

Lapstone Public School

2019 Annual Report



4424

Introduction

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

Lapstone Public School

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School background

School vision statement

To promote respectful, future focussed and creative citizens who have the capacity and adaptability they require for success and the confidence they need to manage their own learning and growth.

School context

Lapstone Public School is an innovative, well-supported school situated in the lower Blue Mountains. We are committed to developing student potential and providing an education that is balanced, challenging, rewarding and enjoyable.

The school provides outstanding opportunities for the development of creative and performing arts and is a leader in sustainable environmental practices.

Through commitment and professionalism our teachers create an inviting learning environment, which promotes respect, responsibility, safety and learning. We strive to provide support and encouragement for all in an inclusive system.

Learning is structured to cater for a wide range of abilities and learning styles and our academic performance levels are well above the state mean in all areas. The curriculum is supplemented by learning support programs, enrichment projects, language classes and a comprehensive technology program.

Lapstone Public School also offers a variety of fitness and sporting programs as well as a positive student welfare program enabling all students. Our experienced and enthusiastic staff are committed to providing the best for their students and the school community.

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>

Strategic Direction 1

Connections and Culture

Purpose

We aim for understanding of and preparedness for the changing world and strive to enable our students to be world class, active, aware and informed citizens, capable of making positive contributions to society with motivation, confidence, resilience and a growth mindset.

Improvement Measures

Improve and increase the profile of Positive Behaviour for Learning processes and practices within the school.

Stakeholders of the school community are represented in community feedback to the school.

Increased connection around student learning between home and school based on 2018 systems.

Progress towards achieving improvement measures

Process 1: Increasing community engagement.

Evaluation	Funds Expended (Resources)
In three years the school had approximately tripled the number of opportunities for parents and the community to become involved in their child's learning journey.	

Process 2: Student wellbeing underpins all programs and contributes to the growth of individuals and collective wellbeing.

Evaluation	Funds Expended (Resources)
<p>Student feedback surveys indicated that over 80% of students found that the Smiling Minds program was either 'helpful' or 'very helpful' in helping them become calmer and more focused at school. A similar amount of staff also validated this finding.</p> <p>The updated behaviour and wellbeing policies improved and increased the profile of Positive Behaviour for Learning processes and practices within the school. This saw the development of an increasingly effective approach to implementing Positive Behaviour for Learning practices, resulting in a reduced number of afternoon behaviour referrals compared to the previous twelve months.</p> <p>The whole of school and personalised attendance approaches improved average regular attendance rates for all students, including those at risk.</p>	<p>Two staff members attended professional learning in the 'Smiling Minds' mindfulness program, before all staff were funded to complete 6 hours of TPL (a mix of face to face and online).</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$1000.00)

Process 3: The community knows what we do and why we do it.

1. Continuation and growth of the Aboriginal Torres Strait Islander education and appreciation.
2. Teacher led parent information sessions. Cafe; Connect and orientation procedures.
3. Community feedback.
4. Connecting learning between home and the school

Evaluation	Funds Expended (Resources)
The cumulative impact of these systems was an increased connection around student learning between home and school based on 2018 systems. This is evidenced by a 40% increase in the number of positive parent & community interactions with the school's social media platform over a similar six month period in late 2019, compared to late 2017.	<p>Purchase of Skoolbag app subscription</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Quality Teaching, Successful

Progress towards achieving improvement measures

The cumulative impact of these systems was an increased connection around student learning between home and school based on 2018 systems. This is evidenced by a 40% increase in the number of positive parent & community interactions with the school's social media platform over a similar six month period in late 2019, compared to late 2017.

Students (QTSS) (\$780.00)

Strategic Direction 2

Quality Teaching and Leadership

Purpose

Teachers and leaders build a strong culture that has a growth mindset, collective efficacy and moral purpose.

All teachers and leaders will be provided with opportunities to actively engage in differentiated professional learning to enable the delivery of a flexible, evidence-based curriculum focused on maintaining high expectations of improving student learning outcomes. Leadership capacity will be built through a culture of collaboration and empowerment toward leadership sustainability.

Improvement Measures

100% of students are able to articulate their learning goals in literacy and numeracy.

100% of staff embed quality consistent assessment practices which inform and result in differentiated classroom practices.

Professional Development Plans

100% of teachers engage in Teacher Professional Learning that meets their point of need.

Progress towards achieving improvement measures

Process 1: Instructional Collaboration:

Teachers will be engaged in focussed collaborative work within and across schools. Teachers will participate in:

Mentoring

Professional Learning Community–Lower Mountains Learning Community.

Evaluation	Funds Expended (Resources)
All staff engaged in mentoring/PDP support with an Instructional Leader to meet their point of need and develop their teaching practice and data skills. The ILs also supported all teachers in developing collaborative systems and practices with their teams.	Additional Classroom Teacher (0.8 FTE) to release Assistant Principals to facilitate Instructional Leader program.
All staff participated in the Mindfulness professional learning evening.	Cost of hosting Speaker for Lower Mountains Learning Community
All staff developed their skills through collaborative professional learning in digital technologies.	Digital Technology SDD (Leonay PS) for all staff
	Funding Sources: <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$87506.86)• Quality Teaching, Successful Students (QTSS) (\$1900.00)

Process 2: Student learning outcomes are improved and regularly monitored through practices which will include:

1. Effective Classroom Practice.– Explicit teaching
2. Quality Assessment.
3. Data skills and use. Including Learning Progressions

Evaluation	Funds Expended (Resources)
These meetings built teacher capacity to respond to data by implementing pedagogical practices that were informed by research evidence. By	Additional Classroom Teacher (0.8 FTE) to release Assistant Principals to

Progress towards achieving improvement measures

supporting teachers individually, ILs were able to build teacher's capacities to foster a universal approach in implementing effective classroom practices, quality assessment informed by effective data skills and use..

With the IL support, 100% of staff were able to embed quality and consistent assessment practices which informed and resulted in differentiated classroom practices.

After the IL program, 100% of students are able to articulate their learning goals in literacy and numeracy.

facilitate Instructional Leader program.

Funding Sources:

- Quality Teaching, Successful Students (QTSS) (\$87506.86)

Strategic Direction 3

Future Focused Learning

Purpose

We are looking to further develop future focussed learning to extend every child and promote enrichment for all students.

We believe in growing the capacity of our staff to create and deliver programs that develop intrinsically-motivated students who employ lateral thinking skills to solve problems. Our students will be encouraged to ask questions and supported to seek answers whilst engaging with technology in a meaningful way.

Improvement Measures

Increased opportunities, based on 2018 data, for students to participate in problem based learning activities to encourage critical and creative thinking.

100% of students are tracked through the general capability continuum which is then communicated to parents.

A range of strategies exist to identify, differentiate and support students to reach their full potential in and outside the classroom.

Progress towards achieving improvement measures

Process 1: Technology Influenced Pedagogy

Teachers and Leaders will draw on the General Capability Framework and training in coding and digital fluencies to authentically embed technology into programs and track student progress.

Evaluation	Funds Expended (Resources)
Significant progress has been made towards authentically embedding technology into programs. All staff developed their skills through collaborative professional learning in digital technologies. The number of devices available to students in the school has doubled. A future direction would be to embed technology into the quality numeracy block across all K-6 classes in 2020.	Digital Technology SDD (Leonay PS) for all staff Google TPL for all staff 70 Chromebooks and 2x charge-carts Funding Sources: <ul style="list-style-type: none">Quality Teaching, Successful Students (QTSS) (\$36400.00)

Process 2: Challenge-Based Learning

Training in enrichment processes will support teachers to lead innovative and investigative learning that will empower teachers to identify, differentiate and engage all learners.

Evaluation	Funds Expended (Resources)
The project saw the school receive a very high level of community engagement and support, evidenced through positive social media, email and face to face feedback. This supported a growing culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement. Over the three phases of the school's strategic plan, community feedback has indicated that the school has been increasingly recognised as excellent and responsive by its community, because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school.	Digital Technology SDD (Leonay PS) for all staff Google TPL for all staff

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Whole school program delivered by– Muru Mittaggar</p> <p>A casual teacher employed to enable IEP ATSI</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$3 825.00) 	<p>100% of aboriginal students and families worked together to create personalised learning plans through goal setting interviews.</p> <p>Teacher capacity improved through professional learning.</p> <p>Appreciation of aboriginal culture fostered across the school.</p>
English language proficiency	<p>SLSO time.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • English language proficiency (\$5 866.00) 	<p>SLSO teacher support time was used to support students in their learning.</p>
Low level adjustment for disability	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$18 613.00) 	<p>SLSO staff supported students at their point of need. This ensured students were able to access the curriculum, connect and thrive. Students were supported as per the I.E.P in the classroom and on the playground as needed.</p>
Quality Teaching, Successful Students (QTSS)	<p>Teacher contracted two days per week.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$43 220.00) 	<p>A consistent pedagogy across the school for the assessing and teaching of reading and writing was achieved. Improved data collection and data driven practice has been achieved. Learning sprints are now embedded across the school. Pre testing, explicit teaching and summative assessment is yielding strong progress for students towards identified goals.</p>
Socio–economic background	<p>SLSO time purchased to facilitate implementation of reading programs.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio–economic background (\$4 707.00) 	<p>Programs for selected students implemented with a high level of support. Students achieved learning outcomes in reading.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	123	114	116	121
Girls	131	137	127	125

Student attendance profile

School				
Year	2016	2017	2018	2019
K	96.9	97	95.5	96
1	93.7	96.9	94.7	93.4
2	95.9	94.6	95.6	95
3	96.6	96.3	94.5	93.3
4	93.8	96.4	95.6	93.6
5	95	95.3	94.9	95.6
6	93.4	96	95.4	93.6
All Years	95.4	96.1	95.2	94.2
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

Student attendance is highly supported by the school community at Lapstone Public School. Non attendance is dealt with promptly by administration and teaching staff. Support from a home school liaison officer is employed as necessary.

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)	8.23
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.6
School Administration and Support Staff	2.42

*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.

Lapstone Public School strongly supports teacher quality through strategically planned, rigorous and evidence based professional learning which is aligned to the School Plan and Professional Development Plans. Teacher professional learning is differentiated to teacher needs. Further to this whole school Teacher Professional Learning is planned to meet compliance needs such as CPR and anaphylaxis. In 2019 the school formalised an Instructional Leadership capacity that was aligned to the school plan and developed teacher professional learning in data-informed and evidence-based practices to support students at Lapstone. This was supported by the school's leadership team engaging in the Leadership Development Initiative.

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	176,443
Revenue	2,430,824
Appropriation	2,187,975
Sale of Goods and Services	7,917
Grants and contributions	233,167
Investment income	1,764
Expenses	-2,413,317
Employee related	-2,036,610
Operating expenses	-376,707
Surplus / deficit for the year	17,507

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.

The financial management of the school is based on participative decision making. Budget decisions are made by the Principal in consultation with the staff and the Parents and Citizens Association. Funds have been used to increase student access to technology and upgrade playground facilities.

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	143,485
Equity Total	86,369
Equity - Aboriginal	3,825
Equity - Socio-economic	4,707
Equity - Language	5,866
Equity - Disability	71,971
Base Total	1,871,730
Base - Per Capita	57,017
Base - Location	0
Base - Other	1,814,713
Other Total	101,391
Grand Total	2,202,976

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.

NAPLAN Online

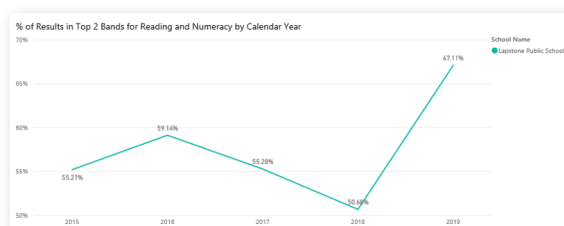
The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

Literacy

Lapstone Public School's 2019 NAPLAN data shows a significant improvement in student achievement, as the Focus on Reading Professional Learning was implemented with support from the school's Instructional Leadership program. For the first time, Year 3 students achieved in Bands 7, 8 & 9 for Reading and Grammar & Punctuation. Similarly, 2019 saw Year 5 students achieve in Band 9 for the first time across all areas of Literacy, while also achieving at Band 10 for Spelling and Grammar & Punctuation. for the first time. These results saw the school recognised as one of the highest achieving schools in the state for reading achievement and student growth compared to similar schools.

Numeracy

Student results reflected an improvement in Numeracy in 2019. 12% of Year 3 students achieved in Bands 7 & 8 for the first time, while recording 0% of students in the lowest band (also for the first time). Year 5 students halved the number of Year 5 students in the lowest achievement band (13% in Band 5). This resulted in 50% of students achieving in band 6, while 37% of students achieved in the top two bands.



Parent/caregiver, student, teacher satisfaction

The 'Tell Them From Me' surveys were conducted in 2019 with parents, teachers and students in Years 4, 5 & 6. The responses identified a number of strengths within the school learning community.

Parent responses showed a similar level of community satisfaction compared to similar schools in NSW. They identified as particular strengths including the school's supportive systems for positive behaviour, and that the school was very inclusive for all students. Improved communication was also recognised as a strength, with the school newsletter, social media platform and the P&C identified as the three most effective methods of communication. This has also been evidenced by a 40% increase in the number of positive parent & community interactions with the school's social media platform over a similar six month period in late 2019, compared to late 2017. The survey responses indicated that these measures had supported an improvement in service delivery and connection with the school community.

Student surveys identified a number of strengths, including a very high level of students who had positive peer relationships and were supported in their learning through an environment that emphasised positive behaviour at school. Students also valued their high level of opportunities to participate in extracurricular activities, which was 20% higher than the state average for both boys and girls.

When surveyed about the Eight Drivers of Student Learning, teachers identified the following strengths currently within the school; leadership, teaching strategies, parent involvement, planned learning opportunities and the school's ability to overcome obstacles to student learning.

The information from all stakeholders has been helpful in starting to plan for the next cycle of the school plan.

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.