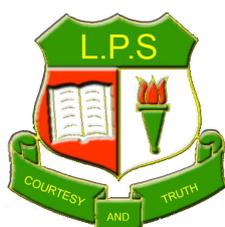


Lambton Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of 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.

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Message from the principal

The 2019 school year was a productive one for the staff and students of Lambton Public School. We continued the work that was begun in 2018 around lifting student achievement in Reading across all grades and were successful in achieving our stated goals. We also made solid progress in enhancing our approach to managing student discipline and improving wellbeing. With new staff members joining the leadership team, there was also a strong focus by the executive team on reviewing current practices and procedures and making adjustments along the way. This process of review was strengthened further as the school completed the process of External Validation. This highlighted a number of our strengths and areas of development which will serve us well as we move into the 2020 school year.

The school maintains a strong focus on providing students with lots of extra-curricular activities to enhance their engagement with learning and their overall enjoyment of school. In 2019 this has included excursions to Sydney for Stage 2, Canberra for Stage 3, Oakvale Farm for Kindergarten and a whole school excursion to the Murrook Cultural Centre at Williamstown in support of NAIDOC Week. There were also numerous incursions covering diverse areas of the curriculum like road and beach safety, healthy living, the colonial period, financial literacy, writing, S.T.E.M and Aboriginal and Multi-Cultural Education which were well received by our students. Our teachers ran in-school creative arts groups which included a school band program, a junior and senior choir and two debating teams. For those sports-minded students there were many opportunity to participate in regional championships, gala days and knockout events for a variety of sports. Regardless of the activities undertaken, we continue to be proud of our students' willingness to participate in these opportunities and commend them for their individual and team achievements across these domains. Well done students!

Our school Parent's and Citizen's Association had another strong year advocating on behalf of parents and families and raising additional funds for the school. Key events included the mother's and father's day breakfasts and associated stalls, a school disco for students, an excellent trivia night, a successful pie drive and a wonderfully enjoyable colour run which coincided with Grandparent's Day. The funds raised through these endeavours are being saved and held over towards the bigger goal of purchasing new fixed playground equipment for the school. Congratulations to all members of the P&C for another terrific year. I'd also like to acknowledge the outgoing President, Mrs Sheena Kearsay, who after 8 years of dedicated service in a variety of roles is taking a step back in 2020. Her service to our school has been outstanding.

To conclude, I'd like to thank all of the students, parents, teachers and staff for their support throughout 2019 and for helping me to find my feet and settle in as the new Principal at Lambton PS. I'm excited about what the future holds for our school and look forward to all the good things ahead in 2020.

School background

School vision statement

Students achieving their personal best in a professional, supportive environment is at the heart of what we do at Lambton PS. We aspire to build student skills and values through well-sequenced and engaging experiences which balance the social and emotional needs of students, staff and community in a happy and inclusive environment. Teachers work collaboratively to encourage the development of each child as a life-long learner.

School context

Lambton Public School opened in 1865 and has a long and proud history. The school is located west of Newcastle and serves a community that is quite evenly split across low, medium and high socio-economic groups.

The enrolment of 392 students includes 22 Aboriginal students and 38 students from language backgrounds other than English.

The school is organised into 15 classes and is served by 27 teaching staff, 3 administrative staff and 3 additional school learning support officers.

Staff have high expectations of both their students and themselves and are committed to continually building and strengthening professional practices and creating quality learning opportunities for our students.

Building and maintaining respectful and responsive relationships with and amongst our entire school community ensures quality relationships, builds a sense of belonging and results in people feeling valued, accepted and secure.

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self–assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

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

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

Strategic Direction 1

Great Teachers, Great Future

Purpose

To strengthen teaching practices by utilising evidence-based pedagogy to enhance student outcomes.

Improvement Measures

Increase the number of students achieving in the top 2 bands in NAPLAN literacy and numeracy by 50%.

85% of students achieve at grade expectation (which is a C) or higher.

The average performance of our Aboriginal students over a 3 year period will equal or better the performance of all Aboriginal students across the state.

Overall summary of progress

Significant work was undertaken throughout the 2019 school year to improve the quality of the school's teaching and learning programs with the aim of improving student performance. One important area involved staff reviewing and updating the school's scope and sequences to ensure the learning content was appropriately spaced and to ensure greater consistency across the school. As a result of this work, the school has updated sequences for English, Science, PDHPE and History/Geography and staff have greater confidence and clarity when programming lesson sequences. In relation to reading, the Instructional Leader continued to work closely with teachers and stage supervisors to enhance instructional reading practices and monitor student performance data. Sharing and Learning Teams (SaLT) continue to play an important role in identifying areas of development and tailoring the teaching activities to meet targeted needs. In 2019, there was a closer alignment between the role of the Learning and Support Teacher and the Instructional Leader which helped to yield good results for those students needing additional support. The end of year school-based reading data showed that the number of students achieving the end of year reading benchmark increased from 67.4% at the end of 2018 to 75.2% in 2019; representing strong overall growth of 7.8% for the year. At the beginning of the year, the role of the Instructional Leader was re-drafted to better facilitate a model of coaching and mentoring. Staff are now accessing support from the Instructional Leader on an ongoing basis and seeking targeted support, especially in relation to Literacy and Numeracy. Finally, the school introduced a number facts program called Rocket Maths during the year. Implementation started with two classes and was expanded to all classes in Years 1–6 by the end of 2019. Baseline data was gathered during the early stages of implementation and we will be better placed to report on students' progress in this area in 2020.

Progress towards achieving improvement measures

Process 1: High Quality Teaching and Learning

Teachers develop a deep understanding of evidence-based pedagogy and implementation of the teaching and learning cycle

Evaluation	Funds Expended (Resources)
<p>In 2019, the percentage of students achieving in the top 2 bands for reading and numeracy is as follows: Year 3 Reading – 52.3%, Year 3 Numeracy – 31.8%, Year 5 Reading – 28.8% and Year 5 Numeracy – 19.0%. The overall school percentage of students achieving in the top 2 bands was 31.7%. This is a decrease of 6.7% on the 2018 results. Whilst the school has not made the progress we would like in relation to this specific improvement measure there has been strong success against the school's internal reading targets. As indicated in the summary above, we were able to increase the percentage of students achieving the appropriate year level reading benchmarks from 67.4% at the end of 2018 to 75.2% in 2019; representing strong overall growth of 7.8% for the year. There was also 9.8% growth in achieving end of year benchmarks for our Aboriginal students across 2019.</p> <p>In relation to the improvement measure that 85% of students achieve at grade expectation or higher, end of year student report data shows that</p>	<p>Guided Reading Resources – \$19,746</p> <p>Professional Learning – \$24,697</p>

Progress towards achieving improvement measures

75.1% of students are meeting grade level expectations in English; 76.6% in Maths and 91.7% in the other 4 KLAs.

Our Aboriginal students' results in all areas are trending upwards from the baseline data in 2017. The school has achieved our goal that the 3-year average of performance for our Aboriginal students is exceeding the 3-year average for all Aboriginal students across the state in: Year 3 Reading and Year 5 Reading and Writing. We have nearly equalled performance in Year 3 Writing and Year 5 Numeracy. There is still a little bit of progress required in relation to our Year 3 students' performance in Numeracy. The progress in Reading is particularly noteworthy.

Process 2: Coaching and Mentoring

Establishing a system of effective coaching and mentoring to support teacher's professional development and growth

Evaluation	Funds Expended (Resources)
<p>The utilisation of an Instructional Leader continued to be a key school initiative for providing strong side-by-side support to teachers as they sought to improve their teaching practice. The Instructional Leader continued to mentor staff in relation to school reading benchmarks, helping individual teachers to set stage-based reading targets and interventions. They also monitored internal reading data and reported progress to staff at the end of each term. The role expanded with the introduction of the Rocket Maths program and over the course of the year Rocket Maths was implemented in all classrooms from Years 1 to 6. Teachers also could obtain targeted instructional leader support for areas related to their professional development plan goals and many did so regularly. Whilst there is still a great deal of work to do to implement evidence-based teaching practice in our classrooms, the steps taken in 2019 have ensured we continue to progress towards achieving our goals.</p>	<p>Instructional Leader – \$143,319 CogLearn Consultancy – \$4,000</p>

Next Steps

Next Steps include:

- Facilitate staff training and implement a whole school spelling program – Spelling Mastery
- Extend the coaching and mentoring processes from Reading and Spelling to Mathematics
- Enhance the quality of teaching by providing scaffolded opportunities for teachers to film and reflect on their teaching practice
- Continue to implement and monitor the Rockets Maths program
- Review and improve whole school Mathematics teaching practice through the Leading Evaluation, Evidence and Data (LEED) initiative

Strategic Direction 2

Fostering Belonging and Wellbeing

Purpose

To support the cognitive, emotional, social, physical and spiritual wellbeing of all individuals by building respectful relationships and fostering a sense of belonging.

Improvement Measures

Improve student and teacher wellbeing which will be evident by scoring average or better in all areas of the KidsMatter Survey Mental Health Maps for schools, staff, parents and students.

Increase positive behaviours across our school setting which will be reflected in less negative incidents recorded on SENTRAL.

Increase sense of belonging, student relationships, student teacher relationships, learning climate and positive connections to culture to equal or better NSW Government norms on the Tell Them From Me survey.

Overall summary of progress

Progress overall within this strategic direction was quite mixed in 2019. We made excellent progress towards reviewing and enhancing our whole-school wellbeing procedures and systems, but for a variety of reasons, were less successful with establishing a social and emotional wellbeing program targeting our students' needs. Following consultation with staff, students and parents via focus groups, the wellbeing team developed new whole-school systems for the management of inappropriate student behaviour, which included: flowcharts to guide teacher actions when addressing behaviour, lists of low, medium and high levels behaviours and our school expectations documents and signs were updated and taught to students. In addition to this, the wellbeing team simplified the 'Gotcha' reward system and introduced several new awards to acknowledge positive student behaviour. Planning room procedures were simplified and practices for communicating problem behaviour to parents and carers were enhanced. An important ingredient for success was to establish consistency with how the systems were implemented by staff; this was supported through communication meetings and targeted professional development for staff. Additional staff training in the form of the Online Training 'Understanding and Supporting Behaviour' course was completed by all teaching staff throughout Terms 2 and 3 with facilitation conducted by the local School Services team. The wellbeing team hit a number of obstacles in relation to the establishment of an appropriate social and emotional program, largely due to a significant change that impacted the Kids Matter organisation. Kids Matter was renamed to 'Be You' and in our region there was no support officer appointed to guide schools in implementing the Be You program. The program as a whole was not deemed to be an appropriate way forward for our context and the team will consider alternative paths in 2020.

Progress towards achieving improvement measures

Process 1: Wellbeing Processes

Plan and embed whole-school wellbeing procedures that support the wellbeing of all students so they can connect, succeed, thrive and learn

Evaluation	Funds Expended (Resources)
2019 was a productive year in relation to reviewing, updating and implementing whole-school wellbeing procedures. The wellbeing team, in collaboration with the community engagement team, successfully obtained and collated feedback on a variety of wellbeing initiatives from students, parents and teachers. This feedback was used to design updated procedures for promoting positive behaviour and for developing robust systems for addressing inappropriate behaviour. These systems were implemented and reviewed at the end of the year. Further adjustments have been made to ensure they are being applied consistently across the school. A review at the end of the year of school incident data, the planning room register and feedback from staff highlighted that changes introduced in 2019 have been successful in promoting positive behaviour and establishing a shared understanding of acceptable behaviour amongst students. Refining these procedures will continue into 2020.	Teacher release – \$2,500

Progress towards achieving improvement measures

Process 2: Social and Emotional Learning

Introduce and implement social and emotional initiatives that aide students to develop social and emotional competencies

Evaluation	Funds Expended (Resources)
<p>Unfortunately despite a clear plan, progress in relation to enhancing social and emotional learning was quite limited throughout 2019. The primary reason for this is that the school was committed to utilising the Kids Matter framework as the basis for conducting a situational analysis and then determining future directions for this area of focus. Unfortunately, at the beginning of the year, Kids Matter ceased to exist and eventually evolved into a new initiative supported by the Beyond Blue organisation called 'Be You'. This transition took some time to get off the ground. Initially there was limited information available about the initiative and there were limited staff employed to support it's release. During this transition, the Hunter Region was without consultants who could guide and support schools, such as ours, with access to resources, establishing a team consisting of key stakeholders and gaining momentum with the program. Despite assistance from the School Services team we were unable to obtain the support we required to proceed. As a result, the decision was made midway through the year to place a stronger focus on the work needed to improve the whole-school wellbeing procedures for this strategic direction. This will therefore be an important area of focus in 2020.</p>	Nil

Next Steps

Next steps Include:

- Reviewing and updating the school's anti-bullying procedures
- Developing whole-school strategies to support the prevention of bullying
- Developing better school systems that supports the goal of all students being known, valued and cared for
- Investigation and implementation of an appropriate social and emotional program that promotes our school values

Strategic Direction 3

Effective Communication, Positive Partnerships

Purpose

To enhance positive partnerships amongst all stakeholders based upon a culture of high expectations and community engagement towards whole school improvement.

Improvement Measures

All staff indicate positive and proactive communication systems within the school.

Increased parent response to school based information, surveys, interviews, correspondence, school activities and excursions.

An accurate record of all parent teacher contact is recorded and saved on SENTRAL in a timely and efficient manner.

Overall summary of progress

With a lot of work conducted in relation to student wellbeing in Strategic Direction 2 in 2019, there was nice synergy between the work conducted by the wellbeing team and building partnerships with parents on this issues related to student wellbeing. The focus of this team was to obtain feedback from parents in relation to school wellbeing initiatives. This was done through focus groups and a parent survey about current procedures and practices distributed late in the year. This survey extended beyond wellbeing and also captured parent feedback in relation to other school processes including communication, support needs of parents, student reports, parent–teacher interviews and student leadership opportunities. The feedback received will be used to provide guidance to the Strategic Direction 3 team in scheduling initiatives for 2020. Changes in the executive in 2019 provided a good platform for work in relation to building greater collective efficacy and enhanced collaborative practices. The leadership team used the year to revisit the school's vision statement, its core beliefs and values and the strengths and areas of development of the school. This occurred through workshops, collaborative discussion forums and staff professional learning opportunities.

Progress towards achieving improvement measures

Process 1: Positive Partnerships

Establish and strengthen authentic partnerships with parents and carers to enhance student learning and wellbeing

Evaluation	Funds Expended (Resources)
In collaboration with the wellbeing team, the community engagement team took the lead with engaging the community and seeking feedback on a range of initiatives that will drive improvement moving forward. A parent survey was designed, distributed and the results analysed to help inform decision–making about wellbeing initiatives that were working and those that needed improvement. The community response to the survey was much higher than it was for previous parent surveys, reflecting good communication from the engagement team and appropriate strategies to garner parental support. Although the survey's primary focus was on wellbeing, the engagement team included questions about communication, student reports, parent–teacher interviews, extra–curricular activities and we sought an indication from parents about the types of workshops the school could run in 2020 which would better equip them for supporting their child at home. This feedback will be used to help set goals for 2020 to promote even stronger partnerships with parents.	Survey subscription – \$325

Process 2: Collective Efficacy

Develop collaborative and collegial practices that enhance school culture so that every teacher and every leader, improves every year

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>Throughout the year there were a number of enhancements introduced in our school to improve communication amongst staff but also with the community and which helped to contribute to a greater collective efficacy. With the arrival of a new principal, this began with a condensed situational analysis conducted by the executive team looking at current practices and processes. It continued with the development of an updated vision statement and revisiting the underlying values and beliefs of the school. The focus for improvement was to create more opportunities for staff to collaborate on school initiatives, especially those related to teaching and learning. Stage collaboration days were implemented to allow teachers time to review the new scope and sequences introduced this year, unpack the key ideas and collaboratively develop more engaging units of work. These days were also utilised to review stage assessment practices and they allowed for analysis of students data, especially in Sharing and Learning Teams (SaLT).</p>	Collaboration Days – \$4,734

Next Steps

Next steps include:

- Partnering with parents to review the school uniform and our branding
- Plan and implement appropriate information workshops based on parent needs

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal reading resources – \$3,892 Murrook Excursion – \$9,436 NAIDOC Week activities – \$3,490 Connecting to Country – \$2,454 Casual relief – \$6,068	<p>There were a number of initiatives implemented in 2019 to enhance the outcomes for all students in relation to Aboriginal Education. The school purchased a significant number of guided reading resources for students K–6 which contain authentic Aboriginal perspectives, language and content to enhance the reading program. To build our students' cultural knowledge, all students from K–6 participated in an excursion to the Murrook Cultural Centre at Williamstown to explore regional history, language and to experience a walk on country at the Stockton Sand Dunes. NAIDOC Week celebrations included: a smoking ceremony, a visiting performer, classroom activities and a whole-school Aboriginal art project. Funds were also used to facilitate a community BBQ and PLP meetings with Aboriginal students and their families. This had the impact of brining the community together to share their ideas on how we could enhance Aboriginal education in our school. Finally, a significant portion of these funds were used to facilitate the participation of 6 staff members in Connecting to Country training run by the local Muloobinbah AECG. This training equipped all participants with a stronger understanding of local Aboriginal perspectives which would then in turn inform their own lesson planning.</p>
English language proficiency	English Language Proficiency – \$16,952	<p>As in previous years, the English Language Proficiency funds were combined with the school's EALD New Arrivals allocation to employ an EALD Teacher for 3 days per week throughout the year. A timetable of support was developed based on the needs of students in relation to the EALD learning progressions. The EALD teacher worked with individuals and groups to target the development of specific English skills and tracked their progress through the year using the progressions. All students who received this targeted support made appropriate progress in relation to the development of oral and written language.</p>
Low level adjustment for disability	Low Level Adjustment for Disability – \$46,085	<p>This funding was used for two purposes in 2019. Firstly it was used to top up the LaST allocation from 0.8FTE to 1.0FTE allowing our LaST the opportunity to provide further support to students with additional needs five days per week. This was delivered individually or in small groups and in other situations the LaST facilitated collaborative planning with classroom teachers to meet the needs of individual students. The remaining funds were used to contribute to employing an additional SLSO who worked with a number of students with additional needs in the classroom and they provided social support in the playground.</p>
Quality Teaching, Successful	Quality Teaching,	QTSS funding was used in conjunction with a

<p>Students (QTSS)</p>	<p>Successful Students (QTSS) – \$68,939</p>	<p>portion of socio–economic background funds to employ an instructional leader five days per week. The Instructional Leader was employed to lead teaching and learning across the school and to establish a model of coaching and mentoring for teachers. Included within the role was responsibility for: leading appropriate professional learning, monitoring and analysing student achievement data, team–teaching with classroom teachers, mentoring an early career teacher, collaborating with the LaST to ensure there was targeted support for those students that needed it and overseeing the implementation of the Rocket Maths initiative. The instructional leader role proved to be critical in consolidating the school's progress towards implementing evidence–based practice across the school. The success of the support offered to teachers through this role will result in it being extended into 2020.</p>
<p>Socio–economic background</p>	<p>Instructional Leader top up– \$24,830</p> <p>Smartboard Upgrades – \$61,173</p> <p>Reading and Assessment Resources – \$22,203</p> <p>Rocket Maths Resources – \$1,638</p>	<p>Socio–economic background funds were utilised to support a range of initiatives and resourcing needs. In 2019, this included a top up of the QTSS funds to establish an instructional leader position, the replacement of 10 Smartboards in classrooms and the library, the purchase of additional guided reading resources and benchmarking assessment kits and the purchase of a number of consumable classroom resources to support the implementation of Rocket Maths across the school. Each of these resources has significantly enhanced the ability for teachers to facilitate high quality teaching and learning. It is worth noting that the school spent more from this area than our 2019 allocation due to their being funds leftover and not spent in the previous year.</p>
<p>Support for beginning teachers</p>	<p>Beginning Teacher Support Funding – \$4,269</p>	<p>In 2019, Lambton Public School received funds to support one early career teacher. In line with Departmental policy, all beginning teacher funds were used to facilitate additional release from face–to–face teaching for our beginning teacher; allowing her additional time to collaborate with colleagues, meet with her supervisor for feedback and to allow for coaching and mentoring with the support of the instructional leader. Collaboration with the supervisor and instructional leader led to improvements in the early career teacher's planning and delivery of literacy lessons specifically.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	202	199	199	193
Girls	184	197	198	189

Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.4	97.5	95.6	96
1	94.1	95.6	93.8	94.8
2	92.5	95.4	92.2	94.3
3	95.1	97	93.9	93
4	93.4	95.2	95	93.3
5	95.9	95.6	93.2	94.1
6	92.8	95.3	92.9	92.9
All Years	94.2	95.9	93.8	93.9
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

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)	14.83
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.8
School Administration and Support Staff	2.92

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	385,272
Revenue	3,545,076
Appropriation	3,401,798
Sale of Goods and Services	11,177
Grants and contributions	130,247
Investment income	1,655
Other revenue	200
Expenses	-3,583,999
Employee related	-3,157,400
Operating expenses	-426,599
Surplus / deficit for the year	-38,923

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	189,064
Equity Total	214,924
Equity - Aboriginal	24,822
Equity - Socio-economic	41,692
Equity - Language	16,952
Equity - Disability	131,458
Base Total	2,500,837
Base - Per Capita	93,151
Base - Location	0
Base - Other	2,407,686
Other Total	418,293
Grand Total	3,323,118

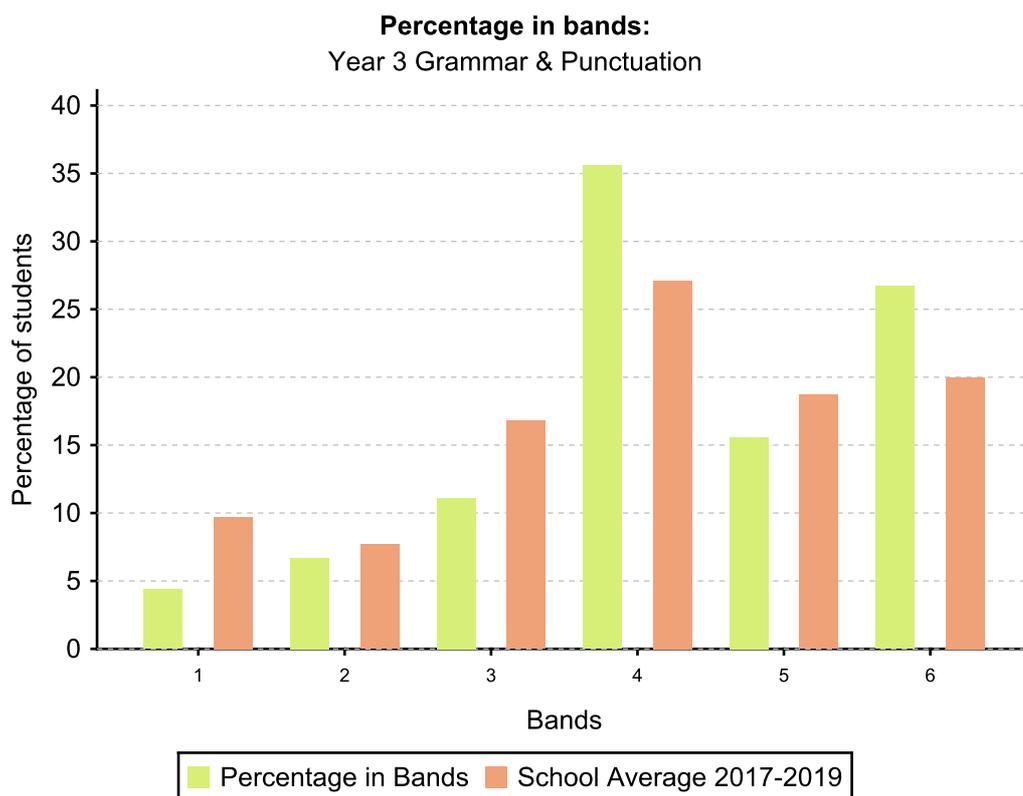
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

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

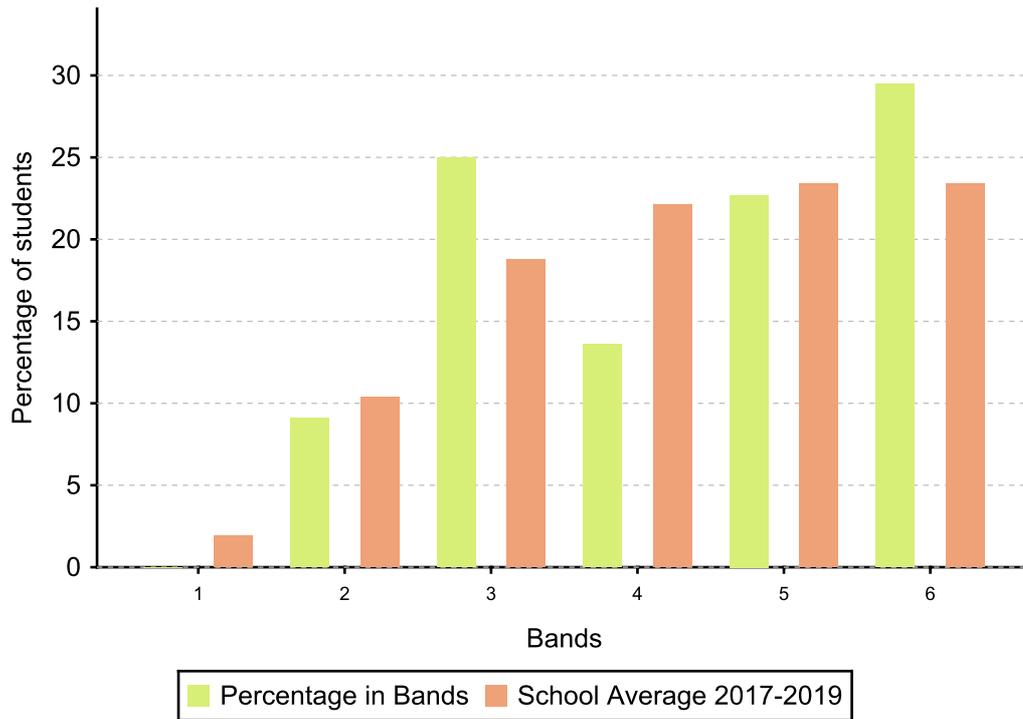
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

Literacy and Numeracy Graphs



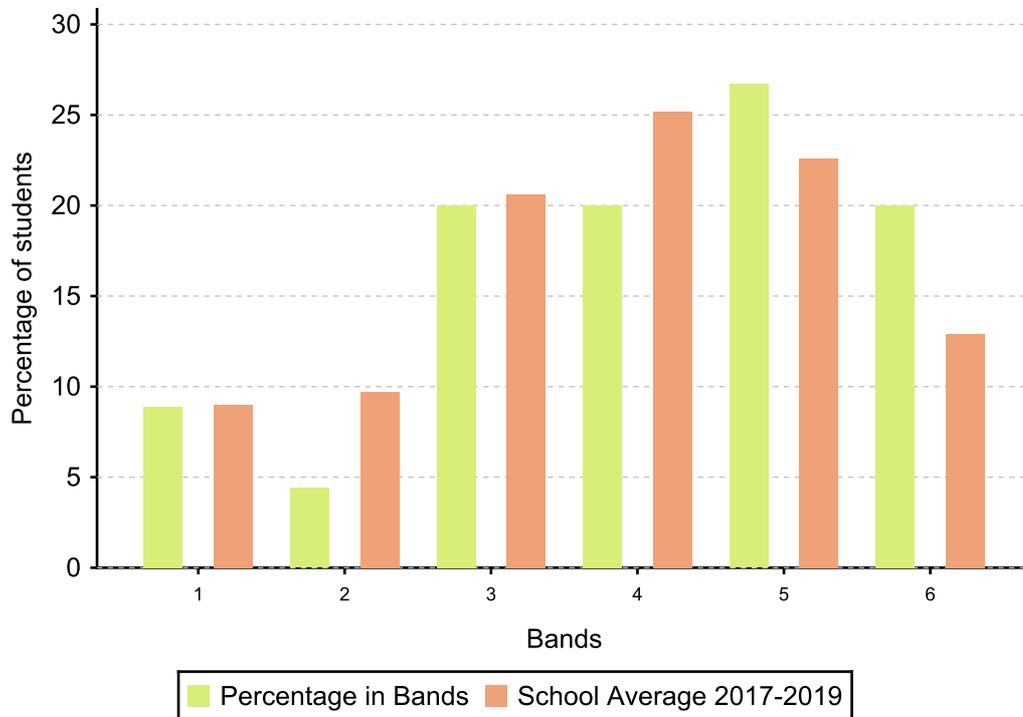
Band	1	2	3	4	5	6
Percentage of students	4.4	6.7	11.1	35.6	15.6	26.7
School avg 2017-2019	9.7	7.7	16.8	27.1	18.7	20

**Percentage in bands:
Year 3 Reading**



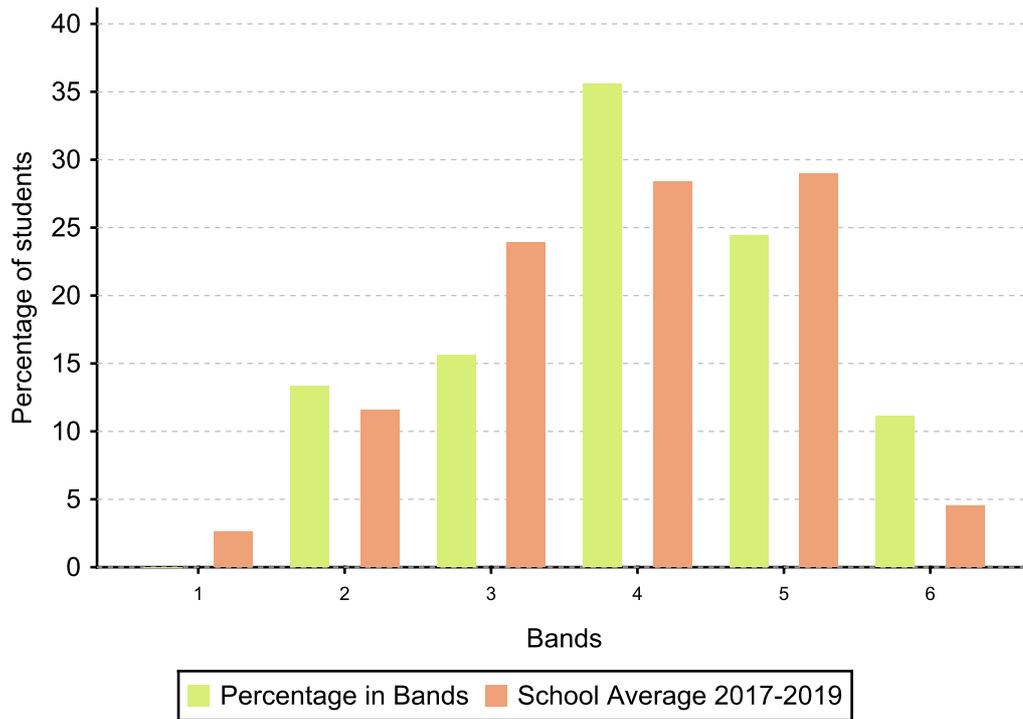
Band	1	2	3	4	5	6
Percentage of students	0.0	9.1	25.0	13.6	22.7	29.5
School avg 2017-2019	1.9	10.4	18.8	22.1	23.4	23.4

**Percentage in bands:
Year 3 Spelling**



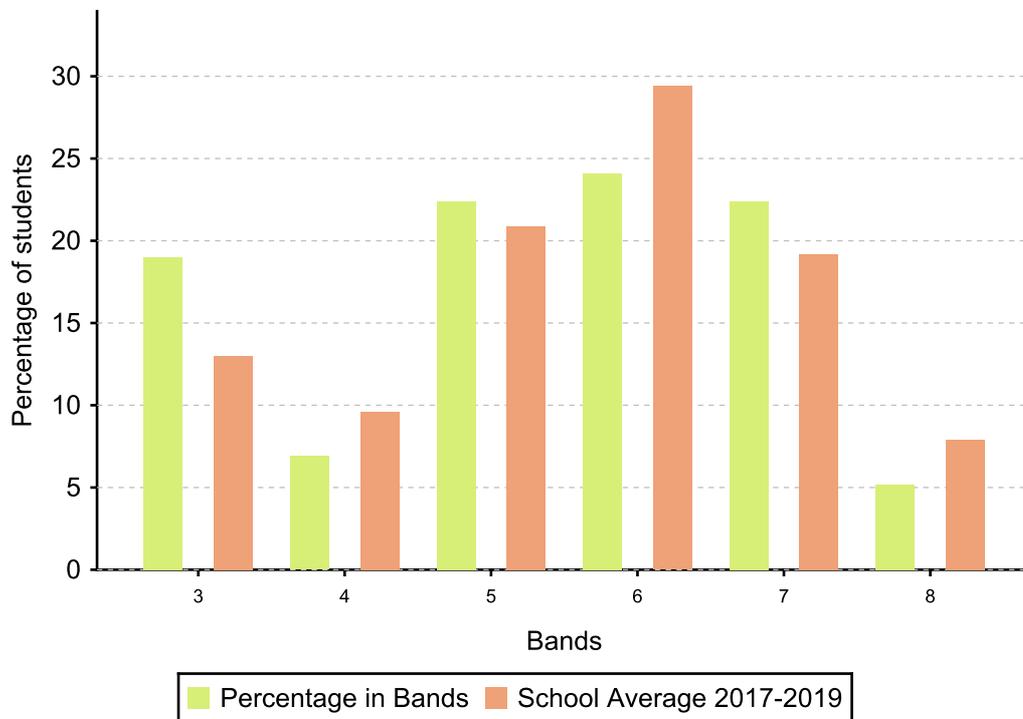
Band	1	2	3	4	5	6
Percentage of students	8.9	4.4	20.0	20.0	26.7	20.0
School avg 2017-2019	9	9.7	20.6	25.2	22.6	12.9

Percentage in bands:
Year 3 Writing



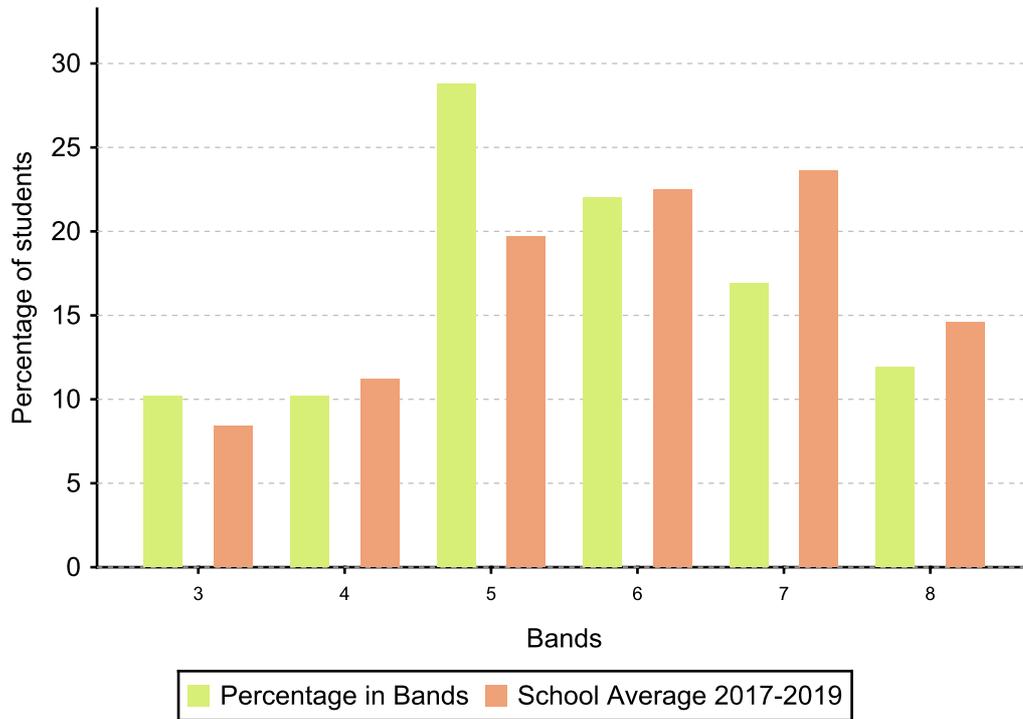
Band	1	2	3	4	5	6
Percentage of students	0.0	13.3	15.6	35.6	24.4	11.1
School avg 2017-2019	2.6	11.6	23.9	28.4	29.0	4.5

Percentage in bands:
Year 5 Grammar & Punctuation



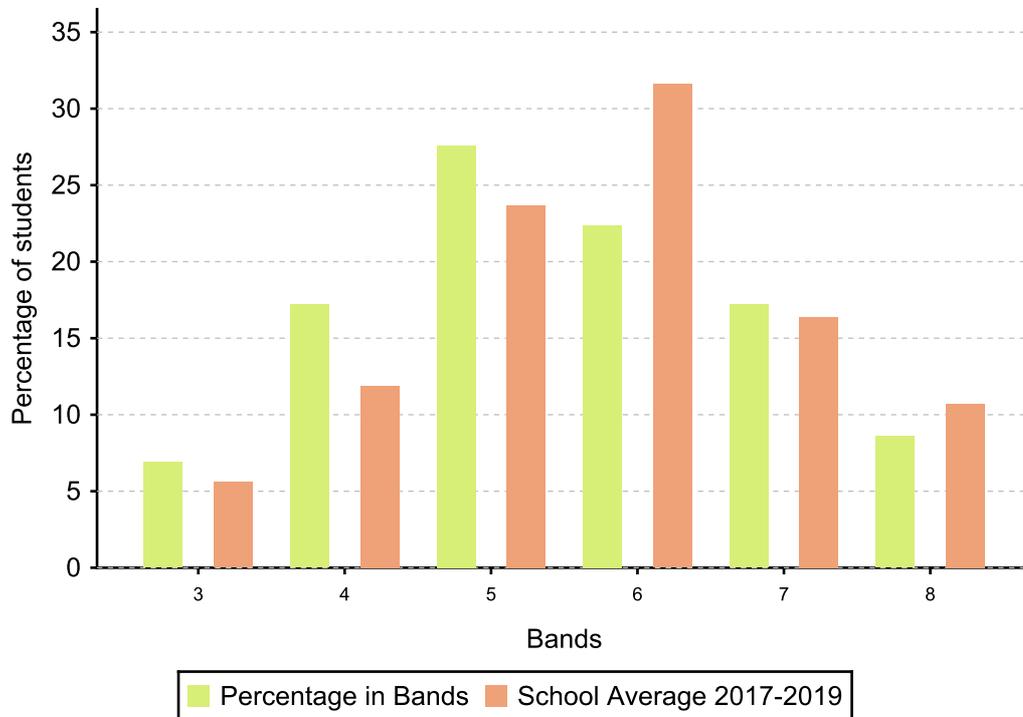
Band	3	4	5	6	7	8
Percentage of students	19.0	6.9	22.4	24.1	22.4	5.2
School avg 2017-2019	13.0	9.6	20.9	29.4	19.2	7.9

**Percentage in bands:
Year 5 Reading**



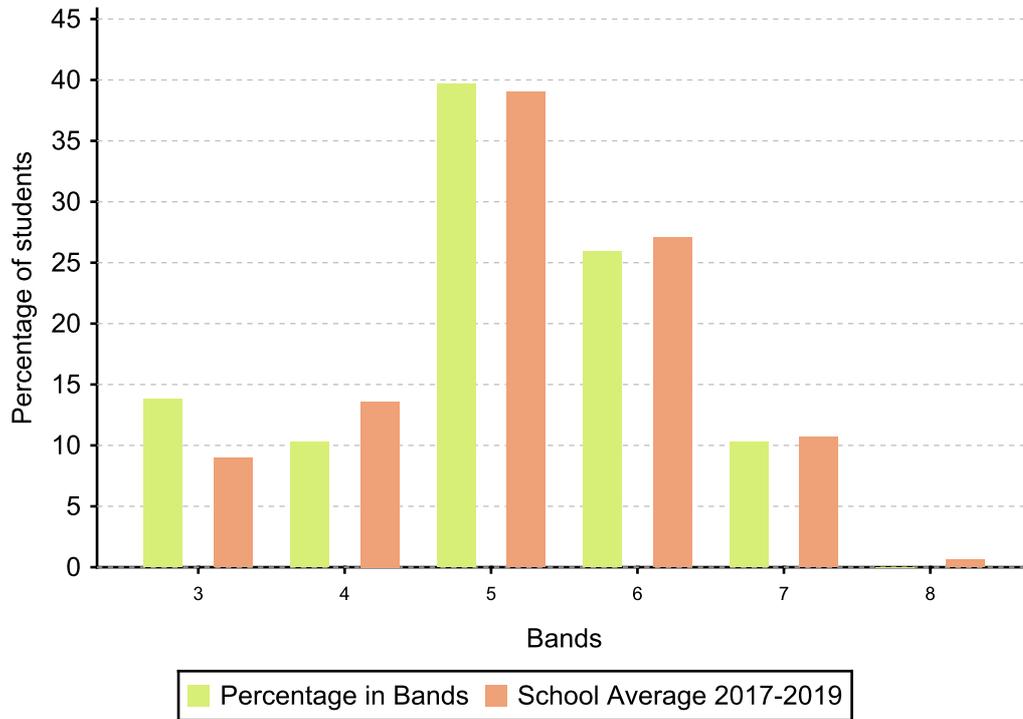
Band	3	4	5	6	7	8
Percentage of students	10.2	10.2	28.8	22.0	16.9	11.9
School avg 2017-2019	8.4	11.2	19.7	22.5	23.6	14.6

**Percentage in bands:
Year 5 Spelling**



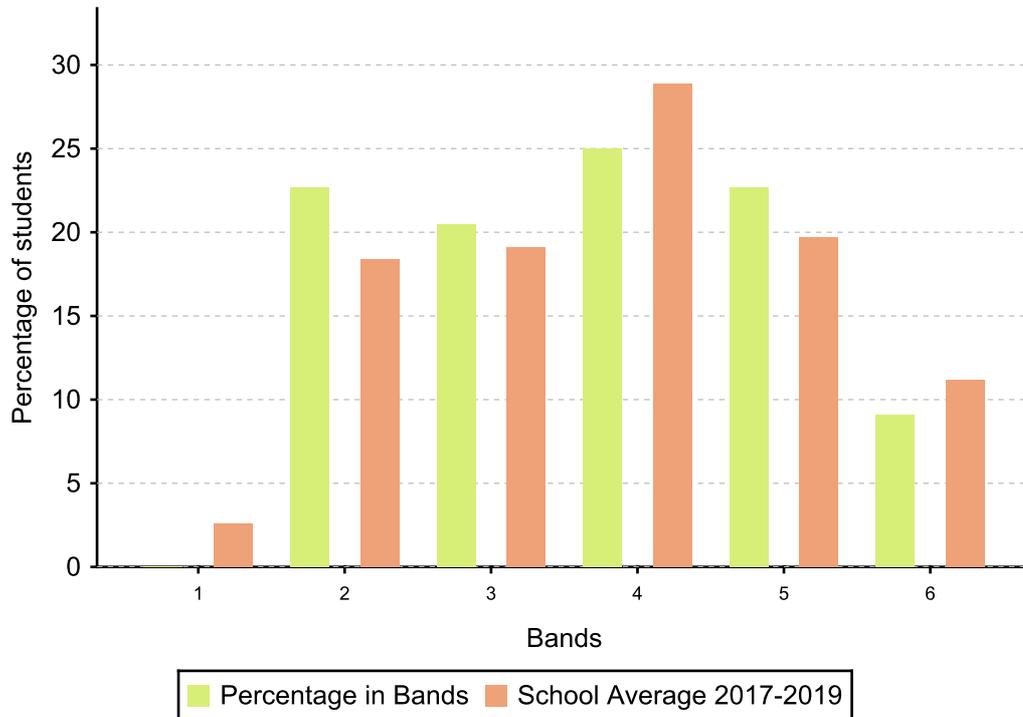
Band	3	4	5	6	7	8
Percentage of students	6.9	17.2	27.6	22.4	17.2	8.6
School avg 2017-2019	5.6	11.9	23.7	31.6	16.4	10.7

Percentage in bands:
Year 5 Writing



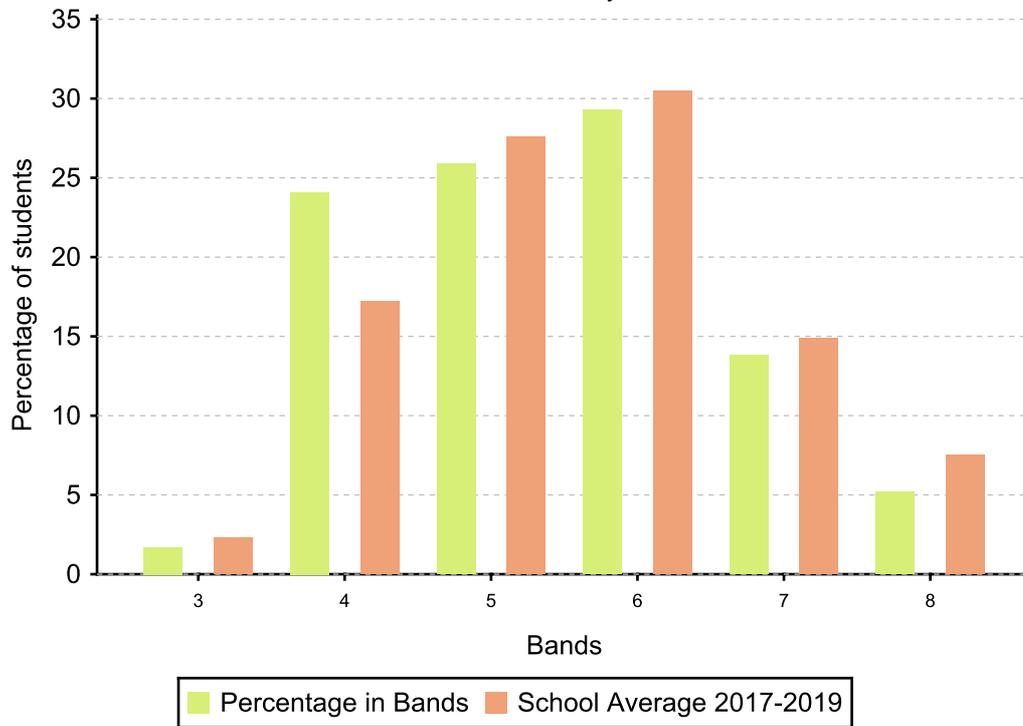
Band	3	4	5	6	7	8
Percentage of students	13.8	10.3	39.7	25.9	10.3	0.0
School avg 2017-2019	9	13.6	39	27.1	10.7	0.6

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	0.0	22.7	20.5	25.0	22.7	9.1
School avg 2017-2019	2.6	18.4	19.1	28.9	19.7	11.2

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	1.7	24.1	25.9	29.3	13.8	5.2
School avg 2017-2019	2.3	17.2	27.6	30.5	14.9	7.5

Parent/caregiver, student, teacher satisfaction

In 2019, the views and opinions from students, parents and teachers were captured in relation to student wellbeing. The views of students and teachers were captured through a series of focus groups, while the views of parents were obtained through a survey facilitated through Survey Monkey. A summary of the findings were as follows:

Students

To obtain the views of students, a random sample of 4–6 students were chosen from each class K–6 with an even mix of boys and girls to answer a series of questions about the schools' wellbeing systems including positive rewards and consequences for inappropriate behaviour. These questions were put to the students by a teacher working with each group who then recorded the students' individual responses. The responses were collated by the wellbeing team to identify themes, areas of strength and areas for improvement. To summarise the findings the students indicated that they liked most of the current school awards that are used to acknowledge good choices or achievement in the classroom. In relation to the 'Gotcha' awards students indicated that receiving the Gotchas made them feel good about themselves. They did not value the canteen vouchers connected to the Gotcha draw as highly as the end of term book awards, they preferred to see more book awards and would like there to be an end of the week class draw instead of a whole school draw each Friday where the chances of being drawn out were lower. Some students indicated discrepancies between the number of Gotcha awards handed out by some teachers compared with others. The suggestion of class draws was deemed to be a solution to this problem. Further to this, students overwhelmingly indicated that they would value special class-based privileges (for example time for a class game or 10 minutes of art time) if they were introduced, with a connection to a classroom reward system. The student of the week was a popular award among many students, the main suggestion for improvement was to have the principal or a member of the executive team to present the award, not the teacher who was rostered on to select the recipient. Merit awards were also popular. A number of students suggested that teachers be allowed to hand out more of them, perhaps during class and not just at assembly and many students suggested they could be designed to look more attractive.

In relation to school system for managing inappropriate behaviour, the students indicated greater consistency in the classroom by class teachers than in the playground. Students consistently indicated that teachers were using verbal warnings, time-out in the classroom and loss of privileges for managing minor cases of inappropriate behaviour. The 3 warning 'On-track' system was well-received but it was suggested that although they are displayed in all classrooms they are not being utilised in all classrooms in the same way. Whilst the students demonstrated a good understanding of playground rules they highlighted that there is some inconsistency in the way that playground rules are reinforced by different teachers on playground duty. Pleasingly, the vast majority of students could name and identify all of the school's five values. They did indicate the need to revisit them regularly to help them remember them and what they look like in action. The vast majority of students would like to see more strategies implemented for preventing bullying. Finally when asked about one thing they would like to fix at our school, the responses were diverse and included: re-introduce the SRC, being allowed to move between playground areas during breaks, more tables to sit at during eating time, a school newspaper, more movement breaks in class time, mixed eating groups, better classroom chairs and improving the toilets so that they are not as dark during the day.

Teachers

Similarly to the students, the teachers were assigned to a focus group with staff from specific stages and roles mixed across the teams and they were asked to provide targeted feedback for specific wellbeing initiatives. In relation to positive approaches to behaviour including awards, the teachers held a similar view to the students that the whole school Gotcha draw could be improved by introducing a regular class draw. Regular class draws were seen to be more motivating for students to strive for making positive choices. Teachers also indicated that to achieve improved consistency there needed to be a mandated number of Gotchas that teachers should aim to award in class each week to ensure equity for students. There was also a desire to link the language of the school's values with the Gotcha system. In relation to Merit Awards, teachers indicated that they would like the opportunity to utilise them in the classroom more and not have them exclusively as part of assembly. For teachers, the intent behind the 'student of week' awards was still causing some confusion, a criteria for selection was suggested as a means of improvement. In relation to consequences for inappropriate behaviour, teachers felt the visual, quick and simple nature of the 3 warning 'On-track' system was effective for addressing inappropriate behaviour in the classroom. Suggestions for improvement related to improving the visual appeal of the system and developing systems for communication between Class and RFF teachers about student choices through the day. The use of time-out both in class and amongst buddy classes was not working as efficiently for teachers. Students will sometimes escalate behaviour as a work avoidance strategy. Reviewing and improving this system is an area for development supported by teachers. The school's class and playground behaviour management flowcharts have given teachers greater confidence for dealing with inappropriate behaviours but can be improved as a result of the feedback provided through these focus groups.

Parents

There were 163 individual responses received through the parent survey which was distributed electronically. It is worth noting that in some instances both parents of the same household may have completed the survey, however, the overall

number of responses received, provided the communication team confidence that they had captured a range of views and feedback. From the survey, 96% of respondents indicated that their child 'Always' or 'Usually' feels safe at school. The work recently undertaken by the wellbeing team to consolidate students' understanding of school rules and expectations was validated through the parent's responses to the question "My child understands the rules at school and what behaviour is appropriate?" with 97% of parents indicating that their child 'Always' or 'Usually' did. In addition to this, 89% of parents indicated that they are 'Always' happy to support the school if and when their child is disrespectful towards teachers or peers. The other 11% indicated 'Usually' for this question. Further to this, it was very pleasing that only 1% of respondents were not aware of our five school values. The wellbeing team noted that through the question "Teachers inform me about my child's positive behaviour and achievements" the responses were quite mixed. 35% of respondents indicated 'Always', 20% said 'Usually', 32% said sometimes and the remaining 14% indicated 'Never'. This will be an area for development moving forward. Another area for development is in relation to the prevention of bullying. Although 78% believed the school was working towards preventing bullying, 22% indicated this only occurs sometimes. 96% of respondents indicated that there are positive and respectful relationships evident between students and staff. Another positive area was that 94% of respondents indicated that they 'Always' or 'Usually' feel welcome when they visit the school. The responses received to the question "I am informed about my child's social and emotional development" highlighted the need for the wellbeing team to look at improving communication in this regard as 38% of respondents indicated either 'Sometimes' or 'Never'. In relation to parents' feeling confident and comfortable to approach their child's teacher when they have a concern, 60% indicated 'Always', 27% indicated 'Usually' and the remaining 13% indicated 'Sometimes' or 'Never'. The wellbeing team acknowledged the need to unpack this further to understand potential barriers for those not feeling confident or comfortable. Another area of development is in relation to students being able to identify a staff member to whom they can turn to for advice or assistance as only 88% of parents indicated that their child could either 'Always' or 'Usually'. In response to the question "My child enjoys going to school", although we would like to achieve 100%, 91% of respondents indicated 'Always' or 'Usually'. In summary, areas of strength included: the understanding that parents and students have about the school's expectation for behaviour and the values that underpin them as well as how safe and comfortable both parents and their children feel at our school. Areas of development relate to students being able to identify a staff member to whom they can turn to for assistance, looking at more proactive ways to prevent bullying and looking at ways to inform parents about their children's social and emotional development.

Although the survey focussed largely on student wellbeing, we were also able to capture some helpful feedback in relation to student reports, parent-teacher interviews, school communication and which extra-curricular opportunities parents valued the most for their children. From the questions related to these topic areas, we learnt that 75% of parents find student reports 'Very Helpful' or 'Mostly helpful' and that teacher comments provide the most helpful information. In relation to the most appropriate time to schedule parent-teacher interviews, respondents were quite split with 48% of parents preferring the end of Term 1 and 46% preferring the end of Term 2 following the distribution of mid-year reports. For communication, 71% of those that responded selected 'Skoolbag notifications' as their first preference for communication. From the list provided – the five most valued extra-curricular experiences as indicated by parents in the survey were: 1) single day excursions 2) sport through external providers 3) overnight excursions 4) swimming skills and 5) incursions. This information gathered for these areas will be used by the community engagement team and school executive team to enhance school practice moving into 2020.

The school wellbeing team has used the information gathered from each of our key stakeholders in relation to student wellbeing to refine and improve the school's wellbeing procedures for 2020.

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.