Our school at a glance

Students
Our school enrolment at the end of 2010 was 373 including 196 boys and 177 girls. This was seventeen fewer than the number of students as at the end of 2009. 93.4% of our students attended school on average each school day. This was a decrease of 0.1% on last year’s attendance rate. (Details provided on page 4)
In 2010 we had 15 classes, the same as in 2009.
Average class sizes were:
- Kindergarten: 19
- Year 1: 20
- Year 2: 24
- Year 3: 28
- Year 4: 29
- Year 5: 28
- Year 6: 30

Staff
Lavington Public School had an allocation of 19.055 full time teaching positions in 2010 which was 0.105 less than 2009. This included 4 executive staff, 12.6 classroom teacher positions and 2.455 specialist support staff. (Details on page 5)
The teaching staff was supported by 2.942 support and administrative support positions and 3 part-time temporary school learning support officers.
All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives
The school ran a number of programs to give students extra educational support and richer educational experiences throughout 2009. Some of these were:
- Student Representative Council
- Whole school musical production
- Major excursion program
- Durakar Gifted and Talented program with LaTrobe University
- Year 6 Public Speaking program
- Riverina Young Leaders Breakfast
- Little Leaps Kindergarten Orientation program

These programs have had a significant impact on the school as a whole and have greatly contributed to the achievements of our students.

Student achievement in 2010

Literacy – NAPLAN Year 3
Our Year 3 reading results for 2010 showed a slight decline from last year’s testing. The gap between our school’s average score and the state average rose from 3.5 points to 6.7 points however we remain significantly higher (17.9 points) than the average of statistically similar schools.
The average result for boys at our school was considerably lower (16.5 points) than that for the girls however the boys’ average result was 4.7 points above the Riverina average for boys.
There were 42.5% of our students in the top two achievement bands in 2010 compared with the state average of 43.5%.

Numeracy – NAPLAN Year 3
Our Year 3 numeracy results for 2010 also showed a decline from last year’s testing but the gap between our school’s average score and the state average has decreased from 36.5 points to 28.1 points.
The average result for boys at our school was higher than that for girls. Whereas gap between the boys’ average result and the Riverina boys’ average has decreased from 19.1 points in 2009 to 7.0 in 2010, the gap between the school average for girls and the Riverina girls’ average has grown from 21.7 in 2009 to 28.2 in 2010.
There were 23.4% of our students in the top two achievement bands in 2010 compared with 18% in 2009.

Literacy – NAPLAN Year 5
The overall average scores in reading showed a decrease of the gap between our average result and the State average score over the past 3 years from 30.4 points to 25.4 points. In writing, our boys’ results have improved over the past 3 years from 34.6 points below the state average to 24.5 points below, however our result is well above (13.2 points) the Riverina average score.
There were 23.4% of our students in the top two
achievement bands in 2010 compared with 19% in 2009.

**Numeracy – NAPLAN Year 5**
The Year 5 numeracy results were also more encouraging; with the overall average score rising from 2.8 points below the Riverina average in 2009 to 1.6 points above in 2010.

Our school average score has risen 24.7 points (boys – 27.4, girls – 22.0) since 2008 while the state has only seen an increase of 10.4 points.

There were 26.1% of our students in the top two achievement bands in 2010 compared with 17% in 2009.

**Messages**

**Principal’s message**
Lavington Public School has a long and proud tradition of service to the children of our community. Many of the current students represent the third or fourth generation of their family to attend our school. The stability and commitment that flows from this strong connection to the school is evident in the support that the school receives.

It is also our practice and pleasure to welcome new families into our school family where they can begin to play their role in creating the new history of Lavington Public School.

The focus of the school is firmly on the students and their academic, social, physical and emotional development.

This past year has demonstrated the potential of our students to perform at a high level in each of these areas.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Mike Waters

**P & C message**
The P&C has a wonderful group of members who give great support to the school. We meet every 4th Monday of the month. There we contribute to discussions in the operation of the school and organize various fundraisers to help with the supply of resources and to supplement important programs in our school.

Money is raised through the canteen, uniform shop, fete, Mothers’ Day and Fathers’ Day stalls and various other activities.

This year the P&C contributed money towards the installation of an artificial grass area, two large school banners, four sporting house banners and a large number of LPS representative shirts to be worn by the students when attending school sporting events. The P&C also contributes money towards the school ambulance fund, sporting fees and awards for presentation night.

The P&C had another successful year and I thank everyone for their help and support.

Wendy Schulz - Lavington Public School P&C President
**Student representative’s message**

In 2010 I have had the best experience and honour of being girl captain of Lavington Public School. I believe that all the SRC would agree that it has been a fabulous experience to be a student leader of our school.

We, as the Student Representative Council, have developed and run many great experiences for the younger members of our school.

Earlier this year, Lavington Public School received a police visit to open the Ann Brimblecomb Memorial competition that Ryan McGrath, an ex-student, had won in 2008. This was a great opportunity for the school. We finally got a police helicopter visit in the back oval of our school. This was a very memorable moment.

We also took part in the Coles Sport for Schools Program. We collected roughly 34,000 vouchers for sports equipment.

For terms 3 and 4, our school conducted a program called Little Leaps for pre-schoolers coming to big school. It was a fantastic experience to be part of this program.

In term 3 most of the SRC went to Springdale Heights Public School for a leadership breakfast where we spoke to many leaders in our community.

A group of councilors put in a veggie garden in our school. We have been growing many healthy veggies.

The best thing about this year has been being elected captain of Lavington Public School and having the great honour of wearing the captain’s badge for 2010. I would like to thank Mrs Boomfield for being in charge of the SRC and the other teachers who have helped us as leaders.

**Hannah Knight**

This year has been a very exciting year for the class of 2010. We have enjoyed all the responsibilities of being in Year 6 such as running the Appeals Day, helping our buddies in Kindergarten and we have tried to be good role models for our peers.

The year has gone so quickly and we are sad that it is over already and we have to say our goodbyes and move on to high school.

On a personal note, I would like to say that it has been an awesome experience for me being boy captain of Lavington Public School. I have enjoyed working with the SRC and I think we made a great team. I am proud of our school and will always remember the fantastic times I had and the opportunities I was given.

**Cooper Davies**
School context

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

Student enrolment profile
The slow decline in enrolments, evident since 2002, is continuing, however the significant growth in school population predicted in demographic surveys of Lavington, is probably a few years away.
At the end of 2010 the school had 22 students who identified as Aboriginal or Torres Strait Islander. This equated to just over 4% of the student population.
There were eight students from a non-English speaking background.

<table>
<thead>
<tr>
<th>Year</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
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<tbody>
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</tr>
<tr>
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<td>92.5</td>
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Region
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<tr>
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<td>93.4</td>
<td>91.4</td>
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State DET
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<th>2009</th>
<th>2010</th>
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<tbody>
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<tr>
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<td>94.0</td>
<td>94.1</td>
<td>92.1</td>
<td>94.4</td>
</tr>
</tbody>
</table>

Management of non-attendance
Student attendance is closely monitored by teaching and administrative staff with prompt communication with parents and carers where necessary.
Referrals are made to the Home School Liaison Officer in the case of more serious absenteeism and individual attendance plans are implemented.
Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

<table>
<thead>
<tr>
<th>Roll</th>
<th>Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
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<td>KM</td>
<td>K</td>
<td>20</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>KW</td>
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<td>KD</td>
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</tr>
<tr>
<td>1C</td>
<td>1</td>
<td>19</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>1/2T</td>
<td>1</td>
<td>12</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>1/2T</td>
<td>2</td>
<td>9</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>2D</td>
<td>2</td>
<td>24</td>
<td>24</td>
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<td>2F</td>
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<td>25</td>
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<td></td>
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<tr>
<td>3C</td>
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<td></td>
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<td>3/4J</td>
<td>3</td>
<td>19</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>3/4J</td>
<td>4</td>
<td>8</td>
<td>27</td>
<td></td>
</tr>
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<td>4S</td>
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<tr>
<td>4/5W</td>
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<tr>
<td>4/5W</td>
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</tr>
<tr>
<td>5/6BR</td>
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<tr>
<td>5/6BR</td>
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<tr>
<td>6L</td>
<td>6</td>
<td>32</td>
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</tbody>
</table>

Structure of classes

Fifteen classes were formed in 2010 with four composite classes.

One class had two teachers who shared the teaching load for the week on a part-time basis.

Staff changes during the year required some adjustments to the original class/teacher allocations developed at the beginning of the year.

Students from all classes accessed specialist art/craft lessons through the school’s release from face-to-face program as well as computer skills lessons in the computer laboratory and information skills lessons in the library.

Staff information

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

The staffing structure remained the same as for 2009 with the exception of one class teacher who was seconded to the Regional Office – Albury for the entire year and who was replaced by a temporary teacher.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>13.23</td>
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<tr>
<td>Classroom Teachers</td>
<td>0.525</td>
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<tr>
<td>Teacher of Emotional Disabilities</td>
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<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
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</tr>
<tr>
<td>Teacher Librarian</td>
<td>2.942</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>22.397</td>
</tr>
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</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

There are no members of staff who are identified as indigenous.

Staff retention

There were no staffing changes apart from the one temporary change mentioned above. Therefore all staff were retained.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>27%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>73%</td>
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</table>
Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary: 30/11/2010</th>
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</thead>
</table>

**Income**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
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</tr>
<tr>
<td>Global funds</td>
<td>184759.24</td>
</tr>
<tr>
<td>Tied funds</td>
<td>109986.80</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>109986.80</td>
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<tr>
<td>Interest</td>
<td>7447.07</td>
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<tr>
<td>Trust receipts</td>
<td>52113.15</td>
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<tr>
<td>Canteen</td>
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<tr>
<td><strong>Total income</strong></td>
<td><strong>572477.52</strong></td>
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</table>

**Expenditure**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
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</tr>
<tr>
<td>Key learning areas</td>
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<tr>
<td>Excursions</td>
<td>41772.01</td>
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<tr>
<td>Extracurricular dissections</td>
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</tr>
<tr>
<td>Library</td>
<td>6538.97</td>
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<tr>
<td>Training &amp; development</td>
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<tr>
<td>Tied funds</td>
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<tr>
<td>Casual relief teachers</td>
<td>69845.88</td>
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<tr>
<td>Administration &amp; office</td>
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<tr>
<td>School-operated canteen</td>
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<tr>
<td>Utilities</td>
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</tr>
<tr>
<td>Maintenance</td>
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<tr>
<td>Trust accounts</td>
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<tr>
<td>Capital programs</td>
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</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>450317.36</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>122160.16</strong></td>
</tr>
</tbody>
</table>

The balance carried forward amount includes as yet unused tied funds in other areas and outstanding casual relief salaries. It also includes money earmarked for reconfiguration of the administration building.

A full copy of the school’s 2010 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2010

Achievements

**Arts**

As part of our balanced school curriculum, we have a strong commitment to the performing and creative arts. Highlights of the 2009 program included:

- the selection of three of our students in the Albury District Junior Dance Ensemble;
- being recognized, for the second year in a row, as the most successful school exhibitor at the Albury Show;
- the presentation of the whole school production at the Albury Performing Arts Centre; and,
- the commencement of a joint program with the Murray Conservatorium of Music to enable instrumental music lessons to be provided for our students at school.

**Sport**

The goal for our school is to provide all students with opportunities to develop their fitness levels as well as their sporting skills. We also aim to extend talented sporting students and provide maximum opportunities for them to compete at the highest level.

Lavington Public School has a long history of success on the sporting field. We value the positive impact of participation in a wide range of sports and physical activities for students of all stages. We believe that participation in sports can develop students’ skills, confidence and fitness and help their classroom learning.

Highlights of sport in 2010 included:

- full participation in the Premier’s Sporting Challenge and utilizing a $3500 grant to purchase sporting equipment to enhance this program;
- entering teams in local PSSA competitions in Australian Rules football, soccer, netball, cricket, touch football, softball, T-ball and hockey. Approximately 80% of our primary students participated in at least one PSSA representative sport;
participation in state knockout competitions in four sports;

- having 43 Albury Zone representatives, 2 Albury Zone Athletics Champions, 1 Albury Zone Swimming Champion, 18 Riverina representatives and 3 state representatives;

- Connor Jory received a Riverina Achievement Award for regional representation in Soccer and Hockey;

- Cooper Page received a Riverina Achievement Award for regional representation in Soccer and Australian Rules Football;

- Matt McGrath received a Riverina Achievement Award for regional representation in Cricket and Australian Rules Football;

- Angus Kilby received a Riverina Achievement Award for regional representation in Cross Country for 3 successive years; and,

- Lachlan Kaye, Matt McGrath and Tylar Young were selected in the NSW Australian Football team.

The school recognises and appreciates the support of parents in coaching, organising teams, transportation, assistance at events and encouragement of students in their sporting endeavours.

Lavington Public School staff served as convenors, selectors, coaches and managers of a large number of the District and Riverina sporting teams.

**Academic**

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.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

**Literacy – NAPLAN Year 3**

<table>
<thead>
<tr>
<th>Band</th>
<th>Percentage of students in bands: Year 3 reading</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Percentage in band</td>
</tr>
<tr>
<td>2</td>
<td>School average 2008 - 2010</td>
</tr>
<tr>
<td>3</td>
<td>SSG average 2010</td>
</tr>
<tr>
<td>4</td>
<td>State DET average 2010</td>
</tr>
</tbody>
</table>

- 43% of our Year 3 students scored in the top 2 bands in reading compared with 48% of the state and 38% of the Riverina.

- 10% of our Year 3 students scored in the bottom 2 bands compared with 14% of the state and 19% of the Riverina.

- Our average score was below the state average by 15 points but above the Riverina average by 3.8 points.
The average score for our Year 3 students in writing was 21.3 points below the state average; however this was a closing of the gap which was 28.8 in 2009.

37% of our Year 3 students scored in the top 2 bands in writing compared with 56% of the state and 45% of the Riverina.

6% of our students scored in the bottom 2 bands which was the same as the state percentage and better than the 10% of the Riverina.

37% of our students scored in the top 2 bands for spelling compared with 56% of the state and 45% for the Riverina.

19% of our students were in the bottom 2 bands compared with 13% for the state and 20% for the Riverina.

Our girls have reduced the gap between their average score and the state average from 49.5 points in 2009 to 23.5 in 2010.

Year 3 boys have shown a decrease of 31 points from the 2009 data in the test aspect of spelling.

Year 3 boys are 53 points below the state average in the test aspect of spelling.
• 47% of our students scored in the top 2 bands in grammar and punctuation compared with 54% for the state and 45% for the Riverina.

• 24% of our students scored in the bottom 2 bands compared with 15% for the state and 21% for the Riverina.

• Our girls’ average score equaled the state average score.

• The gap between our Year 3 performance in grammar and punctuation and that of statistically similar schools has dropped from 10 points to 2 points.

• 24% of our students scored in the top 2 bands in numeracy compared with 38% for the state and 30% for the Riverina.

• 29% of our students scored in the bottom 2 bands compared with 15% for the state and 21% for the Riverina.

• The gap between the average score of our boys and that of the state has narrowed from 35.8 points in 2009 to 22.1 points in 2010.
24% of our Year 5 students scored in the top 2 bands in reading compared with 33% for the state and 24% for the Riverina.

21% of our students scored in the bottom 2 bands compared with 20% for the state and 30% for the Riverina.

The gap between the average score of our girls and the state average has closed from 34.7 points in 2009 to 17.9 points in 2010.

12% of our Year 5 students were in the top 2 bands for writing compared with 27% for the state and 17% for the Riverina.

15% of our students were in the bottom 2 bands compared with 13% for the state and 20% for the Riverina.

Our boys’ average score was 13.2 points above the Riverina average score.
• Year 5 girls have improved by 28 scale scores from the 2009 data in the test aspect of spelling.

• 27% of our students scored in the top 2 bands for spelling compared with 36% for the state and 27% for the Riverina.

• 9% of our students were in the bottom 2 bands compared with 16% for the state and 23% for the Riverina.

• The gap between our average score and that of the state declined from 30.4 points in 2009 to 18.8 points in 2010.

• 32% of our Year 5 students scored in the top 2 bands for grammar and punctuation compared with 36% for the state and 33% for the Riverina.

• 12% of our students scored in the bottom 2 bands compared with 17% for the state and 25% for the Riverina.

• The average score for the boys was lower than that of the girls but both were at or above the Riverina average.
27% of our Year 5 students scored in the top 2 bands for numeracy compared with 32% for the state and 22% for the Riverina.

30% of our students scored in the bottom 2 bands compared with 16% for the state and 24% for the Riverina.

The gap between our average score and that of the state has decreased from 36.7 points in 2008 to 22.4 points in 2010. Our average score is above the Riverina average for the first time.

- After a succession of years with progress levels far above state averages, our average levels have fallen to just under state and statistically similar school levels.

- Year 5 students are 6 scale scores above the state average growth in the test aspect of Writing.
Spelling has been identified as a target area for 2011.

Year 5 girls are 21 scale scores below the state average growth in the test aspect of Grammar & Punctuation.

In numeracy 53.3% of our Year 5 students achieved greater than or equal to expected growth from Year 3 results.

Of the boys, 59.3% achieved greater than or equal to expected growth from 2008.

Minimum standards
The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students in our school achieving at or above the minimum standard in 2010</th>
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<tbody>
<tr>
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Significant programs and initiatives

Aboriginal education

In 2010 there were 22 Aboriginal students enrolled at Lavington Public School, representing approximately 4% of our total school population.

Significant achievements during the year included:

- recognition of the achievements of our students at the 2010 Albury Indigenous Education Awards where five students received certificates for citizenship, academic achievement, sport, creative arts, encouragement and/or attendance;
- the presentation of the LPS Durakar Indigenous Student of the Year award at our Presentation Evening to Arnetia Gale;
- the close monitoring of the academic progress of each Aboriginal student through the Learning Support team;
- regular contact with parents and caregivers of our Aboriginal students;
- continued development of programs and upgrading of resources to support Aboriginal Education throughout the school; and,
- commitment to Aboriginal cultural performances.

Multicultural education

Students in all classes learn about Australian and different cultures by exploring the following:

- Cultural backgrounds
- Diversity of groups and communities

These are integrated across the key learning areas. Current issues, significant events and celebrations are acknowledged and incorporated into the students’ learning experiences. The whole school anti-racism policy ensures equity for all.

The School was an active participant in the 2010 Harmony Day celebrations making a large banner which ultimately was displayed in the Albury Library/Museum.

As members of the Durakar learning community Lavington PS implemented strategies to improve knowledge and understanding about Asia and the Australia’s place in the Asian region. Students participated in performances led by artists from various Asian countries including Bollywood from India, Japanese Shinto drummers and the Chinese lion dance. Teachers implemented newly developed units of work that embedded Asian studies and participated in professional learning activities designed to increase their knowledge and confidence in teaching about Asia.

Respect and responsibility

Lavington Public School has embarked upon the journey to embed Positive Behaviour for Learning (PBL) into the culture of our school.

The staff PBL team has been trained and the focus values will be Safety, Respect and Responsibility.

Students are taught respect and responsibility through specific programs such as our student welfare and leadership programs, Program Achieve and through the care, respect, dedication and behaviour of staff. Some of the features of these programs are listed here.

- a large number of our senior students participated in the Year 6 Leadership Breakfast;
- students raised funds for charity. Students engaged each term in a fund-raising activity for student chosen charities. In 2010 students raised money for Stewart House, the Gerogery Bushfire Appeal and the Fred Hollows Foundation;
• students engaged in fund raising for the school. In 2010 all students participated in the K-2 Lapathon and the Sc collection;

• the Student Representative Council (SRC) met regularly. These students represented the student population and worked for the improvement of the school;

• all primary students vote for the school captains through an open, honest and democratic process. Captains take leadership positions for the school body and run the SRC;

• students lead many events at school such as the weekly whole school assembly, ANZAC Day and Remembrance Day ceremonies;

• The whole school participated in Clean Up Australia and students regularly help to clean the school grounds.

Other programs

Durakar Learning Community

During 2010 the Durakar learning community continued to be a major focus for teacher professional learning and student activities.

The teaching staff from Lavington PS, Lavington East PS, Springdale Heights PS, Burrumbuttock PS and Jindera PS joined together with Murray HS to write units of work embedding Studies of Asia and to offer Years 3 – 6 students the opportunity to learn the skills of public speaking.

Students and teachers came together to participate in multicultural programs at Lavington and Lavington East Public Schools on 26 May and 23 September 2010.

Students in Years 3 – 6 participated in a new initiative, Asian Art, led by Mrs Pene Dade at Lavington PS. K – 2 students participated in a kite making and flying workshop, learning about the role of kites in many Asian cultures.

Student Leadership Breakfast

Student leaders from the five Durakar primary schools and Murray HS came together to participate in the inaugural Durakar Student Leadership breakfast held at Springdale Heights on 4 August 2010. Community leaders were invited to attend the breakfast and share their experiences and advice about successful leadership.

Progress on 2010 targets

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Target 1

To raise the level of achievement of writing outcomes especially in stages 1 and 2.

Our achievements include:

• 37% of our Year 3 students achieved in bands 5 and 6 of the NAPLAN writing test which was 3% under our target.

• 6% of our Year 3 students achieved in bands 1 and 2 of the NAPLAN writing test which bettered our target by 4%.

• 12% of our Year 5 students achieved in bands 7 and 8 of the NAPLAN writing test which was 8% under our target.

• 15% of our Year 5 students achieved in bands 3 and 4 of the NAPLAN writing test which bettered our target by 5%.

Target 2

To raise the level of numeracy outcomes especially in stages 1 and 2.

Our achievements include:

• Implementation of specialist programs to improve numeracy learning across the early years.

• 27% of our Year 5 students achieved in bands 75 and 8 of the NAPLAN numeracy test which bettered our target by 6%.

• 30% of our Year 5 students achieved in bands 3 and 4 of the NAPLAN numeracy test which was 10% under our target.
Target 3

To develop and deliver high quality teaching and learning programs based on developing an awareness and understanding of Asia. (Becoming Asia Literate Program)

Our achievements include:

- Combined Durakar staff development activities to jointly plan a coordinated program across all of the partner schools.
- The provision of high quality creative and stimulus activities to engage students with the Asia focus.
- The development and purchase of curriculum materials to enable high quality curriculum opportunities for all Durakar students.
- Close linkage with our partner High School in the delivery of many Asia focus activities.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of School Culture and Multicultural Education.

Educational and management practice

School Culture

Background

As part of the planned evaluation process for school management practice the school undertook a survey of parents and staff through individual and group discussion to investigate the views of our school community regarding the culture of Lavington Public School.

Findings and conclusions

Those elements of the school culture which were most highly rated were high quality teachers, school facilities, strong leadership, sporting opportunities and the development of the PBL student welfare system.

The elements which received the lowest rating were school promotion and communication.

There appears to be widespread satisfaction with the direction of the school and the type of culture which is maintained and reinforced by the school community.

Future directions

The school will seek to address parental concerns regarding school promotion and communication.

Curriculum

The school annually reviews curriculum areas in a cyclical manner. This year the teaching and learning of multicultural education was reviewed. The evaluation was, primarily, of the strategies implemented as a result of the Studies of Asia grant the school (as part of the Durakar Learning Community) received at the end of 2009. Other school programs and policies were also evaluated as the findings will determine a possible new direction in this area.

The school’s current Human Society and Its Environment (HSIE) scope and sequence will need to be reviewed for its focus on Studies of Asia. This will need to be reviewed again in the future to encompass the curriculum requirements of the Australian Curriculum.

Findings and conclusions

Several parents and staff were interviewed as representatives of the school community.

Students reported that they thoroughly enjoyed the activities, lessons and performances that focused on Asia and Australia’s place in the region. Many responded that they would like to have more performances and special days especially mentioning the Asia themed food day at the canteen.

All parents and staff surveyed agreed that the students enjoyed learning about Asia and the activities and performances they participated in. They felt that these activities encourage students to read and research more widely about other cultures and countries that they are now familiar with.

The performances engaged the students and allowed them to participate in dances and arts/crafts that they would not usually have the opportunity to be involved with.

The program has also led to a greater awareness and appreciation of Asian cultures and resulted in a more inclusive student attitude towards other cultures.
Future directions

- Continue involving the students in multicultural performances and learning activities
- Incorporate Studies of Asia into other curriculum areas such as Accelerated Literacy

Parent, student, and teacher satisfaction

In 2010 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Forty parents returned their surveys and the most strongly supported statements were that - The school is a friendly school that is tolerant and accepting of all students - and - The students are the school’s main concern. There was only one item on one survey sheet marked ‘disagree’ and this was the statement that - LPS is an attractive and well resourced school. Five other separate items had one or two ‘somewhat disagree’ indications.

Professional learning

All staff had access to high quality professional learning within the school and externally during 2010. This included mandatory training in Child Protection, Code of Conduct and CPR. Courses attended included accelerated literacy, reading recovery, writing, talking and listening, Best Start implementation and leadership, behaviour management, interactive white-boards and numeracy.

Average expenditure per teacher was $852. This amount includes the cost of teacher relief. Members of the support staff also attended training courses during 2010 in topics in the areas of finance, technology, leadership and first aid.

School development 2009 – 2011

The school has developed a comprehensive development and management plan which has been endorsed by the School Education Director.

Targets for 2011

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Target 1

To raise the level of achievement of spelling outcomes.

Strategies to achieve this target include:

- Use of Best Start data to inform individual student learning needs in literacy in Kindergarten.
- Participation in professional learning activities in literacy with a focus on spelling and Accelerated Literacy. Region and school based personnel utilised to support learning programs.
- Close analysis of available internal and external data to inform planning for outcome achievement in spelling.
- Linking of spelling scope and sequence to assessment strategies and Quality Teaching principles.

Our success will be measured by:

- More than 48% of Year 3 students achieve in bands 5 and 6 of the NAPLAN spelling test.
- Less than 10% of Year 3 students achieve in bands 1 and 2 of the NAPLAN spelling test.
- More than 33% of Year 5 students achieve in bands 7 and 8 of the NAPLAN spelling test.
- Less than 5% of Year 5 students achieve in bands 3 and 4 of the NAPLAN spelling test.
- Implementation of State Literacy Strategy Spelling resources in planning and delivery of the spelling element of literacy learning.
Target 2

To raise the level of achievement of numeracy outcomes especially in stages 1 and 2.

Strategies to achieve this target include:

- Use of Best Start data to inform individual student learning needs in numeracy in Kindergarten.
- Intensive support and staff discussion on effective class strategies in numeracy, linking to Quality Teaching model.
- Implementation, with the support of the mathematics consultant, of the InTENsive mathematics program in Stage 1.
- Close analysis of available internal and external data to inform planning for outcome achievement in Numeracy.
- Use of Key Ideas as a structure for programming and program implementation in each Stage.

Our success will be measured by:

- Achieving established benchmarks in InTENsive monitoring.
- More than 40% of Year 3 students achieve in bands 5 and 6 of the NAPLAN Numeracy test.
- Less than 10% of Year 3 students achieve in bands 1 and 2 of the NAPLAN Numeracy test.
- More than 35% of Year 5 students achieve in bands 7 and 8 of the NAPLAN Numeracy test.
- Less than 15% of Year 5 students achieve in bands 3 and 4 of the NAPLAN Numeracy test.

Target 3

Enhanced student welfare through implementation of Positive Behaviour for Learning (PBL).

Strategies to achieve this target include:

- Continued reliance on data to inform rational decisions in student
- Promoting individual responsibility through explicit PBL lessons and through service education units for senior students in the Human Society and Its Environment key learning area.

Our success will be measured by:

- Decrease in negative interactions registered in Student Tracking And Recording System (STARS).
- Increased compliance with school community behaviour expectations.
- Flow-on effect of extra focus on curriculum and therefore improved NAPLAN statistics.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

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