

LAMBERT SCHOOL

**Lambert School**

# **Annual Report**

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**2020**

***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 2020.***

# About Lambert School

Lambert School is a small co-ed city school of approximately 60 students. The school aims to provide exceptional education in a non-institutional setting which is homely, 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. School and grade camps are essential to the curriculum as are visits to local events such as exhibitions and concerts. Students are given sound education in Mathematics, Science, English Language, Geography, Politics, Civics, Economics and History, Digital Technology Art, Drama, Physical Education, French and Chinese. Healthy lunches and morning teas are provided. Reporting to parents is integral to the teaching/learning program.

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 aim 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.



## Our Values

We endorse the Australian Government Values for Australian Schooling initiative and strongly believe that the link between values education and student wellbeing is powerful. The National Framework for **Values** Education in Australian **Schools** states that '**values** education can strengthen students' self esteem, optimism and commitment to personal fulfilment; and help students exercise ethical judgement and social responsibility. The Lambert School community is.

Our schools education program consists of the following core values:

- Kindness
- Belonging
- Creativity
- Discovery
- Resilience

# Message from the School Board



In writing this report I am given the opportunity to reflect on an extraordinary year at Lambert School. As with the whole community, the Lambert School team has supported its community in a rapidly changing landscape as we recover from and continue to thrive in the wake of Covid-19. It is timely to thank Wilma and the school team for their hard work and dedication to the students at Lambert School which has been continuous in its focus of placing the student's wellbeing and learning at the centre of every decision.

The board has been working hard to develop a sound governance framework that supports the values and principles of the school. This has included seeking advice and guidance with Independent Schools Tasmania and The Office of the Education Registrar. As a Board we have made changes to our structure to both maintain compliance for registration but also create an environment that best supports the school, its development and core values.

The entire board and members of the school's senior leadership team have all participated in Governance Training with Independent Schools Tasmania and have committed to furthering this learning later in 2021.

The board has developed a matrix of skills required to build and develop the membership of the board. An induction process has been developed for members entering the team. We have welcomed new members to the Board and farewelled Tai Gardner from the Board. Tai has given many years of service to the Lambert School Board, and we thank him for his dedication and endless hard work. A focus moving into the new year is to invite new members to the team.

The school team and the board have developed improved financial planning and reporting frameworks this year and it is with confidence that the Board endorses the financial status of the school with a solid plan moving forward.

Many thanks to the members of the Lambert School Board for your time, your commitment and your dedication to providing the structure that allows the Lambert School to do what it does best and support students to learn and thrive.

Kate Gillham

Acting Chair of Board

# Message from the Principal



The year started well with staff at work the week before the students returned preparing for class and in professional development, Digital Technology mainly.

Before we were aware of Covid 19 we had enjoyed our signature Drama experience, Shakespeare in the Gardens. This was followed by our two weeks of swimming lessons. These were the first and last of our normally rich experiences of theatre, art, music and physical education.

Students were sent home at the end of the seventh week, numbers attending classes having dropped sharply as parents responded to the growing community alarm. Students were given packages of work, text books and stamped addressed envelopes for work to be returned. The teachers worked at school preparing work while Cheryl and Tech Wolves set up our version of distance learning using our Learning Management System. From then on for Term 2 the teachers attended school for staff meetings, for pre-arranged zoom meeting with students and to set, mark and mail supplementary material, to phone students and to make support calls to parents. Students who are not connected to the internet or did not have a device were supplied with devices and our IT manager spent many hours assisting some parents to log in to our system. Many hours were spent talking to parents about the set work and encouraging and advising them on how to spend the school day appropriately.

Probably the most disquieting day I have experienced as a teacher was the day the students went home with their bags of books; the day of return was probably the most positive and joyous. We were not able to return to most of our out of school activities till term 4 when with some anxiety we organised our annual trip to Maria Island. We were then in the “new normal” with additional hygiene measures but with a new awareness of the importance of our shared school life.

The year ended with the usual concert and assembly. We had planned to hold it outdoors but the weather was not suitable and so it was held in the Drama room and to satisfy Covid rules with only grade 10 parents present. It was a year that will be remembered for its difference but as we farewelled our grade 10 students we were once again aware of the joy, the privilege and the importance of our work.

Wilma Lambert

# 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 teacher qualifications are as follows:

- Wilma Lambert Principal Registered Teacher
- Cheryl Scripps Deputy Principal B.A., B.Teaching
- Bob Fletcher B.Sc. Hons, M. Teaching
- Anoushka Hughes B. F.A., M. Teaching
- Caroline Jackson B.A. Hons, Dip Ed
- Eleanor Tucker B. Music., M.Ed.
- Xuan Zhou B. Law., M. Teaching.
- Thomas Lambert B.I.C.T., L.A.T-studying M. Teaching
- Ralph D'Andrea B.Sc., M. Ed
- Nina Penfold Diploma of Teaching, B.Ed.

Our 2020 workforce consisted of:

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|--|------|
| • Total teaching staff 2020                  | 10   |
| • Full-time equivalent teaching staff        | 7.0  |
| • Non-teaching staff                         | 5    |
| • Indigenous staff                           | 0    |
| • Full-time equivalent non-teaching staff    | 2.8  |
| • Teaching staff retained from previous year | 8    |
| • New teaching staff 2020                    | 0    |
| • Staff retention rate                       | 100% |

Whole School Professional Learning 2020:

- Moderation
- Professional Learning Community
- Be You Learning Modules in Wellbeing
- Online Learning Development



# Parent, Student and Teacher Satisfaction.

Surveys are carried out on a yearly basis and their feedback is very important for the development of the Lambert School. Three surveys are conducted inquiring into parent, student and teacher thoughts on the running of the school. The response to these surveys has been exceptionally positive. Any negative responses are important to us as they indicate areas in which the school can strive to improve. Most parents surveyed were extremely pleased with how easily their child had fitted into the school.

Our process for administering surveys, collating and analysing its data is under review for 2021. Parents, staff and students will be provided with confidential access to online questionnaires.



# Student Results in NAP Annual Assessments

*Due to the public health management of the COVID19 pandemic, no NAPLAN assessments took place in 2020.*

Lambert School Naplan Data (last update: 2019)

Cohort	Minimum National Standard (MNS)	Reading	Writing	Spelling	Grammar	Numeracy
3	Average Score	441	387	402	372	373
	% Below MNS					
	% At MNS					
	% Above MNS	100	100	100	100	100
5	Average Score	449	416	382	416	399
	% Below MNS			50	50	
	% At MNS	50	100			100
	% Above MNS			50	50	
7	Average Score	502	454	482	491	475
	% Below MNS	22	11	22	11	11
	% At MNS	12	67	22	34	45
	% Above MNS	66	22	56	55	44
9	Average Score	548	508	536	583	562
	% Below MNS		29		14	
	% At MNS	29	43	43	14	29
	% Above MNS	71	28	57	72	71

# Learning Initiatives & Wellbeing

*Learners are safe, feel supported and are confident, involved learners and effective communicators.*

In 2019 & 2020 Lambert School's Wellbeing initiatives were prioritised. For Lambert School developing student wellbeing and mental health is crucial. We recognise that student wellbeing, including good social, emotional and mental health, is fundamental to student success and learning. We proactively support student wellbeing and mental health through:

- The development of open, honest and supportive relationships
- Promoting a sense of belonging
- Specialist workshops throughout the year which provide opportunities to facilitate engagement with wellbeing and mental health issues
- Curriculum programs with an explicit focus on understanding and developing wellbeing
- Implementing practices known to support student wellbeing
- Supporting programs to foster social and emotional wellbeing
- Providing staff professional learning opportunities regarding ways to best support the wellbeing of our students.

It is this combination of approaches that puts student wellbeing at the heart of all that we do. It helps to define the philosophy of our school, valuing the intrinsic worth of every person equally, acting with integrity, building community, a desire for peace and justice and living a life of fulfilment.

Lambert School staff worked as a team to develop a Wellbeing Lotus. From this our learning community were able to establish what professional learning was required for staff and what focus on learning was needed for students. This included professional learning in areas of Family Partnerships, Learning Resilience, Mentally healthy communities and Responding Together. School values were developed and students participated in a weekly wellbeing learning program.

Lambert School's Wellbeing initiative will undergo review in 2021 with direction and programs to be implemented in 2022.

*Learning initiatives across the school directed focus to key areas including moderation, data analysis and staff working with the Australian Professional Standards for Teachers.*

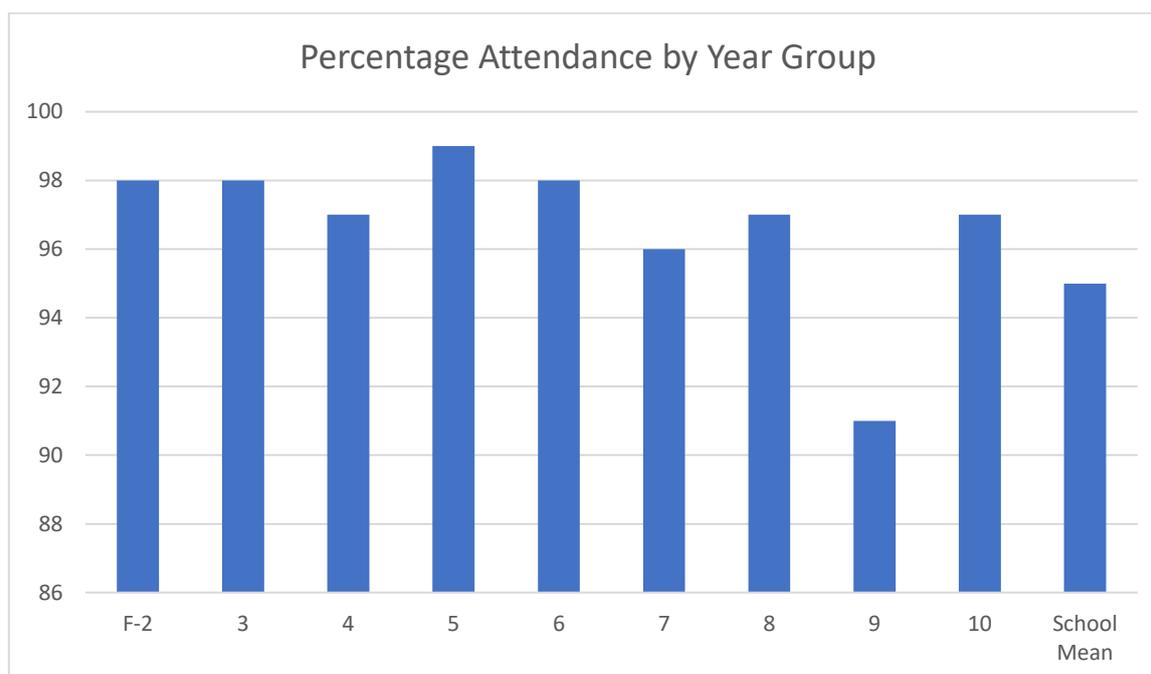


# Attendance

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

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. If an absence remains unexplained after contact has been made with parents/guardians, or there is long-term absenteeism, the relevant authorities are notified. Data on attendance is kept by administration for reporting.

**Attendance by Year Group, 2020**



The mean average attendance rate throughout the year was 95%. This includes the time during which the school was closed during the Covid-19 pandemic response. Students engaging in online learning during this time are classified as school attendees. Please note, the y-axis of the above graph does not begin at zero.

# Finance

Lambert School income amounted to \$1,348,947 in 2020, allowing expenditure in educational resources to support students. This included investing in online learning programs through the school website, new iPads for science and music departments and new laptops for music.

Income came from school fees, Commonwealth and State Government Grants. This included extra pandemic payments.

School Fee Income: \$226,643

Commonwealth Grant Income: \$836,201

State Government Income: \$226,869

