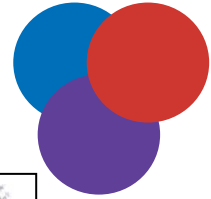


New Lambton South Annual Report



2015

Introduction

The Annual Report for 2015 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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Principal

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School background

School vision statement

At New Lambton South Public School, we aim to work collaboratively to prepare our children to be active and responsible global citizens. We aim to provide a well- rounded curriculum to support the development of the whole child. We ensure equity and access is provided to the best quality teaching and learning environment for all of our students. We want to see happy, confident, socially aware children in every classroom who have opportunities to experience a diverse range of curriculums and see the value of lifelong learning.

School context

New Lambton South Public School is a dynamic public school in the heart of Newcastle. There are 19 classes and 469 students in 2015. 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. The area is under renewal due to change in demographics and mobility is around 15%. We have 4% Aboriginal families; 14% families who have diverse ethnic backgrounds other than Australian and a significant number of non-local enrolments who have become part of the school family.

The academic performance of students in this school has been above regional, state and national benchmarks in all areas measured. The community has voiced appreciation for the holistic nature of education provided at the school. We have a focus on visual and performing arts, sport, leadership, chess, debating, public speaking, band and choir and we do well in competitions in these areas.

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 and are part of the Live Life Well at School program. Some children in the school handle the pressure of school life well and blossom in school and others experience anxiety. We provide social programs to support all children and see the need to focus on the development of the whole child as our core business. Our school is well placed to ensure the integration of technology into all learning and see the need to prepare children for their role as global citizens able to use technology, think critically and creatively, be flexible and appreciate themselves and what they bring to society.

Self-assessment and school achievements

Self-assessment using the School Excellence Framework

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

This year, staff at New Lambton South Public School have discussed the School Excellence Framework and its implications for informing, monitoring and validating our journey of excellence. Time was dedicated at a number of staff meetings during term 4 to thoroughly examine the school plan and to determine the elements of the School Excellence Framework that the plan most strongly addressed. Staff reflected on the progress being made across the school as a whole based on the expectations identified in the Framework. This provides an important overview to ensure our improvement efforts align with these high level expectations.

In the domain of Learning, our efforts have primarily focused on learning culture and curriculum and learning. The strong performance of the school in creating a positive and productive learning culture amongst staff and students has been a feature of our progress. Well-developed and current policies, programs and processes identify, address and monitor student learning needs. Extra-curricular learning opportunities are significant, support student development, and are strongly aligned with the school's vision, values and priorities. The results have been evident in the way staff have demonstrated commitment to strengthen and deliver on school learning priorities particularly related to 21st Century Learning.

Our major focus in the domain of Teaching has been on collaborative practice for staff members and professional standards. Staff demonstrate and share expertise, have very high levels of contemporary content knowledge and teaching practices. An important opportunity has been provided to staff members in formal mentoring in relation to literacy and numeracy best practice. There has been a focus on planning, teaching and growing as a team in each of our stages as well as opportunities to share best practice across stages. This has ensured consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement.

In the domain of Leading, our priorities have been focused on leadership and resources. The consistency and effectiveness of implementation of our key strategic directions throughout the year has been due to a strong foundation of leadership capacity building across the school. Staff have purposeful leadership roles based on professional expertise. The school community is committed to the school's strategic directions and practices.

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

Strategic Direction 1

To enable the achievement of excellence and confidence for lifelong learning.

Purpose

To help students develop an understanding of their personal abilities and create self-confident lifelong learners who are focused on continuous improvement and prepared to lead and contribute to our society.

Overall summary of progress

Student tracking using PLAN data has been implemented well by K-2 teachers enabling them to identify what students can do and what they need to learn next. This has informed classroom planning making it more focused and enabled feedback on student progress to be shared with parents.

Implementation of corporate programs has included authentic assessment tasks developed in English and Maths and in Stage meetings to provide ongoing quality feedback to students. Classroom programs are differentiated for all students. Executive developed a Spelling Scope and Sequence improving the consistency of implementation across all stages.

Executive ensured full curriculum implementation and systematic annual staff performance and development reviews were conducted. Teacher quality was highlighted through the introduction Professional Development Framework for all staff. All teachers wrote at least 2 goals and related professional learning and evidence. Teachers have voluntarily organised and formed a team to look at school professional learning and their professional standards and needs.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
100% of classes show evidence of effective delivery of Australian Curriculums through the use of Quality Teaching and cooperative learning and PBL pedagogies.	<ul style="list-style-type: none"> All stages planning integrated units of work incorporating science and history for effective delivery of Australian Curriculums. System developed to register and track implementation of curriculum and ensure consistency. 	\$2280 Literacy and Numeracy K-6 Funding \$6000 Socioeconomic background funding \$10825 Teacher Professional Learning \$ 1075 Low level adjustment for Disability
Quantitative measures (school and National data) indicate continued matching or above benchmarks in core subjects.	Percentage of Year 3 students achieving at or above minimum standard (exempt students excluded) <ul style="list-style-type: none"> Reading 97.0 Writing 98.5 Spelling 95.5 Grammar & Punctuation 94.0 Numeracy 98.5 Percentage of Year 5 students achieving at or above minimum standard (exempt students	\$3124 English language proficiency funding \$24604 Low level adjustment for disability funding \$1695 Socioeconomic background funding

	<p>excluded)</p> <ul style="list-style-type: none"> • Reading 100.0 • Writing 94.2 • Spelling 92.3 • Grammar & Punctuation 98.1 • Numeracy 98.0 	
<p>Triangulated school and national data using formative and summative measures indicate improvement in focus areas for all students.</p>	<ul style="list-style-type: none"> • Reading- Average increase in students in top 2 bands for Year 3, 5 and 7 in 2015- 2.8%. • Spelling- Average increase in students in top 2 bands for Year 3, 5 and 7 in 2015- (-4.5) • Writing- Average increase in students in top 2 bands for Year 3, 5 and 7 in 2015- 6% 	<p>\$8227 Literacy and Numeracy K-6 Funding</p> <p>\$9048 Aboriginal background funding</p> <p>\$4330 Low level adjustment for disability funding</p> <p>\$1207 Socioeconomic background funding</p> <p>\$350 Teacher Professional Learning</p>

Next steps

This section includes future directions for 2016 and ensures the 3-year plan remains on track to provide high quality educational outcomes.

- Implement explicit literacy strategies ie. Introduction of L3 for kindergarten teachers and revision of FoR phase 1 for all staff.
- Further develop a concept approach in English.
- Reviewing current Learning Support Team procedures to ensure all teachers were following the same process and communication to parents is embedded, identification of student needing Individual Learning Plans (IEPs) is consistent and transition is included in these
- Continue track using the literacy and numeracy continuums but this year we will include focus areas. Further professional for staff in using the continuums is part of our plan.
- Continue new syllabus implementation incorporating 21st C Learning and developing integrated units of work.
- Continue to develop lesson study.

Strategic Direction 2

Use 21st Century pedagogy to develop engaged, creative and resilient learners

Purpose

To provide a learning environment which explicitly teaches critical thinking and resilience, fosters deep, logical thought and engages students as creative, innovative and resourceful 21st Century Learners.

Overall summary of progress

Staff have engaged in professional learning related to Kagan Co-operative learning strategies. These continue to be embedded in all classrooms. Staff have been able to share best practice with each other to further develop expertise.

Staff meetings were held to address creative and critical thinking. A trial of Solution Fluency and IMath has resulted in teachers using more 21st Century Learning in classrooms. Students were also involved in use of the 3D printer, Thinkfest and Digital Sparks. Technology has been integrated across KLA's for collaboration and critical and creative thinking skills.

Teachers refer to the General Capabilities when reviewing previous content and previewing the learning plan for students. They Focus on information and communication technology capability in teaching programs across KLAs and are using the general capabilities to recognise and respect cultural identity & diversity by embedding those capabilities in programs. Teachers set criteria for assessment which reflect the general capabilities.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
Qualitative measures indicate increased evidence of student creativity, confidence, critical thinking, collaboration, resilience and communication.	Technology integrated across KLA's for collaboration and critical and creative thinking skills. Collaborative group work allows for differentiation.	\$5289 English Language Proficiency \$1082 Literacy and Numeracy K-6
100% increase of teachers use the essential elements of cooperative learning, quality project design and problem based learning methodology	Many staff using collaborative tools GAFE and Microsoft 365	\$6817 Teacher Professional Learning

Next steps

This section includes future directions for 2016 and ensures the 3-year plan remains on track to provide high quality educational outcomes.

- continuing to research and train staff in 21st Century learning processes and embed these in teaching.
- include units of work from “Solution Fluency” and “Imaths”

Strategic Direction 3

Promote a positive culture and values across the school.

Purpose

To create a culture where values and student behaviour are evidence of a healthy lifestyle and positive socialisation.

Overall summary of progress

In preparation for Positive Behaviour for Learning students, staff and community have been surveyed about our current values and any other values that they feel are relevant to our school context. Sentral data has been analysed through the Learning support team and staff have identified a need to implement PBL in school. Core values and a school vision have been established and leadership team trained in PBL.

Professional development was provided to teachers through an online learning module enabling them to further embed values in the curriculum.

Creative arts have been a focus with professional learning in drama and media arts. The Dream Big Arts Fiesta was a great success. Our environmental program, Playground pride has run successfully. Parliament has operated throughout 2015 and will be extending throughout the whole school in 2016 to form a Student Representative Council.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
Qualitative measures indicate a leadership framework involving all students sets the positive culture for the school.	Still under development.	\$779 Socioeconomic background funding
Positive Behaviour for Learning (PBL) in place in the school	4 Staff members trained as leaders. School vision and core values established. TTFM survey indicates that 90% of students have positive behavior. DoE norm is 83%.	\$4330 Socioeconomic background funding

Next steps

This section includes future directions for 2016 and ensures the 3-year plan remains on track to provide high quality educational outcomes.

- establishing of school PBL team
- developing school wide behaviour expectations and lessons the teach these expectations.
- explicitly teacher core values
- continue embedding values education
- Whole school Musical production to be held in 2016
- Student Representative Council developed

Key initiatives and other school focus areas

This section includes:

- Key initiatives (from School planning template B).
- Policy requirements such as Aboriginal Education, Multicultural Education and Anti-Racism Education.
- Initiatives and other school focus areas which may not have been included in the school plan such as Early Action for Success, student leadership, partnerships and projects.

Key initiatives (annual)	Impact achieved this year	Resources (annual)
Aboriginal background funding <ul style="list-style-type: none"> • Aboriginal Advisory Committee • PLPs • SLSO support 	<p>The Aboriginal advisory committee was engaged in decision making.</p> <p>PLPs were developed for 100% Aboriginal students.</p> <p>Aboriginal students with learning needs were supported through Minilit resulting in improved achievement.</p>	\$9048
English language proficiency funding <ul style="list-style-type: none"> • Ipads and apps • Creative arts project 	<p>All students successfully participated in creative arts project.</p>	\$7298
Socio-economic funding <ul style="list-style-type: none"> • Imaths • Multi and Mini lit resources. • Ipads and apps • Stage planning days • Friends program 	<p>All teachers trialed iMaths unit.</p> <p>3 stage planning days were held throughout the year including the development of program registration.</p> <p>Friends program implemented in all classes.</p>	\$17472
Low level adjustment for disability funding <ul style="list-style-type: none"> • IEP development • SLSO mini and multi support • Project X • Technology to support students 	<p>IEPs developed and adjustment made for students with learning needs</p> <p>Improved achievement for student involved in mini and multilit.</p> <p>Project X implemented for students in need.</p>	\$25688
Support for beginning teachers <ul style="list-style-type: none"> • Science • Mathematics • English 	<p>Teacher presented staff development on working scientifically and technological focus in Science.</p> <p>Worked as part of Mathematics transition network.</p> <p>Supported other teachers in implementing effective strategies to improve writing.</p>	\$12407

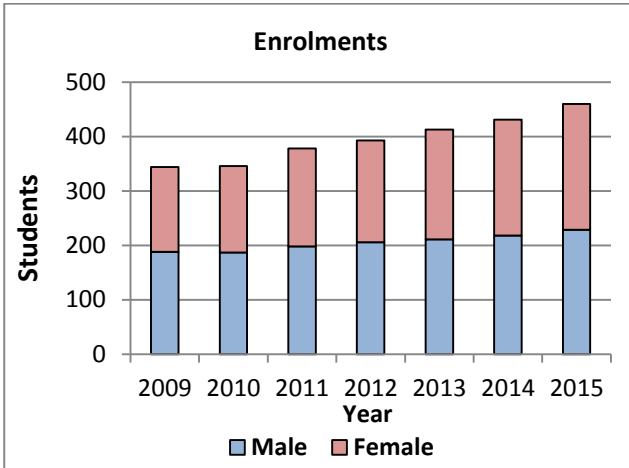
Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

Student Enrolment

Gender	2009	2010	2011	2012	2013	2014	2015
Male	188	187	198	206	211	218	229
Female	156	159	180	187	202	213	231



Student attendance profile

		Year	2010	2011	2012	2013	2014	2015
School	K		96.3	96.3	95.8	96.9	97.2	94.6
	1		96.9	96.8	96.0	95.5	95.9	95.7
	2		95.9	95.3	96.9	97.4	96.9	95.8
	3		93.5	96.2	94.8	96.2	97.3	93.8
	4		96.0	94.3	94.8	95.2	95.6	94.6
	5		94.7	97.1	95.2	95.1	94.9	94.7
	6		96.2	95.7	95.4	94.6	95.6	92.3
	Total		95.6	95.9	95.5	95.9	96.2	94.5
State DoE	K		94.7	94.7	94.3	95.0	95.2	94.4
	1		94.2	94.2	93.9	94.5	94.7	93.8
	2		94.4	94.2	94.2	94.7	94.9	94.0
	3		94.5	94.4	94.4	94.8	95.0	94.1
	4		94.5	94.3	94.3	94.7	94.9	94.0
	5		94.4	94.2	94.2	94.5	94.8	94.0
	6		94	93.8	93.8	94.1	94.2	93.5
	Total		94.4	94.3	94.2	94.7	94.8	94.0

Class sizes

	Roll class	Year	Total in class	Total per year
1	KF	K	19	19
2	KH	K	20	20
3	KS	K	20	20
4	K/1P	K	16	20
5		1	4	20
6	1M	1	23	23
7	1O	1	22	22
8	1W	1	22	22
9	2D	2	24	24
10	3N	3	30	30
11	4M	4	29	29

12	6S	6	29	29
13	1/2H	1	10	24
14		2	14	24
15	2/3G	2	15	22
16		3	7	22
17	3/4C	3	15	25
18		4	10	25
19	3/4T	3	17	29
20		4	12	29
21	4/5E	4	11	28
22		5	17	28
23	5/6G	5	15	30
24		6	15	30
25	5/6M	5	9	27
26		6	18	27
27	5/6O	5	12	26
28		6	14	26

Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

Position	Number
Principal	1
Assistant Principal(s)	4
Classroom Teacher(s)	15
Teacher of Reading Recovery	0.5
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
School Counsellor	0.3
QTSS Release	0.17
Primary Part-Time Teacher	0.8
RFF	0.798
School Administrative & Support Staff	3.482
Total	27.55

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

We have one teacher who identifies as Aboriginal.

Teacher qualifications (mandatory)

All teaching staff meet the professional requirements for teaching in NSW public schools.

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	25

Professional learning and teacher accreditation

During 2015 staff were engaged in significant professional learning.

Cooperative Learning - using Kagan structures was implemented in term 1 with teachers effectively using groupings implementing structures in their classroom which were designed to create a cooperative learning environment where students are challenged.

Syllabus implementation focused on the introduction and implementation of the new History syllabus, in particular the historical concept continuum and inquiry skills. Units of work were developed for all grades across the school.

Professional learning in Twenty first century learning with a focus on quality pedagogy which emphasises collaboration, critical thinking, creativity and communication, to equip our students to successfully meet the challenges of the future. Online Google classrooms have been established in older classes to facilitate the effective use of technology to extend learning opportunities. These classroom structures reinforce cooperative and collaborative learning.

Teachers developed knowledge and skill in project and problem based learning, Solution Fluency projects provide a structure for students that supports authentic problem solving. The scenarios presented in Solution fluencies are highly engaging for students.

Teacher accreditation.

Staff at New Lambton South are at various career stages. There are new scheme teachers who are seeking accreditation, teachers who are maintaining their accreditation and a number of staff who will need to accredit in 2018.

The Performance Development Framework process was implemented with all staff in 2015. Teachers set goals and presented evidence of their progress toward meeting those goals. Goals were linked to the Professional Standards, which enabled teachers to develop greater understanding of the standards in preparation for accreditation. The school executive

completed some training in the accreditation process.

Financial information

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school's 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Date of financial summary	30/11/2015
Income	\$
Balance brought forward	69682.10
Global funds	296517.88
Tied funds	201930.64
School & community sources	247938.67
Interest	3253.35
Trust receipts	29993.29
Canteen	0.00
Total income	849315.93
Expenditure	
Teaching & learning	
Key learning areas	83954.85
Excursions	50608.62
Extracurricular dissections	114025.03
Library	3864.95
Training & development	5272.45
Tied funds	180132.40
Casual relief teachers	103933.57
Administration & office	97278.75
School-operated canteen	0.00
Utilities	55484.66
Maintenance	20453.34
Trust accounts	25903.73
Capital programs	0.00
Total expenditure	740912.35
Balance carried forward	108403.58

Financial summary for 229 (SAP) schools

Instructions for 229 schools on the Financial summary are included in the 2015 Annual Report Guidelines p.10.

School performance

School-based assessment

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. Click on the link [My School](#) and insert the school name in the *Find a school* and select *GO* to access the school data.

Parent/caregiver, student, teacher satisfaction

Our Tell Them From Me Parent survey indicates a high level of parents satisfaction. The questions addressing parents feeling welcome at the school, support for learning and safety of the school all score a 7 where 10 indicate strong agreement and 5 indicates neutral. Support for positive behaviour is 7.8.

Students Tell Them From Me surveys indicate mixed results. A notable result was only 28% of students perceived themselves to be victims of bullying compared to 36% for the NSW Govt norm and 87% of student had a high rate of participation in sports compared to 83%. 88% of student had positive behaviour as compared to 83% for the NSW Govt norm.

The most concerning area of the survey was students' sense of belonging where only 72% of student had a high sense of belonging as compared to 81% for the NSW Govt norm. It is most concerning that this falls to 64% for year 6 students.

Teacher satisfaction was very high with scores between 8 and 9 where 10 indicate strong agreement and 5 indicates neutral. These areas were collaboration, learning culture, data informs practice, teaching strategies, inclusive school, parent involvement. Inclusive school was the highest at 9.3.

Policy requirements

Aboriginal education

In 2015 there were 24 Aboriginal and Torres Strait Islander students attending New Lambton South. Aboriginal programs continued across the school and were embedded into a variety of programs. Early in the year Stage 3 students studied the constellations and Dreaming Stories of Aboriginal Nations across Australia and used the artwork of celebrated Aboriginal Artists to inspire their own Aboriginal constellations and negative space artworks.

Celebrations of Aboriginal culture culminated in a whole school NAIDOC Week Assembly. A dedicated group of students sang the National Anthem in

Awabakal and a teacher from Gumbaynggirr country sang in her language. The theme – We all Stand on Sacred Ground: Learn, Respect and Celebrate, relating to Aboriginal and Torres Strait Islander peoples' strong spiritual and cultural connection to land and sea, was introduced and discussed by Aboriginal and non-Aboriginal student leaders. Students shared poetry they had written based on the theme and other students shared Dreamtime stories they had composed under the supervision of an Aboriginal teacher. The theme was extended to include artworks by Stage 3 students who decorated outlines of feet using common traditional symbols which are available to everyone to tell a story. As 2015 marked the 100th Anniversary of ANZAC's landing at Gallipoli in World War One, Stage 3 researched Aboriginal soldiers involved and shared their work, including an expose on Eddie Albert.

Aboriginal perspectives were continued into Term 3 when all students from across Stage 3 were involved in painting totem poles. The base colours for the poles represented our school and the colours of the Aboriginal Flag. The blue poles were decorated with patterns inspired by Traditional Aboriginal patterning. The red and yellow poles were decorated with a negative stencil of each student's hand. This resulted in an Aboriginal perspective of the Dream Big Arts Fiesta theme of 'There is Only One You'

In term 4, as part of a staff professional development initiative, members of the AECG presented an in service relating to Personal Learning Plans for our Aboriginal students and the introduction of M-Goals. Late in the term all Aboriginal parents from across the school were invited to attend the last NLSPS Aboriginal Education Committee meeting for the year which focused on planning for our 2016 Aboriginal Education initiatives.

Multicultural Education and Anti-racism

The school promotes an all-inclusive school community to ensure tolerance and this is an expected part of our school's climate and culture. All students participate in a wide variety of multicultural education programs in the areas of Human Society and Its Environment, Personal Development and Literacy, helping develop life-long skills of tolerance and acceptance and how to develop and maintain respectful relationships.

In Term 1 we celebrated Harmony Day with a variety of classroom activities that were designed to help create an awareness and appreciation of our multicultural society.

The school has a trained Anti-Racism Contact Officer (ARCO) who oversees the implementation of anti-racism projects and teaching programs promoting intercultural understanding and skills.

Other school programs

Student Leadership 2015

Student leadership continues to be a focus at our school. Year 6 students participated in a two-day leadership workshop at school before embarking as leaders in the 007 leadership program. Through the 007 program, all students in Year 6 were given a leadership role. They assisted K-2 students by running structured play opportunities in the infants' playground and acted as responsible role-models for younger students.

Our newly elected Student Leaders attended the 2015 National Young Leader's Day Conference in Sydney with Mrs Cornford. This day provided students with an opportunity to travel to Sydney with leaders from other local schools to listen to inspiring guest speakers.

30 students from Year 6 also attended the 2015 Grip Leadership Conference at Newcastle Panthers. This enabled our students to hear high profile speakers, interact with leaders from other schools and learn about how they can be effective leaders within the school and wider community.

In 2015, our school Parliament consisted of Year 5 and 6 students. Based on the Westminster system, Parliament met every three weeks to discuss a variety of motions and provide an opportunity for students to participate in the running of the school. Year 6 students formed the government, while Year 5 formed the opposition. Students were elected for a variety of ministerial roles such as Education, Health and Safety, Sport and Technology. Year 5 students were provided the opportunity of being shadow ministers, working alongside their Year 6 ministers to prepare their ministerial reports and organise events.

Student initiated programs in 2015 included a fundraiser to raise money for the families affected by the Nepal earthquake, Bandana Day and the Year 6 fete.