Lurnea Public School
Annual School Report
2012
Our school at a glance

Students
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.

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
• Best Start
• Teacher Professional Learning
• Student Engagement

Student achievement in 2012

• 85.1% of Year 3 students achieving at or above minimum standards in Reading.
• 87.8% of Year 3 students achieving at or above minimum standards in Writing
• 75.5% of Year 5 students achieving at or above minimum standards in Numeracy
• 53.7% of Year 5 students achieved greater than or equal to expected growth in 2012 Numeracy NAPLAN which was above the state average. This shows continued improvement from 2010 and 2011 results.

Messages

Principal’s message

At Lurnea Public School we continue to be committed to providing high quality teaching and learning opportunities for all students. We encourage our students to become safe, respectful learners through learning in safe, stimulating and inclusive learning environments. We continually strive to ensure that every child reaches their full potential.

2012 was the first year of our four-year National Partnership journey. This allowed us, as a school, to implement, evaluate and refine our significant programs and initiatives.

All teachers participated in extensive professional learning opportunities in the teaching of reading. In particular, Focus On Reading and Best Start. Teachers participated in innovative professional learning to identify the ways in which children read and develop strategies to improve their reading. Additionally, teachers participated in professional learning with a key focus on Numeracy and Information Communication and Technology (ICT).

We were also able to create two positions titled Assistant Principal - Student Success (AP-SS) and Deputy Principal - Quality Teaching (DP-QT). Mr Jason Clarke was employed in the AP-SS position. This role allows us to provide a holistic approach to student wellbeing to engage students in the curriculum. Mrs Dunlop and Mrs Stipanovic were employed as the DP-QT and worked throughout the year to ensure teachers were programming with the key elements of the NSW Quality Teaching Framework in mind.

We also celebrated our 50th Anniversary which saw an impressive memorabilia display and open classrooms for our community. I am continually amazed by the constant support of our school community to ensure this event was the huge success that it was.

I would like to take this opportunity to thank my staff who work tirelessly to improve student academic outcomes, our parents/carers and our most importantly our students for their continued support in 2012.

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
Student representative’s message

The Student Representative Council (SRC) continued its great work in 2012. Students were elected from each class from Years 2-6 including the Support Unit. We supported Jeans for Genes Day as well as Bandana Day for the organisation Canteen, developed posters to display around the school as well as raise awareness for very important causes.

Throughout the year, the SRC willingly supported and participated in events and activities held at the school and always displayed the school motto of being a safe, respectful learner. We were also involved in the running of the Mothers’ and Fathers’ Day Stalls, greeting visitors to our school and maintaining the school rules, acting as role models for all students and the running of assemblies.

The SRC met regularly to discuss matters of the students they represented, as well as future directions that they could take in order to make the school a more positive place for everyone.

We have really enjoyed the opportunity to be student leaders in 2012.

Student Representative Council 2012

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. 2012 saw a slight increase in student enrolments.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>276</td>
<td>260</td>
<td>243</td>
<td>223</td>
<td>210</td>
<td>204</td>
</tr>
<tr>
<td>Female</td>
<td>214</td>
<td>208</td>
<td>193</td>
<td>180</td>
<td>189</td>
<td>207</td>
</tr>
</tbody>
</table>
Class Sizes

<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>20</td>
<td>20</td>
</tr>
<tr>
<td>KM</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KT</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>K/1J</td>
<td>K</td>
<td>8</td>
<td>19</td>
</tr>
<tr>
<td>K/1J</td>
<td>1</td>
<td>11</td>
<td>19</td>
</tr>
<tr>
<td>1R</td>
<td>1</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>1/2C</td>
<td>1</td>
<td>16</td>
<td>21</td>
</tr>
<tr>
<td>1/2C</td>
<td>2</td>
<td>5</td>
<td>21</td>
</tr>
<tr>
<td>2S</td>
<td>2</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>2/3N</td>
<td>2</td>
<td>19</td>
<td>24</td>
</tr>
<tr>
<td>2/3N</td>
<td>3</td>
<td>5</td>
<td>24</td>
</tr>
<tr>
<td>3/4B</td>
<td>3</td>
<td>15</td>
<td>29</td>
</tr>
<tr>
<td>3/4B</td>
<td>4</td>
<td>14</td>
<td>29</td>
</tr>
<tr>
<td>3/4M</td>
<td>3</td>
<td>14</td>
<td>28</td>
</tr>
<tr>
<td>3/4M</td>
<td>4</td>
<td>14</td>
<td>28</td>
</tr>
<tr>
<td>3/4P</td>
<td>3</td>
<td>13</td>
<td>30</td>
</tr>
<tr>
<td>3/4P</td>
<td>4</td>
<td>17</td>
<td>30</td>
</tr>
<tr>
<td>4/5R</td>
<td>4</td>
<td>8</td>
<td>27</td>
</tr>
<tr>
<td>4/5R</td>
<td>5</td>
<td>19</td>
<td>27</td>
</tr>
<tr>
<td>5/6A</td>
<td>5</td>
<td>9</td>
<td>27</td>
</tr>
<tr>
<td>5/6A</td>
<td>6</td>
<td>18</td>
<td>27</td>
</tr>
<tr>
<td>5/6T</td>
<td>5</td>
<td>10</td>
<td>29</td>
</tr>
<tr>
<td>5/6T</td>
<td>6</td>
<td>19</td>
<td>29</td>
</tr>
<tr>
<td>5/6W</td>
<td>5</td>
<td>11</td>
<td>29</td>
</tr>
<tr>
<td>5/6W</td>
<td>6</td>
<td>18</td>
<td>29</td>
</tr>
</tbody>
</table>

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</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></td>
</tr>
<tr>
<td>1</td>
<td>91.2</td>
<td>93.7</td>
<td>92.4</td>
<td>91.1</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></td>
</tr>
<tr>
<td>3</td>
<td>93.8</td>
<td>95.4</td>
<td>92.4</td>
<td>92.2</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></td>
</tr>
<tr>
<td>5</td>
<td>93.4</td>
<td>93.1</td>
<td>95.0</td>
<td>93.6</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></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>
</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.

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.

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>1</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>19</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual</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>34.9</td>
</tr>
</tbody>
</table>
students, along with our staff. We have 8.3% of teaching staff identify as being Aboriginal.

**Staff retention**

Retention rates of staff at Lurnea P.S continue to be retained, however, due to a small percentage of staff taking maternity leave, this number decreased at the end of 2012.

**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>73%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>27%</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>30/11/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>156,407.77</td>
</tr>
<tr>
<td>Global funds</td>
<td>260,686.44</td>
</tr>
<tr>
<td>Tied funds</td>
<td>416,145.65</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>114,451.47</td>
</tr>
<tr>
<td>Interest</td>
<td>8,800.55</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>37,556.60</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>994,048.48</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Key learning areas         | 44,337.67  |
| Excursions                 | 30,532.20  |
| Extracurricular dissections| 61,246.06  |
| Library                    | 3,766.30   |
| Training & development     | 3,770.72   |
| Tied funds                 | 356,692.95 |
| Casual relief teachers     | 67,117.30  |
| Administration & office    | 120,460.63 |
| School-operated canteen    | 0.00       |
| Utilities                  | 55,860.54  |
| Maintenance                | 53,739.69  |
| Trust accounts             | 35,261.39  |
| Capital programs           | 45,676.51  |
| Total expenditure          | 878,461.96 |
| Balance carried forward    | 115,586.52 |

A full copy of the school’s 2012 financial statement can be obtained by contacting the school.

**School performance 2012**

**Achievements**

**Arts**

Once again, we participated in the Liverpool Arts and Films Festival (LAaFF) in 2012, involving 4 performing arts groups – 3 dance and 1 choir. The students, along with teachers, practiced throughout the year in their lunchtimes to ensure that they presented a performance of a high standard at the festival.

The school was represented by 2 Junior Dance groups (Years 1, 2 and 3) and 1 Senior Dance group (Years 4, 5 and 6). The Choir group was a mix of students from Years 2 – 6. These students performed extremely well at the Festival, reflecting all the hard work they and the teachers had put in.

We are grateful for the assistance of Mrs Shontel McLellan who generously volunteered her time to assist with the making of costumes and choreographing of dance routines.

**Sport**

Lurnea Public School students participated in The Fields Zone PSSA Gala Day competition throughout 2012 in 4 sports - Basketball and Oz-tag (Summer) and Netball and Soccer (Winter). In total, the school was represented by 8 teams consisting of students from Years 3-6. Our Senior and Junior Oz-Tag Teams came 3rd overall and our Boys Basketball Team also came 3rd overall. On the whole, we had a great sporting season both on and off the field.

2012 sporting achievements and highlights include:
Students in Years 3-6 were involved in the school Swimming Carnival at The Fairfield Leisure Centre.

All students from Preschool to Year 6 participated in an Olympathon in celebration with the Olympic Games held in London in August this year.

All students from Preschool to Year 6 were involved in the school’s Cross Country and Athletics Carnivals.

6 students from each age group represented Lurnea Public School in the Zone Cross Country.

28 students participated in the Zone Athletics Carnival for Track and Field events at the Campbelltown Sports Stadium. Olivia Leighton was selected to represent the Liverpool Zone at the South Western Sydney Regional Carnival.

120 students from Years 1-6 participated in the DEC Swim Scheme Program at The Whitlam Centre. There was a 25% increase on the number of students attending swim scheme this year.

At Presentation Day, our sports award winners were: Chloe Lovegrove, Ricky Coffey, Olivia Leighton, Dimitri Georgakopoulos, Thomas Schofield, Ali Salman, Natalie Trovato, Steve Mauga, Luke Pennell, Bianca Cornwell-Bennetts and Benjamin Mauga.

Other

50th Anniversary Celebrations

2012 was a significant year in our school’s history. It marked 50 years of Public Education at Lurnea Public School. To mark this momentous occasion, a committee was formed to acknowledge and celebrate our school’s rich history. Throughout the year, the committee sorted through the school’s archives, met with past students and staff, including members of the original class of 1962 along with our current students and staff contributing towards our celebration day in Term 3.

We celebrated the day with the following activities:

- All current staff and students formed the numerals 50 to create a commemorative photo (see above). All students were given a complimentary photo as a keepsake.
- A special assembly for current staff and students and the compiling of a new time capsule to be buried in the anniversary garden, in front of the office. An anniversary cake was cut by our School Captains and two long standing staff members, Aunty Jennie McKenny (Aboriginal Education Officer) and Mrs Bronwyn Lloyd (English as a Second Language Teacher).
- An official ceremony for special guests, including our Relieving School Education Director, Mrs Maria Serafim, the local Mayor, Ted Noonan, local Aboriginal Education Consultative Group (AEcG) Trish Leverett and Lyn Martin, Mrs Mary-Lou Halloran and Mrs Judy Wells, two of our longest serving staff members. At this ceremony, the original school bell was unveiled, which had been lovingly restored, along with the original school plaque which now greet visitors and guests at the front of the office. It was also an opportunity to open our commemorative garden whereby existing and previous staff, students and community members had the opportunity to purchase a paver to contribute to the garden.
- Existing students contributed to a school mural by creating their own portrait on a tile. This mural now sits pride of place outside our staffroom.
- Later in the afternoon, there was the opportunity for previous staff and students to visit open classrooms and a memorabilia display in the hall. This was a significant time for many previous students, who fondly shared their childhood memories of their classroom experiences and delved into the abundance of memorabilia on display.
- To coincide with our 50th Anniversary, we updated our school uniform. Through consultation with staff, students and parents/carers, we were able to update our school uniform and school logo. We are really proud of our updated uniform and we are continually receiving feedback from community members and colleagues from other schools about how contemporary our uniform looks.

All in all, it was a great opportunity to showcase 50 years of quality education provided by Lurnea Public School.
Academic

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

The achievement scale represents increasing levels of skills and understandings demonstrated in 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)

Reading – NAPLAN Year 3

Numeracy – NAPLAN Year 3

Reading – NAPLAN Year 5

Numeracy – NAPLAN Year 5
Progress in reading

Progress in Spelling

Progress in Grammar and Punctuation

The MySchool website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the 'Find a school' and select GO.
Significant programs and initiatives

Reading Recovery

In 2012, Lurnea PS was funded for 5 positions under the Reading Recovery allocation. Our school provided funding for an additional 5 positions under National Partnerships. This allowed us to provide targeted support for 10 children who were given the opportunity to access the Reading Recovery Program. The Year 1 cohort averaged 50 children for the whole year.

A total of 25 (14 male and 11 female) students accessed the program throughout the year, 46.2% of the Year 1 cohort. A total of 18 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. 6 children were referred from the program experiencing difficulty with processing, these children were referred for further support within the school structure. 1 child was a carry over child from the 2011 program and also successfully completed the program.

Early in the year, children were entering the program on level 1 but by the end of the year children were entering between levels 12 and 14. This meant the bar was raised to an exit level of around 20 which was in alignment with more of the cohort.

2012 proved to be a very successful year for the Reading Recovery Program with nearly half 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.

Best Start

Students come to school with different levels of literacy and numeracy skills. The Best Start Kindergarten Assessment is conducted with each Kindergarten student prior to starting school. Teachers use Best Start to ascertain what knowledge the children already have acquired and base the teaching and learning content around each child’s level of literacy and numeracy ability. All students are catered for and extended because the teaching is specifically designed for individual students.

Over the past four years, Kindergarten teachers have tracked student development on the literacy and numeracy continuums. The information is entered and stored online in the Best Start data-base. Teachers access this information to plan their daily teaching programs and group students with similar learning needs in Kindergarten. In 2012, Year 1 and 2 teachers used the Best Start data-base to continue to track each child’s literacy and numeracy development. Making sure each child is achieving at or above expected outcomes for their stage is extremely important.

Focus on Reading

Literacy continues to be a strong focus with reading and comprehension as one of the schools targets. NAPLAN data shows a percentage of students achieving at or below minimum standards. School Targets have been aligned with this data. Focus on Reading is a philosophy for the teaching of reading in Years 3 -6 that has been adopted by Lurnea Public School since 2010. In 2012, teachers continued to develop their skills and understandings with a series of in-school professional learning opportunities that then enabled them to implement key reading strategies in the classroom.

As a result of the Focus on Reading teacher training program, teachers have had the opportunity to work together to consider the importance of text selection, developing student discussion about texts and explicitly teaching the key aspects of reading. The teaching of the ‘Super 6’ comprehension strategies has resulted in a general improvement in the students’ ability to read for meaning, regardless of their reading level.
Aboriginal education

The Aboriginal Education Officer (AEO) supported students in the classroom, focussing on extending their understanding in the key issues of Numeracy and Literacy. Through the development of Personalised Learning Plans (PLPs), 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 student success 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 in Terms 1 and 2.

Five students were nominated for the 2012 South Western Sydney Region Aboriginal Achievement Awards. It was the 21st Anniversary of these awards that acknowledge achievements of Aboriginal students and their contribution to Aboriginal Education. Paige Cameron received an award in Mathematics and Tiana-Lee Thorne received an award for pride in cultural identity and sharing Aboriginal culture.

As part of the curriculum and to support students developing knowledge and understanding of Aboriginal culture, students in stage 2 were taught the National Anthem in Darrawal language and Aunty Jennie shared Dreamtime stories with the school community during assemblies.

NAIDOC was celebrated in Term 3 in 2012. The students enjoyed a performance by Jannawi an Aboriginal performer and participated in a variety of Traditional Indigenous games. Furthermore, 2 staff members completed training on Traditional Indigenous games.

Multicultural education

Lurnea Public School has a 65% population of students from language backgrounds other than English. This includes refugee students, who may be newly arrived in Australia, as well as a majority of students who are born in Australia of parents from twenty-six different language backgrounds.

ESL (English as a Second Language) students are supported by one full-time teacher (with a Graduate Certificate in TESOL) and a full-time additional position partly funded by the National Partnerships Program. Support for ESL students can take the form of withdrawal for newly arrived students with little or no English language skills, to supporting students in the classroom with programs and teaching strategies that promote language production in socially supportive group activities.

During 2012, a number of Kindergarten students with limited English language skills were withdrawn for an intensive program to develop a basic classroom vocabulary of colours, shapes, numbers and words that enabled them to fully participate in classroom activities after two terms.

As part of our Multicultural Education program, a senior class studied a unit of work about immigration and refugees that culminated in a presentation at the primary school assembly as part of Refugee Week.

Lurnea Public School will continue to support newly arrived students with intensive language programs and provide equitable classroom support for all students from language backgrounds other than English. There will be a focus on building background knowledge and vocabulary with a policy of inclusion of all students in all school activities. Professional support will continue to be provided to classroom teachers to enable them to use teaching strategies that provide good ESL pedagogy.
National Partnership programs
Assistant Principal – Student Success

The position of Assistant Principal – Student Success was established at Lurnea Public School in 2012 to lead student wellbeing and student success initiatives. This position is non-teaching based allowing for greater ability to liaise with other executive staff and teachers on actions required to support individual students and their families where required. The Assistant Principal – Student Success position is also aligned closely with the Community Liaison position with a focus on increasing parent and carer participation and communication with the school. The main responsibilities for the AP – Student Success include:

- Leading the Learning Support Team and Student Success Team with a focus on supporting teachers to meet the individual needs of their students.
- Providing professional learning for teachers on the development and implementation of quality Individual Learning Plans for students experiencing difficulty academically or socially.
- Overseeing the development and communication of health care plans for individual students through consultation with health care professionals and parents.
- Leading the Positive Behaviour Intervention Systems (PBIS) Team to create school policy and procedures that lead to a positive school focus based on being safe, respectful, learners.
- Supporting new students through enrolment interviews and transition plans where necessary.
- Development, implementation and monitoring of the Lurnea Public School Anti-Bullying Plan.
- Liaising with external agencies such as Anglicare, Life Without Barriers and the Smith Family to make links between families and support that they may require.
- Preschool and Kindergarten enrolment procedures including an interview process to set the child and their teacher up for success.
- Working closely with the school counsellor to access additional support for individual students in the form of School Learning Support Officers (SLSOs), support class placement and counselling.
- Working closely with other executive and teachers to provide quality learning adjustments and individual learning plans for students with additional needs or disabilities.
- Supporting individual students in out of home care by liaising with Family and Community Services, foster care agencies and departmental personnel to provide a supportive and caring environment for these students.
- Developing individualised behaviour and risk management plans for students (where required) in consultation with classroom teachers and parents.
- School based implementation of The National School Chaplaincy and Student Welfare Program. This involves liaising with our service provider the Salvation Army and aligning the support provided by the welfare worker with individual students and groups of students who require additional social and emotional support.

Speech Therapy

Under the new Every Student Every School and through analysis of student need in the area of language development, the Learning and Support Team sought the services of a Pediatric Speech Therapist. The LST interviewed several therapists, seeking a service that understood the context of the school community and could develop appropriate and relevant programs. The successful service was South West Kids Clinic, providing a speech therapist that began in Term 4, 2012.

The main focus during this time was the screening of students from Preschool to Year 2, with any additional assessments being completed where the therapist had identified delays. All identified students had a report written on them, identifying the nature of their speech and language requirements. As a result of this process, the therapist identified 6 major areas for development in 2013. Students will be grouped according to need and age and be seen for a 45-minute weekly session. The areas of focus are as follows: early language group, Year 1 language group, Year 2 language group, Year 3 language group and speech/articulation groups.
Other programs

Support Unit
The Support Unit consisted of 4 classes for students with special needs, including mild and moderate intellectual disabilities, Downs Syndrome, Global Development Delay and Autism Spectrum Disorder. The unit comprises of 1 class for students with mild intellectual disabilities and 1 class for students with a moderate intellectual disability. In 2012, 2 multi categorical classes were established. Each class has a Specialist Teacher and a full time School Learning Support Officer.

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 class, creative and sporting activities, excursions, weekly assemblies, school camp and other special events throughout the year. In addition to stage based excursions, students in the support unit attended the Christmas Party in Darling Harbour hosted by the Variety Club and a performance by the Sydney Symphony Orchestra at the Mounties Club.

Students are also integrated in the general playground on a daily basis. A Sensory Playground and a Sensory Room were established to provide additional support for students’ individual social and/or behavioural needs. Students were acknowledged and rewarded on a weekly basis for their positive behaviour in and out of the classroom.

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

Learning and Support Teacher (LaST)
In 2012, the NSW Department of Education and Communities launched Every Student, Every School an initiative to support students with disabilities, learning difficulties or behaviour support needs in public schools.

As part of the initiative, Lurnea Public School received a 1.0 Learning and Support Teacher (LaST) allocation, whose role was to support teachers who have identified students in their classes, provide direct support to students and coordinate the appointment of mainstream Student Learning Support Officers (SLSOs) to the school.

A key target for 2012 was to develop the Learning and Support Framework within the school. This was devised utilising the Learning and Support Teachers skills and knowledge as well as the Assistant Principal Student Success. The framework was presented to staff at a Staff Development Day.

In 2013, the LaST role will continue, with a focus on teacher support, providing quality feedback to ensure that student learning outcomes are identified and reached using Personalised Learning Plans (PLPs) as well as undergo professional development in order to support students with needs in our school.

Progress on 2012 targets

Target 1
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.

Our achievements include:

- 82.7% of Years 1-6 students were reported as achieving at or above stage exit outcomes in Literacy.
- Significant improvement in students’ comprehension skills in Kindergarten were achieved with 84% of students progressing into the third and fourth levels of Comprehension skills according to Best Start data in 2012.
- Year 5 students achieved greater than average state growth in NAPLAN Reading 2012.
- An 8.1% increase in Year 3 students achieving at or above minimum standards in NAPLAN Reading 2012 compared to previous year.
- All Kindergarten, Years 1 and 2 staff attended targeted professional learning from the Best Start Literacy and Numeracy Leader and
Stage supervisors on using the Best Start continuum. Teachers used the K-10 Literacy continuum for planning, teaching, and linking activities for assessment purposes. Consequently, teachers developed fortnightly early learning plans to differentiate learning and maximise Literacy outcomes for all students.

Strategies to achieve these targets include:-

Target 2

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.

Our achievements include:
- 53.7% of Year 5 students achieved greater than or equal to expected growth in 2012 Numeracy NAPLAN which was above the state average and shows continued improvement on 2010 and 2011 results.
- 83% of Years 1-6 students were reported as achieving at or above stage exit outcomes in Mathematics.
- Significant improvement in students’ ability to use Early Arithmetical Strategies (EAS) in Kindergarten. 51.43% of students entered Kindergarten at the earliest stage of understanding Number as determined by Best Start assessment. 2.94% of students had not progressed beyond this stage of EAS by the end of term 4 2012.
- All Kindergarten, Years 1 and 2 staff attended targeted professional learning from the Best Start Literacy and Numeracy Leader and Stage supervisors on using the Best Start continuum. Teachers used the K-10 Numeracy continuum for planning, teaching, and linking activities for assessment purposes. All teachers have now developed fortnightly programs to differentiate learning and maximise Numeracy outcomes for all students.

- All Years 3-6 teachers attended targeted professional learning on improved teaching of Working Mathematically. Learning focused on the construction of deep knowledge by asking questions and engaging in sustained conversations about mathematical concepts. Links to Quality Teaching Framework were explicitly made with the assistance of the DP-QT.
- Increase in the use of technology through the purchase of another 30 Nintendo DS consoles using Mathematics Training and Brain Training software. The aim of using this technology is to engage students and improve their mental computational skills and therefore, recall of number facts. There was an 11.8% increase in students in Year 3 achieving at or above minimum standards in Number Patterns and Algebra in NAPLAN 2012.
- All students accessed the ‘Mathletics’ website and associated resources that engages and challenges students to improve their fluency in mental computation with Number.

Target 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.

Our achievements include:
- A school attendance rate of 92.3%.
- The implementation of new school based Attendance Policy and Procedures to encourage and monitor student attendance.
- 76% of the parents and community participating in school events. A 24% increase on 2011 participation rate.
- 62 students received gold awards in 2012. A 100% increase on 2011 results.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of Professional Learning.
Background

Professional learning at Lurnea Public School is viewed as being extremely valuable to ensuring that all staff are up to date with the most current information, research and pedagogy. Throughout the year we have offered both internal and external professional development opportunities for all staff. We have adopted the following strategies to enhance the professional learning of staff:

- Internal restructuring has allowed for stage groups of teachers to meet weekly for TPL and collaborative planning.
- Introduction of Voluntary Workshops where staff identify needs and then attend sessions run after school.
- All staff participated in 2 staff meetings, per term, conducted after school, which provide professional learning in the area of literacy, numeracy, ICT, National Curriculum, Workplace Health and Safety and links to the Quality Teaching framework.
- As part of our Kurrajong Learning Community, staff had the opportunity to participate in a variety of workshops, which focused on literacy, numeracy and the integration of ICT.
- 2012 saw the introduction of overnight Residential Workshops, where staff attended conferences on a Friday and into the weekend. This method of professional learning delivery allowed for concentrated learning to occur without interruptions.

Findings and conclusions

- 95% of staff highly valued the professional learning plan at Lurnea Public School.
- 88% of staff attended a workshop delivered through the Kurrajong Learning Community.
- A high majority of staff indicated that more planning time is required to work collaboratively with their stage colleagues.
- 96% of staff indicated the residential workshops were highly effective and that their time was extremely productive at another venue. This allowed quality professional dialogue to occur.

Future directions

- Continue to provide the weekly TPL sessions to allow rich dialogue to occur through new learning and the opportunity to plan collaboratively.
- Continue to participate in the Kurrajong Learning Community and offer TPL opportunities to staff.
- Continue to provide the opportunity for staff to attend Voluntary Workshops to develop their skills and knowledge in targeted areas of need.
- Introduce a fortnightly timetable to allow blocks of time within the school timetable for stage based teams to meet and plan.
- All staff to develop their own Professional Learning Plans which identifies school identified professional learning and opportunities to develop personal areas of need.
- Continue to offer overnight Residential Workshops to staff as another model of professional learning delivery.

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

- 95% of parents and carers surveyed viewed the role of our Community Liaison Officer, Mrs Leanne Hedger, as pivotal in ensuring their child was successful at school.
- A number of parents and carers indicated an interest for more parent workshops in the areas of reading, mathematics and homework support to assist in their ability to support their child at home. A suggestion was to have regular workshops on a weekly/fortnightly basis.
- The introduction of an updated school uniform was valued by parents and carers and viewed to be quite timely. There was overwhelming support to bring our school uniform into the 21st Century. 100% of students indicated that the uniform update was a positive step forward for our school.
- A vast majority of parents and carers indicated the flexible opening hours of the School Uniform Shop and shared their feelings that it catered for the needs of many families.
- There was a 100% participation rate for all excursions which ensured students accessed the same experiences outside of school to reinforce their learning. Students surveyed indicated a sense of inclusion.
- The majority of staff positively indicated that the Voluntary Workshops were valuable and provided opportunities to access according to their needs.
- 92% of staff indicated that the Reading Recovery model adopted in 2012 was beneficial to students.
Professional learning

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

Increased levels of literacy achievement for all students

2013 Targets to achieve this outcome include:

- 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.
- 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.

Strategies to achieve these targets include:

- The employment of a Deputy Principal- Quality Teaching 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 targeted Teacher Professional Learning (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.
- Implement Best Start in Kindergarten and continue to expand to Stage 1 by providing appropriate professional learning for staff.
- Ongoing TPL in the areas of FoR, Best Start and Aboriginal PLPs to support students’ literacy development.
- Engage the services of a Speech Pathologist and Occupational Therapist to screen students and provide professional learning for teachers and parents to support students with identified speech and occupational therapy needs.

- DP-QT to introduce and provide TPL in the content and implementation of the new National Curriculum.
- Develop teaching and learning programs that are embedded with ICT to support students’ literacy development.
- Continuation of the Reading Recovery Program in Year 1 and the employment of an additional Reading Recovery (RR) teacher (0.475) and expansion of STL/ESL programs by 0.525 FTE
- Provide resources including technologies to support the implementation of quality literacy programs, with a focus on boys’ literacy

School priority 2

Outcome for 2012–2014

Improved numeracy outcomes for all students

2013 Targets to achieve this outcome include:

- 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 16% in 2012 to 18% in 2013 in NAPLAN 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.
- To increase the percentage of students achieving proficiency standards from 8% in 2012 to 18% in 2013 in NAPLAN Numeracy.

Strategies to achieve these targets include:

- Employ Numeracy STLA Teacher to provide additional support for students to improve their outcomes.
- Demonstrate and support the implementation of quality numeracy programs K-6.
- Develop and implement enrichment programs for targeted students.
- Continue the employment of the DP-QT 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.
- Provide targeted TPL to teachers on how to access, interpret and plan for students with demonstrated underperformance using
SMART2 data and School Based Assessments: Tracking and Monitoring

- Deputy Principal - Quality Teaching to continue the implementation of the Team Leadership for School Improvement program.
- Develop enrichment programs designed to extend targeted students, including identified Aboriginal students attaining Proficiency standards.
- TPL to develop teaching and learning practices across all stages aligned with the Mathematics syllabus and the school scope and sequence.
- Targeted professional development to enable teachers to plan, implement and evaluate teaching and learning programs that are embedded with ICT.
- Support teachers in the development and implementation of IEPs and PLPs for students not achieving minimum expectations in NAPLAN and school based assessments.
- 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.
- Increase ICT resources to support the implementation of quality numeracy programs.
- Provide information sessions for parents to support their child in their learning in Numeracy with the use of the CLO.
- Provide targeted support for Aboriginal students through the targeted development of Aboriginal Personalised Learning Plans.

Strategies to achieve these targets include:
- Continue the employment of the Assistant Principal as Assistant Principal Student Success (AP-SS) to 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.
- Continue the employment of the CLO 1.0 FTE to engage the parents and carers to support their child’s learning.
- Build stronger links with Aboriginal Education Consultative Group (AECG) to improve access for Aboriginal students to quality educational opportunities – full detail of the school Aboriginal Education strategy is available in the Lurnea PS Aboriginal Education Action Plan.
- Continue school based monitoring of attendance and plans developed for students at risk.
- Continue to implement and work through the PBIS framework.

Outcome for 2012–2014

Students engaged in quality learning experiences in a safe and caring environment

2013 Targets to achieve this outcome include:

- 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 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%

School priority 3

Outcome for 2012–2014

Strengthened leadership and management capacity of school leaders to drive school improvement

2013 Targets to achieve this outcome include:

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

Strategies to achieve these targets include:

- School based and registered professional learning to meet the needs of early career teachers and experienced staff
- Develop and implement competency based leadership and management programs
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
Lisa Stipanovic - A/Deputy Principal
Lauren Dunlop - Deputy Principal
John Joy- Assistant Principal
Mary Velardi- Assistant Principal
Jason Clarke- Assistant Principal
Melanie Thomas – Assistant Principal
Anne Marie Nott- Reading Recovery Teacher
Kerry Thorley- Classroom Teacher
Bronwyn Lloyd- English as a Second Language Teacher
Mary-Lou Halloran- School Administrative Manager

School contact information
Lurnea Public School
Corner West & Reilly Streets
Lurnea NSW 2170
Ph: 9601 7001
Fax: 9608 4938
Email: lurnea-p.school@det.nsw.edu.au
Web: 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: