

Introduction

The Annual Report for **2016** 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.

Andrew Pryce

Principal

School contact details

New Lambton South Public School

St James Rd

New Lambton, 2305

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

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

4957 1168

School background

School vision statement

New Lambton South Public School fosters an inclusive school culture which promotes positive wellbeing for everyone. Our school prides itself on upholding the values of Respect, Responsibility and Personal Best.

We hold high expectations for everyone to achieve their personal best academically and socially demonstrating resilience and integrity in their everyday experiences.

Our innovative and dynamic teaching and learning programs are based on current proven research where creativity, collaboration, communication and critical thinking are an integral part of the learning environment.

School context

New Lambton South Public School is a dynamic public school in the heart of Newcastle. There are 18 classes and 453 students in 2016. 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 5% 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 school will renew its focus in 2017 on literacy and numeracy whilst still appreciating the visual and performing arts, sport, leadership, chess, debating, public speaking, band and choir. 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. 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 achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

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 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.

In the area of strategic direction 1, the school has effectively delivered in the areas of curriculum and learning, data skills and uses and collaborative practice. Direct evidence of this is included in differentiated teaching programs, moderated work samples using consistent teacher judgement at stage level, executive and stage meeting minutes, learning support team processes, NAPLAN analysis and curriculum based assessment. NAPLAN data is also reported at P & C meetings.

The school is sustaining and growing in the area of assessment and reporting. Direct evidence of this includes parents receiving regular communication at P&C meeting and newsflash, parent teacher meetings on what students are learning and progressing towards. Student reports contain detailed information about individual student's achievement and areas of growth.

There is evidence that the school has effectively delivered Australian Curriculums using quality teaching and cooperative learning strategies. The school direction now does not include PBL pedagogies.

The school is continuing to review, assess and improve the way we measure quantitative data and benchmarks across K – 6.

Triangulated school and national data using formative and summative measure indicate less than expected improvement in focus areas for all students.

In the area of Strategic Direction 2 Cooperative Learning, the school has identified that they are delivering in the areas of Learning Culture and curriculum and learning and this is evidenced through professional development in the use and application of KAGAN strategies. In the area of problem and project based learning the school is delivering in learning culture, curriculum and learning and school planning and implementation. Evidence of this includes use of Google Docs by all staff and staff learning in the four C's of 21st century learning and ongoing use of solution fluency and collaboratus.

The school has demonstrated against formative improvement measures that there is an increase in creativity and critical thinking particularly in the senior grades, of particular note was the school's success at Digital Sparks, taking out 3 of the top 4 places including overall winner. Unfortunately the implementation of cooperative learning strategies was not sustained across all grades.

Some collaborative development of project based learning was evidenced through a Solution Fluency project focussing on collaboration around Book Week.

In the area of Strategic Direction Three the school has identified that they have delivered in the Wellbeing area of the Learning Element.

Direct evidence of this is the minutes from the forums with the staff student and parents. Lessons have been developed which teach expectations of behaviour in a variety of school settings such as playground, classroom, hallways and assemblies. The SET Survey was administered to all staff in order to develop an Action plan.

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

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

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

Purpose

To deliver a learning environment for students to develop an understanding of their personal abilities creating self-confident lifelong learners who are focused on continuous improvement and prepared to lead and contribute to our society.

Overall summary of progress

100% of teachers are now implementing the Australian Syllabus in all relevant learning areas.

Unfortunately year 5 NAPLAN indicates that whilst the students in the selective Opportunity Class continue to perform above state benchmarks mainstream students are performing as a cohort below this.

The school is continuing to improve its methods for triangulating achievement data.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of classes show evidence of effective delivery of Australian Curriculums through the use of Quality Teaching and cooperative learning and PBL pedagogies.	The key areas for PBL were established as Respect, Responsibility and Personal Best. All classrooms are delivering the Australian curriculum evidenced through classroom programs. All staff have participated in cooperative learning strategies.	\$43300 Teacher Professional Learning and release to track PLAN data.
Quantitative measures (school and National data) indicate continued matching or above benchmarks in core subjects.	95% of Kindergarten students exceeded state reading benchmarks, 84% of year 1 students and 90% of year 2 students.	\$0
Triangulated school and national data using formative and summative measures indicate improvement in focus areas for all students.	School data show that students in years K-2 are performing above state benchmarks in the majority of cases, Year 3 students perform above state in reading whilst year 5 students are below state averages.	\$0

Next Steps

In 2017 the school will focus on the implementation of the Explicit Direct Instruction framework and this will be reflected in the 2017 milestones. The school will engage an external consultant to advise classroom teachers on best practice pedagogy in literacy and numeracy. Further to this a streamlined approach to both data collection, analysis and student tracking will be implemented with a stronger evidence based approach to teaching and learning in the core competencies of literacy and numeracy.

The school has also been successful in applying for and gaining a position in the self-funded Early Action For Success program. The school has sourced and will utilise an Instructional Leader to mentor and up-skill all classroom teachers in best practice teaching and learning

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

Anecdotal evidence reflects an increase in student creativity, confidence, critical thinking and collaboration. 100% of staff are using online learning platforms such as Google Suite and Google classroom to engage with students. KAGAN structures are used where necessary in all classrooms.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Qualitative measures indicate increased evidence of student creativity, confidence, critical thinking, collaboration, resilience and communication.</p> <p>100% increase of teachers use the essential elements of cooperative learning, quality project design and problem based learning methodology to ensure 21st Century capabilities.</p> <p>Cooperative teaching and learning structures used and evident in 100% of classrooms.</p>	<p>Anecdotal evidence shows all classrooms implementing cooperative learning strategies. All staff have completed extensive Professional Learning in KAGAN strategies.</p> <p>Senior classes are engaged with Google classroom and K-2 classes use DOJO to engage with parents and community.</p> <p>Solution Fluency was incorporated throughout terms 2 and 3 as a problem based learning project between classes.</p>	<p>\$3000 community engagement funds.</p> <p>\$2000 Teacher Professional Learning in solution Fluency</p>

Next Steps

In 2017 the school will be moving to embed assessment as learning including the use of data walls, revised programming and teaching programs based on rigorous student data and differentiated learning programs. Teachers will be expected to develop collaborative learning goals with students. The school will employ an instructional leader K-6 to mentor, coach and build the capacity of all teaching staff through the use of observations, videoing of lessons and the teaching of demonstration lessons. The school will also embed the use of seesaw and smash apps to engage our future focussed learners. The development of a future focussed classroom space will also be undertaken.

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

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Qualitative measures indicate a leadership framework involving all students sets the positive culture for the school.	School Leaders were given additional development and responsibility through the establishment of the Student Representative Council.	
Positive Behaviour for Learning (PBL) in place in the school	On review PBL was placed on hold to commence in 2017 as key members of the PBL leadership team would not be in attendance due to leave.	\$1000 - community consultation

Next Steps

During 2017 the school will re-focus on Positive Behaviour for Learning and will implement the You Can Do It Social and Emotional teaching program.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>The school was unable to source an Aboriginal School Learning Support Officer (SLSO) for the majority of the year. In the final 15 weeks of the year an SLSO was sourced and worked closely with Aboriginal students who were not reaching benchmarks in key areas of literacy and numeracy.</p> <p>In consultation with the Aboriginal community the Kumarridha Indigenous performance group were engaged in term 3 as part of NAIDOC celebrations</p>	<p>\$11250 - SLSO</p> <p>\$5000 - Kumarridha dance group</p>
English language proficiency	<p>All students have been plotted on the literacy and numeracy continuum using PLAN software. The school employed a specialist English as Second Language teacher to work with identified students</p>	<p>\$28800</p>
Socio-economic background	<p>Low socio-economic funding was expended as per the school plan and milestones, primarily releasing teachers to track learning on PLAN and develop teaching programs collaboratively in order to address student needs.</p>	<p>\$18329</p>

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	211	218	229	223
Girls	202	213	231	230

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.9	97.2	94.6	94.9
1	95.5	95.9	95.7	96
2	97.4	96.9	95.8	95
3	96.2	97.3	93.8	95.5
4	95.2	95.6	94.6	95.2
5	95.1	94.9	94.7	95
6	94.6	95.6	92.3	93
All Years	95.9	96.2	94.5	95
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	92.6	92.9	92.2	92.2

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	4
Classroom Teacher(s)	15.56
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
School Administration & Support Staff	3.32
Other Positions	0.17

Financial information (for schools using both OASIS and SAP/SALM)

Income	\$
Balance brought forward	108 403.00
Global funds	242 454.00
Tied funds	104 774.00
School & community sources	0.00
Interest	1 817.00
Trust receipts	6 928.00
Canteen	0.00
Total income	464 378.00
Expenditure	
Teaching & learning	
Key learning areas	22 694.00
Excursions	33 427.00
Extracurricular dissections	81 890.00
Library	3 698.00
Training & development	2 015.00
Tied funds	82 668.00
Short term relief	63 548.00
Administration & office	55 384.00
School-operated canteen	0.00
Utilities	27 220.00
Maintenance	7 448.00
Trust accounts	9 300.00
Capital programs	0.00
Total expenditure	389 297.00
Balance carried forward	75 081.00

School performance

In year 3, 93.75% of students performed at or above the national minimum standard in reading. Of these, 45% scored in the highest bands. In writing, 100% of students performed at or above National Minimum Standard and of these 45% scored in the highest two bands. In spelling, 87.5% of students scored at or above National Minimum Standard with 48% scoring in the top two bands. In Grammar and Punctuation 83% of students scored at or above National Minimum Standard with 53% scoring in the top two bands. In Numeracy, 83% of students scored at or above National Minimum Standard with 29% performing in the top 2 bands. Trend data over time shows that the school performs consistently above average in reading but scores below state averages in other tested areas.

In year 5 reading, 87.5% of students scored at or above National Minimum Standard, of these 53% scored in the highest 2 bands. In year 5 writing 84% of students were at or above National Minimum standard however only 14% of these students scored in the top 2 bands. 95% of year 5 students scored at or above minimum National Standard in spelling with 37% scoring in the two highest bands. In Grammar and Punctuation, 93% of students scored at or above National Minimum Standard with 42% scoring in the top 2 bands. In Numeracy 93% of students performed at or above National Minimum Standard with 32% performing in the highest 2 bands. Year 5 trend data over time shows that year 5 scores well above state average when including the students selected for the Selective Opportunity class.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.