

New Lambton South Public School

2019 Annual Report



3798

Introduction

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

School contact details

New Lambton South Public School

St James Rd

New Lambton, 2305

www.newlambtos-p.schools.nsw.edu.au

newlambtos-p.school@det.nsw.edu.au

4957 1168

School background

School vision statement

We create life-long learners who will become future contributors to society. We ensure that students are happy, resilient and we promote a growth mindset that will allow them to become independent problem solvers. Through positive self-belief, they experience success every day.

School context

New Lambton South Public School is a dynamic public school in the heart of Newcastle. There are 18 classes and 474 students in 2018. The community is drawn from a mixture of family types where parents may work, study, care for children at home or combine all of these lifestyles. Approximately 70% of our parent body has attained a degree level education and the skills of these professionals are regularly used in building a community approach to school improvement.

The area is under renewal due to change in demographics and mobility is around 15%. We have 11 Aboriginal Students and 12% families who have ethnic backgrounds other than Australian. The school houses an Opportunity Class (OC), which draws selected students from as far afield as the Hunter Valley and Lake Macquarie. This class strengthens our commitment to Gifted and Talented Education, identification and acceleration across all areas of the school.

The school is the only school in Newcastle to participate in the Early Action for Success program and as such staff access the latest professional learning in teaching methods and methodology. There is also an Instructional Leader employed at the school who is responsible for the training of all teachers.

The academic performance of students in this school has been above regional, state and national benchmarks in all areas measured. The school will focus on best practice teaching, enhancing wellbeing of all students and improving partnerships with the community between 2018 and 2020.

Parents provide support to the school and to their children in many ways, through an active P&C and through volunteer support across the school. We have a beautiful community garden and a healthy canteen. Student mental health, the appropriate use of technology and social-emotional learning have been highlighted by the community as areas for the school to address and as such they will be represented in our school's strategic directions.

Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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

For more information about the School Excellence Framework:

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1

CURRICULUM

Purpose

NLSPS demonstrates high expectations and dynamic teaching and learning programs developed around evidence based pedagogy and rich learning experiences, students and staff will have the essential skills in numeracy, literacy and technology to be creative, innovative problem solvers with a growth mindset who are intrinsically motivated to reach their future potential

Improvement Measures

% of students in the top 2 NAPLAN bands

Year 3

Reading: 18=53% 19=55% 20=57%

Writing: 18=45% 19=47% 20=49%

Numeracy: 18=33% 19=35% 20=37%

Year 5

Reading: 18=50% 19=52% 20=54%

Writing: 18=25% 19=27% 20=29%

Numeracy: 18=44% 19=46% 20=48%

100% of students are achieving expected growth or higher based on school achievement data, BI value add reports and learning progressions.

100% of teachers demonstrate ongoing improvement against school determined evaluation tool in the delivery of literacy and numeracy.

100% of Aboriginal Students are experiencing above average growth compared to their cohort in all areas of literacy and numeracy.

Progress towards achieving improvement measures

Process 1: Professional learning in research based future focussed teaching and learning practice.

Evaluation	Funds Expended (Resources)
<p>All staff completed a Professional Learning Survey. 100% of staff showed a self assessed improvement in their targeted areas for improvement in the teaching of mathematics and literacy.</p> <p>100% of staff have completed filming and debriefing of a lesson with formative assessment against a school observation tool in mathematics.</p> <p>On review student learning goals will be carried over into the 2020 term 1 planning cycle</p>	<p>\$159,000 (Deputy Principal Instructional Leadership.) \$40000 Targeted funds for courses and teacher relief</p> <p>General capabilities:</p>

Process 2: Development of ongoing collaborative professional learning communities.

Evaluation	Funds Expended (Resources)
<p>100% of staff have completed regular filming and debriefing of their teaching practice in mathematics.</p>	<p>\$159,000 (Deputy Principal Instructional Leadership.) \$40000 Targeted funds for courses and</p>

Progress towards achieving improvement measures

Collaborative planning cycles have been embedded into the systems of the school. A model of learning partners and team based planning has been strategically aligned through the support of the Instructional Leader.

teacher relief

General capabilities:

Strategic Direction 2

COMMUNITY

Purpose

At NLSPS we aim to create a culture of learning and high expectations in a socially cohesive environment. Strong on-going communication will form the cornerstone of our partnership with the school community.

Improvement Measures

Increased participation of students in extra-curricular events.

Strengthened links at transition points.

Improved communication measures through school based surveys.

Progress towards achieving improvement measures

Process 1: Implementation of a long term strategic communication and marketing strategy to engage community in school life.

Evaluation	Funds Expended (Resources)
Scope and Sequence K-6 has been developed and will be implemented in 2020 School signage and banners have been sourced and will be erected at the commencement of 2020 Video explanation of capabilities developed and launched https://www.youtube.com/watch?time_continue=1&v=WvHJpV2V0kk&feature	\$8000 for the engagement of design team, printing of materials and creation of videos and marketing package.

Process 2: Implementation of extra-curricular activities and opportunities.

Evaluation	Funds Expended (Resources)
The SRC successfully ran a number of fundraising days and coordinated the implementation of whole school projects primarily focussed on environmental improvements and sustainability such as reducing waste. Revised playground structures and additional playtime for students led to a dramatic decrease in negative behaviour incidents across the year. Successful implementation of a whole school performance saw over 100 parents attend 3 shows across 2 days.	\$25000 school performance \$3000 Leadership training for students \$5000 enhanced playground equipment and structures

Strategic Direction 3

CARING

Purpose

At NLSPS we are committed to creating a safe, positive and respectful environment where everyone is caring, kind and valued. All community members are encouraged to undertake challenge, build resilience and strengthen their personal wellbeing.

Improvement Measures

10% decrease in the incidences of negative behaviours per annum.

Full implementation of the KidsMatter framework

Measureable increase in wellbeing through the Kidsmatter surveys.

Strategies to improve students wellbeing are introduced – TTFM and School based data (SENTRAL) surveys indicate these are improving student's happiness at school.

Progress towards achieving improvement measures

Process 1: Enhanced, multi-faceted student wellbeing strategies

Evaluation	Funds Expended (Resources)
All teachers identify that Mindfulness has a positive impact on themselves when they practise it regularly. Some continue to struggle with prioritising it and connecting with it regularly. Nearly all teachers can see the benefits of mindfulness with their classes and this will continue into the future. 100% of ES1 students enjoy mindfulness. 93% of S1, 81% of S2 and 84% of S3 enjoy and value mindfulness. The Go2 program was highly successful and will continue into the future. 93% of S2 and 92% of S3 students valued having a Go2 to talk through issues relating to school and home. Feedback from surveys was helpful in directing how to manage the program – including creating different days, times and places for students to connect with their Go2. Zones of regulation lessons were explicitly taught. Concept covered included identifying emotions, triggers and tools for managing emotions. In a post survey, there was a significant increase in the number of students in ES1, S1 and S2 who are able to identify triggers and then tools for managing their emotions. In S3, 20% of students were still unsure of how best to manage their own emotions, so this is an ongoing focus area. A capabilities framework scope and sequence of lessons directly linking the capabilities valued in our school to YCD!! lessons was developed for implementation in 2020. All of these programs are in their infancy and require time, review and further education amongst students, staff and community, to become embedded practices in our school.	

Process 2: Kids Matter implementation

Evaluation	Funds Expended (Resources)
Multiple strategies under the BeYou initiative were implemented including whole school approaches to students well being and individualised targeted support. Mindfulness, Go2, Seasons for Growth and play based learning all contributed to improved students wellbeing.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Human resources x 2 School Learning Support Officers Funding Sources: • Aboriginal background loading (\$12 302.00)	The employment of 2 Aboriginal School Learning Support Officers to support students proved to be highly successful. Speaking in colour provided whole school learning experiences and staff development on how to embed local culture across curriculums culminating in an activity day. All students completed Personalised Learning Plans with parents and carers and these were reviewed across the school year.
Low level adjustment for disability	Human resources x 4 SLSO's Funding Sources: • Low level adjustment for disability (\$37 956.00)	The employment of a specialist Learning and Support Teacher led to a coordinated approach to providing a rich and fulfilling curriculum to all students. The employment of dedicated School Learning Support Officers allowed students to access an equitable curriculum and enhanced learning opportunities.
Quality Teaching, Successful Students (QTSS)	Human Resources, Casual staff and Instructional Leader employed Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$82 278.00)	The employment of an Instructional Leader has proven to be transformational in developing the pedagogical approach of the teaching staff. This coupled with a targeted model for the development of middle management has had a measurable impact on the teaching and learning practices within the school.
Socio-economic background	Funding Sources: • Socio-economic background (\$18 171.00)	The employment of additional teachers and School Learning and Support Officers allowed to student who required additional intervention access to enhanced learning opportunities. Across the school year a number of families approached the school seeking additional support to meet the educational needs of their children and the school was able to provide this through this targeted funding source.
Support for beginning teachers	Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$28 260.00)	The provision oaf additional release, mentoring of beginning teachers and support to achieve accreditation was effective in developing highly capable early career teachers.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	223	225	226	238
Girls	230	228	236	246

Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.9	95.6	95.2	96.3
1	96	95	95.2	96
2	95	94.9	94.9	94.2
3	95.5	95.1	92.5	95.7
4	95.2	95.2	93.6	93.1
5	95	94.7	95.4	94.9
6	93	95.1	94.2	93.8
All Years	95	95.1	94.4	94.9
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)	4
Classroom Teacher(s)	17.37
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	1
School Administration and Support Staff	3.48

*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	444,798
Revenue	4,398,978
Appropriation	3,939,687
Sale of Goods and Services	137,869
Grants and contributions	316,753
Investment income	4,594
Other revenue	75
Expenses	-4,346,682
Employee related	-3,724,887
Operating expenses	-621,795
Surplus / deficit for the year	52,296

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	149,481
Equity Total	150,412
Equity - Aboriginal	12,302
Equity - Socio-economic	18,171
Equity - Language	7,282
Equity - Disability	112,657
Base Total	3,214,433
Base - Per Capita	108,403
Base - Location	0
Base - Other	3,106,030
Other Total	232,658
Grand Total	3,746,984

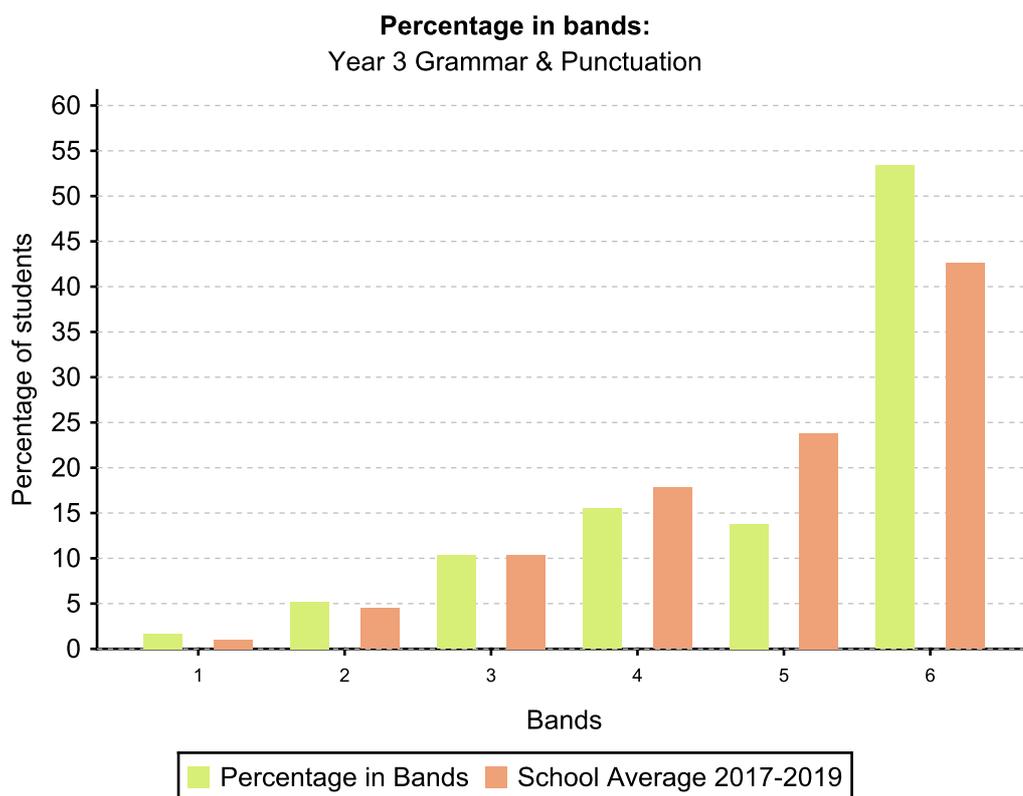
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

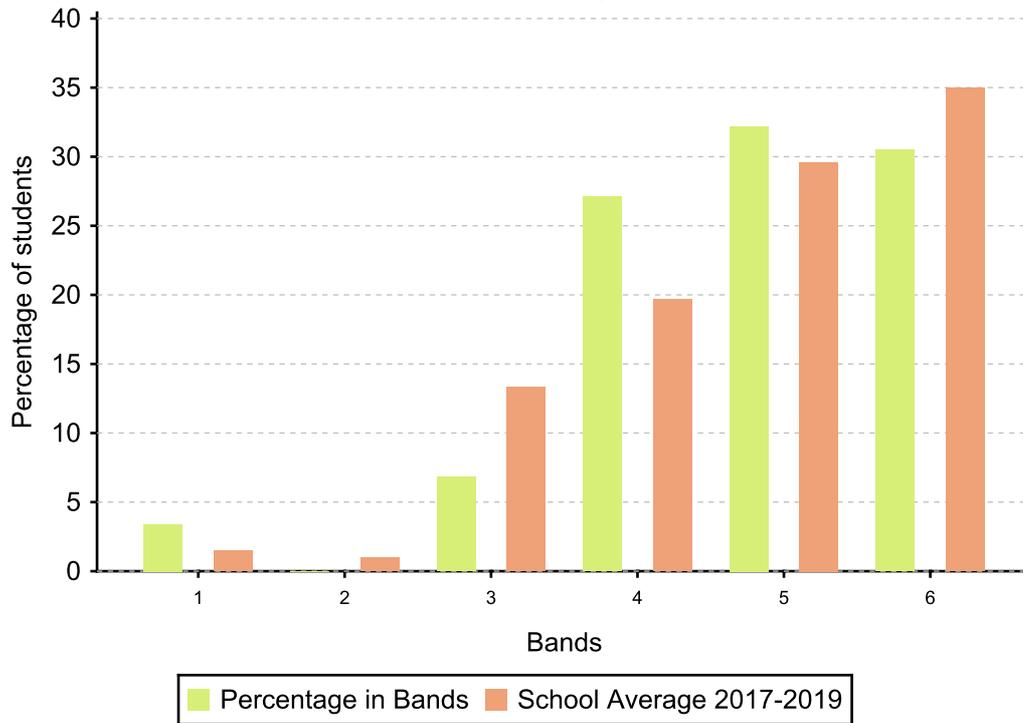
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison 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



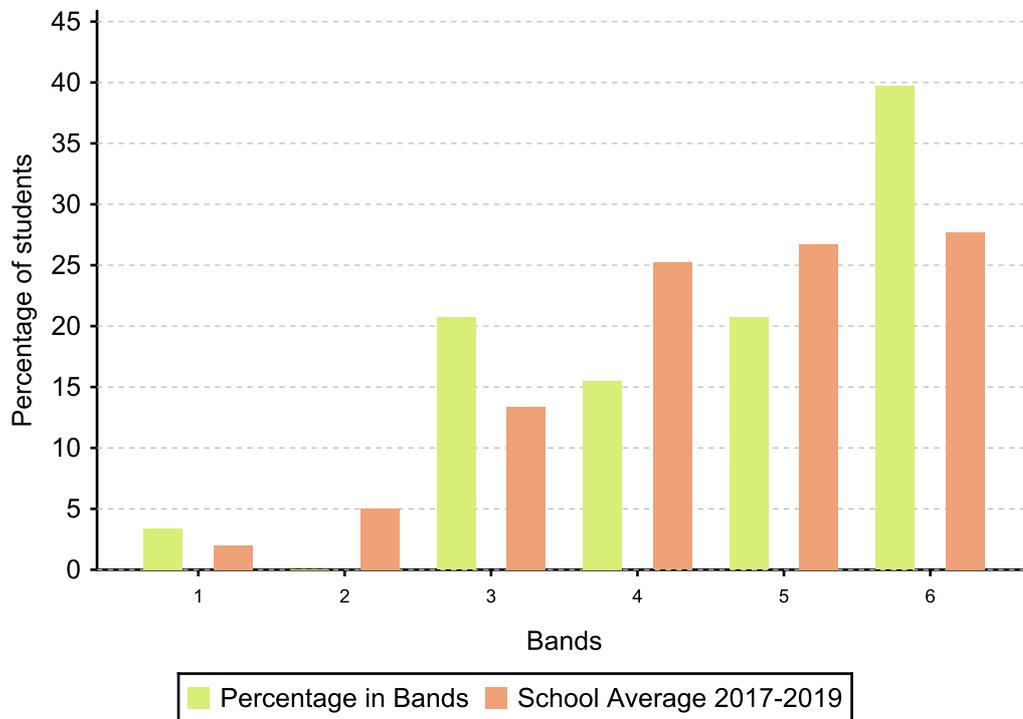
Band	1	2	3	4	5	6
Percentage of students	1.7	5.2	10.3	15.5	13.8	53.4
School avg 2017-2019	1	4.5	10.4	17.8	23.8	42.6

**Percentage in bands:
Year 3 Reading**



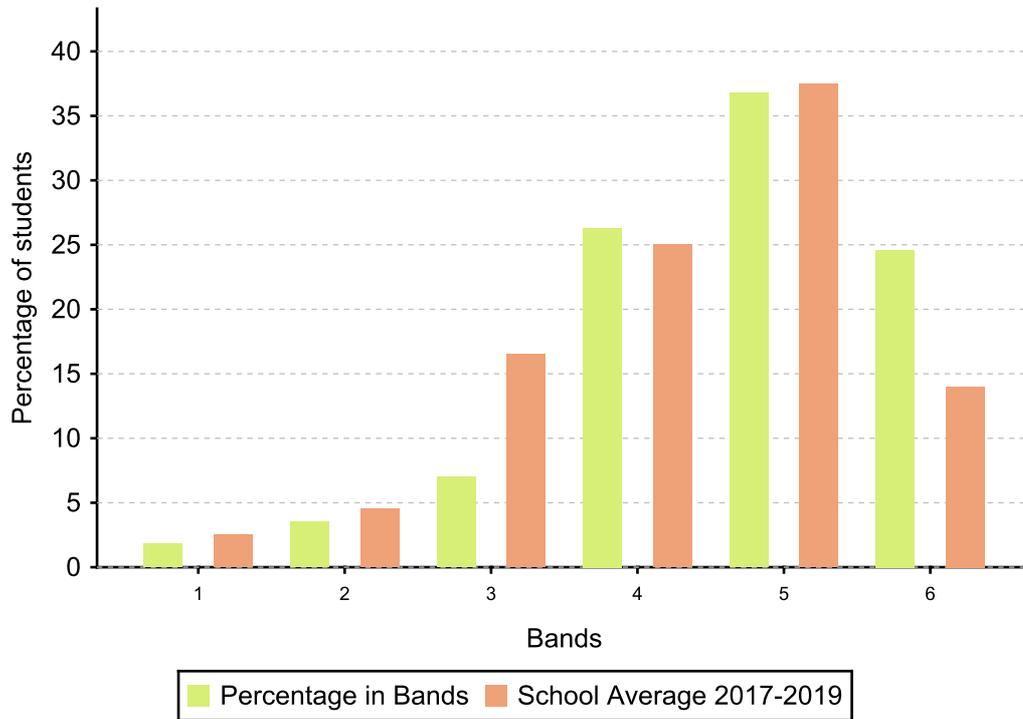
Band	1	2	3	4	5	6
Percentage of students	3.4	0.0	6.8	27.1	32.2	30.5
School avg 2017-2019	1.5	1	13.3	19.7	29.6	35

**Percentage in bands:
Year 3 Spelling**



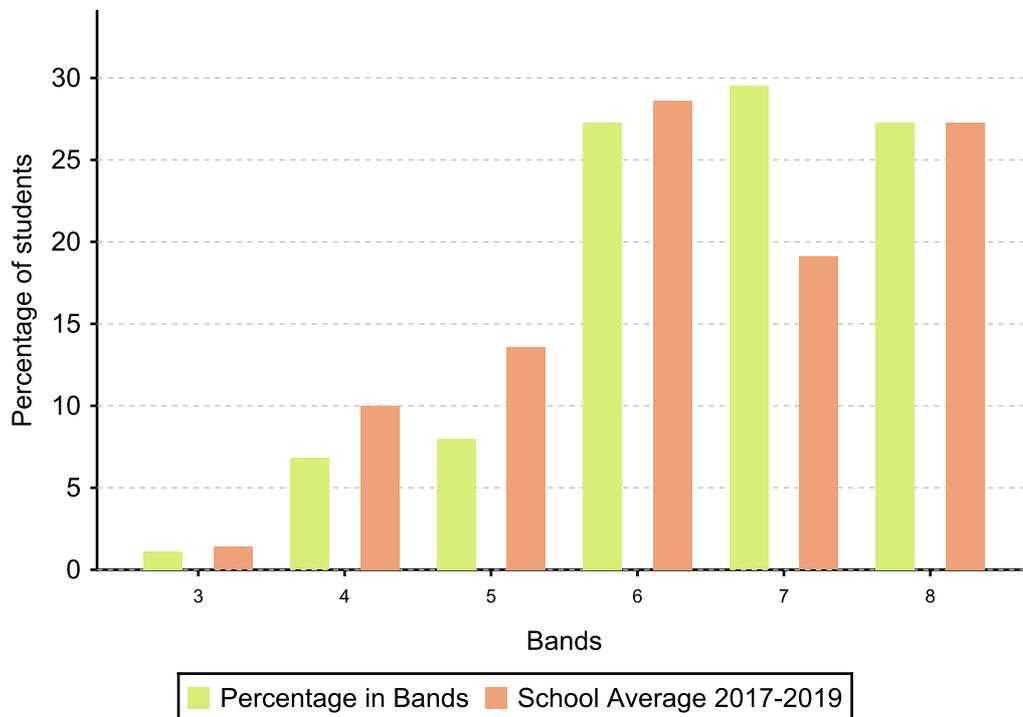
Band	1	2	3	4	5	6
Percentage of students	3.4	0.0	20.7	15.5	20.7	39.7
School avg 2017-2019	2	5	13.4	25.2	26.7	27.7

Percentage in bands:
Year 3 Writing



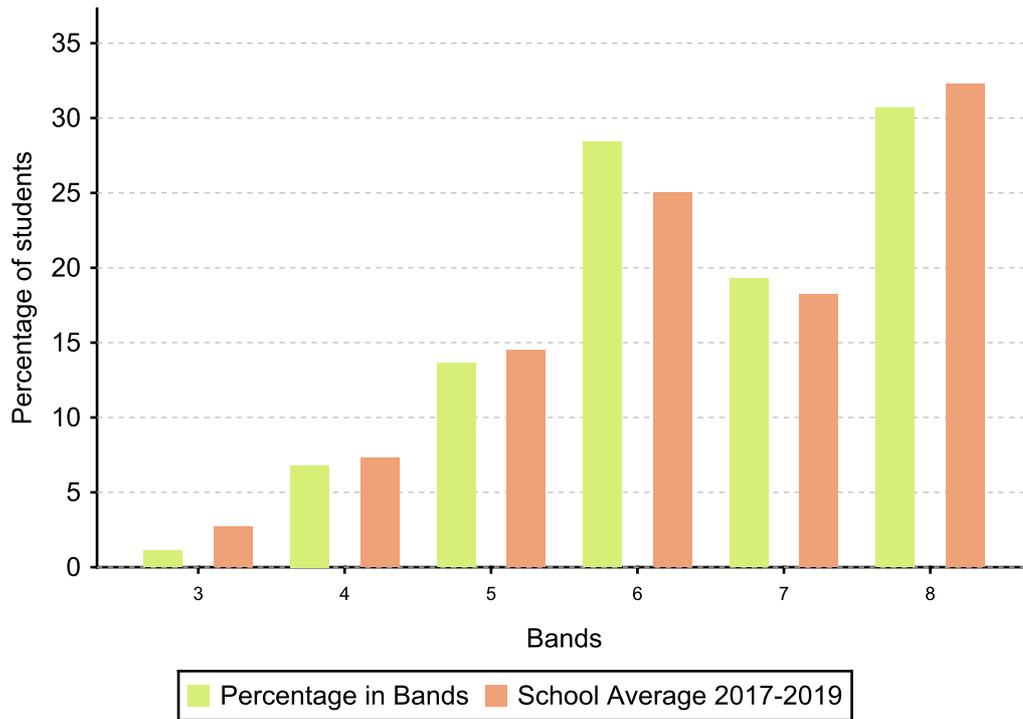
Band	1	2	3	4	5	6
Percentage of students	1.8	3.5	7.0	26.3	36.8	24.6
School avg 2017-2019	2.5	4.5	16.5	25	37.5	14

Percentage in bands:
Year 5 Grammar & Punctuation



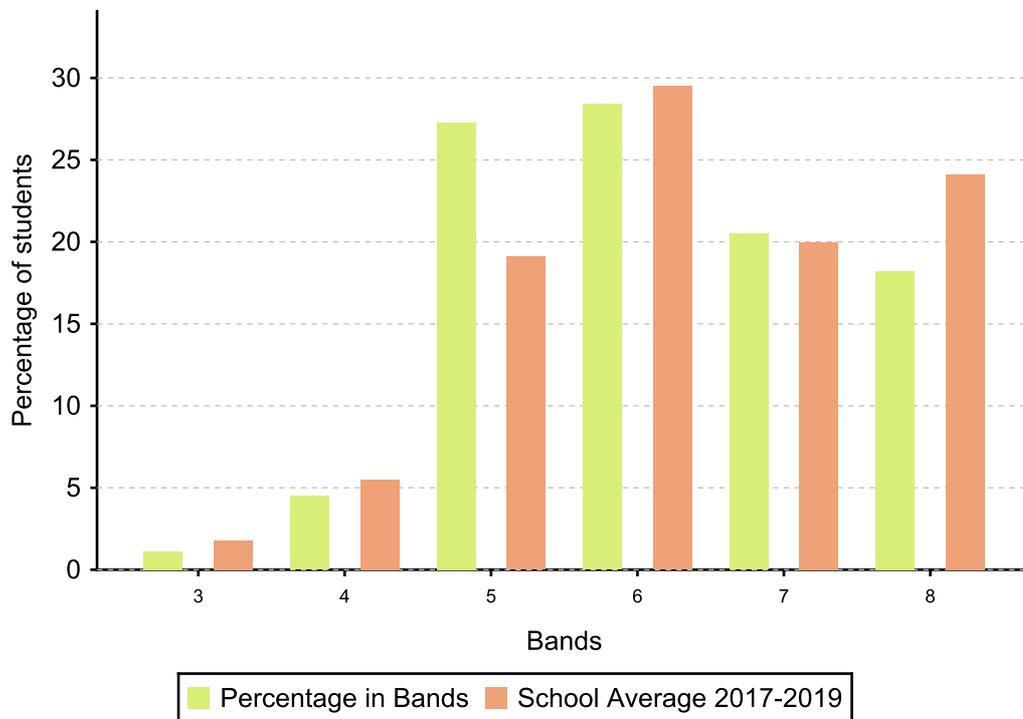
Band	3	4	5	6	7	8
Percentage of students	1.1	6.8	8.0	27.3	29.5	27.3
School avg 2017-2019	1.4	10	13.6	28.6	19.1	27.3

Percentage in bands:
Year 5 Reading



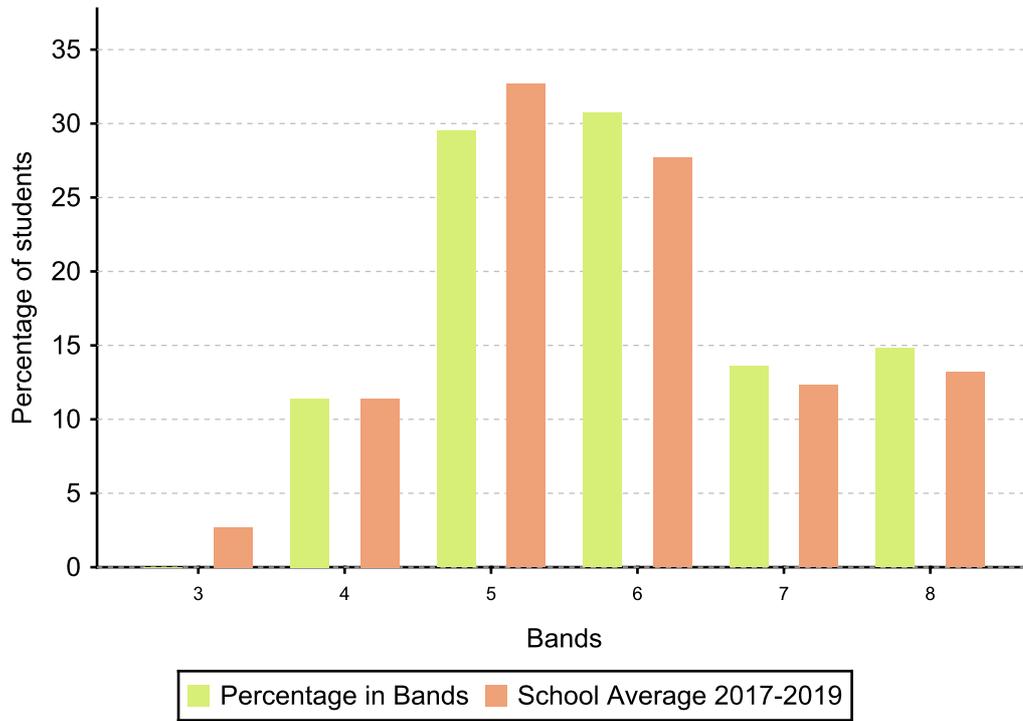
Band	3	4	5	6	7	8
Percentage of students	1.1	6.8	13.6	28.4	19.3	30.7
School avg 2017-2019	2.7	7.3	14.5	25	18.2	32.3

Percentage in bands:
Year 5 Spelling



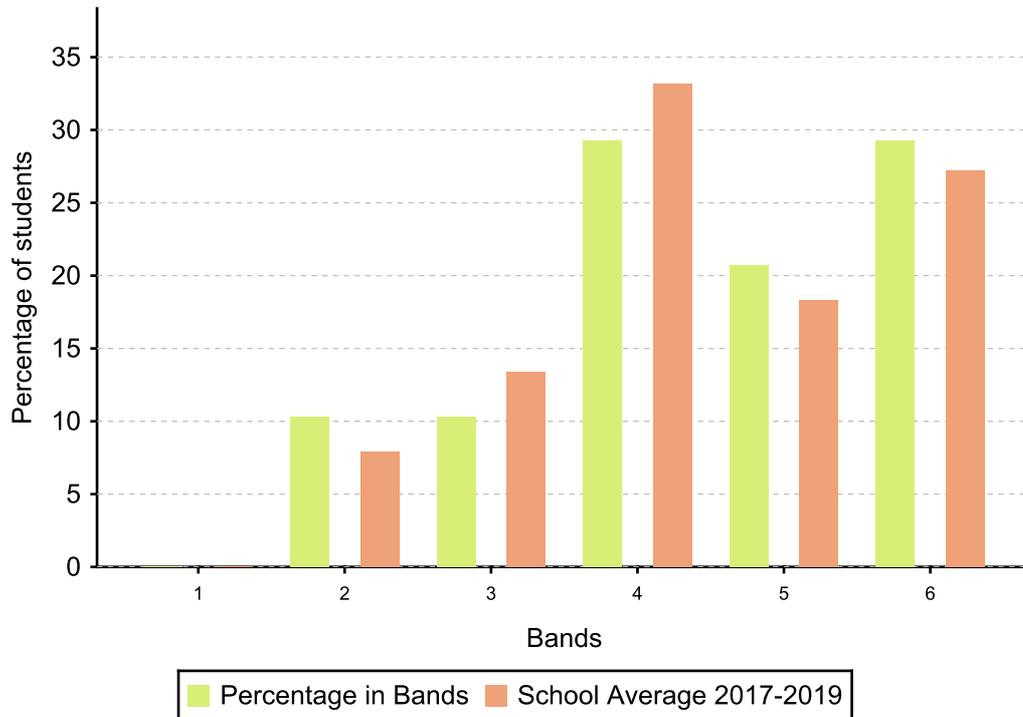
Band	3	4	5	6	7	8
Percentage of students	1.1	4.5	27.3	28.4	20.5	18.2
School avg 2017-2019	1.8	5.5	19.1	29.5	20	24.1

Percentage in bands:
Year 5 Writing



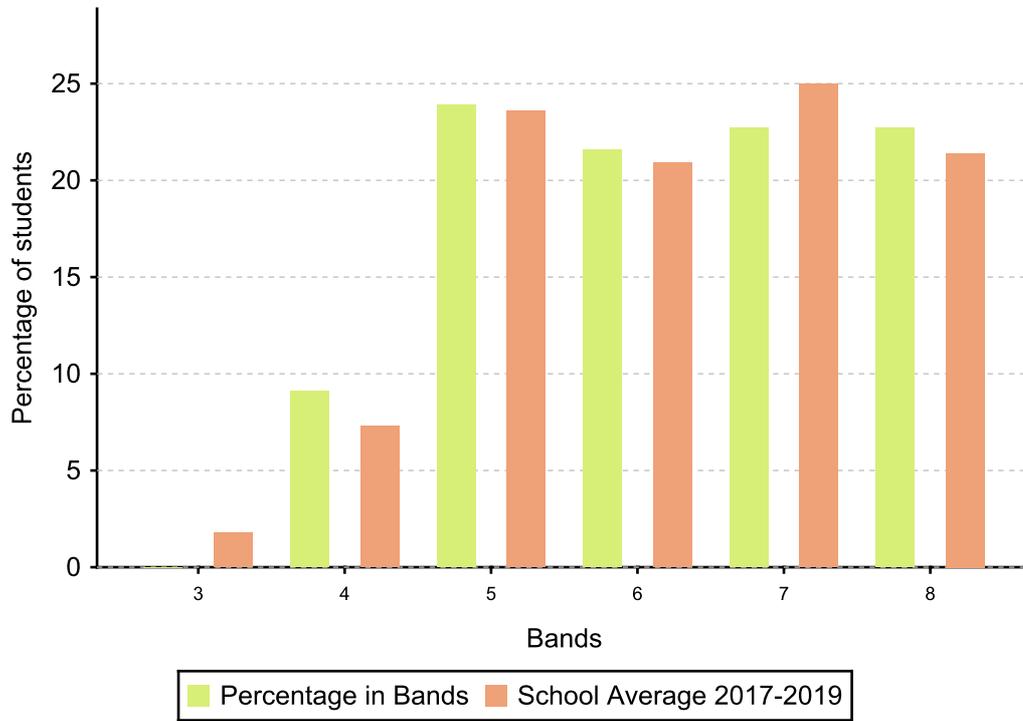
Band	3	4	5	6	7	8
Percentage of students	0.0	11.4	29.5	30.7	13.6	14.8
School avg 2017-2019	2.7	11.4	32.7	27.7	12.3	13.2

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	0.0	10.3	10.3	29.3	20.7	29.3
School avg 2017-2019	0	7.9	13.4	33.2	18.3	27.2

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	0.0	9.1	23.9	21.6	22.7	22.7
School avg 2017-2019	1.8	7.3	23.6	20.9	25	21.4

Parent/caregiver, student, teacher satisfaction

A renewal of the school's focus to incorporate the Early Years Learning Framework in to the Kindergarten area and a research based to wellbeing and play strategies has had significant impact on the satisfaction of students. A significant decrease in the number of negative behaviour incidents is directly attributed to this. The implementation of initiatives including Go2 for students ensures that all students are connected to their school and have the capabilities to academically succeed. Research based best practice teaching and learning practices continues to drive an increased level of community satisfaction measured through Tell Them from Me surveys and regular school procedures to garner community feedback. Teaching staff report a feeling of wellbeing and satisfaction in the workplace and this is represented through the People Matter survey in which our organisation outscores the state Public Service on all metrics.

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.