Our school at a glance

Students
Lurnea Public School has a student population of 430 students from diverse social and cultural backgrounds. The school also has a support unit to cater for students with unique learning needs and a Pre-School.

Staff
All teachers at Lurnea Public School are tertiary qualified. Our staff ranges from beginning teachers to very experienced classroom teachers.
All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives
• Student Engagement
• Community Liaison Officer
• Targeted Support Learning

Student achievement in 2010
Lurnea Public School students have demonstrated outstanding achievement in a number of areas. They include:
• 75% of Year 3 students achieving above minimum standards in writing
• 73.2% of Year 3 students achieving above minimum standards in spelling
• 61% of Year 3 students achieving above minimum standards in overall Numeracy
• 70% of Year 5 students achieving above minimum standards in writing

Messages

Principal’s message
Lurnea Public School is a school committed to providing quality educational experiences to all students. Our teachers are engaged in varied professional learning experiences throughout the year to ensure we are at the cutting edge of teaching and learning.

Our school values the community that we serve and works hard at creating real and lasting links. We are aware of our responsibilities and ensure that our community maintains a voice in our strategic planning for future school improvements.

At Lurnea Public School we believe in being safe and respectful learners. These beliefs are helping our school look to the future as we plan to meet the education needs of our students and ensure whole school improvement in Literacy and Numeracy.

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.

David Sim
Principal

P & C message
On behalf of the P&C, I would like to thank all the parents, carers, volunteers, businesses and the Lurnea Public School teaching & administration staff for their continued support throughout 2010. Without your valued support, we would not be able to contribute funds to the school and ultimately, to the futures of our students, in the manner in which we do.

2010 has been a very successful year for the Lurnea Public School P&C Association. Our fundraising activities consisted of a stall for Mother’s Day and Father’s Day, Canteen Red days, Chicken Burger & Sausage Sizzle days, School
Disco, Christmas raffle and various morning teas. All of our fundraising activities were well supported by the community. This level of support was pivotal in the school winning the first prize of $5,000 in the Casula Mall Shopper Docket promotion for 2010. As a result, the P&C have been able to provide donations to the school totaling over $9,000. These funds have allowed the school to order two new smart boards, which will be fitted to classrooms in the near future.

The P&C also entered into a joint fundraising venture with the Dance coordinators, Miss McClelland and Miss Morrison, which was conducted in conjunction with the Performing Arts and Presentation days in Term 4. This initiative aimed to raise sufficient funds to enable the school to purchase stage lighting for the school hall, which will be installed in early 2011.

The P&C operated canteen continued to trade well in 2010 and has increased its turnover by providing a targeted range of delicious food at reasonable prices. Our sincere thanks must go to our volunteers who staff the canteen including our manager Gwen and her dedicated group of assistants. We have also taken the opportunity to upgrade the refrigeration equipment in the canteen in 2010, through the purchase of a new upright freezer and a two door upright fridge. The acquisition of these items will enhance our future fundraising capabilities.

In summary, I would like to extend my sincere appreciation to our committed P&C Executive - Debbie, Craig, Gwen and Jennie. Their efforts throughout 2010 were extraordinary.

Juleanne McKew
P&C President

Student Representative Council’s message

In 2010 Lurnea Public School’s Student Representative Council (SRC) was made up of 16 students from Years 3-6. Students were nominated by their peers for their ability to lead, be a good role model for fellow students and value the school and the wider community. The SRC members were all keen on getting a message out to the wider community that they had a common focus of helping those who needed a helping hand.

Throughout the year the SRC fundraised and brought awareness to a number of charity organisations. This awareness of helping those less fortunate was deemed important by the students, as they felt that as a school we can, without too much effort help others.

As such the SRC were involved in: -

- Easter Egg Guessing Competition
- Bandana Day – This was a hugely successful day, with all bandanas selling out before 9am. We raised $250.00 and are hoping to sell many more in 2011.
- Jeans for Genes Day – Another successful day, with staff and students alike wearing their jeans to support a needy cause. The SRC raised $320.00 that will go towards helping with research of childhood genetic diseases.

School context

Student information

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

Student enrolments have been steadily decreasing over the last 5 years as indicated in the graph below.

<table>
<thead>
<tr>
<th>Year</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>295</td>
<td>276</td>
<td>260</td>
<td>243</td>
<td>223</td>
</tr>
<tr>
<td>Female</td>
<td>206</td>
<td>214</td>
<td>208</td>
<td>193</td>
<td>180</td>
</tr>
</tbody>
</table>

Student attendance profile

Student attendance has improved dramatically over the last 4 years as outlined below.

Management of non-attendance

All levels of staff at Lurnea Public School manage student attendance. Classroom teachers make initial contact with parents or carers regarding attendance. The Community Liaison Officer (CLO) is often utilised to support parents and carers to improve their child’s attendance. This process is closely monitored by the school executives who often follow up with contact. If there are still concerns, the principal will refer the case to the regional Home School Liaison Officer.

Attendance incentives and recognition programs underpin our philosophy of positively encouraging children to come to school as often as possible.

Class sizes

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

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

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>KN K</td>
<td>18</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>KT K</td>
<td>16</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>KB K</td>
<td>16</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>1M</td>
<td>1</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>1/2C</td>
<td>1</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>1/2C</td>
<td>2</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>2K</td>
<td>2</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>2R</td>
<td>2</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>3G</td>
<td>3</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>3H</td>
<td>3</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>3/4J</td>
<td>3</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>3/4J</td>
<td>4</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>4C</td>
<td>4</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>4R</td>
<td>4</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>5/6J</td>
<td>5</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>5/6J</td>
<td>6</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>5/6M</td>
<td>5</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>5/6M</td>
<td>6</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>5/6V</td>
<td>5</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>5/6V</td>
<td>6</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>5/6W</td>
<td>5</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>5/6W</td>
<td>6</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>1/2A</td>
<td>1</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>1/2A</td>
<td>2</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>
Structure of classes

All mainstream classes were mixed ability groups. Due to fewer enrolments, a number of composite classes were formed.

The special education unit consisted of a support class hearing, 2 moderate disability support classes and 1 mild disability support class.

Staff information

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

The staff of Lurnea Public School is a dynamic group of professionals with wide-ranging experience and expertise. Highly skilled administration staff support the teachers in many ways including direct support in the classroom.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Teacher of Moderate Intellectual Disabilities</td>
<td>2</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>12</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal Support (Hearing)</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>.5</td>
</tr>
<tr>
<td>Support Teacher Learning</td>
<td>1.4</td>
</tr>
<tr>
<td>Assistance</td>
<td></td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>.8</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1.6</td>
</tr>
<tr>
<td>Counsellor</td>
<td>.6</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>29.9</td>
</tr>
</tbody>
</table>

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

There are 3 staff members at Lurnea Public School who identify as Aboriginal.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>29%</td>
</tr>
</tbody>
</table>

Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>159 043.68</td>
</tr>
<tr>
<td>Global funds</td>
<td>217 658.26</td>
</tr>
<tr>
<td>Tied funds</td>
<td>195 522.96</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>84 770.11</td>
</tr>
<tr>
<td>Interest</td>
<td>11 385.86</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>17 085.04</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>685 465.91</td>
</tr>
</tbody>
</table>

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

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

Achievements

Arts

2010 was an exciting year for Performing Arts at Lurnea Public School. We had Stage Dance groups throughout the school with many teachers and students practising during their lunch times to ensure their performances were ready to perform in front of many audiences. Once again, we were involved in the Liverpool Performing Arts Festival (LAaFF) with neighbouring schools. This event is a highlight for all students and teachers involved. All Stage Dance groups and the Junior and Primary choir groups auditioned to be part of the festival, with the Stage 1 Dance group and the Junior Choir becoming successful. Our performance at the festival in 2010 was outstanding and the students thoroughly enjoyed the experience of performing in front of such a large audience.

The annual Performing Arts Extravaganza had 100% participation from students and teachers. Performances included drama plays, dances, singing and musical instrument acts. Positive feedback was received in regards to the running of this event by audience members and staff members were commended on the high standard of performances produced on this day.

Sport

Lurnea Public School students participated in Fields Zone PSSA Gala Day competitions throughout 2010. Students from Years 3 to 6 were involved in Gala Days for cricket, basketball, t-ball, softball, oztag, netball, newcombeball, rugby league, soccer and Australian Football League (AFL). In total, 10 teams consisting of over 150 students participated in Summer PSSA and 14 teams consisting of more than 180 students were involved in Winter PSSA.

2010 achievements and highlights include:

- All students K-6 were involved in school Cross Country and Athletics carnivals.
- Over 100 students from Years 3-6 attended the school Swimming Carnival at Fairfield Leisure Centre.
- 6 students represented Lurnea Public School in the Liverpool Zone Swimming Carnival at Birrong Pool.
- 41 students participated in the Zone Cross Country Carnival. One student went on to represent Liverpool Zone at the Regional Cross Country Carnival.
- 26 students participated in the Zone Athletics Carnival for Field Events and 34 represented our school in the Track events. 2 students were selected to represent Liverpool Zone at the South Western Sydney Region carnival.

Academic

In the National Assessment Program-Literacy and Numeracy (NAPLAN), the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Literacy – NAPLAN Year 3
Progress in literacy

Numeracy – NAPLAN Year 5
Progress in numeracy

Minimum standards

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

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

Percentage of Year 3 students achieving at or above minimum standard in 2010

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>83</td>
</tr>
<tr>
<td>Writing</td>
<td>85</td>
</tr>
<tr>
<td>Spelling</td>
<td>83</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>76</td>
</tr>
<tr>
<td>Numeracy</td>
<td>81</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>58</td>
</tr>
<tr>
<td>Writing</td>
<td>77</td>
</tr>
<tr>
<td>Spelling</td>
<td>78</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>77</td>
</tr>
<tr>
<td>Numeracy</td>
<td>69</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

Aboriginal students in Year 3 were tested as part of the Coolibah Dynamic Assessment program, which identifies gifted and talented Aboriginal students. A Year 4 Aboriginal student who identified as gifted and talented attended workshops and overnight camps as part of the program to provide him with the opportunity to further develop his academic potential.

3 students were nominated for the 2010 South Western Sydney Region Aboriginal Student Achievement Awards. It was the 20th Anniversary for these awards that acknowledge outstanding achievements of Aboriginal students and their contribution to Aboriginal Education. A Year 2 student nominated by their class teacher received an award for pride in their identity and sharing Aboriginal culture.

The Aboriginal Education Officer supported Aboriginal students in the
classroom focussing on providing learning assistance in the key areas of Numeracy and Literacy.

**Community Liaison Officer**

The Community Liaison Officer (CLO) position aims to establish solid school and community partnerships. Initiatives included:

- English classes for parents from language backgrounds other than English;
- Play time sessions with children between the ages 0-5;
- Training and development for parents and implementation of literacy programs such as Home Reading;
- Promoting and celebrating regular school attendance; and
- Supporting the community by connecting families with essential services such as legal aide and housing.

Regular school attendance has been promoted and celebrated throughout the school. As a result, Lurnea Public School has achieved an attendance rate of 93%.

Playgroup sessions coordinated by the CLO continue to promote community links and to act as a transition to school strategy for local children. The sessions also provide the opportunity to link community members to local services, where necessary.

The CLO role has been critical in promoting the transition of all students into Kindergarten. By creating and distributing Parent Information Booklets, the CLO has provided clear and accurate information to parents and carers to ensure a smooth transition to school.

Lurnea Public School has benefited greatly by being promoted throughout the local community. This year we were fortunate to be able to participate in the Scholar Dollar competition at Casula Mall. Through the tireless work of our community and CLO, Lurnea was the winning local school and received a $5000 cash prize.

**Respect and responsibility**

The Positive Behaviour Intervention Support Program (PBIS) has promoted respect and responsibly throughout the school. We have:

- Promoted student participation by ensuring student leadership programs are authentic and effective. Students lead assemblies and functions as a key strategy.
- The school belief of learning, safety and respect are promoted heavily throughout the school and the community. All interaction with students that result in positive or negative consequences are framed by these beliefs.
- Students are presented with social skills and rules as a whole school every day. Executive staff discuss the meaning of the skills and how they can be demonstrated at school.

**Competitions**

A total of 44 test papers were completed by a number of Year 3-6 students who chose to enter international academic competitions conducted by the University of New South Wales in 2010. Students completed assessments in the areas of Mathematics, English, Spelling, Writing, Science, and Computer Skills. Several students were awarded a Credit: 3 students in Mathematics; 1 student in Writing; 1 student in Spelling and 2 students in Science.

**Other programs**

**PSP**

PSP funding is still a critical component of our 3 year school plan. Through this additional funding we have been able to build and maintain close and successful links with our community, provide additional STLA and School Learning Support Officer support and improve literacy skills through the strategic purchasing of technology to support targeted teaching and learning in Reading.
The technology has been fully integrated as a teaching and learning tool across Numeracy and all other KLAs. Additional funding provided through PSP also enabled us to maintain the purchasing of quality resources. These were the catalyst for working towards achieving targets in Literacy, Numeracy and Student Engagement.

TEN – Targeted Early Numeracy Program

Kindergarten, Year 1 and Year 2 teachers received 3 days of professional learning to improve Numeracy teaching and learning. The following outcomes were achieved:
• Teachers were able to plan and implement quality lessons that catered for the broad range of student abilities in their classrooms.
• Improved student outcomes with the majority of students improving their Number skills and achieving grade level minimum outcomes.
• Each K-2 teacher received up to 4 classroom visits from a Mathematics consultant where team teaching and lesson demonstrations occurred to support quality teaching and learning.

Communication Partners Project – Sydney South West Area Health Service

Stage 1 and Kindergarten received training and support from a qualified speech pathologist during Semester 2. This included:
• Support being provided in assessment, planning and providing quality lessons aimed at improving student verbal communication.
• In class support was provided to targeted students and teachers were able to observe quality teaching and strategies used to support the students.
• Targeted students showed a good understanding of topics taught and teachers showed an improved capacity to meet the needs of their targeted students.

Synthetic Phonics Program

A Year 1 class and their teacher received support from a literacy consultant to implement a phonics program aimed at improving teaching and learning in spelling and reading.
• The support included demonstration lessons and quality resources that will enable staff to implement this program in more classrooms in 2011.
• Students were thoroughly engaged during the hands-on lessons and many students improved their ability to sound out words and recall a larger variety of letter blends.

Progress on 2010 targets

Target 1

Improved literacy outcomes for all students

Our achievements include:

• 30.8% of Year 5 students achieved or exceeded growth in NAPLAN Reading.
• Reducing the percentage of students in Year 3 achieving at or below minimum standards by 30% and increasing the percentage of students achieving proficiency standards by 21%.
• Reducing the percentage of students in Year 5 achieving at or below minimum standards by 34% and increasing the percentage of students achieving proficiency standards by 18%.
• Though 60% of students K-6 did not achieve significant growth in standardised school assessment in Reading K-6 over 60% of students achieved sound growth in this assessment. This is reflected in the data for achieving stage exit outcomes in reading.
• Teachers’ reports show that 69% of students K-6, achieved stage exit outcomes in Reading, thereby achieving the target of 60%.
Target 2

Improve Student Numeracy Skills

Our achievements include:
• 61% of students K-6 achieved stage exit outcomes in Mathematics.
• 33% of students achieved greater than or equal to expected growth in NAPLAN – Numeracy.
• Mathematics programs and school based procedures were evaluated in line with Phase 2 of the Mathematics Review Recommendations 2008.

Target 3

Improved levels of student engagement

Our achievements include:
• An overall attendance rate of 93.4%
• A 60% increase in the number of students demonstrating the belief of Lurnea Public School by achieving the standard of Gold Level.
• 37% reduction in the number of students being placed on negative PBIS levels; including suspension.

Key evaluations

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

Educational and management practice

Student Engagement

Background

Student Engagement was identified as a critical component of successful teaching and learning. Strategies and suggestions throughout the year led to significant improvement in engagement of all students.

Findings and conclusions

The Playground

This year we revised the layout and structure of our playground. Special playground zones were formed to promote activity at break times and lunchtimes to help students develop their fitness and social skills.

• 71% of staff thought the new playground structures had a positive impact on student behaviour.
• 55% of staff agreed that students are aware of their expected behaviours in the playground.
• Students reported that they preferred the new playground settings, in particular the structured play activities and the free movement in the playground.

The Chill Out Room

Some students find the playground a difficult and challenging environment. To assist them experience success, a unique room, called the Chill Out Room, was created as a safe and calm place for students to go where they can develop their social skills in a positive way.

• 29% of staff stated that the Chill Out Room has been successful in developing the social skills of challenging students.
• Students in the Chill Out Room demonstrated improved social and cooperative skills during supervised break times.
• Positive results concerning student engagement were reported by class teachers proceeding visits to the Chill Out Room.

PBIS

Recent developments in our school’s positive behaviour systems have included a revised expectation matrix, introduction of Playground Friends and positive reinforcement of the school rules through class behaviour awards.

• A 60% increase in students achieving Gold Level by the end of the year.
• Reduced numbers of office referrals due to new playground settings and Chill Out Room environment.
• 37% reduction in students on negative behaviour levels.
Future directions
Teacher, student and parent consultation will continue to be a priority. Further review of the social skills aspect of the Chill Out Room are needed to further develop a return to the playground transition for each child. Further staff professional learning is also required in developing more consistent and effective use of the RISC program when tracking behaviour and academic records.

Curriculum
Literacy
Background
Analysis of NAPLAN results in reading comprehension, a review of current comprehension programs taught at Lurnea PS school and a literature review of best practice in teaching comprehension was conducted in 2010.

Findings and conclusions
• Examination of the responses provided by teachers in a survey conducted regarding teaching and programming in reading comprehension was used to inform what professional learning was to be delivered.
• Survey results revealed that 80% of teachers were either using or were interested in learning more about the district STLA program Key into Comprehension.
• 100% of teachers received Professional learning on how to implement the comprehension programs Key into Comprehension and Blanks Questioning.
• Teachers shared their expertise of teaching and programming reading comprehension through peer to peer observations. Thereby advancing quality teaching of comprehension to improve student outcomes in Reading.

Future directions
There will be whole school development in Literacy in 2011 with all teachers being providing with professional learning in the Focus on Reading program. This program provides strategies to improve their teaching of Reading.

Parent, student, and teacher satisfaction
In 2010 the school sought the opinions of parents, students and teachers about the school. Focus groups between the Principal and parents, teachers and students were held throughout the year to gather information to support the school through the significant period of change. Their responses are presented below.
• Teachers reported a strong sense of teamwork with each other and confidence in their teaching and learning. However, they expressed concern about school directions and targets and made constructive suggestions to further enhance the learning outcomes of students. One teacher mentioned “We have done a lot of work, but there is still a lot to do. We are looking forward to the challenge of a new Principal”.
• Students were very positive about their school experience, particularly when questioned about the changes to the playground. They were extremely enthusiastic about being awarded the opportunity to become a Friday Friend in the Chill Out Room. The students were able to clearly articulate the expectation matrix of PBIS and demonstrated a clear understanding of the leveled behaviour system in the school.
• Parents and the community in general have been extremely supportive of the school throughout 2010. Many parents reported that they were pleased that the expectations of student behaviour are becoming clearer. All of the parents in the focus group praised the teachers for their hard work and dedication to their children. The primary concern for the parent group however, was the
consistency and stability of the leadership of the school. One parent commented “Our school needs a Principal who the children will respect – someone who will support the great work of the teachers so our kids will achieve more.”

- The P&C took an active role in delegating a member to participate in the selection panel process for the appointment of a new Principal.

**Professional learning**

Professional Learning changed in 2010 in response to staff understanding of current research into effective learning and development. The school executive took an active role in providing professional learning to all staff. They led teams of teachers through various modules of the Classroom Teacher Program, which provided NSW Institute of Teachers accredited hours. This strategy positioned the school executive as the leaders of the learning and promoted a collaborative and supportive professional learning environment.

School based professional learning will continue to be a focus in 2011 with the commencement of the Team Leadership for School Improvement Program.

**School development 2009 – 2011**

**Targets for 2011**

**Target 1**

*To match or exceed South Western Sydney Regional NAPLAN results in Reading in Year 3 and Year 5 by 2014.*

In 2011, reduce the percentage of students in Year 3 achieving at or below minimum standards by 4% and increase the percentage of students achieving proficiency standards by 4%.

In 2011, reduce the percentage of students in Year 5 achieving at or below minimum standards by 3% and increase the percentage of students achieving proficiency standards by 3%.

**Strategies to achieve these targets include:**

- Refine and implement school and grade based targets that reflect the needs of our students.
- Consistency of the teaching of reading by using Ants in the Apple P-2 and Focus on Reading 3-6.
- Conducting parental information sessions and workshops based on key reading strategies to enable parents to effectively support Literacy learning at home.
- Improve the use of Technology in Literacy teaching and learning by purchasing two interactive white boards and sourcing quality teaching and learning programs to increase student engagement and to raise student outcomes.

**Our success will be measured by:**

- The whole school community know, understand and are committed to achieving our Reading Targets.
- Teachers using effective and consistent reading strategies P-6 in order to meet Literacy Targets.
- All teachers increasing their use of technology during Literacy sessions.
- Increased improvement in our students’ reading and comprehension ability, as evidenced by our achievement in standardised school assessments and NAPLAN – Reading.

**Target 2**

*To match or exceed South Western Sydney Regional NAPLAN results in Numeracy by 2014:*

In 2011, reduce the percentage of students in Year 3 achieving at or below minimum standards by 4% and increase the percentage of students achieving proficiency standards by 4%.
- In 2011, reduce the percentage of students in Year 5 achieving at or below minimum standards by 3% and increase the percentage of students achieving proficiency standards by 3%.

**Strategies to achieve these targets include:**

- Refine and implement school and grade based targets that reflect the needs of our students.
- Continued whole school focus on problem solving using the Language of Maths program.
- Provide information sessions to parents and carers that will enable them to support school based Numeracy initiatives and their children’s learning.
- Implementation of the Best Start and TEN programs in years K-2 to improve student engagement and achievement in Number.
- Improve the use of Technology in Numeracy teaching and learning by:
  - Using Nintendo DS technology, Maths Training and Brain Training software to engage students and improve their number and problem solving skills.
  - Utilising the ‘Mathletics’ website and associated resources to provide additional teaching methods and challenging Mathematics lessons to all students.
- Seeking additional consultancy support to improve teacher’s ability to maximise the benefits of using technology in Numeracy lessons.

**Our success will be measured by:**

- The whole school community know, understand and are committed to achieving our Numeracy targets.
- 100% of teachers increasing their use of technology in Numeracy lessons.
- Improvement in our student’s ability to solve word problems, as evidenced by our achievement in NAPLAN – Numeracy.
- All K-2 students achieving minimum benchmarks in the TEN program.

**Target 3**

In 2011, to increase student attendance by at least 1% to match or exceed that of the region and state averages.

In 2011, to reduce the number of students by 5% that are referred to the front office and placed on Red Folders.
- 21.5% = 94 out of 436 students in 2010 placed on Red Folders.
- 16.5% = 72 out of 436 students in 2011 placed on Red Folders.
- 5% equates to a reduction of 22 Red Folders for 2011.

In 2011, to match or exceed the number of students in 2010 receiving, gold awards.

**Strategies to achieve these targets include:**

- Engaging incentives to entice students to attend school.
- Develop a consistent whole school incentive to motivate students to attend school regularly.
- Explicitly teach school rules, values and social skills.
- Designate eating time to discuss expectations matrix with students.
- Use RISC data to identify problematic behaviours and email (weekly) this information to staff. Staff will use this information to guide their teaching of social skills and expectations.
- Staff using consistent language based on rules and expectations matrix.
  - Staff to explicitly use consistent language when teaching social skills.
- Develop an in class behaviour system that is consistent across the school which aligns directly with the PBIS policy.
- Introduce interactive and engaging activities into the playground.
  - Playground zone tubs updated.
  - Introduce new playground zones (new car track to integrate students from mainstream and support).
• Use the Chill Out room as a tool to encourage and develop social skills.
  - Students attending the Chill Out room on a regular basis learn the skills of turn taking, fair play and sharing.
• Inform and involve the community about our goals and directions via school newsletter and website.
  - Update school website with current PBIS information such as celebrating student success.
  - Work collaboratively with Community Liaison Officer to inform the community about the school targets in regards to attendance and school expectations.

**Our success will be measured by:**

- Improved attendance rates that match or exceeded regional and state averages.
- A reduction of students referred to the office and placed on red folders.
  - A reduction of 22 students (5%) from 2010 figures placed on red folders.
- An Increase in the number of students receiving Gold awards.
  - Match or exceed the number of students receiving Gold awards from 2010 figures.

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