

2020 Annual Report

New Lambton South Public School



3798

Introduction

The Annual Report for 2020 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.

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School vision

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 professional 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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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.

Overall summary of progress

Due to COVID-19 Students were unable to undertake standardised NAPLAN assessments. As such there is no data available to report against for the 2020 school year.

The school is Unable to report on growth due to COVID -19

100% of teachers showed measurable growth against a School Based Observation Tool in Mathematics. The development and implication of a similar tool in English was hampered by the impacts of COVID-19.. This will be reflected in the 2021-24 school plan.

The school is unable to report on the growth of Aboriginal students due to the impacts of COVID-19.

Progress towards achieving improvement measures

Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
<p>Students will attain the following school targets</p> <p>Numeracy, between 66.4% and 71.4% of students will achieve expected growth in numeracy between years 3-5</p> <p>Literacy, between 66.4% and 71.4% of students will achieve expected growth in numeracy between years 3-5</p> <p>Numeracy, between 52.1% and 57.1% of students will attain the top 2 bands in NAPLAN across years 3 and 5</p> <p>Reading, between 64.5% and 69.5% of students will attain the top 2 bands in NAPLAN across years 3 and 5</p>	<p>EMPLOYMENT OF INSTRUCTIONAL LEADER</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$80000.00)

Process 2: Development of ongoing collaborative professional learning communities.

Evaluation	Funds Expended (Resources)
<p>100% of teaching staff engaged in Professional Learning Communities with a focus on mathematics.</p>	<p>Additional Release from face to face teaching for professional learning.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Professional learning (\$40000.00)

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.

Overall summary of progress

COVID-19 had significant impact on this Strategic Direction in 2020 with almost all community and extra- curricular events cancelled.

Due to COVID -19 transition both P-K and 6-7 were impacted without the usual events being able to take place.

A parents survey completed in October 2020 indicated that the school, whilst having multiple platforms for communication still had improvements to make in this area. Possible streamlining of communication methods will be represents in the 2021-2024 school plan.

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)
<p>The school engaged a local web company and market research companies to streamline and implement a range of communication methods.</p> <p>This was deemed successful in parents surveys. Due to COVID - 19 the school was instructed to use the Department of Education web platform from October 2020.</p> <p>A range of both print and digital communication materials were developed and implemented.</p>	<p>Development of marketing and communication materials and strategy.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• School and Community (\$15000.00)

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

Evaluation	Funds Expended (Resources)
<p>Almost all extra-curricular activities were cancelled in 2020 due to COVID - 19.</p>	

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.

Overall summary of progress

There has been a significant drop in the rate of negative behaviour incidences. There was approximately a 25% reduction in negative behaviour incidences from 2019 -2020.

Kids Matter was replaced by the BEYOU framework. Many of the strategies from this framework were adopted.

School based surveys implemented at the end of 2020 indicate that approximately 90% of students and parents indicated that they were happy at school.

Progress towards achieving improvement measures

Process 1: Enhanced, multi-faceted student wellbeing strategies

Evaluation	Funds Expended (Resources)
A dedicated team was resourced to enhance well-being strategies and monitoring of the implementation of these strategies across the school. Research based approaches to play based learning contributed to decreased negative behaviour issues in the playground	Relief for staff to coordinate activities, monitor individual well being and develop school plans. Purchase of additional equipment and facilities upgrades Funding Sources: • Socio-economic background (\$12000.00)

Process 2: Kids Matter implementation

Evaluation	Funds Expended (Resources)
Kids Matter transitioned to the BE YOU framework.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Employment of additional teaching and support staff</p> <p>Engagement of Aboriginal cultural immersion company</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$15 000.00) • Literacy and numeracy (\$15 000.00) 	<p>All identified students received additional support, including acceleration, access to gifted and talented opportunities and literacy and numeracy intervention.</p> <p>The school community engaged with cultural immersion opportunities and Professional Learning in the embedding of Aboriginal perspectives in to curriculum occurred.</p>
Low level adjustment for disability	<p>The employment of Additional Learning and Support Teacher</p> <p>Employment of additional School Learning Support Officers</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$30 000.00) 	<p>Targeted students recieved targeted intervention based on a direct instruction methods in literacy and number. 100% of students that received this support demonstrated significant growth over the course of the school year.</p>
Quality Teaching, Successful Students (QTSS)	<p>Instructional Leader employed</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$40 000.00) • Literacy and numeracy (\$20 000.00) • Professional learning (\$20 000.00) 	<p>An instructional leader was employed to work with classroom teachers K-6.</p> <p>Instructional Leader mentored beginning teachers, coaching them on all aspects of classroom teaching.</p> <p>Beginning Teachers were provided with additional Release from Face to Face teaching for planning, observations of teaching practice and coaching with the Instructional Leader. 66% of beginning teacher completed their proficiency during 2020.</p>
Socio-economic background	<p>Additional School Learning Support Officers</p> <p>Additional Learning and Support Teacher</p> <p>Student Assistance Funding</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$20 000.00) 	<p>Additional staffing allowed the school to implement an intervention program in year 1 targeting students who had missed specific skills in the learning of reading and number sense. 100% of targeted students showed above average growth.</p> <p>Approximately \$3000 was accessed by the school community to support with the purchase of resources, access to excursions and the supply of school uniforms.</p>
Support for beginning teachers	<p>Employment of Instructional Leader</p> <p>Additional Release from Face to Face teaching</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$80 000.00) 	<p>66% of New Scheme Teachers achieved accreditation with the remaining 33% scheduled to complete accreditation by April 2021.. 100% of new scheme teachers were coached and mentored in elements of programming, pedagogical frameworks and assessments. These occurred through classroom observations, filming of lessons with coaching sessions and professional learning opportunities.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	225	226	238	245
Girls	228	236	246	234

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.6	95.2	96.3	96.5
1	95	95.2	96	95.1
2	94.9	94.9	94.2	95.8
3	95.1	92.5	95.7	93.8
4	95.2	93.6	93.1	92.3
5	94.7	95.4	94.9	92
6	95.1	94.2	93.8	93.2
All Years	95.1	94.4	94.9	94
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)	4
Classroom Teacher(s)	17.4
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	1
School Counsellor	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, 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	497,094
Revenue	4,307,810
Appropriation	3,998,473
Sale of Goods and Services	134,302
Grants and contributions	173,735
Investment income	1,300
Expenses	-4,276,409
Employee related	-3,675,021
Operating expenses	-601,387
Surplus / deficit for the year	31,401
Closing Balance	528,495

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.

	2020 Approved SBA (\$)
Targeted Total	90,746
Equity Total	158,498
Equity - Aboriginal	12,525
Equity - Socio-economic	21,020
Equity - Language	9,364
Equity - Disability	115,588
Base Total	3,314,347
Base - Per Capita	116,404
Base - Location	0
Base - Other	3,197,943
Other Total	329,324
Grand Total	3,892,914

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

Late 2020 the school underwent a significant situational analysis. One component of this analysis was to gauge student, teacher and caregiver satisfaction. This was conducted through a survey of the school community. 137 families responded of a possible 288. The following outline the findings.

90% of community believed that teacher communicate effectively with parents.

86% of respondents believed teachers communicated regularly about their child's progress

94% of respondents believed that their child was treated with respect

90% of respondents believed the school focuses continually on improvement.

90% of respondents believed their child was motivated by their teachers to learn.

90% of respondents responded that their child finds the learning environment engaging.

96% of respondents believe that teachers care about their children

90% of respondent believe that their child is happy and enjoys learning at school.

Areas to improve include

Opportunities to engage parents in students learning

Streamlining communication

Enhancing whole community engagement at the school

Improving the resources and the facilities of the school

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.

The school engages Aboriginal businesses to consult on cultural programs and to deliver professional learning. All students have Personalised Learning Pathways developed in consultation with cares and parents. Aboriginal students are represented in acceleration pathways and Gifted and Talented classes. Aboriginal students regularly take on leadership roles across the whole school.

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.

The school employs a specialist Teacher to target students from backgrounds other than English and their is a dedicated Anti Racism Officer.

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.