Lurnea Public School
Annual School Report 2013
School context

Lurnea Public School has a student population of 421 students from diverse social and cultural backgrounds. The school also has a support unit to cater for students with unique learning needs and a preschool.

Principal’s message

At Lurnea Public School, our priority continues to be to deliver an inclusive, high quality curriculum, which focuses on literacy, numeracy and student engagement. We provide a safe and stimulating learning environment in which all students are encouraged to reach their full learning potential as a 21st Century learner. Our school motto of Safe Respectful Learners reflects the ethos of our school.

A major school focus in 2013 has been the delivery of high quality teacher professional learning, based on the Spirals of Inquiry model. Staff have participated in collaborative planning sessions and opportunities to have rich discussions about teaching and learning. This high level of collegial support has led to a deep understanding of individual student strengths and areas for development.

Throughout the year, students were provided with the opportunity to participate in a variety of extracurricular activities which included Debating, Dance and Choir groups and the highlight of the year was all classes participating in our Performing Arts Extravaganza. Our Presentation Day was moved to the evening in 2013 and saw an overwhelming amount of community attendance to share in the celebration of student achievement. We thank our community for your ongoing support.

At Lurnea PS we acknowledge the importance of parent and carer partnerships to enhance student learning. We have a commitment to maintaining and enhancing our relationship with parents, caregivers and the wider community. The implementation of the Parent Café, run by our Community Liaison Officer, has been positively received by our community as a strategy to engage parents and carers in their child’s learning. We look forward to this growing next year with more families attending.

I would like to take this opportunity to thank my staff. I am privileged to have an enthusiastic, highly skilled and innovative staff who all work towards the common goals of the school. Our school is a better place because of each of you.

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.

Lauren Dunlop
Relieving Principal

Student information

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

Student enrolment profile

Student enrolments had been steadily decreasing till 2011. 2012 and 2013 saw slight increases in student enrolments.

<table>
<thead>
<tr>
<th></th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<tr>
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<td>243</td>
<td>223</td>
<td>210</td>
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<tr>
<td>Female</td>
<td>214</td>
<td>208</td>
<td>193</td>
<td>180</td>
<td>189</td>
<td>207</td>
<td>205</td>
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Enrolments

![Enrolments Chart](image)

Students

![Student Numbers](image)

Year

2007 2008 2009 2010 2011 2012 2013

Male Female
Class Sizes

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total in class</th>
<th>Total per year</th>
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<tr>
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<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>KU UNITY</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>K/1C CARE</td>
<td>1</td>
<td>8</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>K</td>
<td>9</td>
<td>17</td>
</tr>
<tr>
<td>1 KINDNESS</td>
<td>1</td>
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<td>22</td>
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<tr>
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<td>19</td>
</tr>
<tr>
<td>1/2 LOYALTY</td>
<td>1</td>
<td>14</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>8</td>
<td>22</td>
</tr>
<tr>
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<td>23</td>
</tr>
<tr>
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<td>22</td>
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<td>26</td>
</tr>
<tr>
<td>4 EXCELLENCE</td>
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<tr>
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<tr>
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<td>15</td>
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<td></td>
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<td>11</td>
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<tr>
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<tr>
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</tr>
<tr>
<td>5/6 OPPORTUNITY</td>
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</tr>
<tr>
<td></td>
<td>6</td>
<td>11</td>
<td>24</td>
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<td></td>
<td>6</td>
<td>14</td>
<td>28</td>
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Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>91.2</td>
<td>93.6</td>
<td>93.2</td>
<td>91.2</td>
<td>92.9</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>91.2</td>
<td>93.7</td>
<td>92.4</td>
<td>91.1</td>
<td>92.8</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>93.7</td>
<td>94.6</td>
<td>90.0</td>
<td>92.2</td>
<td>93.5</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>93.8</td>
<td>95.4</td>
<td>92.4</td>
<td>92.2</td>
<td>92.3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>93.4</td>
<td>94.8</td>
<td>94.2</td>
<td>93.7</td>
<td>92.2</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>93.4</td>
<td>93.1</td>
<td>95.0</td>
<td>93.6</td>
<td>91.8</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>91.5</td>
<td>94.6</td>
<td>92.9</td>
<td>92.6</td>
<td>93.5</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>93.1</td>
<td>92.7</td>
<td>94.3</td>
<td>92.9</td>
<td>92.3</td>
<td>92.7</td>
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</table>

Management of non-attendance

All staff take a proactive approach to managing student attendance. Teachers make initial contact with families and work with parents and carers to encourage student attendance. When necessary, our Community Liaison Officer also makes contact with parents and carers and supports them and staff with strategies aimed at improving individual student attendance.

All stages of managing and improving student attendance is monitored by executive staff, including our Assistant Principal – Student Success. Where a student’s attendance is still a concern an executive staff member will contact parents and carers. When required, the Principal will also make referrals to the Home School Liaison Officer (HSLO) who will continue to support the family and ensure that strategies are implemented to improve student attendance.

Positive and proactive strategies are also implemented as a part of the schools philosophy in ensuring that all students attend school as much as possible.

Workforce information

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

Workforce composition

- All teaching staff meet the professional requirements for teaching in NSW public schools.
- All teachers at Lurnea Public School are tertiary qualified. Our staff range from highly experienced classroom teachers to beginning teachers.
- 58% of teaching staff have been employed at our school for 0-5 years.
- 29% of teaching staff have been employed at our school for 6-10 years.
- 13% of teaching staff have been employed at our school for 11-15 years.

<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>6</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>19</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>.71</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>2.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>.8</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1.4</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>.5</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
</tr>
</tbody>
</table>
The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce. We value the diversity of all of our students, as well as our staff. We have 9% of staff who identify as being 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>64%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>36%</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>25%</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>30/11/2013</th>
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<tbody>
<tr>
<td><strong>Income</strong></td>
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<tr>
<td>Balance brought forward</td>
<td>115586.52</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
<td>414472.26</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>80881.18</td>
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<tr>
<td>Interest</td>
<td>6371.33</td>
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<tr>
<td>Trust receipts</td>
<td>32094.25</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>915678.88</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | 11196.54   |
| Excursions                 | 15029.51   |
| Extracurricular dissections| 63545.20   |
| Library                    | 978.71     |
| Training & development     | 0.00       |
| Tied funds                 | 371264.90  |
| Casual relief teachers     | 44158.38   |
| Administration & office    | 97477.78   |
| School-operated canteen    | 97477.78   |
| Utilities                  | 59136.25   |
| Maintenance                | 26663.23   |
| Trust accounts             | 24493.29   |
| Capital programs           | 0.00       |
| Total expenditure          | 713943.79  |
| **Balance carried forward**| 201735.09  |

Further details concerning the statement can be obtained by contacting the school.

**School performance 2013**

**Academic achievements**

**NAPLAN**

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

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

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

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

NAPLAN Year 5 - Literacy

Percentage in bands:
Year 3 Writing

Percentage in bands:
Year 5 Reading

Percentage in bands:
Year 3 Numeracy

Percentage in bands:
Year 5 Writing
NAPLAN Year 5 - Numeracy

Progress in Reading

Progress in Spelling

Progress in Grammar and Punctuation

Progress in Numeracy

Other achievements

Arts: Extravaganza

Lurnea Public School held the *Into the Future Extravaganza* on Friday, 13 September, to a large receptive audience of parents, carers and community members. All students, Kindergarten to Year 6, along with their dedicated teachers, created, practiced and performed to a high standard. Student performances included dance, singing and acting and incorporated visual arts to transform the hall into a theatre. Kindergarten looked to the future and how they can protect the environment, Stage 1 collated a series of class performances on what they wanted to be when they grew up. Stage 2 sang a song that represented the past, the present and future, Stage 3 looked through a time machine and visited places around the world and the Support students were the kids of the future.
On the day, our Stage Based Dance Groups performed their incredibly choreographed dances, with polished performances from all involved. Thank you to Mrs McLellan our parent volunteer who devoted significant time to ensure the groups were of a high standard. The choir, under the guidance of Mrs Blanchette, led the Extravaganza in the National Anthem.

Sport
Lurnea Public School students participated in The Fields Zone PSSA Gala Day competition throughout 2013 in four sports - Cricket and Oz-tag in Summer, and Netball and Soccer in Winter. In total the school was represented by 8 teams consisting of students from Years 3-6. On the whole, the students displayed good sportsmanship this year both on and off the field.

2013 sporting achievements and highlights include:

Nine students from Years 5-6 were involved in the school Swimming Carnival at The Michael Wendan Leisure Centre.

This year all students from Kindergarten to Year 6 participated in a fund raising event for The Heart Foundation.

Our students hosted a birthday party for Happy Heart’s 30th Birthday and participated in a variety of non-competitive skipping activities, learnt new skills and raised a total of $1,380.50 in donations that will go towards heart research and community health programs.

All students from Preschool to Year 6 were involved in the school’s Cross Country and Athletics Carnivals. Six students from each age group represented Lurnea Public School in the Zone Cross Country.

Forty-six students participated in the Zone Athletics Carnival for Track and Field events at the Campbelltown Sports Stadium. Maria Toa was selected to represent the Liverpool Zone at the South Western Sydney Regional Carnival and the State Carnival in Shot Put. Well done to Maria on her achievement!

One hundred and four students from Years 1-6 participated in the DEC Swim Scheme Program at The Whitlam Centre. There was a decrease in the number of students attending Swim Scheme this year. There were 16 participants less compared with the previous year’s numbers, however, we continue to promote this important program and make it available to all students.

Significant programs and initiatives
Aboriginal education
The Aboriginal Education Officer (AEO) supported students in the classroom, focusing on extending their understanding of the key concepts in Numeracy and Literacy through the development on Personalised Learning Plans (PLPs). The PLP’s were developed in consultation with the classroom teachers, parents, carers and students to ensure the learning in the classroom was planned effectively to build on the learning strengths and abilities for student success in the classrooms.

The Norta Norta program was implemented with targeted students in Years 4 and 6 provided individualised support by an Aboriginal tutor in Terms 1 and 2.

Three students were nominated for the 2013 South Western Sydney Region Aboriginal Achievement Awards. It was the 22nd Anniversary for these awards that acknowledge achievements of Aboriginal students and their contribution to Aboriginal Education. Kyrell Thorne, Ryan Burgess and Marcus Wizgier received awards for academic achievement and pride in cultural identity and sharing Aboriginal culture.

As part of the curriculum and support of students developing knowledge and understanding of Aboriginal culture, Aunty Jennie shared Dreamtime stories with the school community during assemblies. This has become a favourite pastime for our students.
NAIDOC was celebrated in Term 3 in 2013. The students enjoyed a performance by Matthew Doyle, an Aboriginal performer and participated in a variety of Traditional Indigenous games with Aunty Jennie and Warren Grace.

As part of the NAIDOC Celebrations this year, the mural outside of the Kindergarten rooms was revamped by visiting artist Roy Murray, Aunty Jennie, Amy Jones and our Aboriginal students. The students learnt about traditional art and the stories associated with it.

**Multicultural Education and EAL/D Programs**

Lurnea Public School has a steadily increasing multicultural population, with just over 67% of students from language backgrounds other than English. There are an ever-increasing number of newly-arrived students, including refugee students, as well as students born in Australia to parents from twenty-four different language backgrounds.

English as a Second Language (ESL) students are supported by one full-time teacher (with a Graduate Diploma in TESOL – Teaching English to Speakers of Other Languages) and additional ESL support, funded through the National Partnerships scheme. During Term 4, we applied for and received an additional two days of teaching support, as a result of the high number of newly arrived students who required intensive ESL tuition. Newly arrived students with little or no English language skills are withdrawn from the classroom. As part of a small group, they receive intensive support to assist them in the acquisition of speaking, reading and writing skills in English. There are also a high number of students in all classes, from language backgrounds other than English, who require support to strengthen their English language vocabulary and Literacy skills.

In 2013, the school successfully adopted a fortnightly timetable for support staff working in classrooms. This has enabled the ESL teachers to support the students in their classrooms in an equitable manner. Every K-2 classroom is supported, usually through small withdrawal groups and team teaching. In 3-6, an ESL teacher works in the classroom for a period of two weeks every term, with programs and teaching strategies that promote language development, including socially supportive group activities. This has also been very successful in developing teacher awareness of the needs of ESL students. Teachers have also been supported with in-school professional learning that promotes an understanding of second language acquisition.

Teaching staff at Lurnea Public School are aware and considerate of the special needs of refugee students. Refugee students have benefitted from collaboration with outside agencies that are able to provide services to individual students as required, to ensure that there is a holistic approach to their ability to learn in a safe and caring environment.

From 2014, ESL will be known as English as an Additional Language/Dialect (EAL/D) in recognition of the fact that many of the students arrive in Australia speaking more than one language other than English. It also recognises that some Aboriginal Australians require support in English language skills, as they speak an Aboriginal dialect as their first language. A new language progression has been developed for teachers to track the progress of their students in their acquisition of English. Teachers will be provided with the necessary training to enable them to become familiar with the document prior to its introduction next year.

Lurnea Public School will also benefit from a grant that will be directed at providing intensive learning support to newly arrived students in 2014. This should not only benefit newly arrived students but other ESL students in the classroom, as it will allow for greater teaching resources and support to become available.

2013 has been a very rewarding year, as many of our ESL students have made excellent progress in a short amount of time. ESL support allows them to participate in classroom programs with confidence. The introduction of the EAL/D progression in 2014 will ensure that all teachers will be able to monitor their ESL students’ English language development and provide even greater support to those students in the classroom.

**Best Start and PLAN**

All Kindergarten students were assessed in Literacy and Numeracy upon commencing Kindergarten. Teachers use the Best Start assessment to gain an understanding of the skills and knowledge the students have on entry to school. The data is then used to plan activities to cater for each students’ learning needs.
Through ongoing assessment teachers plan fortnightly based on each student’s individual learning needs.

Teachers are able to continuously track student progress using the Literacy and Numeracy continuums. This has been available for teachers to use K-2 in recent years. This year, in Term 4, Teachers of Years 3-6 are now able to enter and track data for their students in Literacy and Numeracy using the PLAN software. This will be a valuable tool for teachers to plan appropriate activities for varying ability levels within their class. The data will then be used by the teacher in next year when students change classes to ensure the continuity of their learning.

**Transitional Equity Funding**

Transitional Equity Funding (formerly PSP) is a funding source that is an important part of our school plan. This additional funding enabled us to continue building positive and successful links with our community, provide additional professional learning opportunities to teachers and purchase additional interactive technology to improve student engagement and learning. Some of the key Transitional Equity Funding initiatives included:

- Providing additional professional learning to the Student Success Team, allowing full implementation of the Every Student, Every School initiative and tiered levels of support in place to support students with additional need.
- Purchasing of thirty iPads ensuring that every classroom has at least one iPad. This has enabled teachers to incorporate interactive and engaging applications into their lessons.
- Purchasing of an additional Interactive Whiteboard to be used with Aboriginal and LBOTE students.
- Parent Café resources to enable weekly parent/carer meetings and information sessions. This has supported the development of strong working relationships between the school and community.
- Continued implementation of the Mathletics Program, which provides all students with an engaging and interactive way to learn in Mathematics.
- Provide additional funds to relieve teachers in Years 3 to 6 classes to attend Focus On Reading professional learning sessions. This has resulted in an improvement in the teaching and learning of comprehension.

**National Partnerships and Significant Commonwealth Initiatives**

**Deputy Principal – Quality Teaching**

The position of Deputy Principal – Quality Teaching was established in 2012 and continued through 2013. This position has been effective in improving the quality of professional learning and development provided to all teachers. Some of the key roles of the Deputy Principal – Quality Teaching have included:

- School timetabling to enable team based collaborative planning. This has enabled teachers to share professional dialogue concerning student learning and planning future lessons.
- Implementation of the Spirals of Inquiry professional learning sessions. This requires teachers to share classroom evidence of learning that is based on an identified student need. Teachers then discuss the needs of the learner and possible strategies to improve their learning with links to the NSW Quality Teaching Framework.
- Conducting lesson observations on all teachers and providing quality feedback in relation to the Australian Professional Standards for Teachers and the NSW Quality Teaching Framework.
- Leading the Lurnea Public School Induction Program for new staff including all major school programs, policies and Student Success Team initiatives.
- Mentoring newly appointed teachers and leading professional learning in relation to the Australian Professional Standards for teachers.
This has led to a significant number of teachers achieving professional accreditation.

- Leading teacher professional learning on the NSW Quality Teaching Framework for all staff, including other executive staff.
- Development and implementation of school based policies and procedures in relation to quality teaching and learning, class programming and planning expectations.
- Oversee all school events and ensure that procedures and policies are followed in terms of excursions.
- Improvement of home-school partnerships and communication. This has seen the implementation of the Parent Café in liaison with our Community Liaison Officer and the ongoing updating of our school web page and Facebook page.
- Supported the development of fortnightly planning expectations for all teachers ensuring the implementation of the teaching and learning cycle.

**Speech Therapy**

A Speech Therapist from South West Kids Clinic commenced working with targeted students in Term 1, 2013. This program was funded by the school and overseen by the Learning and Support Team and Student Success Team. Approximately 41 students received intensive small group therapy based on needs identified in their assessment. There were four language groups from Kindergarten to Year 3 which focused on expressive and receptive language difficulties. Students experiencing difficulties with articulating particular sounds also received therapy. The school will employ the services of a speech pathology services again in 2014.

**Reading Recovery**

In 2013, Lurnea PS was funded for five positions under the Reading Recovery allocation. Our school provided funding for an additional five positions under National Partnerships. This allowed us to provide targeted support for ten children who were given the opportunity to access the Reading Recovery Program. The Year 1 cohort addressed the needs of 67 children across the year.

A total of 22 (12 male and 10 female) students accessed the program throughout the year, 32.8% of the Year 1 cohort. A total of 14 children successfully discontinued the program meeting the expected reading level of level 16 and level of proficiency using The Observation Survey by Marie Clay as the test tool. 1 child was referred from the program experiencing difficulty with processing; this child was referred for further support within the school structure. 2 children were referred due to poor attendance and have been referred for further support within the school structure. 1 child was a carry-over child from the 2012 program and also successfully completed the program. It is anticipated that 3 children will carry over into the 2014 program.

2013 proved to be a successful year for the Reading Recovery Program with approximately one third of the cohort receiving the individual guidance that the program offers. The children that accessed the program will continue to be monitored throughout Year 2 and Year 3.

**Early Action for Success**

The evidence is clear that well developed Literacy and Numeracy skills are essential to students’ success at school and fundamental to improving their life chances in a diverse and ever-changing world. As part of the Early Action for Success strategy, the Department has appointed an Instructional Leader to Lurnea Public School. The focus of this program is on individual students and early intervention to ensure students’ at risk of not achieving expected outcomes are identified and receive additional support. Ensuring that quality classroom instruction and intervention is in place in the early years means that learning problems will be diagnosed, addressed and less likely to persist.

The focus is on explicitly assessing the learning needs of students and using ongoing assessment to plan, teach and personalise learning and to monitor student progress. Additionally there is a focus on professional learning for teachers.
Other Programs

Support Unit
The Support Unit consisted of four classes for students with special needs, including mild and moderate intellectual disabilities, Autism Spectrum Disorders, Downs Syndrome and Global Development Delay. The unit comprises of one class for students with mild intellectual disabilities and one class for students with a moderate intellectual disability. The unit has two multi categorical classes for students with an Autism Spectrum Disorder and an intellectual disability. Each class has a Specialist Teacher and a full time School Learning Support Officer, who work closely together to provide a quality education to all students.

Our school has an inclusive culture focused on meeting the social and educational needs of students. Each class is aligned with a mainstream stage. All students in the unit have an Individual Education Plan and are provided with opportunities to integrate with mainstream students during academic, creative and sporting activities, excursions, weekly assemblies and other special events throughout the year. Students in mainstream also have the opportunity to participate in reverse integration, where they partake in support unit programs. Students in the Support Unit attended excursions to Calmsley Hill City Farm, Taronga Zoo, Powerhouse Discovery Centre and a performance by the Sydney Symphony at Olympic Park with students from mainstream classes. In addition to stage based excursions, students in the support unit attended the Annual Christmas Party hosted by the Variety Club, at Darling Harbour. Students participated in the School Swim Scheme at the beginning of the year.

In 2013 many students in Years 3 and 5 in the Support Unit participated in NAPLAN. All Year 5 students in the support class for students with mild intellectual disabilities achieved a Band 3 or higher in Literacy and Numeracy.

Students are integrated in the general playground on a daily basis. A Sensory Playground and Sensory Room were established to provide additional support for students’ individual social and/or behavioural needs. These areas are accessed by the junior students in the support unit and on a needs basis for students in Years 3-

6. Students are acknowledged and rewarded on a weekly basis for their positive behaviour in and out of the classroom, at a Support Unit reward afternoon.

Some students access specialist transport provided by the Assisted School Transport Program. A special transport bay is located within the school grounds.

School planning and evaluation 2012—2014

School evaluation processes
NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Staff analysis of NAPLAN and school based student assessment data.
- Parent and Carer surveys and interviews.
- The collection of school based data concerning excursion participation, parent and carer attendance at school events, student achievement in terms of our positive behavior levels.
- Staff surveys and focus groups are used to gain insight into the effective of key programs and initiatives.

School planning 2012—2014: progress in 2013

School priority 1

Literacy: Increased levels of literacy achievement for all students.

Outcomes from 2012–2014

Targets 2013

Year 3 Reading:
- To reduce the percentage of students achieving at or below minimum standards from 45% in 2012 to 32% in 2013 in NAPLAN Reading.
- To increase the percentage of students achieving proficiency standards from 17% in 2012 to 24% in 2013 in NAPLAN Reading.

Year 5 Reading:
- To reduce the percentage of students achieving at or below minimum standards
from 57% in 2012 to 40% in 2013 in NAPLAN Reading.

- To increase the percentage of students achieving proficiency standards from 8% in 2012 to 17% in 2013 in NAPLAN Reading.

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

- 71% of Years 1-6 students were reported as achieving at or above stage exit outcomes in English.
- 6.8% increase in Year 3 students achieving at or above minimum standards in NAPLAN Reading compared with 2012 results.
- 17.5% increase in Year 5 students achieving at or above minimum standards in NAPLAN Reading compared with 2012 results.
- Year 5 students achieved greater than average state growth in NAPLAN Reading.
- Strong results in Kindergarten Reading with 71% of students achieving level 3 or higher in Comprehension.
- 2013 NAPLAN Data demonstrated that 21% of Year 5 students were placed in the highest bands for reading in 2013, compared to 14% in 2012.
- Purchased new readers for K-2 to support guided reading programs. Students reading levels have improved.
- All P-2 teachers participated in targeted Teacher Professional Learning focusing on early reading strategies. As a result, all staff have increased pedagogy in the explicit teaching of reading.
- All 3-6 teachers have participated in ongoing Focus On Reading Teacher Professional Learning to develop a deeper understanding of how to teach reading.
- Students from P-2 were screened by the Speech Therapist, which identified students with receptive and expressive language needs to receive additional support.
- Home Reading Program was successful with 90% of students participating in the program in 2013.
- All students K-6 have participated in using Reading Eggs program at school and at home incorporated in weekly homework.
- Implemented fortnightly planning cycles K-6 to ensure the needs of all students are met.
- Internal whole school restructuring has allowed significant changes to the way Teacher Professional Learning (TPL) is delivered. Teachers are released as stage teams to participate in targeted TPL sessions twice per term. TPL sessions are organised using the Spirals of Inquiry model to improve teaching practice.

**2014 Targets**

**Year 3 Reading:**

- To reduce the percentage of students achieving at or below minimum standards from 38% in 2013 to 29% in 2014 in NAPLAN Reading.
- To increase the percentage of students achieving proficiency standards from 19% in 2013 to 26% in 2014 in NAPLAN Reading.

**Year 5 Reading:**

- To reduce the percentage of students achieving at or below minimum standards from 40% in 2013 to 34% in 2014 in NAPLAN Reading.
- To increase the percentage of students achieving proficiency standards from 8% in 2013 to 13% in 2014 in NAPLAN Reading.

**Strategies to achieve these outcomes in 2014**

- Continue to maintain the increased allocation of Reading Recovery in 2014.
- Continue to implement Focus On Reading Professional Learning with a focus on the comprehension skills and strategies.
- Expand the PLAN professional learning to include Learning plans and the literacy continuum.
- Continuation of the screening process of Preschool to Year 2 students by the Speech Therapist in 2014. Provisions for teacher professional Learning for staff on strategies to support students with receptive and expressive language difficulties.
- Continue to employ the Deputy Principal – Quality Teaching to provide strategic support and teacher professional learning to all staff with a focus on Quality Teaching.
- Ongoing teacher professional learning on the implementation of the Quality Teaching Framework.
• Continue to provide Professional Learning in the use of the teaching ideas within the Reading Texts and Comprehension Aspects of the Literacy Continuum.

• Teacher Professional Learning in the interactive Literacy Continuum K-6 and associated teaching and learning strategies.

• Implement the L3 Literacy Program in Kindergarten classes. Professional learning will be provided initially to Kindergarten staff before it is expanded in Years 1 and 2. This program will focus on improving student reading comprehension.

School priority 2

Numeracy: Improved Numeracy outcomes for all students.

Outcomes from 2012–2014

Targets 2013

Year 3 Numeracy:
• To reduce the percentage of students achieving at or below minimum standards from 42% in 2012 to 34% in 2013 in NAPLAN Numeracy.
• To increase the percentage of students achieving proficiency standards from 10% in 2012 to 18% in 2013 in NAPLAN Numeracy.

Year 5 Numeracy:
• To reduce the percentage of students achieving at or below minimum standards from 49% in 2012 to 35% in 2013 in NAPLAN Numeracy.
• To increase the percentage of students achieving proficiency standards from 8% in 2012 to 18% in 2013 in NAPLAN Numeracy.

Evidence of progress towards outcomes in 2013:
• 75% of Years 1-6 students were reported as achieving at or above stage exit outcomes in Mathematics.
• 77% of Year 3 students achieved at or above national minimum standards in NAPLAN Numeracy.
• 67% of Year 5 students achieved at or above national minimum standards in NAPLAN Numeracy.
• All teachers of Years 4 to 6 classes were trained in the Taking off with Numeracy (TOWN) program. All students were assessed and quality, individualised number programs were implemented.

• 88% of Kindergarten to Year 2 students achieved at or above state standards in relation the Early Arithmetical Stages on the Numeracy Continuum.

• All students have accessed the online Mathletics software at school and/or at home to revise key Mathematics concepts at school.

• All staff received professional learning on Learning Intentions and Success Criteria and this was used in conjunction with the syllabus and learning continuum to track student learning.

2014 Targets

Year 3 Numeracy:
• To reduce the percentage of students achieving at or below minimum standards from 40% in 2013 to 30% in 2014 in NAPLAN Numeracy.
• To increase the percentage of students achieving proficiency standards from 11% in 2013 to 18% in 2014 in NAPLAN Numeracy.

Year 5 Numeracy:
• To reduce the percentage of students achieving at or below minimum standards from 56% in 2013 to 46% in 2014 in NAPLAN Numeracy.
• To increase the percentage of students achieving proficiency standards from 9% in 2013 to 17% in 2014 in NAPLAN Numeracy.

Strategies to achieve these outcomes in 2014:
• Professional learning will continue to focus on Quality Teaching and Formative Assessment practices. Additional training and mentoring will be provided by the Instructional Leader and the Deputy Principal – Quality Teaching.
• Train all staff in the implementation of Newman’s Error Analysis and the Language of Math to improve student’s problem solving and working mathematically skills.
• Continue the implementation of the TOWN program for students in Years 4 to 6. The students will be regularly assessed in relation to the Numeracy Learning Continuum with a focus on Place Value and number skills.
• Implement the Targeted Early Numeracy (TEN) Program in Kindergarten to Year 2. Professional learning will be provided to K-2
staff and students will be assessed individually and their results monitored using the EAS learning sequence on the Numeracy Continuum.

- Continue to expand on the current technologies such as iPads available to students to improve student engagement and learning through the use of various targeted applications.

School priority 3

*Student Engagement and Attainment: Students engaged in quality learning experiences in a safe and caring environment.*

**Outcomes from 2012–2014**

**Targets 2013**
- To increase student attendance rate to 92% in 2013.
- To achieve 63% of parents and carers feeling satisfied with the connections and support facilitated by the Community Liaison Officer (CLO).
- Match or exceed the number of students in 2012 receiving gold awards.
- To achieve an average excursion participation rate of 90%
- To increase growth in Year 5 NAPLAN Reading from 48.8% to 55%
- To increase growth in Year 5 NAPLAN Numeracy from 53.7% to 56%

**Evidence of progress towards outcomes in 2013:**
- The 2013 attendance rate was 92.7%. This was improvement of .5% in comparison to the attendance rate in 2012.
- 129 students achieved Gold Level in 2013. This is in an increase of 67 students in comparison to 2012.
- In 2013, an excursion participation rate of 95% was achieved.

- 68% of parents and carers feeling satisfied with the connections and support facilitated by the CLO.
- 38.2% of Year 5 students achieved greater than or equal to expected growth in NAPLAN Reading. School average growth rate of 101, 15.3 above state average.
- 42.3% of Year 5 students achieved greater than or equal to expected growth in NAPLAN Numeracy. School average growth rate of 78.6 scaled points.
- 98% of Kindergarten students achieved the minimum benchmark or higher in relation to the Early Arithmetical Strategies (EAS) learning sequence in Numeracy.

**Targets 2014**
- To increase student attendance rate to 94% in 2014.
- To achieve 70% of parents and carers feeling satisfied with the connections and support facilitated by the CLO.
- Match or exceed the number of students in 2013 receiving gold awards.
- To achieve an average excursion rate of 98% in 2014.
- To increase growth in Year 5 NAPLAN Reading from 38.2% in 2013 to 45% in 2014.
- To increase growth in Year 5 NAPLAN Numeracy from 53.7% to 56% in 2014.

**Strategies to achieve these outcomes in 2014:**
- Continue to employ an Assistant Principal Student Success. They will continue to ensure the wellbeing of all students by working collaboratively with the school executive, teachers, external agencies and parents and carers. The Assistant Principal Student Success will also lead the Learning and Support Team and where necessary seek additional resources and funding for students with additional need.
- Continue to liaise with Home School Liaison Officer (HSLO) and implement positive school based strategies to encourage student attendance and monitor the attendance of individual students. Where necessary, develop individual student attendance monitoring plans.
- Seek additional support and advice from regional personnel to evaluate and improve
the implementation of Positive Behaviour Interventions and Supports (PBIS) Framework.

- Continue the employment of the CLO 1.0 FTE to engage the parents and carers and increase their participation in their child’s education. The Parent Café will be one important strategy used to promote home – school partnerships.
- Continue to develop stronger links with the Aboriginal Education and Consultative Group (AECG) to improve our Aboriginal students access to quality educational outcomes and opportunities.
- Purchase and install additional fixed play equipment in the playground to engage students during play breaks with a focus on improving student behaviour and social experiences during play breaks.

School priority 4

**Strengthened leadership and management capacity of the school leaders to drive school improvement.**

**Outcomes from 2012–2014**

**Targets 2013**
- Increase number of school leaders undertaking in-school leadership coaching and shadowing from 50% to 60%.

**Evidence of progress towards outcomes in 2013:**
- Five teachers accepting Stage Organiser roles. In these roles they were able to work closely with the school executive and organise excursions and school events.
- Three Stage Organisers relieving in Assistant Principal positions as a result of being successful in expression of interest processes.

**Targets 2014**
- Increase the number of teachers and school leaders undertaking in-school leadership coaching and shadowing.

**Strategies to achieve these outcomes in 2014:**
- Continue the development and implementation of competency based leadership and management programs.
- Registered and school based professional learning provided to teachers and executive staff based on their individual learning needs.

**Professional learning**

All staff at Lurnea Public School believe that quality professional learning being provided to all teachers is critical to improving student learning outcomes. In 2013 our Deputy Principal Quality Teaching introduced a new model of providing high quality of professional learning based on the research of Halbert and Kaser (2011) and their Spirals of Inquiry.

The Spirals of Inquiry approach focusses teachers on analysing their students learning needs and developing a hunch as a Stage Team that identifies the important learning needs of their students. Teachers then collect evidence of student learning and collaborate in professional dialogue with a focus on identifying future strategies for improving the outcomes for their students.

The Instructional Leader provided professional learning to all teachers on Formative Assessment Practices. This has led to all teachers articulating learning intentions and success criteria to their students. As a result our students have a clear understanding of what they need to do to improve.

Some other key features of the quality professional learning provided in 2013 includes:
- Restructuring of internal staff to allow stage teams to meet weekly for collaborative planning and professional learning sessions.
- Residential Workshops allowing school and stage teams to engage in lengthy uninterrupted professional learning activities offsite that extend into the weekend.
- All staff attended 2 afternoon staff meetings per term and 5 Staff Development Days throughout the term. Topics covered included CPR and Emergency Care, Child Protection, Anaphylaxis, Disability Standards for Education, new syllabus documents for English and Mathematics for the Australian Curriculum and incorporating technology into quality teaching and learning.
- All teachers and executive staff developing their own Professional Learning Plan – PLP. These were monitored by the executive and professional learning activities were sought using the online Classroom Teacher Modules as well as external conferences to meet the individual learning needs of all staff.
• Voluntary Workshops continued in 2013 with a large number of teachers attending workshops related to a number of key learning areas that were presented by internal experienced staff.

• As a member of the Kurrajong Learning Community teachers were offered the opportunity to attend workshops at other local schools based on Literacy, Numeracy and Integration of ICT.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

• 68% of parents and carers feeling satisfied with the connections and support facilitated by the CLO.

• 80% of teachers agree that the school meets their professional learning needs to be able to cater for their students.

• All staff agreed that our PBIS Relaunch and our Super Heroes initiative had a positive impact on student enjoyment and assisted in creating a positive school culture for all students.

• A community forum was held for parents and carers to gain feedback for future directions and to provide opportunities to community members to be active participants in school life. 100% of parents and carers were overwhelming supportive of the vital role the CLO provides.

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.

Lauren Dunlop – Principal
Lisa Stipanovic – A/Principal
Jason Clarke - Deputy Principal
Phillip Plumridge – Assistant Principal

John Joy - Assistant Principal
Mary Velardi - Assistant Principal
Melanie Thomas – Assistant Principal
Anne Marie Nott - Assistant Principal
Kerry Thorley - Classroom Teacher
Bronwyn Lloyd - English as a Second Language Teacher
Anastasia Valanidas – Learning and Support Teacher
Mary-Lou Halloran - School Administrative Manager

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