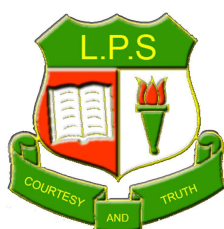


2020 Annual Report

Lambton Public School



2366

Introduction

The Annual Report for 2020 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 word 'unprecedented' was used a lot throughout the world in 2020 to describe the unique and challenging circumstances that people were living through. The Covid-19 pandemic was unlike anything experienced previously in modern life and it dramatically changed life as we knew it. The impact of the pandemic had far reaching implications for our society and schools were not immune from the human, emotional and sometimes devastating cost of this virus. Members of this school community lost loved ones to the virus, some lost their jobs and sources of income, others had work and family arrangements dramatically altered. It took an emotional toll on students, parents, teachers and the community at large. Although quite mercifully, NSW's period of lockdown was relatively short in comparison to other parts of Australia and the world, the pandemic continued to impact upon school operations throughout the 2020 school year. Many initiatives built into our strategic school plan for 2020 were put on hold out of necessity as we adjusted to what became a new 'normal'. Learning from Home was perhaps the most challenging period of the year with parents and teachers doing their best to work in partnership to ensure the students' education could continue as best it could given the circumstances. It was extremely challenging at times for all concerned, but despite the challenges, I feel it brought us closer together. Learning from home brought an increased level of respect for the teaching profession and the staff at Lambton Public School were very appreciative of the many kind and encouraging words and the tokens of gratitude that we received from parents throughout 2020. It was truly a team effort and we sincerely thank our community for their support and the way they respected the guidelines as they changed throughout the year.

Naturally, there were many activities, events and special occasions that were postponed, cancelled or altered during the year as a result of COVID-19 guidelines with the students as the ones who were most impacted by this. However it is a credit to all our students and their teachers that life at school remained positive and uplifting throughout the year. I thank the students for continuing to focus on their learning, bringing a joyous and happy disposition with them to school each day despite the circumstances. I especially thank all Lambton Public School staff for their dedication, commitment and perseverance throughout the year and commend them to the community for a job very well done.

Regardless of what the residual effects of the pandemic will be moving into 2021, I am confident that together we will continue to strive to be the best school community we can be, supporting each other along the way. The future for our school and our students certainly looks bright.

David Holland

Principal

School vision

Students achieving their personal best in a professional, supportive environment is at the heart of what we do at Lambton Public School. 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. 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>

Self-assessment using the School Excellence Framework

Elements	2020 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 % of students in top two NAPLAN bands in Year 3 and 5 for:

- Numeracy from 27.1% (baseline 2017-2018) to 35.6% or above in 2022
- Reading from 43.5% (baseline 2017-2018) to 50.5% or above in 2022

Increase % of students achieving expected growth Yr 3-5 for:

- Numeracy from 62.2% (baseline 2016-2018) to 66.0% or above in 2022
- Reading from 62.6% (baseline 2016-2018) to 66.8% or above in 2022

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

Overall summary of progress

Although there were a number of challenges to overcome during the 2020 school year, a strong focus on continuing to improve the quality of teaching through implementation of evidence-based practices was maintained throughout the year. Professional learning and resources were dedicated to improving explicit teaching practices especially to deliver the spelling mastery program with a number of staff starting to implement daily reviews in maths as well. Progress in maths was slowed significantly due to the COVID-19 pandemic as the school had engaged a consultant to support the professional learning of staff who was based in Queensland and who could not travel outside the state between March and November. Although some support was possible online via Zoom, this work will carry over into the next strategic plan. Coaching and mentoring processes were strengthened, however, through instructional leader support with all class teachers recording their lessons using Swivl technology, reflecting on their lesson delivery and setting goals for personal improvement. The quality of lesson delivery improved considerably as a result of this initiative. The school made small steps towards improved data-informed practice with teachers specifically recording and monitoring student progress in reading and spelling. In Term 4, professional learning was delivered by the Teacher Quality and Impact team in relation to the literacy progressions with teachers beginning to record student achievement in targeted areas of reading using PLAN2 software. This work will be ongoing and a key strategic focus for all teachers in the 2021-24 school plan.

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>Because of the Covid-19 pandemic, there was no NAPLAN assessments completed in 2020 therefore measuring progress specifically against the improvement measures was not possible. The school did however participate in the Check-In Assessment initiative with students in Years 3 and 5 completing these online assessments. This is the closest comparable data from which to measure progress. From this data, the results were quite encouraging especially in Year 3. Using this data in 2020, the percentage of students achieving in the top 2 bands for reading and numeracy is as follows: Year 3 reading - 62.1%, Year 3 numeracy - 66.7%, Year 5 reading - 36.5% and Year 5 numeracy - 25%. Being the first time that the Check-In Assessment has been available, there is no growth data to report on.</p> <p>In relation to the percentage of students achieving at grade expectations or higher, end of year student report data shows that the percentage of students achieving at or above grade expectation in English increased from 75.1% (2019) to 76.2%. In Maths the percentage increased from 76.6% (2019) to</p>	<p>Professional learning - \$16,691</p> <p>Collaborative planning - \$12,697</p> <p>Teaching resources - \$11,448</p>

Progress towards achieving improvement measures

79.3%. Notably there was a decrease in percentage of students achieving at grade level in the other KLAs from 91.7% to 85.5% which was attributed to improved assessment and reporting practices and more consistent teacher judgement.

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>Throughout 2020, the support provided to teachers through this model of coaching and mentoring continued to be highly valuable in improving the quality of teaching practice. The instructional leader, supported by the CogLearn consultant, continued to guide and mentor staff in the delivery of the spelling mastery program, explicit teaching pedagogy and improving the quality of reading instruction. The impact of this initiative has been significant in relation to improving evidence-based practice in each classroom. In the next school plan, the focus will shift to explicit teaching practices, but the model of coaching and mentoring established in this plan is considered to be a vital element in supporting progress in the next one.</p> <p>Internal reading data has been tracked and monitored annually within the 2018-2020 school planning cycle. In 2020, 72.5% of students achieved the grade-based benchmark reading levels. This is 2.9% lower than the achievement reported in 2019, however it must be noted that at the end of 2019, the school raised the expectations for each grade, setting higher levels of achievement as the benchmark. If the data is adjusted to factor in these higher expectations, the overall school growth from the end of 2019 is equal to 5.7% increasing from 66.6% (adjusted) to 72.3% by the year's end representing continued positive whole-school growth.</p> <p>Because spelling mastery was only first implemented at Lambton in 2020, there is no baseline data upon which to report the students' growth in Spelling. However, by the end of the 2020 school year, 77.1% of students met the program's benchmark of achievement represented by one level's progress for the year, while another 10.9% of students made growth of two levels. Overall, 88% of students progressed in line with the program's benchmarks highlighting it's effectiveness.</p>	<p>Instructional leader - \$143,321</p> <p>CogLearn consultancy - \$7,200</p>

Next Steps

Next steps that are relevant for the 2021-24 strategic improvement plan include:

- Continue to implement and monitor the spelling mastery program across the school
- Maintain the instructional leader role, but shift the focus of support to explicit teaching and data-driven practice
- Develop data-driven practices and personalised learning to support student growth and development.

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

Increase the proportion of students reporting a positive wellbeing (sense of belonging, expectations for success and advocacy) at school from 84.3% (baseline 2018) to 88.8% or above in 2022.

Increase % of students attending school 90% or more of the time from 79.4% (baseline Sem 1, 2018) to 84.7% or above in 2022.

The implementation of a social and emotional program leads to a shift from delivering to sustaining and growing in relation to the School Excellence Framework theme caring for students.

Overall summary of progress

2020 became a year to firstly embed, modify and improve a number of the wellbeing initiatives that were introduced in 2019 and then to extend this work to focus more on learning support initiatives. Elements that were embedded included the use of updated behaviour management systems, rewards initiatives to encourage and acknowledge student achievement and planning room procedures and practices. Additions to the wellbeing procedures were made in relation to updating the anti-bullying procedures and strategies to combat racism. The focus then turned to developing learning support procedures designed to assist teachers in implementing appropriate adjustments and accommodations for students needing additional support. This work also included streamlining the procedures and communication in relation to the operation of the learning support team. Executive staff dedicated time to investigating initiatives that would improve the school's focus on social and emotional learning. Although a number of options were researched, many with potential benefits, we were unable to reach a decision on the most suitable initiatives moving forward. This will be an important aspect to embed into the 2021-24 strategic improvement plan.

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)
<p>In 2020, time and energy was spent on embedding the updated procedures introduced in 2020 while refinements to practice were made along the way. This work was extended to include updated anti-bullying procedures and the inclusion of strategies to reduce both bullying and racism. In the second half of the year, the focus moved to developing updated learning and support procedures to guide teachers with providing appropriate support to students with additional needs. This included refining the learning support team procedures and methods of communication. As a result, the school now has clearer more reliable procedures for the provision of learning support.</p> <p>In 2020, the use of 'Tell Them From Me' student surveys was re-activated to provide the school with relevant and ongoing data about student wellbeing. In 2020, the proportion of students reporting positive wellbeing was very stable at 84.4% in comparison with the 2018 baseline of 84.3%. Although a number of initiatives have been implemented to improve student wellbeing, this will remain an important and ongoing focus.</p> <p>In relation to the attendance improvement measure, there was a decrease in</p>	<p>Wellbeing procedures - \$462</p> <p>Multi-Lit and Macq-Lit training - \$8,173</p> <p>Learning support resources - \$4,277</p>

Progress towards achieving improvement measures

the percentage of students attending 90% of the time or more from 79.4% (baseline) to 74.7% in 2020. The school's overall attendance rate also decreased from 93.9% in 2019 to 92.9% in 2020. Both of these decreases can be attributed to the Covid-19 pandemic and request to parents by the NSW government to keep children at home when they are sick. Achieving the stated goals for attendance were not possible given the impacts of the pandemic. Improving student attendance will continue to be a clear focus in the next strategic plan.

Process 2: Social and Emotional Learning

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

Evaluation	Funds Expended (Resources)
Throughout 2020, the school executive spent time researching and evaluating the types of social and emotional programs and initiatives that exist in schools to support students' social development. Although a list of potential options were developed, the executive were concerned that there was not enough of a strong evidence-base to make the informed decision required. A number of programs had trial periods that were taken up, allowing time to explore resources and determine suitability. None of these were deemed to adequately meet the needs of the school. Very late in the year, a source of evaluation more suited to our needs was found and the decision to continue this work within the next school plan was made.	Nil

Next Steps

Next steps that are relevant for the 2021-24 strategic improvement plan include:

- Investigation, training and implementation of appropriate initiatives to support the students' social and emotional learning
- Review attendance monitoring practices and develop strategies to improve school attendance
- Develop systems to ensure that all students have a strong sense of belonging and are known, valued and cared for.

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

Parent initiatives lead to a shift from 'delivering' to sustaining and growing in relation to the School Excellence Framework theme community engagement.

Increase the school Tell Them from Me teacher survey mean from 6.6 to 7.6 in the area of Quality Feedback from 7.6 to 8.0 in the area of collaboration.

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

Overall summary of progress

Of all of the areas of the 2018-2020 strategic plan, Strategic Direction 3 was the most impacted by the COVID-19 pandemic in 2020. Because several initiatives contained within this strategic direction involved working directly with and alongside parents, the processes and practices we were aiming to implement or embed were quite difficult to achieve in the way that we had intended. As a result, adjustments were made on the run and several other unplanned activities, which were still related to the overall aim of improving communication and enhancing partnerships, became the focus for this strategic direction for 2020. This included staff training and development in effectively using online platforms such as Google Classroom and Zoom or Microsoft Teams for meetings. Establishing systems of communication to support parents and carers and to check-in with students for the period when students were learning from home, was a necessary shift in focus which was well received by our community. Teachers skills in using a wide variety of digital resources was enhanced significantly throughout 2020 through this. Other areas of focus included: the redevelopment of student reports and the templates that support teachers to write them, collaboration between the visual identity committee and a graphic designer towards rebranding the school, and the involvement of the non-teaching staff in a professional learning pilot program.

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)
<p>The first focus of this initiative in 2020 was related to the work of the visual identity committee who were collaborating with a graphic designer to rebrand the school. The visual identity committee consisted of parents, teachers and non-teaching staff. Although regular meetings had to be put on hold between March and August due to the pandemic, good progress was made in Terms 1 and 4 towards the concept development and redesigning of the school logo and the visual icons associated with our identity. The graphic designer is now well-placed to start work on developing a range of items related to our visual identity including new stationery, letterheads, badges, awards, signage and promotional material.</p> <p>The second area of focus was the development of a revised reporting template designed to give parents more information about their child's progress at school. Teachers collaborated in stages to produce the elements of the new reporting format and parents received the updated report at the end of Semester 2. The next step is to gain further feedback from parents to determine if this updated format has met the identified need.</p>	<p>Graphic designer - \$5,802</p> <p>Stage collaboration - \$8,047</p>

Progress towards achieving improvement measures

Although these projects involved partnership with parents, they were not the project initially intended to assist us with shifting from delivering to sustaining and growing in relation to the School Excellence Framework theme community engagement. As a result, the self-assessment was as still delivering. We will continue to strive towards sustaining and growing for community engagement in the next planning cycle.

Process 2: Collective Efficacy

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

Evaluation	Funds Expended (Resources)
<p>Although it was necessary to adjust the focus of activities in this initiative due to COVID-19, there was great progress in the areas addressed. Teachers undertook a range of professional learning activities this year related to learning at home and using new online learning tools. Staff developed a high level of proficiency using Google Classroom and other features of the Google Suite, Zoom, Wushka and Click View. Many teachers became quite proficient at also preparing and producing short instructional lesson videos for students to complete at home. The nature of the learning from home period was that it allowed for a high level of collaboration amongst teachers and created some opportunities for them to individualise learning for the range of abilities in their classes. After some teething issues in the early stage with helping students access learning online, the feedback from students and parents was overwhelmingly positive. Parents commented that despite the challenges supporting children learning from home this helped them to gather a good indication of their child's progress and abilities. In relation to the third improvement measure, staff indicated that they felt well supported with the unprecedented changes to their practice and benefited significantly through opportunities to collaborate with their peers and develop their technology skills.</p>	Nil

Next Steps

While there will always be a commitment to strengthen partnerships with parents and carers at Lambton Public School and ongoing efforts to enhance the school culture towards excellence, the school leadership team has no plans to extend these initiatives or build them into the next strategic plan.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Instructional leader - \$15,000	<p>A proportion of Aboriginal Equity funds were used in 2020 to help fund the ongoing maintenance of the instructional leader position. The instructional leader was responsible for monitoring the progress of all student's in reading and spelling, including Aboriginal students to ensure teaching and intervention was delivered at the point of need. Across the course of 2020, the percentage of Aboriginal students achieving at or above the school's reading benchmark increased from 32.3% at the end of 2019 to 35.5% at the end of 2020 representing growth of 3.2%. The average growth for Aboriginal students across the school was 4 reading levels. In spelling, 74.2% of Aboriginal students made a years' growth or more through the spelling mastery program.</p> <p>A number of the key initiatives planned for the 2020 school year to support Aboriginal Education were not able to proceed due to the Covid-19 pandemic. These included: staff participation in connecting to country training through the local AECG, the implementation of a potential Aboriginal dance program delivered by outside providers, commissioning of an Aboriginal art mural, a whole-school cultural excursion to Sydney containing a strong emphasis on Aboriginal perspectives and specific activities related to NAIDOC celebrations. Each of these were activities that were not permitted under the Covid-19 guidelines for a significant part of the 2020 school year. Whilst there was still an appropriate focus on Aboriginal perspectives in regular teaching and learning activities across all KLAs, and the celebration of key cultural dates including NAIDOC Week and Reconciliation Week were still prioritised, a portion of funds will be held over for 2021 when restrictions have eased and these initiatives can be implemented more easily.</p>
English language proficiency	English language proficiency - \$23,016	<p>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. Support was provided to students based on identified needs through the use of EALD progressions with progress tracked in a similar way. For a caseload consisting of 25 students, 16 students progressed one level overall along the progressions while the remaining 9 remained stable despite positive gains in particular aspects of English. The internal school reading data showed that there was an increase of 11.2% overall in the percentage of students meeting grade level reading expectations by the end of 2020. In spelling, 88.9% of EALD students made a year's growth through the spelling mastery program.</p>
Low level adjustment for disability	Low level adjustment for	As in previous years, this funding was used to

<p>Low level adjustment for disability</p>	<p>disability (Flexible) - \$51,156</p>	<p>top up the LaST allocation from 0.8FTE to 1.0FTE allowing the school to provide greater opportunity for students with additional needs to have LaST support. In most instances, support was delivered to small intensive groups with an emphasis on phonics and reading development. In other situations the LaST worked side by side with class teachers to design targeted interventions for specific students. Leftover funds from this allocation were used to contribute to the employment of an additional SLSO working alongside class teachers to support students with additional needs in the classroom with additional social support in the playground.</p>
<p>Quality Teaching, Successful Students (QTSS)</p>	<p>Successful Students (QTSS) - \$67,599</p>	<p>QTSS funding was used in conjunction with other school funds to employ an instructional leader 1.0FTE. The instructional leader was employed to support teachers in applying evidence-based practice in the classroom, including explicit teaching, through a model of coaching and mentoring. Included within the role of the instructional leader was responsibility for leading the implementation of the spelling mastery and rockets maths initiatives, completing teacher observations and feedback, delivering professional learning, monitoring and analysing a variety of data sources, building data-driven practice across the school, team teaching classroom teachers and supporting the development of early career teachers. The instructional leader role was critical throughout 2020 in guiding a number of key strategic initiatives and mentoring staff to achieve the school's stated improvement measures. It has been such a successful initiative that the school sees great value in prioritising the maintenance of an instructional leader position in the 2021-24 strategic plan.</p>
<p>Socio-economic background</p>	<p>Additional technology - \$17,753</p> <p>Maths and Reading resources - \$11,448</p> <p>Spelling Mastery - \$13,886</p> <p>Learning Support resources - \$4,277</p>	<p>Socio-economic funds were utilised to implement a diverse range of initiatives and to meet a number of resourcing needs in 2020. A significant portion of these funds were used to upgrade the technology accessible to teachers and students in the classroom. Resources that were purchased included: iPads for classroom teachers, replacement of 4 Smartboards, the purchase of additional maths and reading resources, student workbooks for Spelling Mastery, home reading journals for students and Additional Learning and support resources.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	199	199	193	186
Girls	197	198	189	177

Student attendance profile

School				
Year	2017	2018	2019	2020
K	97.5	95.6	96	93.1
1	95.6	93.8	94.8	93.9
2	95.4	92.2	94.3	93.9
3	97	93.9	93	92.5
4	95.2	95	93.3	91.5
5	95.6	93.2	94.1	92.7
6	95.3	92.9	92.9	92.7
All Years	95.9	93.8	93.9	92.9
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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)	15.85
Literacy and Numeracy Intervention	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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	346,349
Revenue	3,727,397
Appropriation	3,636,889
Sale of Goods and Services	1,762
Grants and contributions	84,539
Investment income	458
Other revenue	3,750
Expenses	-3,648,556
Employee related	-3,312,776
Operating expenses	-335,779
Surplus / deficit for the year	78,841
Closing Balance	425,190

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.

While there were many strategic initiatives and planned activities still able to proceed throughout 2020 despite the impact of the COVID-19 pandemic, it must be noted that there were a number of activities and events which were to be supported by specific budget allocations that were unable to proceed. This was particularly evident in relation to specific Aboriginal education initiatives, professional learning activities and the ongoing employment of an interstate consultant to support the development of explicit teaching practice. As a result, the school held a surplus for 2020 that was not planned and had a closing balance higher than what the year opened with. Utilising these funds effectively to improve student outcomes will be factored in to the 2021-24 strategic improvement plan with a plan to expend them across the next four years.

Financial summary - Equity loadings

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

	2020 Approved SBA (\$)
Targeted Total	137,795
Equity Total	239,363
Equity - Aboriginal	31,744
Equity - Socio-economic	45,940
Equity - Language	23,016
Equity - Disability	138,663
Base Total	2,674,528
Base - Per Capita	91,873
Base - Location	0
Base - Other	2,582,655
Other Total	405,799
Grand Total	3,457,485

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

In 2020, the views and opinions from students, teachers and parents were captured as part of the consultation process in developing the new strategic improvement plan 2021-24. The views of students and teachers were captured face to face through a series of focus groups, the feedback from these focus groups was then consolidated into an executive summary for each. Parent surveys were conducted using an online survey tool which collated results for further examination. A summary of the findings are as follows:

Students

Students participated in focus groups and were asked 7 questions designed by the executive team to inform the development of the strategic improvement plan. Groups consisted of 6 students each, who were randomly selected from class rolls. Each class was represented by a minimum of 3 students, ensuring there was an equitable representation of the Lambton Public School student body. The questions were related to how students can succeed, improve and be challenged at school, school values and authentic connections with staff. To summarise the findings, the students indicated that being encouraged, challenged and supported to feel safe, along with having sufficient time to think about and practise new skills are all things that help them to succeed at school. The improvements that students suggested would help them progress with their learning was having more detailed explanations and exemplars, greater differentiation and challenge, more hands-on learning experiences and more opportunities to work with the teacher. The students demonstrated a solid understanding of school values and expectations and the things that mattered most to them were having a positive mind-set, inclusion of each other and living up to our environmental responsibility. Overall the focus groups indicated that they felt positively challenged (although they still would like more) and were mostly supported by teachers in the classroom. In general, students could comfortably identify a teacher that they could turn to or talk with if they needed support. The qualities in teachers that they valued the most were being caring and understanding, supportive, helpful and encouraging. Finally, when the students were asked how did they know they were doing well at school, they indicated teachers giving feedback (although they would like more specific feedback than was sometimes given) as well as the extrinsic rewards like gotchas, merit awards and teacher praise. The information gathered through this student feedback will be used to inform decision about future student wellbeing initiatives.

Teachers

There were two methods through which teacher feedback was obtained in 2020, an online survey delivered through the Leading Evaluation, Evidence and Data project (LEED) and a series of focus groups led by executive team members. In both instances, information was sought about school practices, teaching pedagogy and learning initiatives currently in place. Through the online survey, teacher's breadth of understanding in relation to the eight themes of 'What Works Best' was determined through self-reported data. Overall, the areas where teachers indicated that they had the strongest knowledge base were in relation to high expectations and classroom management'. The areas that were highlighted as potential areas for further training and development were effective feedback, collaboration and assessment. Within the report from this survey, each theme was broken down into individual items related to each theme. These were also helpful in obtaining areas of perceived strength and areas for further development. The individual areas that were strongest were planning and providing extension, knowing all students and proactive relationship strategies. Areas for potential development with lower scores were feedback on my teaching, data to change teaching and opportunities to regularly observe lessons. From the improvement and innovation dataset within this same survey, time to collaborate with colleagues, time to reflect on new professional learning and knowing their individual impact upon learning were strong themes for development.

From the focus groups, teachers indicated that collaborative planning days were highly beneficial for planning and improving teaching and learning as was the coaching and mentoring provided by the instructional leader. They also indicated that recently purchased resources to support teaching in English, Maths and PDHPE were very helpful and much needed. Collaboration with colleagues was, on a variety of levels, the most valued initiative identified by teachers. There were numerous areas identified for further development including: greater consistency with school systems like assessment and programming, more opportunities for consistent teacher judgement activities, facilitation of time to observe colleagues, finding more efficient ways to do things so that there is more time focussed on teaching and the acquiring of more resources in the area of technology.

Parents

Parents were surveyed using an online survey tool about the school's vision statement, our beliefs, values and the culture of Lambton Public School and feedback was sought about the proposed initiatives that would drive school improvement over the next four years. The survey was open to all school families across a 2 week period. There were 48 individual responses received which provided enough feedback to get a sense of parents' views. In relation to the proposed vision statement, the vast majority of parents indicated that the draft captured what they want for their children as they attend our school. There were individual comments that had a strong theme around the importance of inclusion and ensuring a balanced approach to students needs such that we do not overlook their social and emotional needs while focussed upon academic development. When asked to offer words and phrases that describe the culture at

Lambton Public School, once again the word inclusive was prominent in parent responses as was respectful, supportive, friendly, caring and striving for personal best. In the third question, parents were asked to rank 8 potential initiatives in order from the most important to them to the least important. The results were as follows, provided through a scaled score in descending order:

1. Improve all students performance in literacy and numeracy - 5.90
2. Prioritise teaching methods that have a strong evidence-base - 5.52
3. Deliver initiatives that promote student wellbeing - 4.94
4. Utilise explicit teaching methods - 4.75
5. Strengthen the way that individual progress data informs future lessons - 4.69
6. Enhance teachers' skills through targeted training and development - 4.19
7. The school to communicate high expectations for all students to improve - 3.79
8. Improve student attendance - 2.21

The final question in the parent survey was open-ended and asked were there any other initiatives that parents would like to see prioritised in the next strategic improvement plan. The responses were quite varied but there were some themes identified including: access to more technology, improvement to school facilities, a focus on individual students needs, improved communication about student progress and maintaining a strong focus on literacy and numeracy development.

Each of these sources of feedback were used through the consultation process to develop, refine and improve the 2021-24 strategic 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.