Lavington Public School

Annual School Report

2012
Our school at a glance

Students

The students at Lavington Public School are drawn from the area in Lavington which is approximately north of Union and Wagga Roads and west of Kemp Street. They mostly reside in the urban area of the town itself although there are a number who live in the adjacent rural areas. They are good ambassadors for the school at sporting and cultural events, where they are often complimented on their good behavior and manners. Informal student surveys throughout the year indicate that they like coming to school because they enjoy their teachers and they think the school has a wonderful feel.

Staff

The staff at Lavington Public School are a mixture of experience and youth. This has enabled us to attain a balance of the traditional and new ideas which has resulted in a staff able to provide our students with the best possible teaching experiences using the new ideas that the younger teachers bring to the profession. There are currently four males on the teaching staff.

All full-time and most part-time teaching and non-teaching staff have qualifications in CPR and are qualified in Emergency Care to ensure the best possible care for students in adverse situations. Administrative staff hold a number of other qualifications to assist students and staff in the event of a medical emergency.

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

Significant programs and initiatives

The school runs several programs which enhance students both academically and in a much broader range of areas. Reading Recovery and Accelerated Literacy programs serve to increase literacy levels across all classes but particularly in the Stage 1 classes. The Little Leaps Orientation program assists in bridging the gap between Pre-School and Kindergarten. Our Student Leadership program ensures that leadership abilities in our Year 5 and 6 students are developed to their potential. Other programs and initiatives include Positive Behaviour for Learning, Public Speaking, Durakar Gifted and Talented program, junior and senior choir, and marimba band.

A playground activity

Student achievement in 2012

Literacy – NAPLAN Year 3

A big improvement was achieved on our 2011 results bringing us to the average Riverina scores in most areas.

Numeracy – NAPLAN Year 3

Lavington students scored above Regional average in the areas of Number, Patterns and Algebra.

Literacy – NAPLAN Year 5

Our students are continuing a steady increase in Reading scores from the 2008 levels.

Numeracy – NAPLAN Year 5

The increase in results compared to what the same students scored when in Year 3 is most pleasing but a greater effort needs to be applied in the areas of Data and Measurement.

Messages

Principal’s message

When reflecting over the last 12 months I am happy to see the growth of our students in all areas of their school activities, some by a little but many by a lot. A glance at our NAPLAN results will show a marked improvement but there is still a lot of work to be done. Our PBL program has had a positive effect on the interaction between students, and between students and staff. There is growing enthusiasm
among students in music and dance. Everyone is taking an increased pride in what is happening at the school and what the school looks like.

None of this would have been possible if it were not for the enthusiasm of the teaching and support staff, our hard-working P&C who are determined to see our students do not lack in a quality educational environment, and our students who are showing an increasing desire to do their best in class, on the sporting field and in interacting with each other. These are the things that will continue the great reputation and tradition that our school has.

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.

Phil Cooper

P & C and/or School Council message

We have had another successful year in the areas of fund-raising and in providing enhanced services for our students. We held a successful disco for both the K-2 and 3-6 students, our uniform shop was well utilized and our Mothers’ Day and Fathers’ Day stall were a great hit. A special thank you goes to Kathy and Peter Phair whose organization and hard work ensured that our biggest event of the year, the fete, was such a resounding success (over $11 000 raised).

Our next major project is to provide covered walkways throughout all the school and this will now be the focus of our fund-raising.

Finally, thank you to the executive who supported me in the running of the P&C throughout the year and to all those parents who gave up their time to make sure all the P&C activities were run efficiently, ultimately helping all of our children.

Kathy Barnes

Student representative’s message

It has been a great honour to be part of the SRC, taking part in such special events such as the Student Leader Conference, Remembrance Day, ANZAC Day, Grandparents’ Day, Appeals Day and many more, they were all very rewarding. One of the most important things we have learnt at Lavington PS is that if you respect and learn to get along with everyone you’ll have a good time wherever or whenever it is. We would like to thank Mr Cooper Mr Lyons and Mrs Jervois for their total support throughout the year.

Sommer Harris & James Worth

Our Captains & Vice-Captains at Albury’s Remembrance Day ceremony.

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 gradual decline in student enrolments continues as in previous years as the population
of Lavington ages. Demographic studies indicate this trend may reverse in the next few years as new housing estates are released within the school drawing area and young families move in.

Over the last two years there has been an increase in the ratio of boys over girls.

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>93.2</td>
<td>94.6</td>
<td>94.7</td>
<td>95.3</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>92.9</td>
<td>90.8</td>
<td>94.5</td>
<td>95.7</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>95.3</td>
<td>92.5</td>
<td>92.4</td>
<td>95.8</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>93.2</td>
<td>94.2</td>
<td>94.2</td>
<td>93.4</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>94.6</td>
<td>93.7</td>
<td>93.1</td>
<td>93.5</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>93.5</td>
<td>94.4</td>
<td>93.5</td>
<td>92.2</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>92.7</td>
<td>93.6</td>
<td>92.3</td>
<td>94.1</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>93.7</td>
<td>93.5</td>
<td>93.4</td>
<td>93.5</td>
<td>94.2</td>
</tr>
</tbody>
</table>

Attendance rates are the best they have been for some time and exceed Regional and State rates. This is a confirmation that the vast majority of our students enjoy attending school.

Management of non-attendance

Student attendance is closely monitored by teaching and administrative staff, with prompt communication with parents and carers where necessary.

Staff information

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

During the year Ms Aana Nicol and Miss Jacinta Dann both joined our staff from other schools, while Mrs Deanne Lynch has also been newly appointed. All three are experienced and competent teachers whose expertise will compliment and extend the expertise already existing in the staff at our school.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>12.188</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td></td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td></td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.605</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.5</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td></td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.942</td>
</tr>
<tr>
<td>Total</td>
<td>21.235</td>
</tr>
</tbody>
</table>

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

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

Staff retention

There were no departures of full-time staff from the school during 2012. A number of casual teachers who, over time, have become familiar faces at the school have either found full-time employment or have embarked on other full-time endeavours.

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>78</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>22</td>
</tr>
</tbody>
</table>

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.
The balance carried forward includes tied funds which are earmarked but, as yet, unused. It also includes casual salaries which, at the time of the financial rollover, had not been deducted from school funds. Significant amounts have been put aside for school improvements such as the reconfiguration of the administration building and the construction of covered walkways throughout the school.

A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the School P&C Association. Further details concerning the statement can be obtained by contacting the school.

School performance 2012

Achievements

Arts

Our school dance ensemble was one of the special few selected to participate in the Riverina Dance Festival. Artwork by Emma Chapman was selected by a member of the Department of Education’s executive to hang on the wall of their office in Sydney. Ella Skerry won the Durakar Public Speaking Competition for Stage 3 students.

LPS Dance Ensemble performing at school

By far the most memorable event of the year was the school production of ‘Ghost Dance’ at the Albury Performing Arts Centre. Every child at the school had the opportunity to perform on stage to an appreciative audience who did not leave a seat empty at the venue. The multi-media presentation involved dance, drama and music and was the result of a lot of hard work from very enthusiastic students, teachers and parents.

Sport

Our students again were well represented at the District and Regional level sporting events. Representing the Albury District we had three students in basketball, sixteen students in swimming, three students in soccer, nine students in softball, five students in AFL, three students in netball, two students in rugby, six students in hockey, six in cross-country, and a sizable team (including three relay teams) in athletics.

Max Archer represented the Riverina at the State Swimming Carnival, Aaron Young represented the Riverina in soccer and Allanah Seary in girls soccer, Teneysha Wayenberg, Taylor Phair and Giaan Collings in softball, Faith Collins, Ben Collins and Josh Mutsch in water polo, Harrison Weaven in rugby league, cricket, soccer and AFL, and Georgina Knight in Hockey.

Lavington provided four District champions during the year. Max Archer (11 years boys swimming and 11 years boys athletics), Zara Hogan (11 years girls athletics) and Giaan Collings (senior girls athletics) were all awarded District PSSA medallions for their efforts.
Weaven received a Riverina PSSA Achievement Award for representing the region in four different sports.

Our State knock-out in softball reached the Riverina finals but our teams in cricket and AFL, although performed well in their earlier matches, but were unfortunate not to reach the finals.

Lavington came second at both the District swimming and athletics carnivals, and third in the cross-country.

Other

Local supermarkets ran a coupons collection competition during the year and, thanks to the enthusiasm of parents and friends of the school, we were able to obtain new classroom and sporting equipment to the value of over $5 000. This equipment will be utilized by all of our students to enhance their learning, and to further develop hand-eye co-ordination, sports skills and co-operation in a team setting.

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)
There has been a noticeable percentage shift from the bottom three bands to the top three bands.

Percentage in bands has trended into the top three bands although scores in the top two bands do need improvement.

Average progress of Lavington students in Numeracy between Year 3 and 5 continues to improve and is currently above State average.

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO.

**Significant programs and initiatives**

**Aboriginal education**

In 2012 there were 16 Aboriginal students enrolled at the school which equates to just under 5% of the student population.

During 2012 the school:

- Maintained a commitment to Aboriginal cultural performances;
- Celebrated NAIDOC Week and recognized Sorry Day;
• Monitored the academic and social progress of each Aboriginal student through our Learning Support Team; and
• Continued the development of programs and upgrading of resources to support the understanding of Aboriginal culture throughout the school.

Other programs
We strive to provide our students the best possible sports coaching experiences. In 2012 we held clinics hosted by the GWS Giants (AFL) and cricketers Terry Alderman, Greg Matthews and Mick Lewis. 30 of our students also attended a clinic held by the North Melbourne Kangaroos.

Our Positive Behaviour for Learning program has continued to ensure that the focus at our school remains on academic and social development regardless of background and ability. Students develop tolerance towards each other, are polite, and understand their responsibilities and the consequences of their actions.

The school believes that our students should also display a civic involvement as part of their development into responsible citizens. To this extent the school supported and participated in Clean Up Australia, Pink Stump Day (the Jane McGrath Foundation), and our Appeals Day raised money for the Royal Flying Doctor Service, UPA, Stewart House and a remote school in Vanuatu.

A strong contingent of our students gave up their holiday time to represent the school at the ANZAC Day march and we were also strongly represented at the Remembrance Day ceremony in Albury.

Having our students connect with those who have already raised their children helps complete the loop between the young and the ‘young at heart’. Grandparents’ Day is a special way in which we acknowledge the role these important people have played in family life. During 2012 our choir has sung at retirement villages and nursing homes.

Each year the school runs an Intensive Swimming Scheme for non-swimmers in Years 2 and 3. It is run just prior to the Term 4 holidays in preparation for the long hot summer.
Progress on 2012 targets

Target 1
Repeat target for 2012 from 2011 report
Literacy – Equal to or better than Regional targets by 2014
Our achievements include:
- 96% of Year 3 students in Band 2 or above – regional target for 2012 is 94.4%.
- 16% of Year 3 students in Bands 1 and 2 – Regional target for 2012 is 19.3%.
- 84.6% of Year 5 students in Band 4 or above – regional target for 2012 is 89.7%.
- 28.9% of Year 5 students in Bands 3 and 4 – Regional target for 2012 is 25.8%.

Target 2
Repeat target for 2012 from 2011 report
Numeracy – Equal to or better than Regional targets by 2014.
Our achievements include:
- 96% of Year 3 students in Band 2 or above – regional target for 2012 is 94.6%.
- 18% of Year 3 students in Bands 1 and 2 – Regional target for 2012 is 18.7%.
- 92.5% of Year 5 students in Band 4 or above – regional target for 2012 is 94.0%.
- 26.4% of Year 5 students in Bands 3 and 4 – Regional target for 2012 is 23.0%.

Target 3
Repeat target for 2012 from 2011 report
Development of a 3-year Technology Plan.
Our achievements include:
- A hardware needs analysis has been conducted to ascertain the shortfall that needs to be addressed.
- An allocation in the 2012 budget has been made to help address the shortfall.
- School technology team have structured a plan enabling it to be updated on a yearly basis, or when new technology is developed for inclusion into the school.

School evaluation
NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of Learning and Mathematics.

Educational and management practice
Learning
Background
During second semester surveys were sent home to parents to ascertain their opinions on the topic of school learning. Similarly, school staff were also given the opportunity to indicate their opinions through a survey. A cross-section of students were also interviewed to gain their opinion using questions which were similar in content to the surveys.
Findings and conclusions

Findings were returned by 41 parents and 16 staff members. Learning involves a number of areas and the general consensus is that there is a positive feeling about learning within the school.

Good communication exists between teachers and parents regarding student learning which, apart from the semester reporting, consists of a number of open classroom opportunities, formal discussion and informal talks both inside and outside the school environment.

Some parents are unaware of the depth of discussion that exists between teaching about learning techniques and learning innovation. The vast majority of parents believe that the school expects students to achieve to the best of their ability. Some teachers believe that their students should reflect more on their learning and engage more in self-assessment.

Students will often tell parents about the new technology being used at school but often neglect the more mundane, but equally important, learning kits and equipment.

Future directions

There may be a danger in thinking that we are doing our best when things are running smoothly. Surveys are a way for others to express their opinions and ensure that we really are doing the best we can. The personnel and equipment a student utilizes is sometimes not spoken about at home so the school will need to ensure that this is rectified through our newsletters and other forms of communication.

The school has developed a good foundation in the area of Mathematics and has good expertise in this subject throughout the school. NAPLAN results do not reflect this situation.

Findings and conclusions

The introduction of the new National Curriculum should not mean that evaluation of current curriculum procedures be put on hold.

The Mathematics committee has found that there was little consistency in the manner that work samples were applied and that assessment in mathematics needed to be revisited.

Both items were attended to during the year with copies of work samples appropriate to each stage of development available on the school server.

Future directions

When the new curriculum is introduced work samples and assessment procedures and tools will be examined again to ensure consistency throughout the school and to ensure that teaching in this area remains consistent with current trends.

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

We had 34 parents return surveys on their level of satisfaction with what is happening at the school. Parents are generally happy with the way the school is functioning and this is a reflection on responses from previous years. They are pleased with the opportunities that the school offers their children although there are some who would like that broadened. Some are

Curriculum
Mathematics

Background
particularly happy with the increase in attention to the arts that the school is showing.

**Professional learning**

Professional learning by teachers aims to fine tune knowledge in order that the most modern methods and ideas are used in the school. The learning also aims to ensure the safest environment for learning that the school can provide.

All staff participated in School Development Days.

**SDD Term 1** consisted of a review of compulsory DET policies that all staff need to undertake annually. Staff then met in Stage groups to formulate ways to achieve annual school targets in NAPLAN literacy and numeracy.

**SDD Term 2** consisted of an analysis of school data and trends, an aspect of legal issues that might affect the school, an overview of Accelerated Literacy and an on-line training course for anaphylaxis.

**SDD Term 3** involved all staff, working in Stage groups, analyzing the teaching of Mathematics at the school, including the current scope and continuum and the development of a full range of electronic work samples.

**SDDs Term 4** qualified all staff in CPR. Staff were then taught how to use and plot students on the Literacy Continuum, learnt further strategies for managing classroom behavior and participated in a Leading the Learner course.

**School planning 2012—2014**

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

**School priority 1**

**Outcome for 2012–2014**

Literacy – increase student access to participation in Accelerated Literacy strategies.

**2013 Targets to achieve this outcome include:**

- 100% of Early Stage 1 and Stage 1 students will have Accelerated Literacy strategies used in their class.
- 90% of all students in the school will have Accelerated Literacy strategies used in their class.
- Literacy results achieved in 2012 will be maintained and improved.

**Strategies to achieve these targets include:**

- Staff meeting time will extend to incorporate a literacy focus, utilizing staff from the Regional Literacy Team.
- The development of an in-school expertise to enable the continuation of an Accelerated Literacy focus when Regional staff are not in the school.
- Continuation of the expansion of student resources to compliment the Accelerated Literacy focus.

**School priority 2**

**Outcome for 2012–2014**

Numeracy – Consolidation and progressive improvement of Numeracy results

**2013 Targets to achieve this outcome include:**

- 93% of Year 3 students will achieve Band 2 or higher in the NAPLAN Numeracy test.
- 15% of Year 3 students will achieve Bands 5 and 6 in the NAPLAN Numeracy test.
- 94.5% of Year 5 students will achieve Band 4 or higher in the NAPLAN Numeracy test.
- 18% of Year 5 students will achieve Bands 7 and 8 in the NAPLAN Numeracy test.

**Strategies to achieve these targets include:**

- Close analysis of available internal and external data to inform planning for outcome achievement in Numeracy.
- Continued use of training and development funds to ensure that our teachers have the latest research findings and methods in the teaching of Numeracy.
- The targeting of areas for improvement and individual students who are performing below standard.
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.

Phil Cooper – Principal
Kathy Barnes – Parent Representative
Liz Haanstra – School Learning Support Officer
Jodie McClellan – Assistant Principal
Kylie Dawson – Assistant Principal
Jarrod Lyons – Assistant Principal

School contact information
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School Code: 2378

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at:


Multi-generational smiles

Our choir entertaining the residents of Borella House at Christmas