Our school at a glance

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

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

Significant programs and initiatives
- Focus on Reading initiative
- Teacher Professional Learning
- Student Engagement

Student achievement in 2011
Lurnea Public School students have demonstrated outstanding achievement in a number of areas. They include:

- 89% of Year 3 students and 83% of Year 5 achieving above National Minimum Standards in NAPLAN Writing assessment.
- 70% of Year 3 students and 84% of Year 5 achieving above National Minimum Standards in NAPLAN Spelling assessment.
- 68% of Year 5 achieving above National Minimum Standards in NAPLAN Numeracy assessment.

Messages

Principal's message
Lurnea Public School is a school committed to providing quality educational experiences to all students. Throughout 2011, our teachers were engaged in extensive professional learning opportunities to ensure that all children were engaged in quality teaching and learning experiences with a key focus on Literacy and Numeracy and Information Communication and Technology (ICT).

At Lurnea Public School we believe in being safe and respectful learners. We continue to strive to ensure that all students learn in a safe, stimulating and inclusive learning environment that challenges each individual child to reach their full potential.

As part of our National Partnership journey, we completed our Situational Analysis that saw our school identify our strengths and areas for improvement, in particular in the areas of Literacy and Numeracy. We will embark on our four year commitment to the National Partnership program in 2012. Key focus areas for our school will be the Focus on Reading (FOR) initiative to improve student attainment of reading outcomes and the development of rich Numeracy tasks with the incorporation of ICT.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

David Sim
Principal
P & C message

On behalf of the Parents and Citizens (P&C),
I would like to thank all the parents, carers,
volunteers, businesses and the Lurnea Public
School Teaching and Administration staff for
their continued support throughout 2011.
Without your valued support we would not be
able to contribute funds to the school and
ultimately, to the futures of our students, in
the manner in which we do.

The P&C plays an important role in
supporting the school to advance the best
interests of the school and its students. 2011
has proven to be another fantastic year for
the Lurnea Public School P&C Association.
Our fundraising activities consisted of Mother
and Fathers’ Day stalls, Canteen Red Days,
Chicken Burger Days, School Disco and a
Christmas raffle.
As a result, the P&C have been able to
provide donations to the school totalling over
$26,000. These funds have assisted with:
• $25,000 towards the purchase and
installation of air conditioning for the
school hall
• $1,350 to purchase new sporting uniforms
• $350 for the QLD flood appeal

Our canteen has again continued to trade
well. It was with regret that at the November
General Meeting a motion was put forward to
hand the P&C operated canteen back to the
school at the end of 2011. This was due to
many of the current Executive Committee
moving on as our children go off to high
school, our Canteen Manager Gwen Fox
indicating she would be stepping down and
the prospect of no P&C from 2012 onwards.

We are most grateful to Gwen who has
devoted an incredible amount of time and
energy to the school canteen over the past
several years. Our sincere thanks must go to
Margaret Ridding, Michelle Penney & Jean
Carter who also volunteered their time in the
canteen to assist Gwen.

Along with our Executive Committee, we
have also enjoyed loyal support from
members who back up year after year at P&C
meetings and fundraising events. But, can I
in particular, thank Sandra Dugdale who has
been seen at many P&C events both during
this year and over the past years that I have
been involved with P&C.

Last, but not least, to our P&C Executive–
Juleanne McKew, Lyn Carlin, Craig McKew &
Gwen Fox. Your efforts as always were
extraordinary throughout 2011. For that, I
thank you.

Debbie Cunningham
P&C President

Student representative's message

In 2011, the Student Representative Council
(SRC) participated in many charitable events.
They supported the Bandage Bear Day,
Canteen, Genes for Jeans and Red Nose
Day charities. They helped to raise
awareness in the school about how to help
sick children in hospital, ways to support
people they know with cancer and what
Sudden Infant Death Syndrome is and ways it
can be prevented. They participated in
making informative posters and spoke at
morning assemblies to continue to raise
support and awareness.

The SRC met regularly throughout the year to
plan future activities and voice new ideas or
concerns from the students in their class that
they represented.

The SRC of 2011 were an asset to the school
and wider community, as they effectively
helped to organise activities, participated in
leadership opportunities and greeted guest to
our school, such as exchange students from
Japan. They were always willing to make all
members of the school feel welcomed and
accepted.

Student Representative Council 2011
School context

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

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

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>276</td>
<td>260</td>
<td>243</td>
<td>223</td>
<td>210</td>
</tr>
<tr>
<td>Female</td>
<td>214</td>
<td>208</td>
<td>193</td>
<td>180</td>
<td>189</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>School</th>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>91.2</td>
<td>93.6</td>
<td>93.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>91.2</td>
<td>93.7</td>
<td>92.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>93.7</td>
<td>94.6</td>
<td>90.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>93.8</td>
<td>95.4</td>
<td>92.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>94.4</td>
<td>94.8</td>
<td>94.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>93.4</td>
<td>93.1</td>
<td>95.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>91.5</td>
<td>94.6</td>
<td>92.9</td>
<td></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></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Region</th>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>93.8</td>
<td>94.6</td>
<td>94.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>93.4</td>
<td>94.1</td>
<td>94.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>93.9</td>
<td>94.7</td>
<td>94.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>94.2</td>
<td>94.8</td>
<td>94.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>94.2</td>
<td>95.0</td>
<td>94.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>94.2</td>
<td>95.0</td>
<td>94.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>94.1</td>
<td>94.7</td>
<td>94.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>94.3</td>
<td>92.4</td>
<td>94.7</td>
<td>94.6</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>State DEC</th>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>94.3</td>
<td>94.7</td>
<td>94.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>93.7</td>
<td>94.2</td>
<td>94.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>94.0</td>
<td>94.4</td>
<td>94.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>94.1</td>
<td>94.5</td>
<td>94.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>94.0</td>
<td>94.5</td>
<td>94.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>94.0</td>
<td>94.4</td>
<td>94.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>93.6</td>
<td>94.0</td>
<td>93.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>94.1</td>
<td>92.1</td>
<td>94.4</td>
<td>94.3</td>
<td></td>
</tr>
</tbody>
</table>

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

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

Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

<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>KB</td>
<td>K</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>KJ</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KT</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>1/2M</td>
<td>1</td>
<td>6</td>
<td>23</td>
</tr>
<tr>
<td>1N</td>
<td>1</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>1R</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1/2M</td>
<td>2</td>
<td>17</td>
<td>23</td>
</tr>
<tr>
<td>2/3K</td>
<td>2</td>
<td>7</td>
<td>25</td>
</tr>
<tr>
<td>2T</td>
<td>2</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>2/3K</td>
<td>3</td>
<td>18</td>
<td>25</td>
</tr>
<tr>
<td>3/4N</td>
<td>3</td>
<td>8</td>
<td>29</td>
</tr>
<tr>
<td>3G</td>
<td>3</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>3/4N</td>
<td>4</td>
<td>21</td>
<td>29</td>
</tr>
<tr>
<td>4B</td>
<td>4</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>5C</td>
<td>5</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>5W</td>
<td>5</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>6A</td>
<td>6</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>6M</td>
<td>6</td>
<td>29</td>
<td>29</td>
</tr>
</tbody>
</table>

Structure of classes

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

The Support Unit consisted of 2 moderate disability support classes and 1 mild disability support class.

Staff information

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

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

- All teachers at Lurnea Public School are tertiary qualified. Our staff ranges from beginning teachers to very experienced classroom teachers.
- All teaching staff meet the professional requirements for teaching in NSW public schools.
- 33.3% of teaching staff have been employed at our school for a period of 0-5 years.
- 61.1% of teaching staff have been employed at our school for a period of 6-10 years.
- 4.2% of teaching staff have been employed at our school for a period of 11-15 years.
- The National Education Agreement requires schools to report on Indigenous composition of their workforce. 8.3% of teaching staff identified as being Aboriginal.
Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>18</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>.5</td>
</tr>
<tr>
<td>Support Teacher Learning</td>
<td>1.4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>.8</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1.6</td>
</tr>
<tr>
<td>Counsellor</td>
<td>.6</td>
</tr>
<tr>
<td>School Administrative &amp; Support</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>32.9</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>30/11/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>259,206.64</td>
</tr>
<tr>
<td>Global funds</td>
<td>226,106.20</td>
</tr>
<tr>
<td>Tied funds</td>
<td>155,139.32</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>92,747.30</td>
</tr>
<tr>
<td>Interest</td>
<td>11,641.97</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>13,726.80</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>758,568.23</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>442,405.52</td>
</tr>
<tr>
<td>Excursions</td>
<td>174,715.61</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>498,700.07</td>
</tr>
<tr>
<td>Library</td>
<td>397,237</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>92,074.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>217,548.37</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>50,853.28</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>93,491.82</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>45,914.73</td>
</tr>
<tr>
<td>Maintenance</td>
<td>38,231.55</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>14,406.45</td>
</tr>
<tr>
<td>Capital programs</td>
<td>17,222.29</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>602,160.46</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>156,407.77</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2011 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2011

Achievements

Arts

2011 was an exciting year for Performing Arts at Lurnea Public School. We had Stage Dance groups and Choir groups throughout the school with many teachers and students practising their routines during lunch times to ensure their performances were to a high standard. Once again we were involved in the...
Liverpool Performing Arts and Film Festival (LAaFF) with neighbouring schools. This event is a highlight for all students and teachers involved. We were fortunate enough in 2011 to have the Stage 1 and Stage 3 Dance groups and the Senior Choir all successful at audition day. They won the crowd over with their perfect performances and were extremely happy with their effort on performance night.

The annual Performing Arts Extravaganza had 100% participation from students. The performances included singing, dance and drama. Positive feedback was received in regards to the running of this event and students were commended on the high standard of performances produced on the day.

**Sport**

Lurnea Public School students participated in The Fields Zone PSSA Gala Day competition throughout 2011 in 4 sports – Basketball and Oz-tag (Summer); and Netball and Soccer (Winter). In total the school was represented by 9 teams consisting of students from Years 3 - 6. Our Senior Girls Netball Team came 3rd and our Senior Oz-Tag team came 2nd. Overall, we had a great sporting season on and off the field.

2011 achievements and highlights include:

- Students in Years 3-6 were involved in the school Swimming Carnival at Fairfield Leisure Centre.
- All students K-6, including the Support Unit and preschool were involved in the school Cross Country and Athletics Carnival.
- 5 students represented Lurnea Public School in the Liverpool Zone Swimming Carnival at Birrong Pool.
- 58 students participated in the Zone Cross Country. Sean O’Brien and Lianna Rowlinson went on to represent the Liverpool Zone at the Regional Cross Country Carnival.
- 45 students participated in the Zone Athletics Carnival for Fields and Track events at the Campbelltown Sports Stadium. Sean O’Brien, Tyler Manu’a and Faifua Poloai were selected to represent the Liverpool Zone at the South Western Sydney Regional Carnival.
- 90 students from Years 1-5 participated in the DET Swim Scheme program at the Whitlam Centre, with a number of students successfully swimming the 25m requirements.
- At Presentation Day, our sports award winners were Sean O’Brien, Alanna McKew, Hayden Reti-McClintock, Laselle Lefale and Manesseh Gray.

**Other Competitions**

Students in Years 3 - 6 were provided with the opportunity to enter the international academic competitions conducted by Education Assessment Australia (EAA). Students completed assessments in the areas of Mathematics, English, Spelling, Writing, Science, and Computer Skills. EAA is a leading international educational assessment organisation specialising in large-scale measurement and assessment programs in Australia and twenty countries globally. Those students whose achievements were outstanding were rewarded with certificates of Distinction and Credit. Students who received a Distinction achieved within in the top 11% of those who complete the test.
2 students were awarded with certificates of Distinction, one being in English and the other in Science. A total of seven students achieved certificates of Credit. 3 Credits were achieved in Mathematics, 3 in Science and 1 in the Spelling competition.

Academic

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

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

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

Literacy – NAPLAN Year 3
Progress in Literacy

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.

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reading</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
</tr>
<tr>
<td></td>
<td>Spelling</td>
</tr>
<tr>
<td></td>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td></td>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reading</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
</tr>
<tr>
<td></td>
<td>Spelling</td>
</tr>
<tr>
<td></td>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td></td>
<td>Numeracy</td>
</tr>
</tbody>
</table>
Significant programs and initiatives

Aboriginal education

The Aboriginal Education Officer (AEO) supported students in the classroom, focusing on assisting their understanding in the key areas of Numeracy and Literacy. Through the development of Personalised Learning Plans (PLPs), developed in consultation with the classroom teacher, parent and student; the learning in the classroom was planned effectively to build on the learning strengths and abilities to ensure students succeed in the classroom.

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

Aboriginal students in Year 3 were tested as part of the Coolibah Dynamic Assessment program, which identifies gifted and talented Aboriginal students.

3 students were nominated for the 2011 South Western Sydney Region Aboriginal Student Achievement Awards. It was the 20th Anniversary for these awards that acknowledge outstanding achievements of Aboriginal students and their contribution to Aboriginal Education. Aaliyah McCann was nominated by her class teacher and received an award for pride in her identity and sharing Aboriginal culture.

Multicultural education

Lurnea Public School has an English as a Second Language (ESL) population of 65%. Students come from 26 different language backgrounds. The percentage of ESL students continues to rise steadily.

The ESL teachers implemented programs in the school that best catered to the learning needs of all ESL students in K-6.

Our main focus in 2011 included:

• Providing a high level of support for our Phase 1 students. They participated in an intensive language withdrawal program supporting our ESL students in Literacy, especially in the implementation of our new FOR comprehension program.

• Early intervention in Kindergarten to provide students with a sound foundation for learning and Literacy and Numeracy.

• A strong focus on community involvement to build a partnership between school and parents to strengthen the learning outcomes of our children.

Our main achievements were:

• Outstanding success in Reading due to an intensive sight-word program involving small groups of Kindergarten ESL students

Our ESL teacher allocation for 2012 will remain at 1.6, however, this will be supplemented by the National Partnership Initiative to provide 2 full time ESL teachers. ESL staff will continue to implement the successful sight-word program with Kindergarten students. We will implement strategies to better identify ESL students and their needs and continue to work towards improving their Language and Literacy skills.

Assistant Principal – Events

The Assistant Principal Events (AP Events) position established at Lurnea Public School in 2011, aimed to ensure the priority of focused and consistent planning of whole school sporting and cultural events and excursions. Ensuring accurate and efficient organisation within competing timeframes and priorities is essential to maintaining a close and lasting partnership with our school community. Centralised responsibility for coordinating these priority areas ensures all events are managed within current Department of Education and Communities (DEC) policy and procedures.

In addition to continued and strategic input into the process of teaching and learning throughout the school, the AP Events had responsibility for:

• identification of recurrent events and activities;
• timely communication of events to staff
and community;
• regular and ongoing updating of the school website;
• liaising with executive staff and approving activity requests;
• coordination and leadership of staff teams to plan and execute events and activities;
• coordination of staff teams to plan and implement sporting events and carnivals;
• continued dissemination of necessary information for staff in relation to school procedure;
• coordination and monitoring of capacity building opportunities for future leaders;
• coordination of proposals for additional events or activity requests throughout the year in line with school targets; and
• provision of minutes and records to the Principal for all meetings associated with events and planning.

Additionally, Stage Organisers were selected to build leadership capacity through assisting in planning and coordinating whole school events. The AP Events supported the Stage Organiser to build capacity for future leadership opportunities within our school.

Stage Organisers were selected at the commencement of the year to support teaching and learning at stage level and to support extra curricula events at whole school level. The AP Events worked closely with team leaders to ensure DEC policy was adhered to by considering the educational value of activities and that thorough risk assessments had been completed. Full participation and engagement of students in all extra curricula activities is a focus so that students derive maximum learning and enjoyment from these activities. Consequently positive and productive relationships are maintained and strengthened with the Lurnea Public School community.

Other programs

Priority Schools Program (PSP)

Our PSP funding remains a critical component of our 3 year school plan. Through this additional funding we have been able to maintain close and successful links with our community. We have successfully employed a Community Liaison Officer (CLO) 3 days per week to develop strong links with our community. Our CLO was vital in connecting many families with their child’s schooling and was instrumental in providing workshops and support for families to support their child’s learning.

We have successfully implemented high quality support programs aimed at improving Literacy and Numeracy skills through the purchasing of Interactive Smartboards. The technology has been successfully integrated as a teaching tool and learning tool across all Key Learning Areas (KLAs). This was coupled with targeted teacher professional learning which saw teams of teachers collaboratively plan to further develop their skills and knowledge to support each and every child.

The additional funding provided through PSP also enabled us to purchase quality resources which aided in improving the teaching and learning that is occurring in the classroom. The ability to purchase and maintain our quality resources and programs ensures that we are working towards achieving our school targets in Literacy, Numeracy and Student Engagement.

Focus On Reading

All staff members received a minimum of 6 hours of professional learning from our 3 FOR trainers in 2011. Teachers of classes in Years 3-6 received up to 12 hours of professional learning and have begun
implementing facets of the program with their classes. Teachers have provided the following feedback of the professional learning so far:

- The professional dialogue and sharing of ideas has been very beneficial.
- FOR and the Super 6 Comprehension Strategies have provided more direction and consistency in teaching reading and comprehension across the school.
- Using the Comprehension Learning Sequence enables teachers to teach comprehension in a systematic and explicit way.
- FOR professional learning will continue in 2012 with a focus on teachers of classes in Years 3-6. Our NAPLAN and school based data continues to show that reading and comprehension need to remain a focus. Staff received approximately 5% of the required training to date and this will need to continue in 2012 and beyond for the full benefits of this professional learning to be realised.

**Best Start**

Best Start is a government initiative to increase support of the teaching of Literacy and Numeracy for our Kindergarten students. Best Start is the beginning of an ongoing process of assessing and monitoring which teachers have been completing throughout the year. All students participated in the Best Start assessment at the beginning of Kindergarten 2011. The assessment was a springboard for teaching and learning in Kindergarten. Students were then grouped into clusters and Early Learning Plans (ELPs) were developed to meet the individual needs of the Kindergarten students. Feedback was given to parents once the assessment was completed. Workshops were then run during the year to assist parents and carers to help their child at home. The assessment looked at seven aspects of Literacy:

- Reading texts;
- Comprehension;
- Concepts about print;
- Phonics;
- Phonemic awareness;
- Aspects of speaking; and
- Aspects of writing.

The assessment also looks at the 3 aspects of Numeracy:

- Counting sequences
  - numeral identification
  - number word sequences;
- Counting as a problem solving process; and
- Pattern and the repeated unit.

Data was updated every 5 weeks so that progress was tracked and further planning took place.

At the end of Kindergarten, data was updated and this data is then rolled over into Year 1 so that Year 1 teachers and supervisors can work collaboratively to begin planning for teaching and learning. ELPs are developed from there and implemented in the classrooms.

Professional learning has assisted the teachers to plan and deliver quality teaching and learning programs in literacy and numeracy that addressed the individual learning needs of students entering Kindergarten 2011 and beyond.

**Support Unit**

The Support Unit consisted of 1 class for students with a mild intellectual disability and 2 classes for students with a moderate intellectual disability. Approval for a multi-categorical class was confirmed and will be established in 2012.

The school is fully inclusive, where the diversity of all students is recognised and respected. Adjustments are made to curriculum,
assessment practices, teaching styles and the physical environment to meet the needs of each student. All students in the Support Unit are given the opportunity to participate in whole school programs. Students are integrated into appropriate stages, lessons, excursions and representative sporting activities. All students are on individualised education plans to provide for and allow them to develop to their full potential.

In addition to mainstream excursions, the children in the Support Unit went on 2 excursions for students with special needs provided by the Variety Club. They attended a disco held in Liverpool and the Christmas Party in Darling Harbour.

Students were acknowledged and rewarded on a weekly basis for their positive behaviour, both in and out of the classroom.

**Progress on 2011 targets**

**Targets for 2011**

**Target 1**

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

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

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

Our achievements include:

- Reducing the percentage of students in Year 5 achieving at or below minimum standards by 19%.
- 33.9% of Year 5 students achieved or exceeded growth in NAPLAN results. An increase of 3.9% from 2010.
- 47% of Year 3 students achieved or exceeded national minimum standards.
- 76% of Year 5 students achieved or exceeded national minimum standards.
- 68% of students K-6 achieved stage exit outcomes in Reading.
- A 25% increase in parents/carers attending workshops to enable parents to effectively support Literacy learning at home.
- 95% of classrooms with a Smartboard which interactive lessons were provided to increase Literacy and ICT development in students.

**Target 2**

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

Our achievements include:

- 68% of students K-6 achieved stage exit outcomes in Mathematics.
- 51% of Year 5 students achieved or exceeded growth in NAPLAN results. An increase of 18% from 2010.
- All staff participated in targeted professional learning in the effective integration of ICT into Numeracy lessons with the support of district consultants.
- 100% of Kindergarten teachers inserviced in Best Start implemented across Early Stage 1, with one staff member participating in a coaching method of support.
- Increase in the use of technology in ICT with the implementation of the Nintendo DS technology, Maths Training and Brain Training software to engage students and improve their number and problem solving skills.
- All students accessed the ‘Mathletics’ website and associated resources to provide additional teaching methods and challenging Mathematics lessons to all students.
Target 3

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

In 2011, to reduce the number of students by 5% that are referred to Positive Behaviour Intervention and Support (PBIS) minus level 2.

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

Our achievements include:

- An 8% increase in the amount of students who achieved Gold level at the end of 2011. All students who achieved Gold level were invited to the Principal’s morning tea to acknowledge their success.
- 100% of students participated in lessons that explicitly taught the school rules, values and social skills.
- Staff consistently using language based on rules and expectations matrix.
- PBIS systems and structures reviewed and evaluated. Future direction developed for 2012.
- Chill Out room was consistently accessed by students requiring additional playground support to develop social skills.
- School website and newsletter accessed by an increasing amount of parents and carers to celebrate success of students.

Key evaluations

It is a requirement for all NSW public schools to conduct at least 2 annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school carried out evaluations of School Culture and Organisation.

Educational and management practice

School Culture

Background

Our school services a broad range of families within our community. There are more students and families whom require additional support to ensure each and every child has access to quality teaching and learning opportunities, regardless of their additional needs.

Findings and conclusions

- As part of our Situational Analysis we identified increased needs of our students, with many requiring additional support. This included potential referrals to an occupational therapist, speech therapist, referrals to the Learning Support Team (LST), behaviour plans, Independent Education Plans (IEPs) and PLPs for all Aboriginal students.

- Some parents and carers acknowledged the hard work of our CLO, especially by many Arabic families who experienced greater participation in their child’s schooling with the CLO’s programs and support. It was identified that the CLO was regularly accessed on her Student Learning Support Officer (SLSO) days for CLO matters.

Future directions

- Select an Assistant Principal as Assistant Principal - Student Wellbeing (AP-WB). The AP-WB will ensure the wellbeing of students by assisting teachers to seek additional support for identified students in the form of behaviour, Learning Support Team referrals, dealing with outside agencies and liaising with parents/community members.

- Employ a CLO five days per week to foster positive relationships with the school community in order to promote a higher involvement of parents and carers in school life.

- Provide workshops for parents and carers of the ‘what, why and how’ to help their children in the areas of Literacy and Numeracy.
• Develop stronger links with the Aboriginal community and build authentic relationships with agencies such as the Aboriginal Education Consultative Group (AECG).
• Access regional support for additional resources to improve parental participation such as translator services.
• Further develop the Community Room as a resource for parents and encourage more ‘parent driven’ information sessions/activities.
• Engage the services of a speech therapist and occupational therapist to support student speech development and provide TPL for staff.

School Organisation

Background
There needs to be a focus on teaching reading explicitly. This need is also evident in numeracy where the students experienced difficulty with the literacy demands of understanding and solving word problems. There has been some improvement in Year 5 in 2011, which could be an indication that the implementation of the FOR professional learning is having a positive impact on student outcomes.

As part of our Situational Analysis, we identified the need to develop and monitor the implementation of a consistent whole school approach to teaching and learning, with a key focus on reading. Our school targets for 2011 aimed to improve students reading and comprehension in literacy and improve students’ knowledge and skills in Mathematics. Targeted professional learning funds have contributed to the following programs:
- Focus on Reading;
- Regional support for the teaching of Mathematics and integrating ICT; and
- Best Start

Findings and conclusions
• Year 3 performance data shows the need for explicit teaching of reading and Numeracy. It is evident that the implementation of the Best Start framework needs to be extended into Stage 1 and needs a focus on quality teaching and student engagement.
• Internal whole school re-structuring has allowed significant changes to the way TPL is delivered. Teachers are now released as stages to participate in targeted TPL sessions on a weekly basis.
• Teachers identified that FOR has been a valuable part of their professional learning. In order to maximise the success of the initiative, teachers identified the need to provide new, high interest texts to support its effective implementation.
• Teachers indicated that Best Start was a successful program and felt it could be further improved with more teacher professional learning expanded beyond Early Stage 1. The use of the Regional Literacy and Numeracy Leader was seen as an important resource accessed to support teacher professional learning. One staff member participated in a ‘Coaching Model’ to be trained as school support and to continue the delivery of up to date collegial support.

Future directions
• Employ a Deputy Principal - Quality Teaching and Learning to monitor and oversee the quality teaching and learning programs in the school and to ensure a consistent approach to the teaching and learning of literacy and numeracy K-6.
• Continue to provide TPL to stage based teams to meet regularly for professional dialogue and reflection on the practical implementation of the TPL in the area of reading through the development of professional learning plans.
• Continue to implement TPL in Literacy and Numeracy, specifically utilising regional support to effectively integrate ICT in Numeracy.
• The extension of the Reading Recovery program to support students not meeting benchmarks in Literacy in early years.
• Increase in ESL and Support Teacher Learning (STL) allocation to support students Literacy and Numeracy development.

School planning 2012—2014
The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1
Outcome for 2012–2014
To match or exceed South Western Sydney Regional NAPLAN results in Reading.

2012 Targets to achieve this outcome include:

Year 3 Reading:
• Reduce the percentage of students achieving at or below minimum standards from 53% in 2011 to 43% in 2012 in NAPLAN Reading.
• Increase the percentage of students achieving proficiency standards from 9% in 2011 to 16% in 2012.

Year 5 Reading:
• Reduce the percentage of students achieving at or below minimum standards from 44% in 2011 to 38% in 2012 in NAPLAN Reading.
• Increase the percentage of students achieving proficiency standards from 11% in 2011 to 15% in 2012.

Strategies to achieve these targets include:
• Continue to deliver targeted teacher professional learning in the Focus on Reading initiative.
• Implement Best Start Kindergarten and expand to Stage 1 by providing appropriate professional learning for staff.

School priority 2
Outcome for 2012–2014
Year 3 Numeracy:
• Reduce the percentage of students achieving at or below minimum standards from 53% in 2011 to 43% in 2012 in NAPLAN Numeracy.
• Increase the percentage of students achieving proficiency standards from 13% in 2011 to 16% in 2012.

Year 5 Numeracy
• Reduce the percentage of students achieving at or below minimum standards from 32% in 2011 to 28% in 2012 in NAPLAN Numeracy.
• Increase the percentage of students achieving proficiency standards from 13% in 2011 to 16% in 2012.

Strategies to achieve these targets include:
• Provide TPL learning for teachers on how to access, interpret and plan for students with demonstrated underperformance using SMART2 data and School Based Assessments: Tracking and Monitoring
• Develop enrichment programs to extend targeted students.
• TPL to enhance teaching and learning practices across all stages aligned with the Mathematics syllabus and the school scope and sequence.
• Extend the current ICT initiative, Hand Held Console Learning by purchasing an additional class set of Nintendo DS consoles along with Brain Training and Maths Training software and Tablet Based Learning and support this program by
employing a technical support officer 0.3 FTE.

- Increase ICT resources to support the implementation of quality numeracy programs.

School Priority 3
Student Engagement
To increase student attendance by at least 1% to match or exceed that of the region and state averages.

2012 Targets to achieve this outcome include:
- To increase parent and community participation in school events from 52% to 60%.
- Match or exceed the number of students in 2011 receiving gold awards.

Strategies to achieve these targets include:
- Select an AP-WB to ensure the wellbeing of students by assisting teachers to seek additional support for identified students in the form of behaviour, LST referrals, dealing with outside agencies and liaising with parents/community members.
- Employ a CLO 1.0 FTE to engage the parents and carers to support their child’s learning.
- Build stronger links with the AECG to improve access for Aboriginal students to quality educational opportunities.
- Continue school based monitoring of attendance and plans developed for students at risk.
- Continue to implement and work through the PBIS framework.

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.

David Sim- Principal
Lauren Dunlop- Assistant Principal
Jason Clarke- Assistant Principal
John Joy- Assistant Principal
Allan Rungan- Support Assistant Principal
Danielle Bussell- Relieving Assistant Principal
Maria Velardi- Relieving Assistant Principal
Bronwyn Lloyd- ESL Teacher
Rebecca Norris- Classroom Teacher
Kay-Lee Tarlton- Classroom Teacher
Leanne Hedger- Community Liaison Officer
Debbie Cunningham- P&C President

School contact information
Lurnea Public School
Cnr West and Reilly Streets
Lurnea NSW 2170
Ph: 9607 7002
Fax: 9608 4938
Email: lurnea-p.school@det.nsw.edu.au
Web: http://www.lurnea-p.schools.nsw.edu.au
School Code: 4289

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: