational practices and student achievement driven by a robust learning and assessment cycle in line with the NSW BOSTES syllabi.

Purpose

To improve student learning outcomes through the implementation of a rigorous curriculum that includes the general capabilities, cross curricular priorities, and other identified learning that is driven by assessment evidence.

Overall summary of progress

100% of staff are involved in planning days to develop conceptual based programs that are relevant to the students of Lambton Public School.

55% of students achieved expected growth in Reading

There was no writing growth data given in 2016.

40% of students achieve expected growth in Spelling.

54% of student achieved expected growth in Grammar and Punctuation.

70 % of students achieved expected growth in Numeracy

91% in the top 4 bands. for Numeracy

8% of students in the bottom two bands for Numeracy

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Conceptual based programs and quality teaching pedagogies are evidenced in all classprograms. 100%of students demonstrate improved comprehension and mathematics as evidenced through the PAT assessments. Increased number of students demonstrate about average growth. Increased number of students in the top 4 bands,and a decreased number of students in the bottom 2 bands.	55% of students achieved expected growth in Reading There was no writing growth data given in 2016. 40% of students achieve expected growth in Spelling. 54% of student achieved expected growth in Grammar and Punctuation. 70 % of students achieved expected growth in Numeracy 91% in the top 4 bands. for Numeracy 8% of students in the bottom two bands for Numeracy	\$20000

Next Steps

Continue through planning days to develop conceptual based programs relevant to our students from the NSW NESA Syllabus for the Australian Curriculum. Continue to develop knowledge of syllabus requirements.

Continue to develop teacher knowledge of best practice teaching for all students and monitor and evaluate student growth.

Strategic Direction 2

A community of learners

Purpose

To develop a strong learning culture across the school. This includes students, teachers and executive team. A growth mindset is the underlying principle of this strategic direction

Overall summary of progress

Student surveys showed an increase in students feeling as if they were part of the school, this has been put down to the inclusivity of our school learning programs and cultural programs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Student Learning Journals show students understanding of the process of learning. Participation in the Learning Bar surveys will contribute to enhanced process for evaluation Students tell them from me Teachers Focus on Learning Parents Partners in Learning. Enhanced student voice, leadership and consultation through student input.	Student surveys showed an increase in students feeling as if they were part of the school, this has been put down to the inclusivity of our school learning programs and cultural programs.	\$10,000

Next Steps

Student voice is being implemented in 2017 as other priorities were identified. This will include student leadership programs that teach the skills of leadership to all students.

Continue to develop relevant learning programs and cultural events.

Continue to include student voice in all aspects of the school.

Strategic Direction 3

Develop high quality relationships and partnerships within the school community.

Purpose

To enhance the positive relationships and partnerships of the school community to have a positive impact on each student.

Overall summary of progress

Parents were surveyed about what support they required to support their children at home. Parent information sessions were developed and presented to the school community in the area of maths.

Welcome back morning teas were implemented at the beginning of each term to welcome new families and catch up with and continue to develop relationships with all families.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased parent and community involvement in consultation activities P and C and classroom based activities.	Parents were surveyed about what support they required to support their children at home. Parent information sessions were developed and presented to the school community in the area of maths.	\$10,000
Participation of all stakeholders in the annual Tell them from me Survey.	Welcome back morning teas were implemented at the beginning of each term to welcome new families and catch up with and continue to develop relationships with all families.	

Next Steps

Continue with developing relationships and building knowledge of all the community about what is happening in the school.

Strengthening our relationship with new families will be a focus for 2017.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Aboriginal community consulted regularly with regard to student achievement, expectations for aboriginal students and engagement with the wider Aboriginal community.</p> <p>Students and parents involved in developing PLP's for all our indigenous families.</p> <p>Targetted literacy/cultural program to enhance the skills of all Aboriginal students.</p>	\$14408
English language proficiency	Funding supports the upskilling of teachers to cater for EALD students	\$5845
Low level adjustment for disability	<p>The school employs both additional teaching time and SLSO to oversee students requiring an ILP and to assist in the support of students who are referred to the Learning Support Team.</p> <p>Teachers are released to develop the ILP/IBP with parents and last, and to develop appropriate programs for these students.</p>	\$117495
Quality Teaching, Successful Students (QTSS)	<p>A teacher was released to mentor teachers to support the implementation of their PDP and accreditation, along with the Assistant Principals supporting teachers in developing their programs to be relevant to the learning needs of the class.</p> <p>The school supplemented this program with financial resources to cover the year.</p>	\$24000 including school funds to provide additional release.
Socio-economic background	<p>Resources were purchased to support the implementation of quality teaching programs in the area of literacy and numeracy.</p> <p>Release was provided to a community engagement team to continue the work of the previous year in developing and sustaining our relationships with our community and the wider community.</p> <p>The school released the executive to work with teachers to ensure the implementation of a quality teaching and learning program that supports all students learning, as per QTSS</p>	\$27308
Support for beginning teachers	Beginning Teacher support was given to our beginning teacher through our Teacher Mentor program and supervision program. The beginning teacher was released an additional two hours a week, one with a teacher mentor and the remaining time to be used as required by the beginning teacher to enable them to commence their accreditation and developing their teaching and programming skills. Aboriginal beginning teacher funds were also used for this teacher.	\$12,000

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	196	201	199	202
Girls	177	171	179	184

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.4	97.1	96.5	95.4
1	95.8	95.2	95.7	94.1
2	94.3	94.9	94.9	92.5
3	95.4	95.1	94.3	95.1
4	95.2	94.4	94	93.4
5	93.9	95.2	94.7	95.9
6	95.2	93.2	94.8	92.8
All Years	95.1	95.1	95	94.2
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

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	13.23
Teacher of Reading Recovery	0.5
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.8
School Administration & Support Staff	2.92
Other Positions	2

*Full Time Equivalent

Principal –1

Assistant Principal –3

Classroom Teachers– 12

Reading Recovery –.5

Learning and Support –1 (supplemented with Low Level Disability Funding)

Teacher Librarian– .8

Teacher of ESL– .2

School Counsellor –.3

School Administrative and Support Staff –3.02

Other positions –2

There are currently three members of staff that identify 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	90
Postgraduate degree	10

Professional learning and teacher accreditation

Lambton Public School undertook significant professional learning during 2016.

A summary of which includes

Focus on Reading

Kidsmatter

Growth Mindsets

Data analysis

The literacy and numeracy continuum.

Individual teachers were involved in professional learning for writing, technology and mathematics.

Continued professional learning in the Lane Clark Inquiry approach had to be postponed due to postponement by the trainer. This will be held over till term 1 2017.

A casual teacher completed their accreditation at professional competency and four teachers were working on their maintenance at this level.

There were five teachers working on their accreditation at professional competency that were supported by the teacher mentor and their Assistant Principal.

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.

<You may use this text box to comment on:

- voluntary school contributions
- any significant variation between income and expenditure
- high levels of retained income and retained income held in trust
- significant expenditure on student curriculum materials, resources and technology.>

Delete text not required.

The information provided in the financial summary includes reporting from <insert date> to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	469 823.44
(2a) Appropriation	352 446.82
(2b) Sale of Goods and Services	16 434.06
(2c) Grants and Contributions	100 453.56
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	489.00
Expenses	-413 616.24
Recurrent Expenses	-413 602.60
(3a) Employee Related	-180 445.30
(3b) Operating Expenses	-233 157.30
Capital Expenses	-13.64
(3c) Employee Related	0.00
(3d) Operating Expenses	-13.64
SURPLUS / DEFICIT FOR THE YEAR	56 207.20
Balance Carried Forward	56 207.20

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.

<Use this text box to enter a general statement describing:

- your school's financial management processes and governance structures to meet financial policy requirements
- any unusual spending patterns or substantial underspending/overspending (e.g. accommodating leave, illness, savings for planned capital expenditure)
- intended use of funds available>

Delete text not required.

Financial summary equity funding

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

	2016 Actual (\$)
Base Total	2 406 562.94
Base Per Capita	20 335.48
Base Location	0.00
Other Base	2 386 227.46
Equity Total	165 056.03
Equity Aboriginal	14 407.81
Equity Socio economic	27 308.11
Equity Language	5 845.31
Equity Disability	117 494.79
Targeted Total	56 320.87
Other Total	274 066.12
Grand Total	2 902 005.95

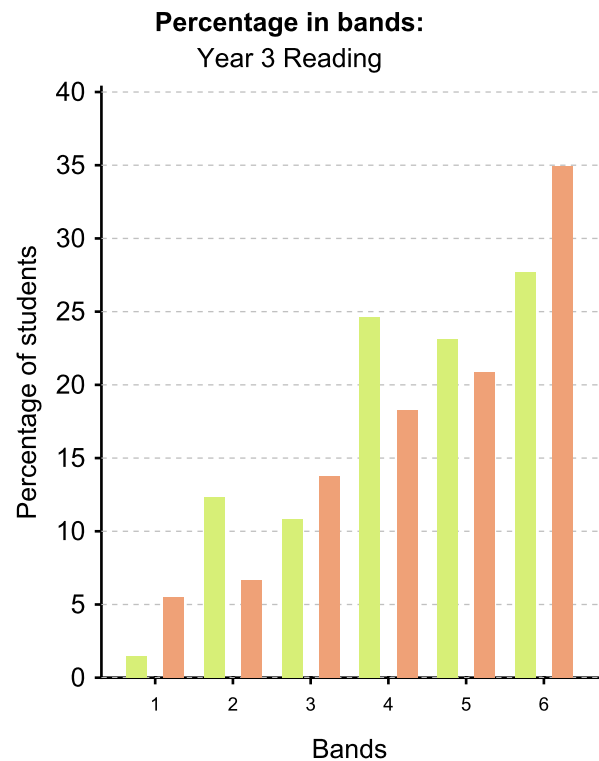
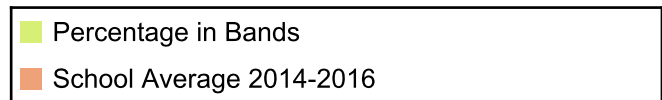
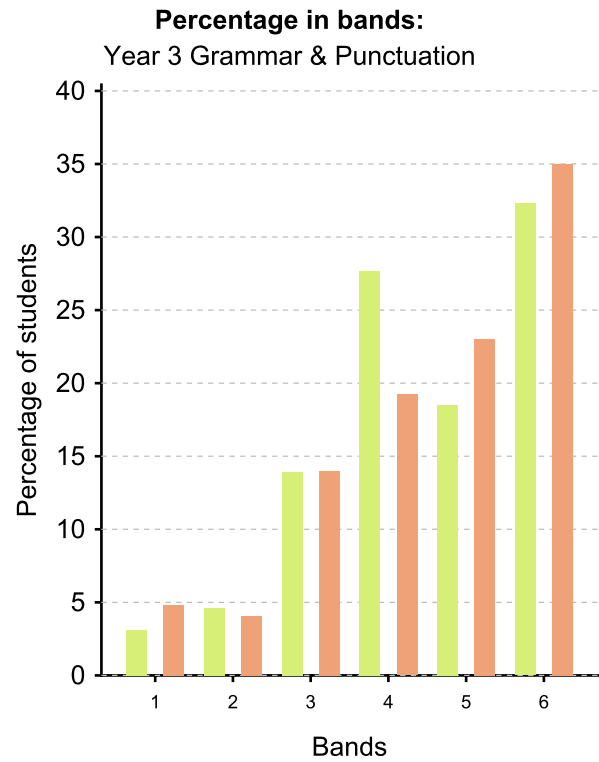
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

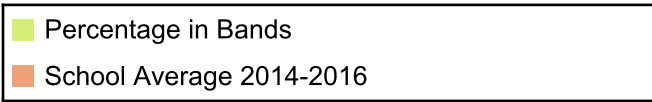
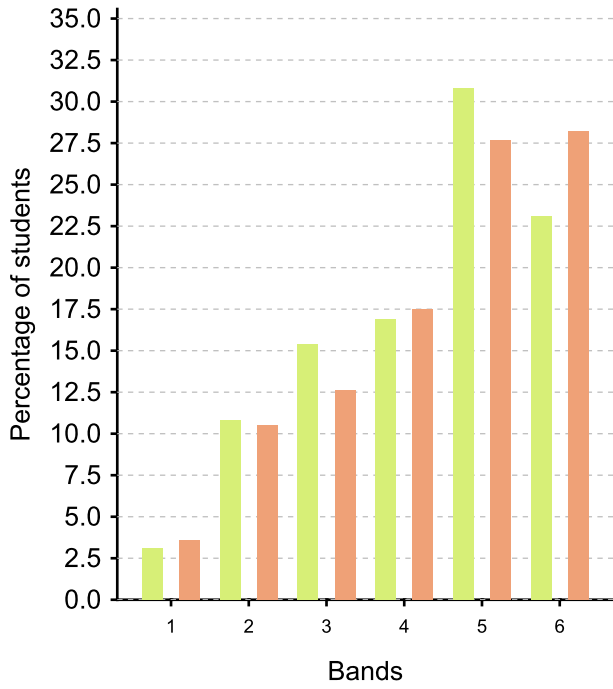
NAPLAN

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.

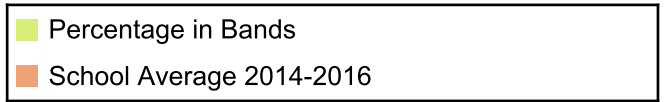
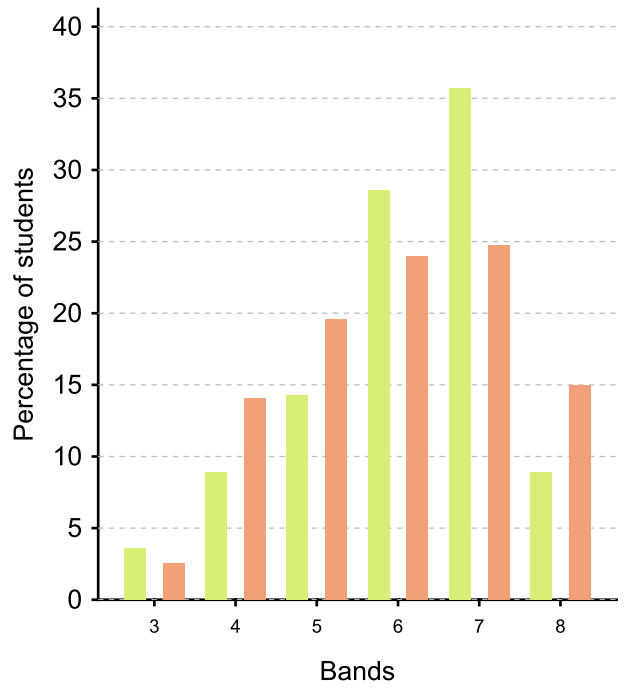
These results are discussed in our evaluation of our school plan.



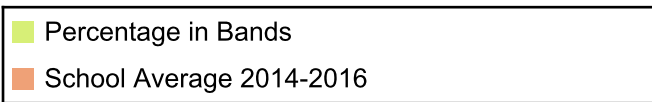
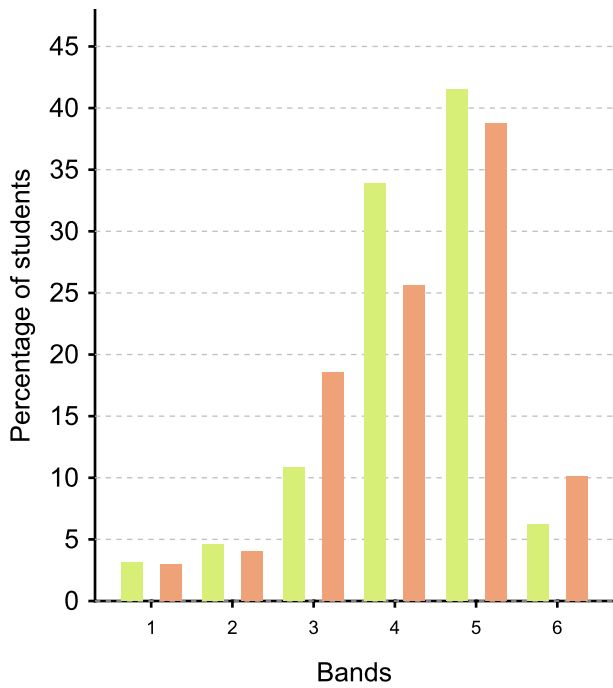
Percentage in bands:
Year 3 Spelling



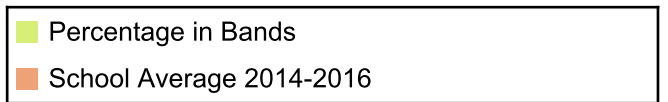
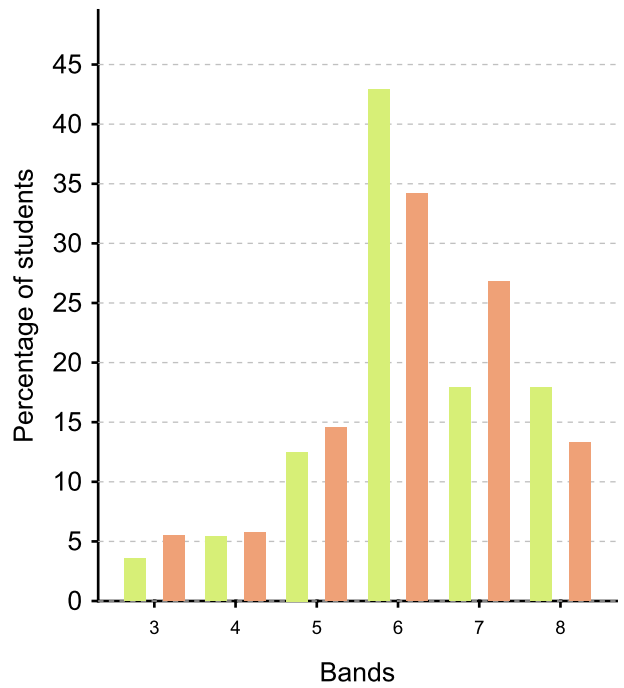
Percentage in bands:
Year 5 Reading



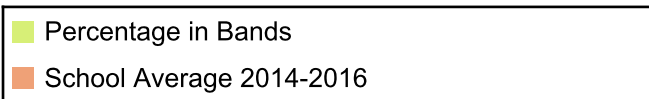
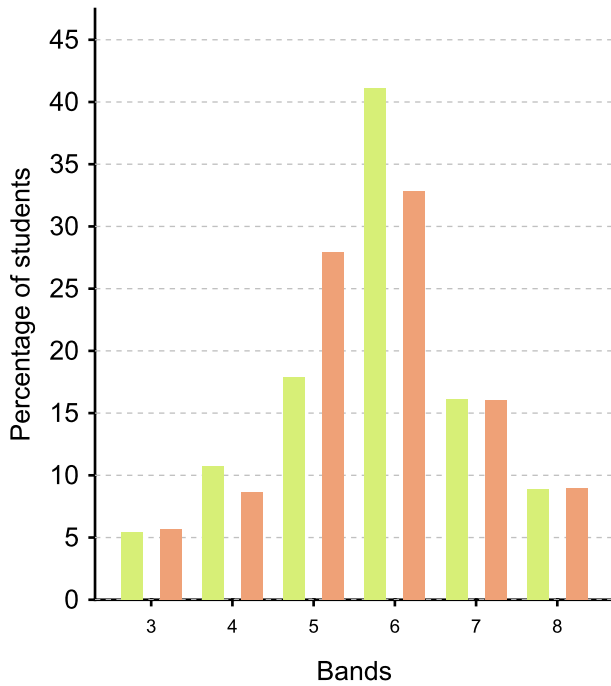
Percentage in bands:
Year 3 Writing



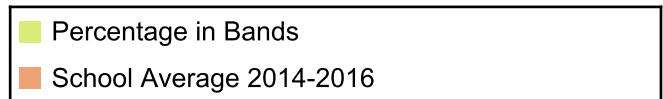
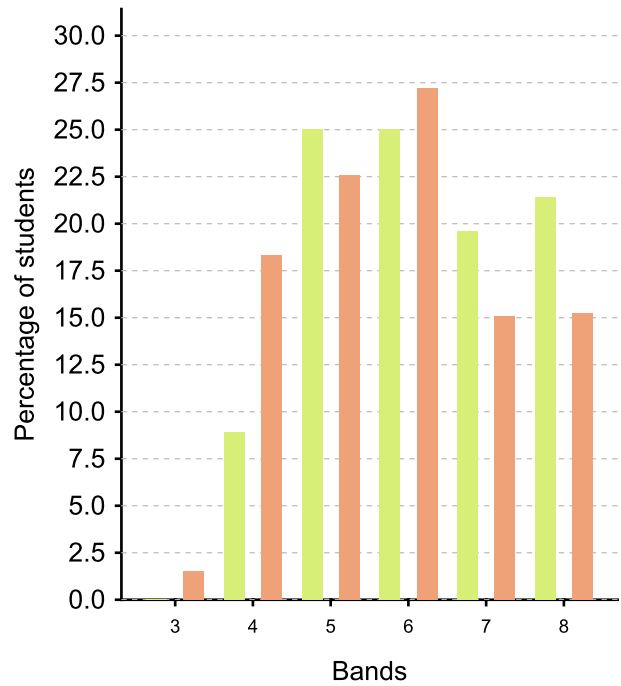
Percentage in bands:
Year 5 Spelling



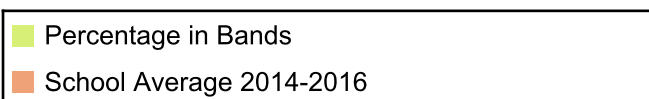
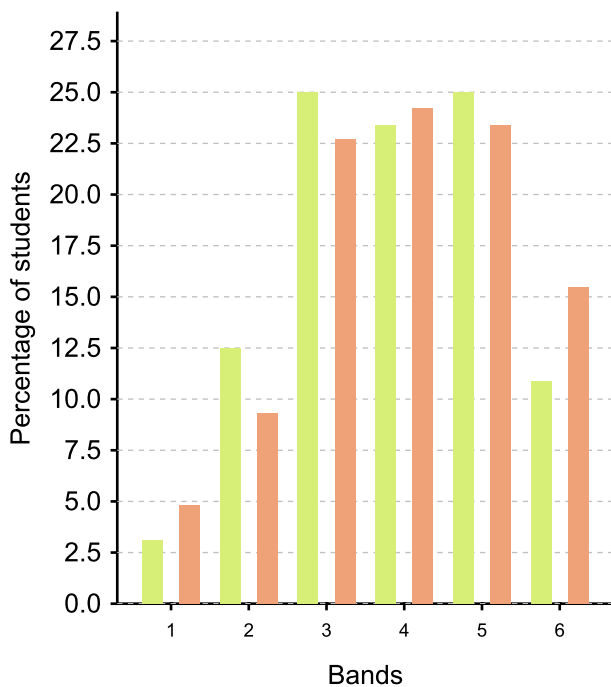
Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Numeracy



Percentage in bands:
Year 3 Numeracy



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.>

State Priorities: Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands>

We do not have comparable numbers of Aboriginal students across the school to judge whether we are improving Aboriginal Education outcomes for students in the top two NAPLAN Bands

Parent/caregiver, student, teacher satisfaction

The school has a philosophy that we want feedback, it is the only way we can continually improve the way we do things.

As part of our communication strategy we have the Skoolbag app, a website that supports online payments and information about the school, a Facebook page which also communicates information about Kinder orientation and develop a support network for Kinder parents.

Staff and Parents were able to have input into our survey about structure of classes for 2017, and overwhelmingly supported a cluster grouping across the school rather than an enrichment and engagement class structure.

Parents, teachers and students were able to complete the tell them from me survey as well.

Policy requirements

Aboriginal education

Lambton Public School received Aboriginal background funding in 2016. It was used to address the learning needs of all aboriginal students and on advice from community members enhance indigenous knowledges of all students across the school.

As a result all the students improved their knowledge of Aboriginal culture.

All Aboriginal students accessed small group literacy/cultural/art targeted support to improve their learning outcomes.

All students participated in NAIDOC Week celebrations.

Multicultural and anti-racism education

Lambton Public School has a multicultural team that works across the school to provide multicultural experiences including Harmony Day.

Multicultural perspectives are integrated across the curriculum in order to enhance the students understandings of the skills, knowledges, understandings and attitudes required to be part of our culturally diverse school and community.

Our school has an anti racism policy and Anti Racism ARCO who is a member of staff and is available should ever the need be required.