

# New Lambton South Public School

## Annual School Report 2013



## School context

New Lambton South Public School is situated in one of Newcastle's fastest growing and changing suburbs. The local area has undergone redevelopment as young families have purchased and renovated older dwellings and re-energized the suburb. The majority of parents have post school academic qualifications and all have high expectations that their children will receive a well rounded education at our school. Around 15% of our families come from backgrounds other than English speaking and 4% of our students are Aboriginal. This diversity enriches our school.

In 2013 NLSPS has 17 classes and 415 students. Students come from many backgrounds and specialist teachers offer support for all needs. The school offers a focus on a huge range of other curricula including music and performing arts, visual arts, aerobics, sport, chess, debating, public speaking, environmental and gifted education and our technology is truly 21st century. There are mixtures of experienced and early career teachers who are enthusiastic and supportive of incorporating the new pedagogies.

The school hosts a State Opportunity Class (a selective class for Gifted and Talented students) and the presence of this class enhances the already strong understanding teachers have of ensuring quality teaching and learning to ensure the achievement of all children to the best of their ability. All children's needs are considered when differentiating our curriculum to ensure success.

The school has grown by one class every year for the past four years which demonstrates the demographics of the area.

## Principal's message

I have the absolute pleasure to be the proud principal of New Lambton South Public School. Every day I am amazed by the wonderful children who attend our school and I say thank you to the parents who have trusted these children into our care.

This report is a summary of the school's achievements and yet is a short snapshot of those achievements. So much is unsaid here yet achieved. I congratulate all students on working so well throughout 2013 and thank teachers for leading the learning in our school.

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.

**Gail Cornford**

## P & C and/or School Council message

This year has delivered a more settled P&C committee with an influx of new members which has been a welcome change. The P&C have shown dedication and commitment to developing a strong committee as well as listening to and delivering on the needs of the parents and school community as a whole.

In 2013 there has been a rebuilding of the Fundraising Committee. Whilst they have continued to deliver great events that look to engage students, families and the community, there has also been a focus on identifying new events and these will start to flow through in 2014.

The events held in 2013 were: -

- Entertainment Books
- The Blackbutt Fair
- Easter Raffle
- Mother's Day Stall
- First Aid Kit Fundraiser
- Election Day BBQ/Cake stall
- Father's Day Stall
- High Five in November

In 2013 the P&C's major contribution delivered a roller door for the COLA on one side of the school hall, which has been a great addition.

I would like to take this opportunity to thank all members of the P&C for their time and assistance in 2013 and look forward to working with you again in 2014.

**Natasha Andrei, P&C President**

## Student representative's message

2013 has been an exceptional year for us, not only did we get to work with the wonderful leaders and students within NLSPS, but we got to meet many other leaders at leaders conference spread throughout the year.

We've enjoyed running assemblies, parliament sittings and many special events; we hope that next year's leaders will feel the same. Also being captains has given us many skills that I'm sure we will take with us to High School.

We would also like to give thanks to Mrs Cornford and all the teachers that worked hard organising our year of quality education.

**Hannah Gooch and Ryan Dean School Captains**

## 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

Enrolments have risen steadily over the past 8 years. Table below has male compared to female breakdown with consistently more boys than girls enrolled.

Student Enrolment

Gender	2007	2008	2009	2010	2011	2012	2013
Male	166	170	188	187	198	206	211
Female	145	150	156	159	180	187	202

## Management of non-attendance

Rolls are marked promptly each day and entered electronically into the DEC tracking system. Parents must advise of absences.

Parents are informed of the importance of attendance at school and their legislative responsibility to ensure full attendance.

School staff monitors attendance and follows up partial (persistent lateness and early leavers) and whole day absences.

Home School Liaison Officers work with the school to develop plans for persistent unjustified absences.

## Student attendance profile

Year	2008	2009	2010	2011	2012	2013
K		95.7	96.3	96.3	95.8	96.9
1		92.9	96.9	96.8	96.0	95.5
2		95.0	95.9	95.3	96.9	97.4
3		94.9	93.5	96.2	94.8	96.2
4		94.5	96.0	94.3	94.8	95.2
5		94.8	94.7	97.1	95.2	95.1
6		93.8	96.2	95.7	95.4	94.6
Total	95.0	94.5	95.6	95.9	95.5	95.9

Attendance at New Lambton South Public School is consistently above Region and State levels.

## Workforce information

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

## Workforce composition

Position	Number
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	14
Additional teachers	1.414
Teacher of Reading Recovery	0.5
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
Teacher of ESL	0.3
School Counsellor	0.3
School Administrative & Support Staff	3.222
Total	24.636

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

One of our permanent teachers is Aboriginal.

## Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	100
NSW Institute of Teachers Accreditation	varies

## Financial summary

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

Date of financial summary	30/11/2013
<b>Income</b>	\$
Balance brought forward	70050.71
Global funds	229940.68
Tied funds	121631.19
School & community sources	270143.50
Interest	2539.52
Trust receipts	24372.70
Canteen	0.00
Total income	718678.30
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	52041.10
Excursions	76909.78
Extracurricular dissections	89756.03
Library	5792.91
Training & development	734.93
Tied funds	132748.87
Casual relief teachers	79497.39
Administration & office	92330.88
School-operated canteen	0.00
Utilities	41556.73
Maintenance	29141.15
Trust accounts	19569.04
Capital programs	35139.00
Total expenditure	655217.81
<b>Balance carried forward</b>	63460.49

A full copy of the school's 2013 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 2013

### Academic achievements

#### LITERACY TARGETS K-2

Our target was to ensure that at least 80% of K-2 students would achieve Regional benchmarks in Best Start in the literacy continuum. Cluster 4: ES1, Cluster 6: Yr One, Cluster 8 Yr Two.

- In the reading texts aspect 87% of Kindergarten, 86% of year 1 and 85% of year 2 students have reached the target.

- In the phonics aspect of the continuum 83% of Kindergarten, 80% of year 1 and 79% of year 2 students have reached the target.
- In the phonemic awareness aspect of the continuum 85% of Kindergarten, 79% of year 1 and 89% of year 2 students have reached the target.
- In the concepts of print aspect of the continuum 90% of Kindergarten, 87% of year 1 and 98% of year 2 students have reached the target.
- In the comprehension aspect of the continuum 87% of Kindergarten, 79% of year 1 and 80% of year 2 have achieved the target.
- In the speaking aspect of the continuum 87% of Kindergarten, 81% of year 1 and 85% of year 2 have achieved the target.
- In the writing aspect of the continuum 85% of Kindergarten, 81% of year 1 and 80% of year 2 have achieved the target.
- In the vocabulary aspect of the literacy continuum 87% of Kindergarten, 77% of year 1 and 79% of year 2 have achieved the target.

#### MATHS TARGETS K-2

Our target was to ensure that at least 80% of K-2 students would achieve Regional benchmarks in numeracy based on the *Count Me In Too* continuum (K: Figurative, Yr 1: Figurative, Yr 2: Counting on and back)

92% of Kindergarten students achieved the target in maths.

82% of year 1 students achieved the target in maths.

80% of year 2 students achieved the target in maths.

#### Targeted Early Numeracy

Mathematics has continued to be given high priority at New Lambton South Public School with our school continuing the Targeted Early Numeracy (TEN) program throughout the course of this year. All classes across K-2 participated in the program which provided



all students with individualised learning plans and programs in numeracy. The students were assessed every five weeks to monitor their needs and progress and placed into groups within their class according to their levels.

**Emergent** – Unable to count visible items. Does not know the number word to count items.

**Perceptual** – Counts visible items and builds and subtracts numbers by using materials to represent each number.

**Figurative** – Counts concealed items and visualizes the items that cannot be seen. Counts from one.

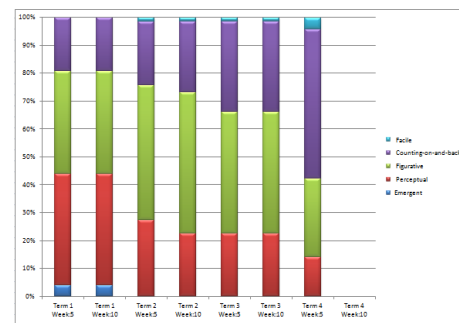
**Counting On and Back** – Counts on or back to solve problems. A number takes the place of a completed count.

**Facile** – Uses known facts and other non-count by one strategies (eg doubles) to solve problems.

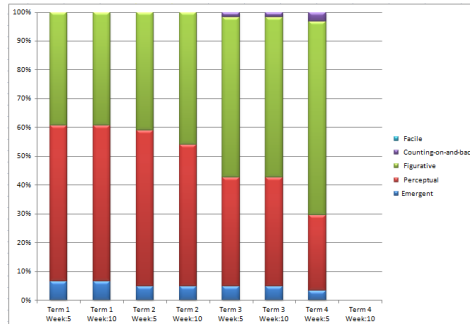
It is expected that students would be counting on and back by the end of Year 2. The students in K-2 achieved excellent results and made significant gains in numeracy. The graphs below show the progression through the levels made by students throughout the year.



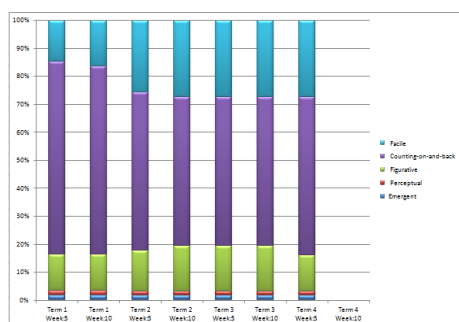
Kindergarten



Year One



Year Two



## 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.

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

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

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

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

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> and enter the school name in the *Find a school* and select *GO* to access the school data.

### NAPLAN Year 3 - Literacy

In 2013 girls achieved above state mean in all areas of literacy and numeracy. Boys achieved below state mean in all areas.

- 75% of students were in the top three bands for Grammar and Punctuation.
- 73% of students were in the top three bands for Numeracy.
- 65% of students were in the top three bands for Data, Measurement, Space and Geometry.
- 67% were in the top three bands for Number, Patterns and Algebra.
- 81% of students were in the top three bands for Reading.
- 85% of students were in the top three bands for Writing.
- 75% of students were in the top three bands for Spelling.

Percentage of Year 3 students achieving at or above minimum standard (exempt students included)	
Reading	97.9
Writing	97.9
Spelling	93.8
Grammar & Punctuation	95.8
Numeracy	100.0

**Reading** – NLSPS students were able to interpret details in information texts, summarise information in tables, interpret reasons for actions and apply comprehension strategies. A focus area for 2014 is to infer and interpret information and figurative language.

### Year 3 NAPLAN Reading

Year 5 STAR Math Reading						
Average score, 2013	School		SSG		State DEC	
	430.5		424.1		418.7	
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Bands	1	4	4	14	14	11
Percentage in Bands	2.1	8.3	8.3	29.2	29.2	22.9
School Average 2009-2013	2.3	8.5	13.1	22.7	25.4	28.1
SSG % in Bands 2013	2.0	8.3	16.9	28.2	18.8	25.8
State DEC % in Bands 2013	3.5	11.2	17.3	24.3	17.7	26.0

**Spelling** – has been a focus area at NLSPS and pedagogy has been researched and best practice implemented. This has resulted in improved results and the girls group achieving above State mean. Continuing vocabulary enrichment, implementing the New South Wales English Syllabus for the Australian Curriculum and using the four forms of spelling knowledge are strategies to address identified focus areas.

### Year 3 NAPLAN Spelling

Year 5 NAPLAN Spelling						
Average score, 2013	School		SSG		State DEC	
	412.6		426.5		418.1	
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Bands	3	1	8	17	11	8
Percentage in Bands	6.3	2.1	16.7	35.4	22.9	16.7
School Average 2009-2013	3.9	6.2	16.6	25.1	24.3	23.9
SSG % in Bands 2013	3.8	4.2	17.8	22.6	26.5	25.1
State DEC % in Bands 2013	5.4	6.4	18.4	22.7	23.3	23.9

**Grammar / Punctuation** – Explicit teaching of sentence structure has resulted in NLSPS students achieving above State average in this area. Focus areas include identifying verbs and adverbs and speech marks.

### Year 3 NAPLAN Grammar and Punctuation

Year 5 NAEP ELP Grammar and Punctuation						
Average score, 2013	School	SSG		State DEC		
	432.3	438.3		430.3		
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Bands	2	4	6	9	13	14
Percentage in Bands	4.2	8.3	12.5	18.8	27.1	29.2
School Average 2009-2013	4.6	6.6	12.4	23.9	25.5	27.0
SSG % in Bands 2013	1.8	6.7	14.5	21.9	26.5	28.6
State DEC % in Bands 2013	3.9	8.6	15.3	20.8	22.8	28.5

### NAPLAN Year 3 - Numeracy

NLSPS students achieved above state average in Position, Multiplication and Division, 3D subjects and Length. Revision of money concepts,

subtraction and fractions and decimals is required in 2014.

#### Year 3 NAPLAN Numeracy

Year 2013 Literacy						
	School		SSG		State DEC	
Average score, 2013	408.3		403.7		399.7	
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Bands	0	4	9	16	14	5
Percentage in Bands	0.0	8.3	18.8	33.3	29.2	10.4
School Average 2009-2013	1.2	8.5	20.9	30.1	26.3	13.1
SSG % in Bands 2013	2.4	8.4	21.2	30.5	25.5	12.0
State DEC % in Bands 2013	3.5	9.7	22.7	27.8	23.0	13.3

### NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

There were 54 students in the year 5 cohort in 2013

- 63% of students were in the top three bands, 35% in top 2 bands for Data, Measurement, Space and Geometry.
- 61% % were in the top three bands, 32% in top 2 bands for Number, Patterns and Algebra.
- 72 % of students were in the top three bands, 48% in top 2 bands for Grammar and Punctuation.
- 80% of students were in the top three bands, 55% in top 2 bands for Reading.
- 48% of students were in the top three bands, 13% in top 2 bands for writing.
- 70% of students were in the top three bands, 48% in top 2 bands for Spelling.

Percentage of Year 5 students achieving at or above minimum standard (exempt students included)	
Reading	100.0
Writing	96.3
Spelling	96.3
Grammar & Punctuation	98.1
Numeracy	92.6

**Reading** – NLSPS students were able to interpret and identify the reason for character's reaction and identify evidence of emotional state. They

were able to make inferences in text and make connections across texts.

#### Year 5 NAPLAN Reading

Year 5 STAR Reading						
Average score, 2013	School		SSG		State DEC	
	528.8		507.5		500.6	
Skill Band Distribution						
Band	3	4	5	6	7	8
Number in Bands	0	6	5	13	14	16
Percentage in Bands	0.0	11.1	9.3	24.1	25.9	29.6
School Average 2009-2013	3.5	12.4	16.6	22.3	21.6	23.7
SSG % in Bands 2013	1.0	7.4	22.7	32.9	22.8	13.2
State DEC % in Bands 2013	2.2	11.2	24.3	28.2	20.3	13.8

**Spelling** – Vocabulary enrichment has seen students at New Lambton South show great improvement against the state average. Continuing Vocab enrichment, implementing the New English Syllabus and using the four forms of spelling knowledge are strategies to address identified focus areas.

#### Year 5 NAPLAN Spelling

Year 5 NAR Banding						
Average score, 2013	School		SSG		State DEC	
	518.9		511.3		499.7	
Skill Band Distribution						
Band	3	4	5	6	7	8
Number in Bands	2	3	11	12	14	12
Percentage in Bands	3.7	5.6	20.4	22.2	25.9	22.2
School Average 2009-2013	3.5	9.2	16.2	22.2	26.8	22.2
SSG % in Bands 2013	3.5	8.7	18.2	28.2	27.4	14.0
State DEC % in Bands 2013	6.9	9.2	21.7	26.2	23.1	12.9

**Grammar / Punctuation** – Students at New Lambton South are above state average in grammar & punctuation. Year 5 girls have shown a decrease against the state average. Areas of focus will be correct verb subject agreement, correct use of possessive pronouns

#### Year 5 NAPLAN Grammar and Punctuation

Year 2009-2013 Grammar and Punctuation						
Average score, 2013	School		SSG		State DEC	
	514.3		511.9		501.3	
Skill Band Distribution						
Band	3	4	5	6	7	8
Number in Bands	1	2	12	13	18	8
Percentage in Bands	1.9	3.7	22.2	24.1	33.3	14.8
School Average 2009-2013	3.9	7.8	19.7	22.2	26.4	20.1
SSG % in Bands 2013	2.3	7.4	22.1	25.6	27.1	15.5
State DEC % in Bands 2013	5.8	10.9	23.0	21.4	21.4	17.4

## NAPLAN Year 5 - Numeracy

Our students achieved above state average in numeracy. Multiplication and division word problems and addition and subtraction of fractions were areas of strength, as was length and perimeter. Representation of data is an area for improvement.

Year 5 NAPLAN Numeracy

Average score, 2013	School		SSG		State DEC	
	502.0		496.4		490.1	
Skill Band Distribution						
Band	3	4	5	6	7	8
Number in Bands	4	3	16	14	8	9
Percentage in Bands	7.4	5.6	29.6	25.9	14.8	16.7
School Average 2009-2013	4.3	9.6	26.2	23.1	19.2	17.7
SSG % in Bands 2013	3.7	13.9	27.4	27.3	13.9	13.9
State DEC % in Bands 2013	6.3	17.0	25.9	24.8	11.8	14.2

## NAPLAN Year 7 – Literacy and Numeracy (including Reading, Writing, Spelling and Grammar and Punctuation and Maths areas)

There were 59 students in the year 7 cohort

- 51% of students were in the top three bands, 36% in top 2 bands for Numeracy.
- 56% of students were in the top three bands, 42% in top 2 bands for Data, Measurement, Space and Geometry.
- 51 % were in the top three bands, 36% in top 2 bands for Number, Patterns and Algebra.
- 56 % of students were in the top three bands, 39% in top 2 bands for Grammar and Punctuation.
- 57% of students were in the top three bands, 32% in top 2 bands for Reading.
- 40% of students were in the top three bands, 34% in top 2 bands for writing.
- 64% of students were in the top three bands, 42% in top 2 bands for Spelling.

The results students achieve in Naplan in Year 7 are owned by the primary school and used by the primary school to inform teaching and learning in Stage 3.

## Other achievements

### External Competitions

110 Stage 3 students participated in the Newcastle Permanent Primary Mathematics Competition with excellent results. 6 students placed in the top 100. Lucy Jung, Harry Tregilgas, Ronack Jain and Jun Young An from Year 6 and Jackson Sullivan and Chanuka Perera from Year 5. Ronack Jain and Jun Young An, placed equal first across the region. Jackson and Chanuka have been invited to attend Myuna Bay Maths Camp in 2014.

184 students participated in the International Competitions and Assessments for Schools in 2013 with some outstanding results. English - 1 High Distinction Harry Tregilgas, 3 Distinctions, 15 Credits. Mathematics - 2 High Distinctions Ronack Jain and Vashist Jain, 3 Distinctions, 16 Credits. Science – 1 High Distinction – Ronack Jain, 4 Distinctions, 13 Credits. Computing – 3 High Distinctions- Ronack Jain, Jesse Fyfe, Jackson Yann, 5 Distinctions, 9 Credits. Writing – 2 High Distinctions- Hesara Gamalath, Jessica Finegan-Jones, 7 Distinctions, 6 Credits.

## Significant programs and initiatives

### Aboriginal education

New Lambton South Public School Aboriginal Advisory Committee is the core committee where the school is able to ensure we deliver quality programs for all students and teachers in relation to Aboriginal Education and Cultural Knowledge acquisition. Parents, staff, community and students are members of this committee.

In 2013 all Aboriginal children and a friend worked with Aunty Jacqui from the Miromar Awabakal Language and Resource Centre to continue the development of knowledge of culture. As part of their program they wrote and acted out a play based on local sites and this was one of the Education Week performances.

During Naidoc week, the school choir performed the National Anthem in Awabakal and Laurel Staden one of our teachers sang the National Anthem in her language. These experiences have ensured continued respect and appreciation of the importance of language and culture.

All of our Aboriginal students K-2 and their parents were invited to attend Connecting to



Country workshops in Blackbutt and all reported this was a successful opportunity. This program was funded through our Local Management Group (all schools feeding to Kotara and Lambton High Schools).

Three of our teachers attended the 8Ways training for deepening their understanding of quality practices for teaching Aboriginal children and Aboriginal education.



Stage 3 participated in a Cultural Day. Mrs Staden taught each of the Stage 3 classes for a day with a focus on sharing Aboriginal Culture. Mrs Staden is an Aboriginal woman.

Great artwork was produced on the day and students developed more cultural competence.

## Multicultural education

Throughout this year New Lambton South has continued to become more culturally diverse with approximately 15% of our school population coming from a language background other than English.

As a school we have participated in a variety of culturally diverse activities. In Term 1, we celebrated Harmony day and invited students

and parents to share aspects of their culture with the school. This was done in many ways including music, dance, traditional costumes and cooking. We also read multicultural and Dreamtime stories on this day.

We recognised Refugee Week in our school and were lucky enough to be one of only a few schools in the Hunter to have a Cultural Spectacular performance at our school. This performance consisted of singing, dancing and traditional African drumming. We also had a visitor from Amnesty International speak with the Stage three students about human rights.

This year 5/6G participated in a program called Doing Diversity Differently. This program encouraged students to promote diversity within the school. We completed a variety of tasks including making a school welcome board and organising a K-6 Multicultural games afternoon.



## Creative and Performing Arts

This year New Lambton South has offered junior and senior dance groups which performed at the Hunter Dance Festival. The senior dance group also went on to represent our school at the State Dance Festival. Both these groups have performed during weekly school assemblies, Education Week and at Charlestown Square. 15 Stage 2 and 3 students also performed at Star Struck.

In Term 3 all classes K-6 performed in the school Showcase. Students participated throughout the year in Creative Arts groups with opportunities to demonstrate skills and talents in dance, drama, music, percussion and singing. The money raised on the evening went to purchasing new equipment for the hall.

Visual Arts is taught by a specialist Art teacher as part of the RFF program. Each week students learn the different processes associated with art making learning different skills. The term units for each stage are based on appreciating artists and their art forms. This year Stage One have observed illustrators techniques used in Children's Books while local artists have been invited into the classroom and displayed their work.



Our school has created with the assistance of indigenous artist and teacher Mrs Staddon our third fiber glass sculpture, a Rhino that will be exhibited in Taronga Zoo this year. Within the school environment students have assisted in creating large banners for Education Week that were displayed at the front of the school and painted artworks for NAIDOC week in the form of large painted interpretation of indigenous symbols.

Classes in Stage Three have used their skills to create canvas paintings based on different

cultures within our community for school display and painted three scenes for the backdrops for the school musical.

A Stage Three student Eunsu Lee, attended the Creative Arts Camp this year at Myuna Bay.

In Term Four a whole school art exhibition was held to celebrate 'Grand Parents Day'. The community was invited to view student's images of their grandparent displayed within each classroom.

The New Lambton South Public School Music and Band Program provides training and support for students in music tuition and band performance.



Our school concert bands have continued to develop this year under the leadership of Mrs Gina Caban and Mrs Catherine Adams. Our musicians have performed at various local events and competitions including Bandlink, Kotara High School Band Day, a variety of School Performances, Assemblies and Bandfest. Our Senior Band received a *Commended* after competing in the 'Developing Band B' section at Bandfest. Junior Band competed in the Primary Novice section at Bandfest and received a *Highly Commended* an amazing effort as 75% of the band is made up of Year 2 students.



New Lambton South Public School provides musical theory and practical tuition for piano, voice, bass and acoustic guitar, drums and for students learning the instruments of the Concert Band - brass, woodwind and percussion.



In 2013 we had over 50 students involved in the music and band program with over 90 % receiving tuition at the school.

The junior and senior school choirs formed in 2013 and performed at a variety of events throughout the year. An enthusiastic group of around 25 primary students participated in Choralfest for the first time and were rewarded with a "Highly Commended" certificate.

Both choirs have sung at events such as ANZAC ceremonies and school assemblies as well as Education Week performances both at school and at local shopping centres.

The junior and senior choirs combined towards the end of 2013 in order to create a larger sound, delivering performances at Presentation day and community Christmas functions.



In semester 2 this year we introduced the DrumCrew program to our extra-curricular activities. DrumCrew is an innovative program based on New York Style "Bucket Drumming" and aims to increase Music Skills, Confidence & Social Skills. Following a whole school demonstration by the DrumCrew team, which consists of music industry professionals, students were invited to join. We had a very high interest in this activity with 45 very diverse boys and girls signing up. Students participated in weekly lessons throughout term 3 and 4. At the beginning of term 4 we were invited to be a part of a 150 student DrumCrew that would perform at the Special Olympics Opening Ceremony at Hunter Stadium in December. This was an amazing performance opportunity for students which allowed all students to show their musical skills as well as continue to develop their confidence and social skills.

## Sport

Our swimming carnival was held early in term one at Charlestown Pool and resulted in a win to Sugarloaf House. The junior champions were Claudia Gilmore and Bryn Leonard-England and the senior champions were Millie Cornish and Ryan Stoodley. Twenty-eight students qualified for the Newcastle Zone swimming carnival at Lambton Pool. Bryn Leonard-England represented the Newcastle Zone at the Hunter Regional carnival also held at Lambton Pool. Bryn also competed at regional swimming carnival and at the state swimming carnival held at Homebush Aquatic Centre.

The Lap a thon was held at school and was used to select our cross country team. The point score was won by Watagan House. Junior Champions were Charlie O'Connor and Noah Fenton and the Senior Champions were Georgia Andrews and Connor Schultz. Twenty four students represented our school at the Newcastle Zone Carnival. Jayden Ashbourne competed at the Regional Carnival.

Term 2 saw our annual Athletics Carnival held at number 1 sports ground, Newcastle. Competitive events were run in conjunction with a tabloids program and the winning house was Watagan. Junior athletics champions were Ari Franklin and Gus McLeod and senior champions were Georgia Andrews and James Kacev. A large group of forty-one students represented New Lambton South at the Newcastle Zone carnival.



New Lambton South participated in the 2013 PSSA soccer competition during Terms 2 and 3. Both junior and senior teams did extremely well with the senior team reaching the Grand Final against Merewether and the juniors making a semi-final match. It is worth mentioning that the seniors won every game convincingly with their only loss being in the Grand Final on what was an extremely windy day that assisted the opposing team to win by 1 goal!

Under the guidance of Mr Edwards the teams competed at local grounds and played against New Lambton A and B, Merewether, Hamilton and Kotara South. New Lambton South displayed excellent sportsmanship and behaviour throughout the competition and represented their school with pride. Special thanks go to local community member, David Edwards who assisted most weeks with coaching and managing the teams.

With such highly talented soccer players at New Lambton South, it will be a challenge to select the teams for next year. Well done 2013 PSSA New Lambton South soccer players and best of luck with all future soccer aspirations.

In 2013, a variety of new sports were offered across Stages 2 and 3. Tennis, Bike Riding, Golf, Community Walking, Oz Tag and Basketball were all trialled. Golf was a great success, with 5 students being chosen to represent New Lambton South at PSSA Golf championships. These students were Hayden Daniels , Ryley Jackson, Riley Hollingworth, Connor Schultz and Lachlan Pfeiffer.

PSSA Cricket was also popular, with three students, Ryan Stoodley, Ronack Jain and Ryan Dean all representing New Lambton South at regional cricket team trials. Ryan Stoodley moved through to the trials of the championship team. These trials were held in Maitland.

Hayden Daniels was chosen in the State Softball team via selection trials and successfully played in the team representing Newcastle in the National Softball Championships, held in Blacktown at the end of Term 2.

Connor Schultz represented Australia at Ice Hockey school in Canada in Term 3, 2013. Connor was so successful, that he has been chosen to once again represent Australia in Canada in 2014 in February. The Australian Junior Ice Hockey

team will play in competitions against other nations from around the world.

The Aerobics program continues to be strong in our school. This year we entered 13 girls in two teams into competition, both teams progressed through preliminary competition, to state and finally to national titles on the gold Coast. The Electrifiers were placed first in preliminary finals, second in the state final. They were unlucky not to place at Nationals. The Sparklers were placed third in preliminary finals, second in the state final. They were placed second in at Nationals. The teams were strongly supported by their families.



Two teams were entered into Spring Challenge, which is held in Newcastle in October. The Electrifiers won the gold medal in their section. A new team The Lightning Bolts placed third. This new team was mentored by Danika and Lucy who were part of the Sparklers.

## K-2 Sport

Kindergarten, Year 1 and Year 2 students enjoyed participating in a diverse sports program this year. In Term 1 students participated in activities focusing on basic fundamental movement skills as well as dance. They participated in a nine week Gymnastic program in Term 2. In Term 3 the focus was on developing the skills specific to a wide range of popular sports, such as striking, kicking, throwing and catching and we participated in tabloid sports in Term 4. Year 2 students participated in a two week intensive swimming program at Lambton pool. This program highlights the importance we place on keeping our students safe in and around the water. Students were regularly assessed and placed into groups which ranged from learn-to-swim to stroke correction.

## OC 2013



The academic program focused heavily on critical and creative thinking and the development of problem solving skills. During first term there was an emphasis on co-operative learning and team work. These skills are essential for students to successfully engage in higher order learning in the OC class.



Technology continues to be an integral part of the OC program. Students have their own laptops for which they sign a charter which forms the basis of correct care and usage. Student experienced wiki spaces, blog ed, and use Edmodo to share work. Students use their laptops daily as technology is integrated across all learning areas. A wide variety of programs and web 2 tools are used by students to present their work in interesting and innovative ways.

This year Harry Tregilgas and Kevin Heer were offered a place at the Gifted and Talented creative arts camp. This gave them the opportunity to work with gifted students from around the region in creative activities.

This year two year six students – Ronack Jain and Jun Young An were placed equal first in the Newcastle Permanent maths competition. Other students were placed in the top 100 and will attend the maths camp in 2014.

This year we entered two teams in the Premier's debating Challenge. The teams consisted of Harry Tregilgas, Molly Murton, Jessica Finegan- Jones, Lachlan Mc Dougall, Bianka Arunraj, Danika Brown, Vianne Haydon and Hannah Harrison. All students involved enjoyed debating and gained valuable skills.

During term three the OC Class joined with other OC classes on an excursion to the Wetlands. They were involved in water quality testing, pond organism identification, habitat comparison. This was an opportunity to meet with other OC classes and participate in scientific experimentation.

In term four the OC class worked towards participation in Thinkfest. This is a competition against other OC classes which requires four groups from each school to solve four set problems. Students were required to write and perform a script, make one key prop and maintain a visual diary to record their processes. The competition was an exciting and challenging day. New Lambton South won best skit for the mathematics problem and best prop in the visual art section.



A large group of Year 6 students attended the Science and Engineering Challenge Day at Kahibah Public school. Teams were entered in various challenges powering a city using a circuit board, building a catapult, a bridge and an earthquake proof structure. All student enjoyed participating in the day.







### **007 Leadership**

This year at New Lambton South we successfully continued our leadership program, called 007. The philosophy behind the program is 'giving back' to the school community by the Year 6 leaders and also 'big kids looking after little kids'.

Every student in Year 6 was involved in a 2 day training program, which enabled them to become more confident in their own leadership abilities. Different roles within the school community were given to the 007 leaders, some of which took them outside their comfort zone and challenged them to rise to a variety of leadership opportunities.

All Year 6 students were able to be involved in the running of games at lunch times in the Kinder-Year 2 playground. The 007 program helped to create a calmer playground atmosphere. It also provided opportunities for all students to work together, to enhance positive playground behaviours and to provide responsibilities for all student leaders.

Kinder-Year 2 students thoroughly enjoyed the organised games and actively participated in them on a daily basis.



007 students were often called upon to run activities on days such as Harmony Day, Fathers' Sports afternoon and also transition to Kindergarten orientation. 007 students proved themselves to be willing participants in all activities assigned to them, rise to the leadership challenge, remain focused on their leadership roles and lead with passion. They have encouraged future Year 6 students to want to be involved with the 007 programme and have told of the positive experience it has been for them.



### **Public Speaking**

This year all students from Kindergarten to year 6 participated in Public Speaking. Students were asked to deliver a speech on a topic of their choice. These speeches were first presented in class. Following these presentations 3 students from each class were selected to present their speech as part of a stage competition. The top two students from each stage were then selected to represent NLS at the Hunter Central Coast Zone Public Speaking Competition. All students who competed at the zone competition spoke confidently and represented our school with pride.

### **Library**

Library lessons have targeted Stage 2 and Stage 3 with a focus on integrating laptop use within both Stages. Students have utilised technology applications, including a range of Web 2.0 tools, resulting in increased skill level and application to support learning outcomes.

The Library has hosted two successful Book Fairs resulting in \$1800.00 for Library resources.

This year 217 students successfully completed the Premier's Reading Challenge.

K-2 students participated in library with their class teachers.

## Chess

New Lambton South had three chess teams which participated in three zones of the Country Junior Chess Championship. Student performance was outstanding this year with all three grades progressing to the regional final. Our Rookies team, Harry Tregilgas, Lachlan McDougall, Brodie Martin and Jesse Fyfe, came fourth at the regional competition. Our Knights, Chanuka Perera, Jun Young An, Nicolas Martinelli, Vashisht Jain and Jackson Sullivan, came first at the regional final by successfully knocking out six other schools. Our Kings team, Ryan Stoodley, Ronack Jain, Kevin Heer and Nelsen Yohanes, also came first at the regional competition and were able to progress to the inter-regional stage. Unfortunately, they were beaten in a close finish by St Josephs of Lismore and could not progress to State level.

Many of our players were awarded 'Best Player' on their board for the Hunter Region. These students are: Rookies, board 1 – Harry Tregilgas, board 2 – Lachlan McDougall, board 4 – Brodie Martin. Knights, board 1 – Chanuka Perera, board 2 – Jackson Sullivan, board 3 – Jun Young An, board 4 – Vashisht Jain. Best player in Kings – board 2 – Kevin Heer, board 3 – Ronack Jain, board 4 – Ryan Stoodley.

Our players were also awarded 'Best Player' on the finals day at the regional competition. Knights, board 2 – Jackson Sullivan, board 4 – Vashisht Jain. Kings, board 2 – Kevin Heer, board 3 – Ronack Jain, board 4 – Ryan Stoodley.



## Technology

This year we have made substantial use of technology, firstly, in the form of the Connected Classroom. The classroom has been used for both student learning and continued teacher training.

The provision of the wireless network throughout block A has enabled the use of notebooks in classrooms as part of an integrated learning opportunity. Four labs of ten are borrowed to Stage 2 and 3 classes each day to assist with learning across the KLA's. A further twelve notebooks have been distributed across the school for learning support in literacy and numeracy.

Mathletics continues to be used across the school to enhance mathematical understanding. In term 4 teachers accessed further training through webinars and workshops to maximise their use of the program next year. Sixty students have access to Reading Eggs to assist students to further develop skills in phonemic awareness, phonics, spelling vocabulary, grammar and comprehension.

The computer lab is used two days a week for dedicated computer lessons and student access at lunchtime. Teachers book the lab on other days to enhance the learning of their students.

## Reading Recovery

Reading Recovery is an early literacy intervention, targeting children in their second year of formal education (Year One). It provides detailed, meticulous and special procedures designed for individual children to prevent the development of a pattern of reading failure. During 2013, we had one specialist Reading Recovery teacher working with children for the year. A total of eight children received a series of thirty minute daily lessons.

3 of the children who completed the program at NLS achieved above the Year One minimum expected independent reading level of 16. There are 3 children who will be continuing the program in 2014. The reading growth ranged from 1-20 levels, with individual programs averaging 20 weeks.

All children who participate in the Reading Recovery program are monitored throughout Year 2 and Year 3 to ensure progress has been sustained. In 2013, all children monitored showed they have maintained an appropriate level in reading.

## Kindergarten Transition Program

Our Kindergarten transition program offers a broad range of supportive opportunities for parents and their children to build relationships with staff, feel comfortable in their new school setting and gain a comprehensive understanding of the school. The program includes a range of events including a school tour, information sessions about the school and a series of classroom visits for the incoming students.

The school tours were hosted by our school leaders and allowed families to visit our school and observe it in operation. The teddy bears picnic session provided a friendly environment for our prospective parents and students to meet, build relationships with other parents, students and staff and ask questions about our school. Some of our current Kindergarten students and Year 6 students also attended this session to meet and support the children.

Our first information session provided a formal presentation for parents to learn more about New Lambton South and the first year of school. Parents gained a better understanding of the school ethos, policies, curriculum and special

programs offered throughout primary school life. The Transition program enabled new students to



join us for a series of classroom visits to meet their new teachers and gain familiarity in their new school environment. Concurrently parent



information sessions were presented by the K-2 Assistant Principal and various guest speakers. Parents were provided with a comprehensive pack including a range of resources such as contacts, information and resources.

## Got It Program

Enhancing student wellbeing continued to be a focus at New Lambton South in 2013. Our school was selected to participate in the Hunter Health and DEC joint initiative called the 'Got It



program'. Students, teachers, parents and caregivers of students from Early Stage 1 and Stage 1 classes were interviewed by staff from Hunter Health to select the six students to participate in the 'Got It' program.

The students learnt appropriate social skills and strategies to assist with anger management and positive interactions. This was achieved by attending sessions for two hours each week, over a ten week period.

The students' parents and caregivers attended sessions at the same time, learning strategies that would complement the strategies learnt by their children.

All staff trained in the 'Fun Friends' program which accompanied 'Got It'. All students from the Early Stage 1 and Stage 1 classes participated in the weekly Fun Friends program. The Fun Friends program will be an ongoing program at New Lambton South Public School

## School planning and evaluation 2012—2014

### School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. This year we evaluated process used to enhance literacy and numeracy across the school:

### Processes to enhance Stage 2 & 3 Maths

**Overview** - Whilst K-2 teachers were acquiring continuum placement skills through the Best Start and TEN programs many grades 3-6 teachers did not have this opportunity and training.

The goal then was to train grades 3-6 teachers in the necessary techniques to create differentiated learning programs based on continuum placement.

Teachers needed practice in constructing 'open ended investigation' based rubrics with solid banks of evidence based data in the form of work samples to allow for enhanced working mathematically outcomes. Stronger CTJ (Consistency of Teacher Judgment) could arise from closer devising of open ended investigations

and rubrics to categorise student levels of performance.

**Key question:** What do teachers need to know to place and monitor students on the numeracy continuum?

- Count Me In Too knowledge of student levels of progression (knowledge of body language indicating students' strategies)
- Knowledge of Tools which help place students on the numeracy continuum e.g. SENA 1 and 2, Counting On Assessment Kit
- PLAN or Early Learning Plan knowledge and the resource
- Time to test initially then monitoring student progression through the continuum can be recorded during differentiated lessons without having to stop to test each child individually.

**Key question:** Continuum Placement for Teachers: What did teachers learn?

- Deeper knowledge of the continuum and relevant resources. Overview Of Aspects 2, 4 and 5 - Continuum student examples from [numeracycontinuum.com](http://numeracycontinuum.com)
- Deeper knowledge of how to use student work samples
- Deeper knowledge of catering for differentiated lessons and understanding-rich tasks.
- The skills to assess and record student movement on the continuum during differentiated lessons without withdrawal from whole class activities.

### Outcomes for students and teachers:

"Explicit teaching naturally followed the continuum placement project".

They knew "where their students were and these led clear expectations of students".

### Implications for 2014 and beyond:

- Ongoing teacher professional learning using the continuum, *Counting On*, *Count me in Too* materials and *PLAN* software.
- Supervision to ensure implementation.

## Processes to enhance Literacy (Reading)

### Overview key question:

*Does introducing a greater variety of reading materials and allowing more time for reading change students' attitudes towards reading?*

Teachers had been teaching reading in a variety of ways with surveys showing that there was heavy reliance on levelled readers and that not much reading for pleasure was happening in classes.

In Stage 2 classes there was little integration of reading across KLAS and explicit teaching of reading strategies was lacking.

In Stage 3 classes, reading was often focused heavily on HSIE and Science topics. Fewer opportunities existed for reading for pleasure. There was little sharing of books that were enjoyed by students.

### Methodology:

- Student surveys, Parent surveys – Survey Monkey - electronic anonymous survey
- Focus on Reading strategies implemented – eg text sets across Key Learning Areas , differing levels of difficulty, paired readings, increased amounts of time allocated for reading for personal pleasure, specific teaching of “Super Six” strategies.
- Introduction of the use of technology; notebooks, Kindles and access to a variety of electronic sites to access e- books.
- Teacher Professional Learning Sessions – facilitated by Executive staff
- Evidence gathering

Pre program data collected showed that:

- Many students didn't read for pleasure, they saw it as something they had to do for school.
- Many students didn't choose reading first as something they did at home for enjoyment..

### Findings:

Post evaluation surveys give evidence of more students reading for pleasure at home in the holidays.

Student surveys showing 11% of students have changed from not liking independent reading very much to liking it a lot now.

Teachers critically reflected on scope and sequence of texts – eg *Five Times Dizzy*. They reported that if students lost interest, they would actively change pedagogy – eg ensure viewing , background knowledge, making connections, creating visuals to support meaning (making eg pictures of characters such as Yaya from "Five Times Dizzy").

OC students enjoyed reading Jules Verne but needed support to understand vocab.

Partner reading of conversations encouraged oral comprehension.

Reading groups – more meaningful reading responses and engaging texts

Students shared what they are reading and what they like – students are sharing books more – in general a great appreciation of reading.

Student selection of texts added to greater enjoyment and deeper understanding of texts.

Parents report higher levels of enthusiasm for reading by their children and have remarked on greater amounts of time spent on reading than previously.

Integrating reading into homework / spelling allows students to improve fluency and prosody as well as extend vocab knowledge.

### Implications for 2014 and beyond:

- 100% of staff and students supported ongoing increased amounts of DEAR or reading for pleasure time.
- Creating a variety of support situations in classroom has a positive impact; cushions, use of technology, reading in quiet areas, teachers reading at the same time. Modelling personal enjoyment of reading contributes to students valuing reading more.
- Teachers need to experiment with multimodal and multigenre texts to ensure greater student engagement with texts.
- Review and expand training to date and continuing professional learning while reflecting more on processes.



- Integrate this learning into new English curriculum
- Applying knowledge to writing was identified as the next step in this process.
- Resourcing appropriately poses new challenges and excitement amongst staff - particularly moving into multimodal texts
- Ensure enough background knowledge before studying/reading a text impacted on student enjoyment and understanding.

## **School planning 2012—2014:**

### **Progress in 2013**

#### **School priority 1**

Curriculum and Assessment

##### **Outcomes from 2012–2014**

- Literacy and numeracy assessment practices and quality feedback improve learning outcomes for every student.
- Innovative and flexible approaches to curriculum are evident across the school.
- New syllabuses will be implemented incorporating the Australian Curriculum.

##### **Evidence of progress towards outcomes in 2013:**

- Improved formative and summative assessment practices are evident in all classes. Corporate programming for curriculum and assessment is in place.
- Student engagement is high and new technologies are implemented.
- All teachers have been trained in preparation for the implementation of English Australian Curriculum in 2014. Units of work are developed for Term 1 and beyond.

##### **Strategies to achieve these outcomes in 2014**

- Restructure of professional learning schedule to ensure full professional learning for Australian Curriculums.
- Lesson Study model implemented to support teachers and ensure improved student outcomes on focus areas in English and Maths.

#### **School priority 2**

Literacy and Numeracy

##### **Outcomes from 2012–2014**

- Evidenced based pedagogy is used to ensure best practice in literacy and numeracy across the school with improved outcomes for every student.
- Effective transition to school and high school is provided to ensure improved outcomes for all students.
- Increased levels of student achievement in literacy and numeracy
- Evidence of developing teacher proficiency in understanding and implementation of Australian Curriculums

##### **Evidence of progress towards outcomes in 2013:**

- Teachers engaged in professional learning in English and Maths
- Parent feedback reports improved satisfaction with transition to school, students in Kindergarten had high levels of success in literacy and numeracy, high school and primary school worked together on joint curriculum initiatives to improved transition to high school.
- Student performance targets met in focus areas in English and Maths

##### **Strategies to achieve these outcomes in 2014:**

- Continued Focus on Reading, Count me in Too(online) and other Professional Learning models.
- Strategic focused teaching and learning sequences with tracking using PLAN.
- Ongoing networking with High School to enhance teacher learning and student transition success.

#### **Professional learning**

Teachers have engaged in diverse professional learning in 2013. Phase 2 **Focus on Reading** has been a focus area for Stages 2 and 3; **TEN Numeracy** has been a focus for all teachers, with a heavier emphasis for Early Stage 1 and Stage 1 but a pilot action research program was implemented in Stages 2 and 3 to increase performance in Maths.

In 2014, a continued heavy emphasis will be given to teacher professional learning. Research evidence is clear that student outcomes will improve with continued teacher professional learning.

In 2014, professional learning will occur in two staff meetings per week as well as School Development Days and by releasing staff to work together. Executive will also lead a Lesson Study model of targeted explicit teaching and tracking of student outcomes. The professional dialogue around this model will also add to teacher quality and therefore student outcomes.

## **Parent/caregiver, student, and teacher satisfaction**

In 2013, the school sought the opinions of parents about the school.

### **Parent Satisfaction Survey**

Survey was conducted to find out parents feelings regarding communication within New Lambton South including P&C, teachers and general.

When asked, most parents read the weekly newsflash and find it helpful and informative. Many parents find it a great source of information about activities, achievements and class progress. The updates provided by teachers about each class were good, however many people expressed disappointment when there was little or no update for their child's class. Some suggestions were more info about Staff learning, class activities, achievements and up & coming programs.

Three quarters of people surveyed use the NLS website and find it beneficial in addition to the Newsflash. The main use for the website was to access the Newsflash, obtain permission notes and information about school such as Canteen price lists. Only half of people used or knew about the new Skoolbag App. Those who did install and use the App thought it easy to use and the reminders were helpful.

The online interview scheduling was well received with 94% using the system. The online form made it easier when making time to schedule meeting with class teacher, particularly when needing to see more than one teacher. The option of either three way interview or just parent/teacher chat was one suggestion to improve the process. Also, email access to the

class teacher may be of benefit so parents can keep in touch with their child's teacher if they can't always be there for pick up/drop off times, for example OOSH families.

Almost all people saw the value in a term outline for each class or stage. It helps plan activities at home, budget for excursions, and to give advance notice for when parents are required at school. A more detailed term outline available on the website would be of great benefit so parents can access as required and be better prepared. Also some parents felt they would like to help out more within but were not sure how to.

Most agreed there was adequate information provided about extracurricular activities, what is expected from students, parents and when but felt information provided was at times unclear or just assumed. There was often too short notice regarding costs and requirements, also all of the information should be on a single note. Many found the medical form on every single permission note repetitive and suggested perhaps a digital form or copy be made available. Another suggestion was to provide a schedule for the Terms activities and money required so families can better prepare/budget for the following term.

While only half of parents surveyed agreed there is adequate information provided about their children's progress, most commented that Teachers happily make information available when asked. Parents who commented felt more individual feedback would be beneficial. The option of a longer parent/teacher interview would be welcomed. The Newsflash is a great tool that provides the main source of information about each class however some parents commented the lines of communication could be improved by positive comments and more detail about each class' weekly routine. Although many parents who completed the survey would like to see a more individual approach to communication, they realise time constraints don't always make it possible for staff. One suggestion would be to change /improve the way paper notes go home in children's school bag as there have been many times parents simply don't receive the notes.

One idea to improve communication between parents and the P&C would be for a suggestion/feedback box outside the office as some find it the timing of meeting difficult to

attend. While the P&C does its best to improve facilities, raise funds and make decisions, some felt the lines of communication could be greater. One response felt unsure as to what exactly the P&C does and suggested that the previous Minutes and meeting Agenda could be published for people to access, and be made aware of the issues that will be discussed at the next meeting.

While most people stated communication channels are adequate within the school they could be improved and a more individual approach would be welcome. The Newsflash is a worthwhile and helpful communication tool but many thought that it could be improved with more detail and extra attempt to include weekly class updates. Although only a small number of parents who completed the survey actually used the new Skoolbag app, those that have found it is informative and user friendly.

### **Implications for 2014**

Teachers and executive will examine parent feedback and take on board that feedback when planning improvements to communication systems in the school.

## **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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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at:

<https://detwww.det.nsw.edu.au/high-performance/annual-school-reports>