Our school at a glance

Lurnea Public School services an established residential area developed mainly as a public housing area in the early 1960’s. Its student population of 498 is drawn from increasingly diverse cultural backgrounds.

The school is part of the Liverpool District and attracts additional funding from the NSW Government as part of the Priority Schools Program.

Lurnea places emphasis on student welfare and the building and maintenance of positive relationships. Pride, in oneself, family and school, is reflected in student behaviour and commitment to school activities and programs.

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

Student achievement in 2008

Literacy – NAPLAN Year 3
85% of students are achieving at or above the minimum standard for Writing.

Students performed better in Writing and Grammar and Punctuation compared to Reading and Spelling.

Reading with a focus upon Comprehension will need particular attention.

Numeracy – NAPLAN Year 3
80% of students are achieving at or above the minimum standard for Numeracy.

18% of students in Year 3 were in Band 1 for Overall Numeracy.

25% of students scored in bands 5 and 6.

Literacy – NAPLAN Year 5
92 % of students are achieving at or above the minimum standard for Spelling.

Students performed better in Writing and Spelling compared to Reading and Grammar and Punctuation.

Reading with a focus upon Comprehension will need particular attention.

Numeracy – NAPLAN Year 5
83% of students are achieving at or above the minimum standard for Numeracy.

15% of students in Year 5 were in Band 1 for Overall Numeracy.

Messages

Principal's message

The school pursues the mantra; “We are safe and respectful learners”. This philosophy is embedded in our six core school rules. These rules are discussed and displayed in the classrooms and foyers. Students, teachers and parents collaboratively work together to achieve and maintain this school philosophy.

The partnerships established between the school and its community continue to grow and strengthen. The support of parents and community members is greatly appreciated and commended. Our volunteers are invaluable to our everyday school life.

The staff’s commitment to quality teaching and continued improvement is fundamental to the progress that has been made over recent years.

In commending our students for their efforts, achievements and good will, we recognise the dedication and hard work of staff and community members.

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.

Paul Mastronardi
Principal

P & C message

During 2008 there were several successful fundraising activities held at Lurnea Public School including cake stalls, discos, sausage sizzles, an Easter raffle, Mothers Day, Fathers Day and Christmas Stalls. There was also a twilight Halloween Fair held on October 31st.

The P & C donated $1000 towards assisting M Block refurbishments. Due to the limited availability of funds in 2008 the P&C have been restricted in their ability to provide financial support as in previous years.

The paid Canteen Supervisor commenced in Term 1 2008 but vacated the position at the end of Term 3 2008. A new manager will be trialled in 2009.

Gwen Fox
P&C President
Student representative's message

It was decided last year to change the format of the Student Representative Council. Instead of involving students from Year 2 – 6, the SRC would be made up of only Years 5 and 6 students and the school captains.

The SRC groups would meet every few weeks to discuss issues in the school, environmental concerns and fundraising projects. Students were allocated buddy classes to visit and talk about what happened during SRC meetings. Students also found out any suggestions or complaints from their buddy classes.

The positive, hard working and cooperative SRC team:
- Worked productively as a team and with their buddies
- Focused on improving school environmental issues: switching off lights, turning off taps and less litter
- Promoted and took part in Earth Hour during school time
- Raised money for Leukaemia Research by hosting a crazy hair day
- Promoted and encouraged peers to Walk Safely to School
- Raised funds for Canteen (cancer charity) by selling bandanas and pens
- Hosted the Year 3–6 assemblies.

This new SRC format has worked extremely well this year and should be continued next year. The SRC should give a presentation at whole school assemblies to inform staff, parents and students of planned or recent activities.

Julie Paterson, SRC Co-ordinator

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

Enrolments at Lurnea Public School are predominantly from the local area and student mobility continues to be high. There are 35 cultural groups represented across the school, with the Arabic community being the largest single group followed by Samoan and Bosnian families. School enrolment numbers continue to fluctuate with over 498 students enrolled this year.

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>248</td>
<td>211</td>
</tr>
<tr>
<td>2005</td>
<td>285</td>
<td>205</td>
</tr>
<tr>
<td>2006</td>
<td>295</td>
<td>206</td>
</tr>
<tr>
<td>2007</td>
<td>276</td>
<td>214</td>
</tr>
<tr>
<td>2008</td>
<td>260</td>
<td>208</td>
</tr>
</tbody>
</table>

Attendance levels were again below regional and state averages and have a detrimental effect on student learning. Many lengthy overseas visits by students contribute to these rates.

The school continues to encourage awareness and respect for regular attendance through the Attendance Incentive Program and to identify students who are at risk of attendance concern by working closely with the Home School Liaison Officer through the Attendance Monitoring Program.

<table>
<thead>
<tr>
<th>Year</th>
<th>School</th>
<th>Region</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>91.0</td>
<td>93.8</td>
<td>93.8</td>
</tr>
<tr>
<td>2006</td>
<td>91.9</td>
<td>94.2</td>
<td>94.0</td>
</tr>
<tr>
<td>2007</td>
<td>91.4</td>
<td>94.0</td>
<td>94.0</td>
</tr>
<tr>
<td>2008</td>
<td>93.1</td>
<td>94.3</td>
<td>94.1</td>
</tr>
</tbody>
</table>

Student attendance profile

Student attendance rates

<table>
<thead>
<tr>
<th>Year</th>
<th>School</th>
<th>Region</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>2006</td>
<td>90</td>
<td>90</td>
<td>90</td>
</tr>
<tr>
<td>2007</td>
<td>80</td>
<td>80</td>
<td>80</td>
</tr>
<tr>
<td>2008</td>
<td>70</td>
<td>70</td>
<td>70</td>
</tr>
</tbody>
</table>
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 2008 class size audit conducted on Tuesday 25 March 2008.

<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>1/2J</td>
<td>2</td>
<td>8</td>
<td>24</td>
</tr>
<tr>
<td>1/2J</td>
<td>1</td>
<td>16</td>
<td>24</td>
</tr>
<tr>
<td>1P</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1W</td>
<td>1</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>2B</td>
<td>2</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>2C</td>
<td>2</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>2G</td>
<td>2</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>3/4V</td>
<td>3</td>
<td>15</td>
<td>25</td>
</tr>
<tr>
<td>3/4V</td>
<td>4</td>
<td>10</td>
<td>25</td>
</tr>
<tr>
<td>3C</td>
<td>3</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>3R</td>
<td>3</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>4C</td>
<td>4</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>4N</td>
<td>4</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>5K</td>
<td>5</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>5T</td>
<td>5</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>6P</td>
<td>6</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>6T</td>
<td>6</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>K/1B</td>
<td>K</td>
<td>10</td>
<td>21</td>
</tr>
<tr>
<td>K/1B</td>
<td>1</td>
<td>11</td>
<td>21</td>
</tr>
<tr>
<td>KD</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>KN</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>KS</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
</tbody>
</table>

Structure of classes
In 2008 there were 23 classes formed. 19 of these classes were mainstream classes and 4 were support classes, including Junior and Senior IO, an IM class and a Hearing Class.

Our school focus was Early Intervention and as a result an Intensive Language class was formed. This was supported by the STLA team (Support Teacher Learning Assistance) and ESL team (English as a Second Language). The teachers from these teams were concentrated in the grades Kindergarten to Year 2.

A Year 4 class was formed specifically for boys with the intention of gathering pre and post data to ascertain the effectiveness of the pilot program.

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

Staff establishment
There is a non-teaching Deputy Principal and five Assistant Principals, one being the Assistant Principal for the Support Unit. The majority of the staff have been teaching between 1 and 6 years. These early career teachers are supported by the Teacher Mentor. There are three teachers who support students who speak English as a second language and three teachers who provide learning assistance in classrooms.

<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>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>5</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>14</td>
</tr>
<tr>
<td>Teacher of Moderate Intellectual Disabilities</td>
<td>2.0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher of Hearing Disabilities</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.715</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.6</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1.8</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.6</td>
</tr>
<tr>
<td>Total</td>
<td>30.715</td>
</tr>
</tbody>
</table>

Staff retention
For the third year in a row the school has been able to retain a significantly higher percentage of existing staff than in previous years.

One Assistant Principal transferred to a school closer to her home. Two classroom teachers acquired positions in schools closer to their place of residence. Two temporary teachers gained permanent status within Lurnea PS.

As numbers at the school have remained below 516 the Deputy Principal position will be abolished. The School Education Director was able to extend this position for another year.

Staff attendance
Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was: 96.4%

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>71</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.

Date of financial summary: 30/11/2008

<table>
<thead>
<tr>
<th>Income</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>$186,676.78</td>
</tr>
<tr>
<td>Global funds</td>
<td>$229,939.72</td>
</tr>
<tr>
<td>Tied funds</td>
<td>$147,648.58</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>$86,274.36</td>
</tr>
<tr>
<td>Interest</td>
<td>$15,052.83</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>$21,008.10</td>
</tr>
<tr>
<td>Canteen</td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>$686,600.37</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>$27,121.39</td>
</tr>
<tr>
<td>Excursions</td>
<td>$27,361.65</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>$48,877.53</td>
</tr>
<tr>
<td>Library</td>
<td>$3,444.56</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>$11,676.46</td>
</tr>
<tr>
<td>Tied funds</td>
<td>$218,652.93</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>$72,390.24</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>$55,677.98</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>$0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>$33,842.04</td>
</tr>
<tr>
<td>Maintenance</td>
<td>$31,931.98</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>$20,081.88</td>
</tr>
<tr>
<td>Capital programs</td>
<td>$20,644.23</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>$571,702.87</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>$114,897.50</strong></td>
</tr>
</tbody>
</table>

Our school canteen is managed by the P&C and all funds raised are allocated by the P&C to support specific school programs.

The short term casual relief costing includes training and development for teaching staff.

A full copy of the school's 2008 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.

Achievements

Arts

Performing Arts continued to receive community support throughout the year, with two dance groups established.

The dance groups formed in 2008 catered for the talents of students from Grades 3 to 6. The Stage Two and Stage Three dance ensembles performed at whole school events including the Performing Arts Extravaganza and Presentation Day.

During 2008, our school was once again fortunate to access the Song room program. This program provides opportunities for enhanced learning and development for disadvantaged children through music and the arts. Throughout the year, several classes participated in weekly music lessons, with a trained music teacher, over a six month period, with new classes accessing the program during the second semester. As a result, many of our children participated in rich learning experiences in music.

Sport

Children attending Lurnea Public School have traditionally supported sporting programs. This commitment has once again continued this year, with some fine sporting achievements.

Galas Days have continued to be implemented into Lurnea PS in 2008, allowing all primary students the opportunity to try out for a PSSA team. This process resulted in the formation of 10 summer teams and 10 winter teams, involving over 180 students, an increase in numbers from 2007.

2008 achievements include:

- More than 65% of primary students were involved in PSSA competitions.
- Five students from Lurnea PS represented the Liverpool Zone at regional sports carnivals.
- 108 students from Years 2-6 completed the annual school swimming scheme at the Whitlam Centre during Term 1.

Physical development initiatives include:

- The implementation of a new Physical Education and Fitness K-6 scope and sequence, developed by the Curriculum Management Team in 2007.

School performance 2008

Our school community has maintained its commitment to and has had notable success and achievement in the Performing Arts, Sport and Academic Areas.
• Stage 2 and 3 students participated in an AFL Clinic, focussing on the development of skills in the sport.
• Stage 2 students completed the Rugby League Skills Development Clinic, provided by the Australian Rugby League Development Association.
• Year 6 students and students from our Support classes participated in a Soccer Clinic, led by Edusport, motivating students to participate in physical activity.
• A promotional visit by students from Menai Public School who participated in the Jump Rope for Heart program within their school, culminating in a ‘Jump Off Day’ at Lurnea PS.
• More than 40 primary students competed in Oz Tag and Rugby League Gala Days.
• Whole school involvement in swimming, cross country and athletics activities.

Other

OPEN DAY

Our open day celebrations in 2008 began with an assembly where the school community was exposed to the talents of our students who performed confidently on stage. Doctor Andrew McDonald, the local member of state parliament, addressed the assembly.

Parents had the opportunity to visit the classrooms and engage in lessons with their children. During the break many parents enjoyed picnic lunches with their children in the school gardens.

Close to 160 parents attended the open day celebrations and we hope, through various initiatives, that this number will increase in the future.

Academic

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

The achievement scale represents increasing levels of skills and understandings demonstrated in the 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)
Percentage of students in bands:
Year 5 spelling

Band
Percentage of students
LSG average 2008
State average 2008

Percentage of students in bands:
Year 5 grammar and punctuation

Band
Percentage of students
LSG average 2008
State average 2008

Percentage of students in bands:
Year 5 numeracy

Band
Percentage of students
LSG average 2008
State average 2008

Progress in numeracy

Average progress in numeracy
between Year 3 and Year 5

Progress

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 in our school achieving at or above the minimum standard in 2008

<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>81</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>81</td>
</tr>
<tr>
<td>Numeracy</td>
<td>80</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>81</td>
</tr>
<tr>
<td>Writing</td>
<td>90</td>
</tr>
<tr>
<td>Spelling</td>
<td>92</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>85</td>
</tr>
<tr>
<td>Numeracy</td>
<td>83</td>
</tr>
</tbody>
</table>

**Significant programs and initiatives**

**Aboriginal education**

Aboriginal perspectives pervade many areas of classroom work across the Key Learning Areas (KLAs) in all grades K-6. These programs are designed to educate all students about Aboriginal history, culture and contemporary Aboriginal Australia.

NAIDOC Week celebrations raised the awareness of Aboriginal culture and understandings for the entire school community. Students viewed a performance by the Aboriginal performer, Monty Prior, which incorporated music, art and storytelling.

In recognition of Reconciliation Week all classes undertook a poetry-writing competition designed to inform and increase understanding of Aboriginal perspectives in the curriculum. Student poems were displayed at the Liverpool City Library.

In Semester Two the school employed an Aboriginal tutor targeting Aboriginal students with intensive needs in literacy and numeracy.

A whole school initiative was the implementation of Personalised Learning Plans (PLPs) for all Aboriginal students. This involved Aboriginal students, their teachers, parents and the Aboriginal Education Officer developing agreed learning goals and relevant strategies for student achievement. Classroom teachers then documented these. In 2009 the school will continue writing PLPs for our Aboriginal students with a stronger focus on the monitoring and evaluation of student learning goals by all stakeholders.

**Multicultural education**

**DIVERSITY DAY**

Diversity day was celebrated early in term four in 2008. Students were addressed during a special assembly on the significance of this day. Many students were visibly proud wearing traditional dresses from their countries.

In class, students were involved in a range of activities which exposed them to various cultures. Parents overwhelmingly supported our request to provide traditional dishes. During the breaks students thoroughly enjoyed themselves with these sumptuous meals.

Diversity day will be celebrated annually at Lurnea Public School.

**Respect and responsibility**

Lurnea Public School’s mantra, “We are safe and respectful learners”, and our school rules reflect the Core Rules for NSW Government Schools.

Rules are displayed in classrooms and around the school and teachers regularly remind students of the rules and what they involve. Serious breaches of the rules are followed up by the school executive and parents’ support is sought. We have a zero tolerance approach to bullying and violence.

Our student welfare program included the teaching of social skills, values, peer relations, student leadership, child protection and drug education. Students were taught respect and responsibility through a variety of specific programs and incidental teaching moments.

Features of these programs included:

- All students from Years 5 and 6 were involved in the democratic election of the Student Representative Council (SRC)
- Sport house leaders were elected to assist teachers at sports events and carnivals
- School captains prepared and ran whole school assemblies
- School Captains and SRC members assisted in running the ANZAC Day service
- Year 6 students worked as buddies with Early Stage 1 in Reading
• Primary students worked as playground buddies to support students with special needs
• Students participated in community events such as Clean Up Australia Day and Harmony Day
• Sithembile Sihambi represented our school in the Schools’ Ambassador Program and was elected as a Regional Ambassador

Other programs

Priority Schools Program (PSP)
Lurnea Public School participated in the Priority Schools Program (PSP). The 0.6 PSP staffing supplement was used to partly fund a Year 2 Intensive Language Class. (Teacher 3 days per week).

PSP funding at Lurnea Public School is embedded throughout the school management plan. It has allowed for:
• An Intensive Language Class targeting Year 2 students
• The employment of two Community Liaison Officers (One Arabic speaking)
• Staff to have increased access to professional learning through collaborative planning
• Staff to receive training in expressive and receptive communication by a speech pathologist
• The purchase of appropriate Literacy and Numeracy resources linked to school targets
• The formation of a Year 4 Boy’ Class, the purchase of appropriate resources to support boy’s education and training of staff in implementing programs and strategies K-6

Boys Education 2008

In 2008, Lurnea Public School focused on Boys’ Education as a PSP initiative. A range of boys from early Stage Two were selected to participate in a two year case study of progress and achievement which would be benchmarked against the 2007 BST and the 2009 NAPLAN.

The aim of forming this class was to raise the standard of boys’ educational achievements to improve literacy and numeracy results and develop student social skills. Our main areas of focus initially included;
• Motivation and engagement
• Attendance
• Social Skills

These targeted areas were adopted in the hope that positive attitudes towards school would develop which would transfer to their academic learning and result in higher achievement levels.

Strategies used for boys’ education were:
• Teaching programs embedded in the quality teaching framework
• Very explicit, simple, step by step instructions
• Interactive approach to make lessons more hands on
• Shorter more succinct lessons
• Clear and defined visual time table to set the days expectations
• Relaxed class environment with the attitude – “have a go, and learn from your mistakes”
• Students have opportunities to be more accountable for their learning and take ownership of what they do
• Free play, to develop students’ interactions and social skills.
• Teaching and learning programs that focus on social skill development
• Clear, defined and engaging reward system which links directly to PBIS

The results in 2008 included;
• Boy’s attendance has improved dramatically with many boys at school and in classroom before 8:30am
• Boy’s motivation and interest in school has increased
• Boy’s social skills have improved and fewer behavioural problems arising
• 99% of boy’s have now reached the age appropriate benchmark in Guided Reading
• Substantial improvements in Writing, particularly with structure and grammar
• Significant change in attitude towards Writing
• Increased participation in Mathematics
• Improvements in Handwriting and general presentation of work

Community Liaison Officer (CLO)

Outcomes of this initiative:
• Effective partnerships were promoted and facilitated among school staff and parents through the engagement of parents in school programs and activities
• Regular, meaningful communication between the school and its community was maintained
• Communication with and support for non-English speaking families was improved
• Community awareness and value of regular school attendance and punctuality
was maintained and support provided for families who were not achieving this.

- Parent programs were set up in collaboration with the school and its community.
- Parents were encouraged to participate in classroom activities, ensuring that common goals and expectations were held by teachers and parents which impacted positively on student outcomes.
- Regular school attendance was promoted and valued by the community with a weekly prize draw rewarding students who came to school every day.
- New parents were supported through the transition to school process.
- Programs such as Home Reading, Communication Partners and Breakfast Club were more successful and accessible to all students through the involvement of parent volunteers.
- The provision of free parent classes in English and computers provided parents with the skills to assist them in supporting their child’s learning.
- Opportunities were sought to promote the school’s programs and student achievements through the rotation of framed work samples displayed in the front office, updated community photo albums, shopping centre displays and local press coverage.

**English as a Second Language (ESL)**

Lurnea Public School has an ESL population of 58% which is a 10% increase from 2007.

Our main focus for 2008 included:

- catering for the needs of our Phase 1 students who required a high level of support.
- supporting our ESL students K – 2 in Reading and Maths as part of the implementation of the early intervention program at Lurnea Public School.

Our main achievements were:

- a steady progression in the areas of Oral Interaction, Reading and Responding and Writing of our Phase 1 students.
- an improvement in Reading skills and ability as demonstrated through the monitoring of reading levels of targeted ESL students K-2.
- providing support for new Maths programs implemented throughout the school as part of the school target to improve student’s Numeracy skills.

Our ESL staff allocation for 2009 has been reduced from 1.8 to 1.6. ESL teachers will continue to cater for the needs of our Phase 1 students and be guided by the school targets in supporting other ESL students in 2009.

**The Environment**

The Environmental Committee aimed to raise students’ awareness of issues impacting upon their local area and beyond. The Committee organised and successfully conducted a Clean Up Lurnea Day linked with the Clean Up Australia Day.

All classes within the school participated. Each class was issued with a map, indicating their designated clean-up area, bags and gloves. The clean-up day gave the students and teachers the opportunity to discuss the importance of maintaining a rubbish free environment and how recycling worked, not only within the school but in the broader community.

The Committee also conducted a tree planting day. The trees were donated by the local council. The classes were given a selection of trees to plant within the school under staff supervision. The students were able to look at the school surroundings and talk about the long-term impact of their actions. The Environmental Committee focussed on ensuring the students’ understanding and knowledge of environmental issues was raised.

The Student Representative Council undertook a range of activities focussing on energy and resource conservation. The activities undertaken by the students included monitoring the use of lighting and air conditioners and making sure these were switched off when classrooms were not being used and ensuring taps were turned off after use.

The program is beginning to impact positively on the student body. The Committee is looking toward accessing programs to further support students’ awareness of environmental issues. These programs would further enhance the students’ ability to be proactive and improve not only the school surroundings but also their local area in 2009.

**Public Speaking**

This year, students from Kindergarten to Year 6 participated in our Public Speaking Competition. Students were required to write a speech as part of their homework and present this speech during class competitions. Class teachers chose a class winner and a runner-up from each class. Class
winners presented their speeches at stage assemblies, where independent judges selected a winner from each stage. Stage winners presented their speech in front of peers, teachers, parents and members of the wider school community during a whole school assembly.

Best Start

Lurnea Public School was fortunate to participate in the Best Start program throughout 2008. Kindergarten teachers received training in administering and analysing the Literacy and Numeracy assessments and used this assessment data to plan effective teaching and learning programs to address individual needs within their class.

Further Professional Learning experiences led to the development of teaching and learning programs that featured explicit teaching activities in each of the eight Critical Literacy Strands. These lessons featured a variety of levels of difficulty, in line with the Best Start Literacy Continuum Clusters and Markers, whilst also reflecting the Teaching and Learning Cycle.

In Numeracy, students participated in activities that aligned with the Learning Framework in Number and Count Me In Too programs, based on their individual needs as learners.

Stage One teachers also accessed Professional Learning in the areas of Literacy and Numeracy, whilst also attending various workshops on how to support children with English as a Second Language and those with Learning Difficulties.

ASR Competitions

In 2008, International Competitions and Assessments for Schools (ICAS) was open to all students from year three to year six. ICAS was developed by Educational Assessment Australia (EAA) at the University Of New South Wales (UNSW).

ICAS covered many key learning areas such as Science, Mathematics, English, Spelling, Writing and Computer Skills. The competitions were conducted during school hours and required no special preparation over and above the class work students covered each day. The questions in the tests related back to the curriculum documents that teachers have used to develop their teaching and learning programs.

Each ICAS paper was designed for students of all ability levels and the papers were carefully structured to begin with easier questions and then moved on to more complex ones. The papers were printed in full colour and used images, tables, graphs and pictures that helped to stimulate and gain students’ attention and interest.

The ICAS reports provided each student and their parents with a certificate acknowledging the students’ achievement in the assessment and a detailed diagnostic report outlining the areas of strength and weakness. Schools also received detailed diagnostic information outlining individual student performance, areas of strength and weakness and monitored students’ progress from year to year.

Lurnea Public School’s participation in ICAS provided students with valuable practice at sitting formal examinations, helped them to prepare for state-based assessments and assisted students to become more comfortable in answering questions and managing their time effectively under exam conditions.

Progress on 2008 targets

Target 1

To improve students’ Numeracy skills.

Our achievements include:
- 81% of Year 3 students achieved the minimum standard (Band 2 and above) in the National Assessment Program: Numeracy (2007 67%)
- The number of students in low band decreased to 18% (2007 Band 1 33%)
- The number of students in higher bands increased to 26% (2007 Bands 4&5 12%)
- 85% of Year 5 students achieved the minimum standard (Band 4 and above) in National Assessment Program: Numeracy (2007 84%)

Target 2

Improve student Guided Reading levels (specifically K-4), to align more closely with age appropriate norms.

Our achievements include:
- 82% of Year 3 students achieved the minimum standard (Band 2 and above) in the National Assessment Program: Overall Literacy (2007 79%)
- The number of students in the lowest band decreased by 4% to 17% (2007 Band 1 21%)
- The number of students in higher bands increased by 17% to 29% (2007 Bands 4 and 5 12%)
Year 5
- 91% of Year 5 students achieved the minimum standard (Band 4 and above) in National Assessment Program (2007 84%)
- The number of students in higher bands increased by 5% to 23% (2007 Bands 7 and 8 18%)
- Average growth above state average was achieved in Reading and Overall Literacy

Year 5
- 83% of Year 5 students achieved the minimum standard (Band 4 and above) in National Assessment Program (2007 84%)
- The number of students in higher bands increased by 13% to 25% (2007 Bands 5 and 6 21%)

Reading and Language Year 3
- 85% of Year 3 students achieved the minimum standard (Band 2 and above) in National Assessment Program (2007 73%)
- The number of students in low band decreased by 11% to 16% (2007 Band 1 27%)
- The number of students in higher bands increased by 13% to 25% (2007 Bands 4 and 5 12%)

Guided Reading Assessment
- Improved student outcomes (K-4) were indicated by pre and post testing in Guided Reading Programs
- 345 students participated in the Premier’s Reading Challenge

Enhanced professional capacity & skill:
- Staff evaluations of Professional Learning activities identified the positive impact on classroom practice
- The Guided Reading program and assessment process is now implemented more effectively in all K-6 classrooms
- All class programs are informed by SMART Data item analysis and contain elements of the Quality Teaching Framework

Target 3
Improve Social Skills of students with particular emphasis on playground behaviour.
Our achievements include:

- 12 % decrease in the number of students referred to the office for inappropriate playground behaviours
- 10 % decrease in the number of students sent to “time out” from the playground
- 15% increase in the number of students on positive behaviour levels
- 41% decrease in suspensions for violence and fighting on the playground

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 2008 our school carried out evaluations of School Planning and Numeracy.

Educational and management practice
In 2008 the school sought the opinions of parents, students and teachers about School Planning.

Background
Fifty parents and students and fifteen teachers were randomly selected to participate in a survey to evaluate different areas of school life. They were asked nine questions about school planning. They answered as follows:

Findings and conclusions

- 52% of parents believe that the school’s activities match its statement of purpose, compared with only 3% who thought they rarely did
- 48% of parents believe that the school’s planning documents are almost always developed with the support of staff, students and parents, 20% of parents thought this only happened sometimes
- 52% of parents believe that the school’s planning processes are almost always responsive to the emerging needs of the school
- 64% of staff, almost always agreed that the school implements a cohesive management plan
- School documents are developed with the support of staff, students and parents with 90% of staff agreeing usually and sometimes
- 64% of students believe that parents and students are usually involved in decision making about what the school is aiming to do, only 14% of students disagreed
- 44% of students believe the schools statement of purpose makes sense.
Future directions

Overall, Lurnea Public School implements a highly cohesive management plan that is driven by the school targets. Future directions for Lurnea Public School include:-

- Continue developing a high standard of management plans
- Encouraging staff and the community to become more involved in school planning, with a focus on the school purpose
- Involving staff, students and parents in decision making about the school purpose and ensure it is responsive to changing needs

Curriculum

In 2008, Numeracy was evaluated as part of Lurnea Public School’s evaluation cycle and the school review of Mathematics. This area was a focus, as recent Basic Skills Test (BST) results indicated a need for improvement in several areas.

Background

Our commitment to improving student Numeracy achievements is reflected in the school management plan. Our purpose is to increase student engagement with learning and the achievement of expected stage outcomes for all children.

Findings and conclusions

The school will continue to develop and consistently implement, monitor and evaluate a whole school K – 6 Mathematics approach which:

- reflects DET Curriculum Planning and Programming, Assessing and the Reporting to Parents K -12 policy
- embeds the Quality Teaching Framework

This whole school K – 6 Mathematics approach will include:

- accurate and valid assessment that informs and drives the teaching and learning cycle
- effective teaching and learning practices and strategies
- planning, programming and reporting requirements
- monitoring and evaluation processes.

Lurnea Public School will focus on developing, consistently implementing and evaluating K – 6 practices and strategies that effectively support students’ learning in Mathematics through targeted intervention, classroom practices, and appropriate learning opportunities for all members of the school community.

Future directions

The most significant future direction will involve the continual monitoring and evaluation of Numeracy teaching and learning programs and data collected to ensure that student learning is optimal. We aim to build and embed a culture of high expectations for all members of the school community.

Parent, student, and teacher satisfaction

Lurnea Public School staff, parents and students were surveyed in regards to their thoughts and opinions about school life. Nineteen (19) staff volunteered to participate in the survey along with fifty students randomly selected from Years 3-6 and 50 parents. Their responses are presented below:

- 59% of staff indicated that staff were rarely involved in making decisions about the school’s purpose and 71% of staff stated the statement of purpose is rarely responsive to changing needs
- 81% of staff indicated that the main purpose of school targets is to improve student learning outcomes, with the remaining 19% agreeing that it usually did
- 69% of parents believe that the annual school report almost always identifies the reasons for school targets
- 31% of parents believe that they usually are told what the school is buying and why, however, 24% said that they are rarely informed
- The process used to allocate resources is open and understood by staff with half the staff agreeing that it sometimes was
- 42% of students surveyed agreed that the annual school report identifies the reasons for school targets, compared with 8% who thought rarely did
- 34% of students were usually aware of what the school purchased and why, 20% of students said they were rarely informed

Professional learning

Professional Learning in 2008 was always closely linked to our school targets, teachers’ career and leadership development. All teachers attended external courses and workshops and some
shared new knowledge and relevant information with their colleagues during staff and stage meetings. The range of professional development included such topics and areas as Reading, Visual Literacy, Spelling, Teaching Space and Geometry, Aboriginal Education, SMART Data for NAPLAN and Early Career Teacher Report Writing.

Best Start training was undertaken by Early Stage 1 and Stage 1 staff enabling them to develop individual Literacy and Numeracy programs based on explicit teaching strategies, using their own class assessment data.

STLA and ESL teachers attended Network and ESLIN meetings each term and teachers newly appointed to these roles participated in orientation courses. ESL teachers were trained in completing the annual ESL survey, in reporting on ESL students and in Reading strategies to support Years 3-6 ESL learners.

Boys Education was a PSP initiative and the teacher of our boy’s class attended workshops regularly. He, in turn, inserviced staff in the ways boys learn, student engagement and raising the bar.

Teachers of students with special needs in both our support unit and mainstream classes had training in teaching children with Autism Spectrum Disorder and educating hearing impaired students.

Early career teachers trained in preparing evidence for accreditation and aspiring executive attended leadership conferences.

School development 2009 – 2011

Targets for 2009

Target 1

Improved Literacy outcomes for all students

Strategies to achieve this target include:

- Provide targeted professional learning for all staff in modelled, guided and independent Reading and Key Into Comprehension
- Participate in regional STLA project in Spelling
- Provide professional learning to enable all staff to access and use NAPLAN SMART Package and Standardised School Assessment (SSA) Data to inform K – 6 teaching and learning programs
- Create an Early Intervention class in Year 2
- Implement Best Start for all Kindergarten students and provide appropriate professional learning for all staff
- Provide time each term for stage teams and support staff to collaboratively plan rich assessment tasks integrated into the Quality Teaching Model
- Implement Home Reading Program in all classrooms

Our success will be measured by:

- Guided Reading sessions implemented with support staff assistance and monitoring
- Measured improvement in students’ Reading skills
- Spelling Project implemented and evaluation reported to staff
- Number of staff accessing and analysing NAPLAN SMART Package and Standardised School Assessment (SSA) Data K – 6
- Monitoring of all literacy teaching and learning programs and practices
- All class members achieving stage appropriate literacy outcomes
- Best Start assessment data for all Kindergarten students
- Professional learning evaluations
- Quality teaching and learning units implemented and evaluated in all classrooms
- Number of students discontinuing the Reading Recovery Program

Target 2

Improved Numeracy outcomes for all students

Strategies to achieve this target include:

- Develop and implement Standardised School Assessment K – 6 in Mathematics
- Provide professional learning to enable all staff to access and use NAPLAN SMART Data to inform K – 6 teaching and learning
- Implement Best Start for all Kindergarten students and provide appropriate professional learning for all staff
- Develop and implement a K-6 Scope and Sequence for teaching Mathematics, ensuring that ‘working mathematically’ outcomes are included
- Develop and implement a K – 6 programming template for Mathematics that incorporates ‘learning to’ and ‘learning about’ outcomes across the strands
• Survey all staff to identify their professional learning needs in Mathematics and develop, implement and evaluate a whole school Professional Learning Plan

• Provide targeted professional learning for staff in CMIT and Counting On using regional consultants and staff expertise, ensuring strategies are embedded into classroom teaching practice

Our success will be measured by:
• Standardised School Assessment (SSA) implemented and student growth data recorded and reported
• At least 60% of all students achieving or exceeding expected growth in Numeracy, identified by Year 5 NAPLAN growth and Standardised School Assessment (SSA) K – 6
• Best Start assessment data for all Kindergarten students
• Draft Scope and Sequence implemented and evaluated
• Template implemented in all K – 6 teaching and learning programs
• Professional learning evaluations
• Increased consistency K – 6 in classroom teaching and learning practices in Mathematics
• Evidence of CMIT and Counting On embedded into classroom teaching practice
• Improved student learning outcomes in Mathematics and Numeracy

Target 3
Improved levels of student engagement

Strategies to achieve this target include:

• Provide all staff with professional learning in the Quality Teaching Model relating to lesson planning and delivery, incorporating elements of the Significance dimensions of the Quality Teaching Framework

• Provide all staff with professional learning in the development of quality, criteria based assessment tasks

• Implement consistent procedures to support collaborative stage planning, programming and assessment tasks, initially in Mathematics

• Provide all staff with professional learning in Consistency of Teacher Judgement (CTJ) to enhance shared understandings of moderating work samples to assess student progress

Our success will be measured by:
• Number of lessons and learning activities explicitly identifying purpose for learning
• Evidence of professional learning embedded in teaching and learning programs
• Number of students knowing and understanding the purpose for their learning
• Number of teaching and learning programs informed by aligned, quality criteria based assessment tasks in each stage in Semester 2
• Number of students receiving and understanding assessment criteria and feedback for learning assessment in Semester 2
• High levels of consistency achieved in moderation of students’ work samples

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: