

LAMBERT SCHOOL

Lambert School

Annual Report

2025

The following report has been prepared in response to the Australian Government requirements that schools report on specific issues to their stakeholders on an annual basis.

This report provides a summary of relevant information relating to the operation of

Lambert School in 2025.

About Lambert School

Lambert School is a small co-ed city school of approximately 40 students. The school aims to provide exceptional education in a non-institutional setting which is congenial, caring and mutually supporting. There is no uniform, no office or principal's study, bell, or public address system. However, the School is orderly, has a set timetable, a sense of purpose and provides a stimulating learning environment. The school has no religious or political affiliation but a strong belief in the individual, in group responsibility and in caring for each other. The curriculum is broad and challenging, with resources allocated to ensure that programs are well staffed and equipped to cater for a range of abilities and interests. In-class learning and camps are essential to the curriculum as are visits to local events such as exhibitions and concerts. The school follows the Australian Curriculum with students studying Mathematics, Science, English, Geography, Politics, Civics, Economics and History, Digital Technology, Art, Drama, Physical Education, French and Chinese. Healthy lunches and morning teas are provided each day and a qualified chef is employed. Reporting to parents is integral to the teaching/learning program through the use of the school's online data base (LMS) for assessments of assignments and paper three reports a year.

The aim of education at Lambert School is the development of reflective, creative and responsible thought and the creation of life-long learners It is vital to the school that what is taught, and the ways in which it is taught, should inspire the students to value themselves, to recognise, accept and develop their individual gifts and talents and to encourage others to do the same.
Learning at Lambert School focuses on methods that support student engagement through:

- collaborative teamwork
- communication
- problem-solving
- creating and expression through multiple modes
- making connections.

Lambert School's teaching and learning philosophy is continually reshaped by current research on effective pedagogy practices in teaching and learning. Staff and students build relationships to promote a learning environment that cultivates confidence, communication and mutual respect. Students are encouraged to develop positive relationships between students, staff, community and the environment. All students are encouraged and supported so they remain motivated, ambitious and achieve to the best of their ability. Teachers engage students to develop a passion for life-long learning through encouraging, challenging with support and guiding them. We strive to prepare students for life's journey by developing a sense of meaning and purpose, responsible decision making, developing resilience and resourcefulness for adaptability.

Our Vision

Our vision for Lambert School is to provide Quality Teaching and Learning opportunities for all children to become successful learners, confident & creative individuals and active & informed citizens. Lambert School builds a sense of community, identity and belonging that provides a positive, safe environment for quality learning.

Message from the School Board



School Board Chair Annual Report 2025

The end of the year provides an opportunity to reflect and consider the year to come. As always there is much to celebrate at Lambert. Most importantly the students who have excelled in an environment that has been built to meet their education needs in a safe and supportive space surrounded by a school team committed to them.

Sean Kelly has been a valuable member of the school board, he brought a passion and commitment to the role born from a long relationship as a teacher and member of the Lambert School Community. This year he has had to make the difficult decision to step away from his role and we thank him for his hard work and wish him well.

The school and board teams have worked hard throughout the year to embed governance systems to ensure the school sustainability in a changing and increasingly regulated landscape. There have been challenges as the teams navigate requirements within an ongoing commitment to maintain the school ethos and culture that is so valuable to so many.

The Schools Strategic Plan has been developed and embedded practice and systems are in the Business Plan to support this balance.

The financial systems developed and implemented in the previous year have been further developed providing business oversight that will ensure sustainability in challenging financial times.

The school has worked with the students and school community to develop mechanisms for student and community voice in the school's ongoing development.

As the year drew to a close the school team was working intensively with the Non Government Schools Registration Board to navigate complex requirements for registration. We were fortunate to engage the expert consultancy from a number of

experts in the field of school compliance to support this intensive work. This work will continue in 2026.

I would like to acknowledge the incredible work of Wilma Lambert, Nina Penfold and Tai Gardner who sacrificed holidays and time with family and rest to ensure that Lambert School enters 2026 with a clear plan and sound systems in place that not only meet the regulatory requirements of a school but ensure the values and culture of the school are strong and celebrated. I am very aware that Lambert School is a unique environment that provides outstanding education and grounding for future pathways that is essential for the students who attend the school. I am proud to observe that this is protected and developed so that future students have the opportunity to benefit from this school.

Kate Gillham

Chair, Lambert School Board.

Message from the Principal



Principal's Report 2025

In 2025 Lambert School concluded 50 years of education. The school was registered in 1975 under the Whitlam government's Choice and Diversity policy - also known as "horses for courses".

The school started with six primary students in the founding principal, Wilma Lambert's home with lessons around the kitchen table, technology in the back yard and local excursions to the city and the bush. In the optimistic creative mood of the time, local artists provided art lessons, musicians music and lecturers from the university came to lunch each Friday with other like-minded people to eat food prepared and served by the students.

Now, fifty years later the school has grown, travelled to Italy, China, Japan, New Zealand and set up a school for Aboriginal children in the Northern Territory. It has shrunk a little since covid and started to recover, though now the exuberance of the '70s has waned with the effects of social media, anxiety caused by climate change, family and society pressure.

2025 started happily on a bus to see, draw and celebrate the fagus. We were accompanied by a science educator who helped identify and classify the flora and fauna, especially fungi and birds.

Many theatre visits for primary and secondary students to the Theatre Royal were spaced through the year and for secondaries a Romeo and Juliet festival of play reading, sonnet composition, films and lastly Bell Shakespeare production dominated writing and literature studies in term 4.

Physical Education was largely funded by Sporting Schools. We began the year with primary and secondary students enjoying tennis coaching on the Domain. In term 2 the primary and infant students went to PCYC for weekly gymnastics. Primary and Secondary students attended Collegiate Swim Centre for two weeks of swimming and water safety. In term 3 secondaries participated in self-defence classes each Wednesday afternoon. In term 4 all students participated in blind cricket on the Domain.

The year ended with a picnic at Chauncy Vale and lastly snippets of drama and music in a farewell to our Grade 10s.

Art classes provided a highlight with our annual visit to the Hadley's Art Prize. Our students entered the student competition and we were excited to see a number of students on the evening news accepting prizes.

A day's workshops with Aboriginal artist Arthur Conlan was a highlight of Term 4.

In Term 4 our Grade 10s participated in the RYDA road safety programme. Two of our Grade 10s participated in the Young Women's leadership programme, a day spent with women parliamentarians.

There was extra emphasis placed on the basics of literacy, a response to the Commonwealth concerns about national failing standards. All teachers participated in the professional development programme in the teaching of literacy. The programme was implemented using direct instructions using commonwealth teaching materials.

The first fifty years concluded with a sense of achievement, pride and a looking to the coming year with its new challenges.

Wilma Lambert

Principal

Teacher Qualifications

It is a legal requirement that teachers employed in Tasmania are registered with the Tasmanian Teachers Registration Board. All teachers employed by Lambert School are registered and hold appropriate qualifications.

Lambert School is a professional teaching community with high expectations and strives to provide outstanding and engaging academic programs that support and nurture students to achieve their personal best. We have a passionate team of staff who are highly skilled and dedicated in their teaching and learning practices, promote the vision and values of the school and are committed to continuous pedagogical improvement based on best practice research.

Our 2025 teacher qualifications are as follows:

- Wilma Lambert: Principal, Registered Teacher
- Nina Penfold: Co-Deputy Principal, Diploma of Teaching, B.Ed.
- Caroline Jackson: B.A. Hons, Dip Ed
- Ekkehart Mundana: B. Music., Dip.Ed.
- Tai Gardner: B.Sc. Hons, PhD, LAT.
- Lili Christie: B.A., M. Teaching, Diploma of Teaching Chinese as a Second Language.
- Carmen Wang: B.F.A, M. Teaching
- Nell Kay: B.Bhav.Sci, M. Teaching
- Emily di Pretoro: B.Ed

Our 2025 workforce consisted of:

Total teaching staff 2023	9
Full-time equivalent teaching staff	1
Part-time teaching staff	8
Non-teaching staff	5
Indigenous staff	0
Full-time equivalent non-teaching staff	0
Teaching staff retained from previous year	9
New teaching staff 2025	0
Teaching staff retention rate	100%

Student Results

Lambert School 2025 NAPLAN and Assessment Summary

Lambert School is a small school with varying numbers in yearly cohorts, (these cohorts can be very small), and intakes from numerous schools and districts. NAPLAN data is not always a clear indicator of achievement for our students, as the small size makes whole-cohort statistical analysis unreliable. Additionally, consistent data from a student's entire schooling is not always available as that information is not shared between state and independent schools. This becomes a particular issue around enrolments between primary and high school. Instead, Lambert School uses individual NAPLAN results in conjunction with other standardised tests to understand the achievements of our students as individual learners.

The information we have evaluated from 2025 shows strength in Reading and Writing. Spelling is overall above average in the primary years however becomes an issue with a number of students in Grades 7-9 who have come from other schools. This is reflected in both NAPLAN as well as PAT Spelling results. Students' results have shown improvement from the March 2025 to November 2025. This is evident in the Year 3- 6 students who have attended Lambert School for a number of years. The school also has students diagnosed with dyslexia and this is addressed by specific support groups and programs being implemented.

Numeracy results in Years 7-10 have been of concern and extra support groups have been run to supplement the mainstream program. Numeracy results have shown improvement.

PAT Maths and English (Reading) results show that significant improvement for individual students has been made in 2025. The SWIST test for spelling is used for Grade 3-7 and allows for diagnostic assessment and planning. Improvement in results was evident from 2024 to 2025.

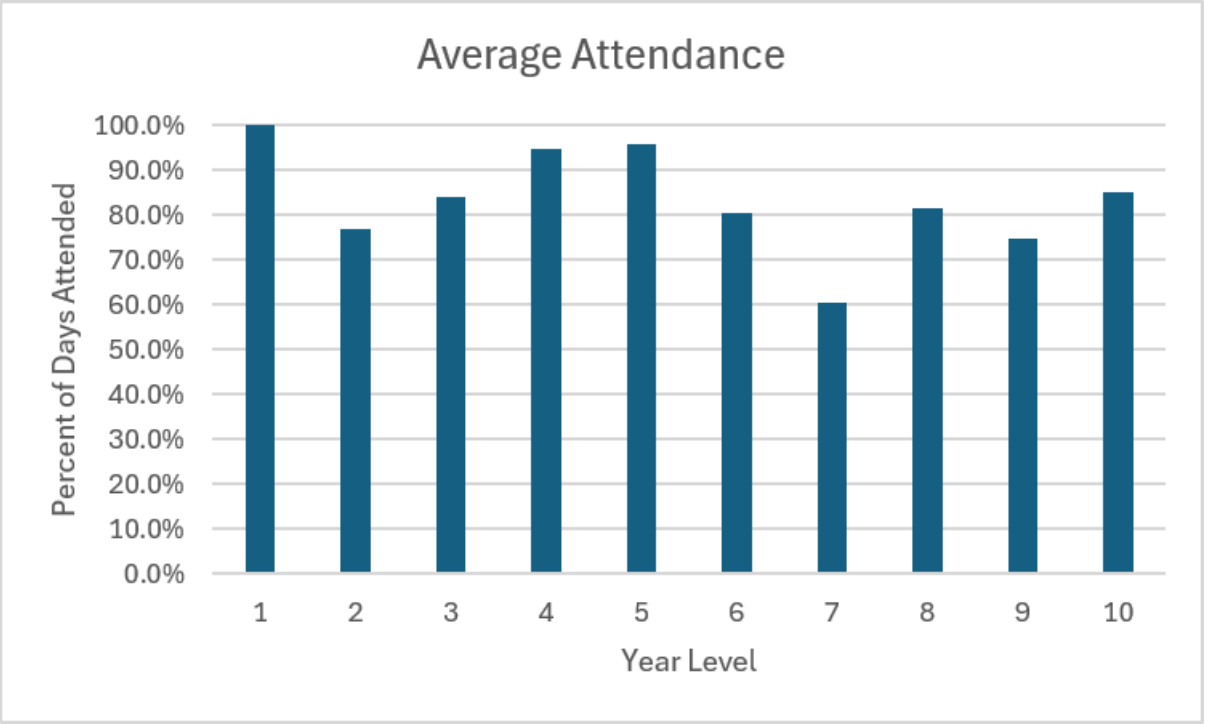
Attendance

Lambert School implements policy and procedures to monitor the daily attendance of students and follow-up on absences.

Lambert School's average attendance was lower than in previous years. However, due to the small class sizes, this data can be easily skewed by anything from a mild illness passing amongst the students to a family holiday. Additionally, Lambert School has received an increase in enrolments of students with a record of school refusal who wished to re-engage with their education. The attendance of many of these students increases over time, however initial difficulties getting to school reduce the cohort's average attendance.

Additionally, there were no Foundation students in 2025.

Attendance by Year Group, 2025



The responsibility lies with parents and guardians to ensure student attendance, with notification of absenteeism by phone or email by 9am. Where no notification has been received, there is further follow up from the school. Under Ministerial Instruction 5 for Authorising a Person to Act as an Authorised Person for the Purpose of Sections 40(2) and 40(3), the school has authorised the principal, deputy principal and administrator to investigate absences. After five unexplained absences, or if the school is otherwise concerned about the attendance of a student, a Compulsory Conciliation Conference is organised.

Finance

Lambert School income amounted to $1,100,276.30 in 2025, allowing expenditure in educational resources to support students.

Income primarily came from school fees, Commonwealth and State Government Grants as detailed below.

School Fee Income:	$173,783.50
Commonwealth Grant Income:	$695,275.50
State Government Income:	$204,658.00
Other Grants	$1,642.27
Rent Received	$18,909.15
Interest Received	$6,007.88
Total Revenue	**$1,100,276.30**
2025 Expenses	$1,227,590.53
Profit/Loss for 2025	-$164,116.76

Explanation of Figures

While Lambert School ran at a loss for 2025, there were significant factors. Notably, our funding at the end of the year was delayed, resulting in a lower net income. This deficit should be remedied in the 2026 figures. Additionally, the school has cut some of its costs for 2026, one of the bigger areas being staffing.

Student Satisfaction

Students were surveyed at the beginning of 2026 concerning their time at Lambert in 2025. Going forward, this data as well as parent and staff data will be collected at the end of the year.

Student feedback has been positive. Generally, students feel safe at school and that the school provides a place where they can learn and achieve their best. Highlights include the lunch and morning tea program, and the excursion program.

A small number of students identified mental-health as a problem area. While ultimately a medical and family issue, Lambert School is employing pastoral care strategies in 2026, including one-on-one guidance and class or school-wide pastoral care activities.

There has also been positive feedback from students around the school's new student voice initiatives, including the student complaint process.

School Complaints

In 2025 Lambert School launched its new complaints system. The new online system makes giving feedback more accessible, and is available via the school website as well as QR codes sound the school. Students of all ages have had the opportunity to use the system by making their own complaints (real or otherwise), and students could give their feedback on the process. In the six months that the system was active in 2025, only one serious complaint was filed, which was successfully resolved.