Situational Analysis Report

For new schools with 2012 start date

School: Lurnea Public School

School code: 4289

Region: South Western Sydney

Low SES School Communities
National Partnership
The following is a report prepared as a result of a Situational Analysis at Lurnea Public School from March 2011- August 2011

**School Situational Analysis team members: names and positions**
- David Sim- Principal
- Jason Clarke- Assistant Principal
- Lauren Dunlop- Assistant Principal
- Mary Velardi- Support Teacher Learning
- Bronwyn Lloyd- English as a Second Language Teacher
- Rebecca Norris- Classroom Teacher
- Leanne Hedger- Community Liaison Officer
- Jenny Holland- PEO National Partnership on Low SES School Communities
- Julie Perkins- Deputy Principal (Lurnea High School)

**Report authors: names and positions**
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- Lauren Dunlop- Assistant Principal
- Jason Clarke- Assistant Principal
- Mary Velardi- Support Teacher Learning
- Bronwyn Lloyd- English as a Second Language Teacher
- Rebecca Norris- Classroom Teacher
- Leanne Hedger- Community Liaison Officer

I endorse the contents of this report.

David Sim  
Principal  
Lurnea Public School

A copy of this report has been lodged with the School Education Director with responsibility for this school.
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1.0 SCHOOL CONTEXT

Lurnea Public School is in the South Western Sydney Region and has been in operation for almost 50 years. Since the school was first established we have now seen many generations of families educated at our school. We have a proud tradition of teaching children to be safe and respectful learners in a positive environment. The school has many achievements in sport and performing arts and is fast becoming a contemporary school of excellence in innovative teaching and learning methods using technology.

Lurnea Public School has a student population of 423 students ranging from pre-school to year 6 from diverse social and cultural backgrounds. 65% of students come from a language background other than English (LBOTE) with 60% of those students requiring English as a Second Language (ESL) assistance. Arabic is the most dominant spoken language with 53% of students identified, followed by 14% of students identifying as Samoan. In total there are twenty-eight different languages spoken by the school population. Fourteen students have refugee status.

All staff are tertiary qualified and are deeply committed. We believe in welcoming everyone, regardless of background or situation, into our caring school community. We pride ourselves on being friendly, approachable and organised. Our goal is to continue to be on the cutting edge of education to ensure we are providing a world-class education to each and every student.

We have a strong commitment to Aboriginal Education and ensure that teaching and learning programs have an Aboriginal perspective. 18 students have identified as Indigenous. We have an Aboriginal Education Officer (AEO) who supports our students in their learning and ensures the implementation of Personal Learning Plans (PLPs) that have been developed in consultation with the Indigenous parents.

We are a school that endeavours to provide quality teaching and learning programs, particularly in the areas of literacy and numeracy. All students are provided with teaching and learning experiences that cater for their individual needs. The school also has a support unit to cater for students with unique learning needs. There are two classes that cater for students identified as having a moderate intellectual disability and one class that caters for students with a mild intellectual disability.

Student wellbeing is a high priority at our school. Our school management system is designed to acknowledge the hard work of students, in partnership with parents, and to allow students to reach Gold Level by the end of the year. Students’ positive behaviour is rewarded as each child reaches a new level and receives an award at a special assembly. We also have a strong and effective Learning Support Team (LST) that meets regularly to discuss individual student needs and devises suitable plans to cater for them in consultation with the appropriate agencies, where needed.

The school has employed a Community Liaison Officer (CLO) under the Priority Schools Programs (PSP) for three days per week to strengthen existing relationships with the community. We strive to promote an ‘open door’ environment that fosters positive home school relationships to ensure that parents are active partners in their child’s education. We also have an active Parents and Citizens (P&C) Committee that meets regularly to provide input into whole school decisions and provide financial support to help improve the educational outcomes of our students.
2.0 METHODOLOGY

In conducting this school Situational Analysis, the following phases were followed to draw conclusions, make recommendations and develop strategies linked to the six Reforms of the Low SES School Communities National Partnership:

1. planning the process
2. collecting data
3. analysing data
4. communicating findings, recommendations and strategies.

Timeline for the situational analysis

<table>
<thead>
<tr>
<th>Date/s</th>
<th>Phase</th>
<th>Task/s</th>
<th>Required resource</th>
<th>Staff responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Planning the process</td>
<td>• Establish a Situational Analysis team including representatives from key stakeholder groups</td>
<td>Principal and Situational Analysis team</td>
<td>Principal and Situational Analysis team</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Determine the data that needs to be collected and the tools available</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Develop a timeline for the Situational Analysis, including tasks, required resources and allocation of personnel responsible</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Decide how the findings will be communicated to the school community.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Collecting data</td>
<td>• Undertake a SMART training workshop.</td>
<td>Principal and situational analysis team</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Collect data on:</td>
<td>ASR Regional Analysis NP PLO NAPLAN All staff</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>o student enrolment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>o student attendance</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>o student retention</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>o student literacy/numeracy performance</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>o staff profile</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>o student engagement</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>o parents/community</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date/s</td>
<td>Phase</td>
<td>Task/s</td>
<td>Required resource</td>
<td>Staff responsible</td>
</tr>
<tr>
<td>--------</td>
<td>-------</td>
<td>-----------------------------------------------------------------------</td>
<td>--------------------------------------------------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Analysing data</strong></td>
<td>SURVEY SURVEY</td>
<td>All staff</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Scanning the data</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Drawing conclusions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Validating the conclusions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Explaining significance of conclusions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Communicating findings, recommendations and strategies</strong></td>
<td>Situational analysis report template Casual relief</td>
<td>Principal and situational analysis team</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Communicate the findings, explaining conclusions, making recommendations and developing strategies linked to Reforms.</td>
<td></td>
<td>All staff</td>
</tr>
</tbody>
</table>
3.0 FINDINGS

Student enrolment

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>305</td>
<td>286</td>
<td>270</td>
<td>253</td>
<td>233</td>
</tr>
<tr>
<td>Female</td>
<td>216</td>
<td>224</td>
<td>218</td>
<td>203</td>
<td>190</td>
</tr>
<tr>
<td>TOTAL</td>
<td>521</td>
<td>510</td>
<td>488</td>
<td>456</td>
<td>423</td>
</tr>
</tbody>
</table>

- Our enrolments have tracked down between 2006 – 2010. However, 2011 has seen a slight increase in enrolments.
- Our community is an aging population with many second and third generations of students being enrolled.

Student attendance

<table>
<thead>
<tr>
<th></th>
<th>YEAR</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCHOOL TOTAL</td>
<td>91.4</td>
<td>93.1</td>
<td>92.7</td>
<td>94.3</td>
<td></td>
</tr>
<tr>
<td>REGION TOTAL</td>
<td>94.0</td>
<td>94.3</td>
<td>92.4</td>
<td>94.7</td>
<td></td>
</tr>
<tr>
<td>STATE TOTAL</td>
<td>94.0</td>
<td>94.1</td>
<td>92.1</td>
<td>94.4</td>
<td></td>
</tr>
</tbody>
</table>

- Our attendance rates have shown an increase over the previous years to now meet consistently with State and Regional averages.
- Student attendance is regularly monitored and recorded.

Student performance

BEST START

- Best Start is used to inform teacher programs and students are reviewed every term and progress is charted on the Learning Continuum. As evidenced in data analysis in 2010 students on the whole, have made progress in all aspects of Literacy and Numeracy.
- In 2011, our school received support from the District Literacy and Numeracy Leader to work closely with our Early Stage One (ES1) teachers to further ensure best practices are implemented consistently across the stage.
- One staff member participated in a school based Coaching Model with the District Literacy and Numeracy Leader to develop her own knowledge and build capacity within the school as a school support.
**Literacy**

- The percentages of students entering Kindergarten on Level 0 (the lowest entry level) and then exit levels for 2010 are indicated below in the table.

<table>
<thead>
<tr>
<th>ASPECTS</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Entry</td>
<td>Exit</td>
</tr>
<tr>
<td>Reading Texts</td>
<td>100%</td>
<td>4%</td>
</tr>
<tr>
<td>Phonics</td>
<td>94%</td>
<td>0%</td>
</tr>
<tr>
<td>Phonemic Awareness</td>
<td>96%</td>
<td>4%</td>
</tr>
<tr>
<td>Concepts About Print</td>
<td>98%</td>
<td>2%</td>
</tr>
<tr>
<td>Comprehension</td>
<td>92%</td>
<td>4%</td>
</tr>
<tr>
<td>Aspects of Speaking</td>
<td>72%</td>
<td>4%</td>
</tr>
<tr>
<td>Aspects of Writing</td>
<td>100%</td>
<td>4%</td>
</tr>
</tbody>
</table>

- There was a significant difference in the entry-level skills between the 2010 and 2011 Kindergarten cohorts. These results show that the majority of our students enter Kindergarten with very little or no literacy skills or understandings in some aspects.

**Numeracy**

- The percentages of students entering Kindergarten in the lowest levels/stages are indicated in the table below.

<table>
<thead>
<tr>
<th>ASPECTS</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre</td>
<td>Post</td>
</tr>
<tr>
<td>Forward number word sequence - Emergent Level</td>
<td>22%</td>
<td>0%</td>
</tr>
<tr>
<td>Numeral Identification - Emergent Level</td>
<td>58%</td>
<td>0%</td>
</tr>
<tr>
<td>Early Arithmetical Strategies - Emergent Stage</td>
<td>54%</td>
<td>4%</td>
</tr>
<tr>
<td>Pattern and number structure - Emergent Level</td>
<td>22%</td>
<td>6%</td>
</tr>
</tbody>
</table>

- Students enter Kindergarten with varying skills and knowledge in Numeracy. Most students can count to 10 and identify numbers to 10, but more than 50% of students in 2010 and 2011 could not add two small groups of counters.
DASA

- While the majority of staff agreed that data contributes to change in practice, there is a need to provide professional learning in how to use data to direct teaching and learning programs and to measure the impact of changes in practice over time.
- There is a clear need to provide targeted professional learning in the use of SMART as the majority of staff were not confident navigating the program. This was also the case for the use of SMART as a tool to analyse student performance and growth, to inform teaching and learning programs and as a tool for comparison against Like School Groups.
- These findings were further supported in the staff written surveys.

STUDENT PERFORMANCE

2011 School Based SBSR Reporting Data
*Results are excluding students on a learning adjustment report.

**English**

<table>
<thead>
<tr>
<th>Year</th>
<th>Limited</th>
<th>Basic</th>
<th>Sound</th>
<th>High</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>4%</td>
<td>43%</td>
<td>49%</td>
<td>4%</td>
<td>0%</td>
</tr>
<tr>
<td>Year 2</td>
<td>0%</td>
<td>45%</td>
<td>50%</td>
<td>5%</td>
<td>0%</td>
</tr>
<tr>
<td>Year 3</td>
<td>0%</td>
<td>44%</td>
<td>46%</td>
<td>10%</td>
<td>0%</td>
</tr>
<tr>
<td>Year 4</td>
<td>6%</td>
<td>36%</td>
<td>42%</td>
<td>16%</td>
<td>0%</td>
</tr>
<tr>
<td>Year 5</td>
<td>0%</td>
<td>21%</td>
<td>58%</td>
<td>21%</td>
<td>0%</td>
</tr>
<tr>
<td>Year 6</td>
<td>0%</td>
<td>66%</td>
<td>27%</td>
<td>3.5%</td>
<td>3.5%</td>
</tr>
</tbody>
</table>

*This equates to 44% of students not achieving grade based expectations in English and only 11% of students achieving High or Outstanding levels of achievement.

**Mathematics**

<table>
<thead>
<tr>
<th>Year</th>
<th>Limited</th>
<th>Basic</th>
<th>Sound</th>
<th>High</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>0%</td>
<td>37%</td>
<td>63%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Year 2</td>
<td>0%</td>
<td>20%</td>
<td>73%</td>
<td>7%</td>
<td>0%</td>
</tr>
<tr>
<td>Year 3</td>
<td>0%</td>
<td>38%</td>
<td>58%</td>
<td>4%</td>
<td>0%</td>
</tr>
<tr>
<td>Year 4</td>
<td>8%</td>
<td>42%</td>
<td>36%</td>
<td>14%</td>
<td>0%</td>
</tr>
<tr>
<td>Year 5</td>
<td>0%</td>
<td>43%</td>
<td>38%</td>
<td>19%</td>
<td>0%</td>
</tr>
<tr>
<td>Year 6</td>
<td>0%</td>
<td>48%</td>
<td>41%</td>
<td>7%</td>
<td>4%</td>
</tr>
</tbody>
</table>

*This equates to 40% of students not achieving grade based expectations in Mathematics and only 9% of students achieving High or Outstanding levels of achievement.

**Numeracy: School Based - Problem Solving Assessment**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Term 1</th>
<th>Term 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>32%</td>
<td>48%</td>
</tr>
<tr>
<td>Year 2</td>
<td>44%</td>
<td>66%</td>
</tr>
<tr>
<td>Year 3</td>
<td>15%</td>
<td>25%</td>
</tr>
<tr>
<td>Year 4</td>
<td>2%</td>
<td>18%</td>
</tr>
</tbody>
</table>
• These results show that 70% of students in Term 2 failed to achieve a benchmark of 70% in their problem solving assessment. This data shows that these students are experiencing difficulty understanding mathematical language as well as comprehending and solving word problems.
• The data also indicates that our student’s results are declining when they get to the primary grades (Year 3-6).

### Year 3 Reading
- School is underperforming relative to the state, SWS Region (South Western Sydney Region) and the Liverpool School Education Group (SEG).
- 53% of students are in the bottom 2 bands. This is an increase of 3% from the previous year.
- 9% of students are in the top two bands. This is a decrease of 3% from the previous year.
- Our 2 Aboriginal students were both in band 2.
- There were no items where the school performed better than the state.
- There were a number of areas of focus identified including: linking information from different parts of a text including pictures and diagrams, summarising key ideas and events, locating information and answering inferential questions.
- 2009 trend data showed some good improvement on 2008 results, but this was not maintained in 2010 and 2011 where the gap between the school and SWS Region was significant.

### Year 5 Reading
- School is underperforming relative to the state, SWS region and the Liverpool SEG.
- 44% of students are in the bottom 2 bands. This is a decrease of 19% from the previous year.
- 11% of students are in the top two bands. This is an increase of 6% from the previous year.
- Of our Aboriginal students, 1 student is in band 1, 1 is in band 2 and 1 is in band 3.
- There were 2 items where the school performed better than the state.
- There were a number of areas of focus identified including: locating information and answering literal and inferential questions, making connections between pictures, diagrams, sentences and paragraphs, using text features to make meaning.
- 66.1% of students achieved less than expected growth, a decrease of 3.1% from 2010. The school average scaled growth score is 7.94 lower than state average.
- The trend data indicates that school results grew negatively each year until 2010, but there was improvement in 2011. There is still a significant gap between school results and Liverpool SEG, SWS Region and State results.

### Year 3 Numeracy
- School is underperforming significantly relative to state, SWS Region and the Liverpool SEG in Numeracy.
- 53% of students are in the bottom 2 bands. This is an increase of 15% on 2010 data.
- 11% of students are in the top 2 bands; this is a 1% increase on 2010 data.
- Of our Aboriginal students, 1 student is in band 1 and 1 student is in band 2. Our 2009 and 2010 data has been similar to this.
- Girls have been represented less in the bottom 2 bands over the last 3 years, with 55% of boys compared with 50% of girls in the bottom 2 bands in 2011.
• There were a number of significant areas targeted, some of those include: chance, time-calendars, analogue clocks and timetables, interpreting graphs, division and multiplication, money – calculating change and understanding the language components of all areas of Mathematics.
• The trend data indicates a downward trend and that the gap between school, SWS Region and the State is growing significantly, particularly in 2011.

Year 5 Numeracy
• School is underperforming relative to state and SWS Region in Numeracy.
• 32% of students are in the bottom 2 bands. This was a decrease of 26% on 2010 data.
• 13% of students are in the top 2 bands. This is an increase of 6% on 2010 data.
• Of our 3 Aboriginal students, 1 is in band 3 and 2 are in band 5. This is an improvement on 2010 data where all students achieved at or below minimum standards.
• There were a number of significant areas targeted in Number, Space and Geometry, Measurement, Chance and Data with a focus on comprehending and understanding the language components of all areas of Mathematics.
• Average growth grew in 2011 to 11.8 above state with 18.2% children achieving less than expected growth compared with 2010 data.
• The trend data indicated a downward trend up until 2010 and that the gap between school, SWS Region and the State was growing. This trend ceased in 2011 with the overall results improving and the gap reducing.

Year 3 Spelling
• School is underperforming relative to state and SWS Region in Spelling.
• 33% of students are in the bottom 2 bands. This is an increase of 6% on 2010 data.
• 22% of students are in the top 2 bands. This is a decrease of 1% on 2010 data.
• Our 2 Aboriginal students are both in band 4. This is a significant improvement on 2009 and 2010 data.
• There were 6 questions that the school performed better than state. Five of these questions involved identifying a word spelt incorrectly.
• There were a number of focus areas identified including: short vowel digraphs, diphthongs and various word endings and suffixes.
• 2010 and 2011 trend data indicates a decline in results and a significant difference growing between school and SWS Region results.

Year 5 Spelling
• School is underperforming relative to state and region in Spelling.
• 16% of students are in the bottom 2 bands. This is a decrease of 27% on 2010 data.
• 24% of students are in the top 2 bands. This is an increase of 4% on 2010 data.
• Of our Aboriginal students, 1 student is in band 4 and 2 students are in band 5.
• The percentage difference of boys compared with girls in bands 3 and 4 has been significant since 2009. In 2011, 18% more boys achieved at or below minimum standards compared with girls.
• A main focus area is teaching students various word endings including tense and letter combinations.
• Student growth was above State and SWS Region averages in 2010 and 2011 with 60.7% of students achieving greater than or equal to expected growth in 2011.
• Trend data indicates that school results were declining each year up to 2010. 2011 saw significant improvement and the gap between school and State results reducing.

Year 3 Writing
• School is underperforming relative to state and SWS Region in Writing.
• 11% of students are in the bottom 2 bands. This is a decrease of 14% on 2010 data.
• 18% of students are in the top 2 bands. This is an increase of 13% on 2010 data.
• Our 2 Aboriginal students both achieved band 5, this is good improvement on 2010 and 2009 data.
• In 2009 there were 10% more boys than girls in bands 1 and 2, and 24% more in 2010. However, in 2011 there was minimal difference between boys and girls results.
• There were some areas that the school performed better than state. Some of the areas of strength included: ideas included around characters and setting and narrative structure.
• There are a number of focus areas including: paragraphing, using more descriptive/precise vocabulary and using a larger range of punctuation.
• There was a significant decline in trend data results compared with 2009 and SWS Region results in 2010. However, in 2011 there was minimal difference between school and SWS Region results.

Year 5 Writing
• School is underperforming relative to state and region in Writing.
• 16% of students are in the bottom 2 bands. This is a decrease of 14% on 2010 data.
• 18% of students are in the top 2 bands. This is an increase of 5% on 2010 data.
• Of our 3 Aboriginal students, 2 students are in band 5 and 1 student is in band 6.
• There have been significantly less girls in bands 3 and 4 than boys over the last 3 years.
• There were 18% more boys than girls in the bottom 2 bands in 2011.
• Our main focus areas include; elaborating on ideas more, using paragraphs correctly, describing characters and settings more explicitly, writing compound sentences, using a larger variety of punctuation, text structure and using authoritative and technical words.
• Student growth was above State and SWS Region averages with 66% of students achieving greater than or equal to expected growth.
• Trend data indicates that school results were declining significantly each year until 2010, but 2011 saw a significant improvement and school results being not far below Liverpool SEG and SWS Region results.

Year 3 Grammar & Punctuation
• School is underperforming relative to state and SWS Region in Grammar & Punctuation.
• 26% of students are in the bottom 2 bands. This is a decrease of 18% on 2010 data, but is a 5% increase on 2009 data.
• 19% of students are in the top 2 bands. This is an increase of 2% on 2010 data.
• Our 2 Aboriginal students are both in band 3. This is an improvement on 2009 and 2010 where most students were in bands 1 and 2.
• Boys have represented a much bigger proportion than girls in bands 1 and 2 for the last 3 years.
• Specific areas of focus include: selecting verbs that match the tense, using the correct pronouns, using question marks correctly and using commas.
• Trend data indicates a severe decline in 2010 school results in comparison to 2009 data. In 2011 school results improved, but there is still a significant difference between school and SWS Region and State results.

Year 5 Grammar & Punctuation
• School is underperforming relative to state and SWS Region in Grammar & Punctuation.
• 34% of students are in the bottom 2 bands. This is a decrease of 16% on 2010 data, but is a 5% increase on 2009 data.
• 13% of students are in the top 2 bands. This is identical to 2010 data, but is an increase of 6% on 2009 data.
• Of our Aboriginal students, 1 student is in band 3 and 2 students are in band 4.
• Over the last three years girls have made up a significantly smaller percentage of students in bands 3 and 4 compared with boys. In 2011, boys had 33% more students than girls in the bottom 2 bands.

• Average student growth was above State in 2010, but dropped to 14.26 points below state in 2011. 47.2% of students achieved greater than or equal to expected growth in 2010, but this fell to 35.7% in 2011.

• Specific areas of focus include: aspects of phrases and sentence structure, correct usage of punctuation such as commas and quotation marks, using and selecting pronouns and conjunctions correctly.

• Trend data indicates a severe decline in 2011 and 2010 school results in comparison to 2009 and 2008 data, SWS Region and State.

Implications

• 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 Focus On Reading professional learning is having a positive impact on student outcomes.

• 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. The extension of the Reading Recovery program may be a strategy to reduce the number of student’s not meeting minimum standards in reading.

• There needs to be a focus on implementing strategies and programs that promote quality teaching and student engagement in numeracy. Teacher professional learning is required to improve the integration of Information Communication and Technology (ICT) into numeracy lessons and for the implementation of the Targeted Early Numeracy (TEN) and Count Me In Too programs. There needs to be a continued focus on the language of mathematics.

STUDENT ENGAGEMENT

• The majority of students identified that they enjoyed reading and numeracy experiences and that they felt they were provided with opportunities for relevant and progressive feedback from teachers.

• Many students felt that their parents supported their reading at home by providing feedback on their progress.

• Students indentified their learning needs were catered for and there were opportunities for independent and group learning to occur in literacy and numeracy experiences.

• A high majority of students identified in their written responses to surveys, that the use of ICT had made reading and numeracy fun and more challenging. Some students stated that the addition of more SMART boards, iPads and/or laptops would further support their learning and provide more challenging experiences. Additionally, several students stated the need for the introduction of more interesting and engaging reading texts.

STAFF PROFILE

• 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.
• 8.3% of teaching staff identified as being Aboriginal.
• Staff identified the importance of engaging their students in the curriculum and developing individualised programs to cater for the varying learning needs of their students, thus leading to a decrease in non-desirable behaviours.

PROFESSIONAL LEARNING
• Internal whole school re-structuring has allowed significant changes to the way Teacher Professional Learning (TPL) is delivered. Teachers are now released as stages to participate in targeted TPL sessions on a weekly basis.
• 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
  - Best Start
• Teachers identified that Focus On Reading has been a valuable part of their teacher 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 One. The use of the District 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.
• Teachers had a moderate to high level of knowledge in using the syllabus content to plan and teach reading and further identified Reading Recovery, Best Start and sharing resources amongst staff as strengths in our school reading program.
• The survey also found that limited access to Interactive White Boards (IWBs), computers and other technology have limited their ability to integrate technology into the classroom. Almost all teachers identified the need to further their skills and knowledge through innovative TPL opportunities.

TEACHING PROGRAMS AND PRACTICES
• From the written surveys, teachers identified a need for consistency in the teaching of reading K-6. The example provided was to have an executive staff member oversee the teaching and learning cycle to plan and implement reading programs across the whole school using the syllabus. This person would be responsible for the implementation of school programs such as Best Start, Focus on Reading and Reading Recovery.
• During teacher focus groups, staff indicated the growing differences in students’ ability levels in the classroom. The need to challenge more capable children, whilst catering for the students who present with additional learning needs was a common theme from staff.
• Staff identified through the written survey, that a high majority of students in each class required some form of additional support in areas such as speech therapy, occupational therapy, Itinerant Support Teacher Behaviour (ISTB), Itinerant Support Teacher Vision (ISTV) and Out of Home Care (OoHC) support which require referrals to the Learning Support Team. Interactions with agencies such as Department of Community Services (DoCS) and Park House. Some staff identified the regular use of a speech therapist and/or an occupational therapist to support students would be extremely beneficial.

• Staff also indicated the importance of strong student wellbeing support to ensure that students are able to access the curriculum equitably and to ensure any problems were erased, such as ensuring that children had breakfast at our Breakfast Club, referrals to the Learning Support Team and the structured play program and participation in programs such as the Active After School Sports program.

• From the written survey, teachers perceived a greater need for STL and ESL support to cater for the varied learning needs of students in classes. Teachers requested consistent and focused STL support addressing specific learning needs.

• During the staff focus groups, staff agreed that collaborative planning time was beneficial but identified that more time is needed to have deeper discussions and authentic reflections about pedagogy. The change in the way TPL is delivered has been seen as a positive transition to this.

• Literacy and numeracy are individually timetabled and programmed. Teachers identified the need to reduce the amount of interruptions to teaching and learning programs and that we need to focus on what we teach and then teaching it well.

• Staff indicated that they implement a variety of strategies to teach reading in their classrooms. Particular mention was made to guided reading groups and ensuring that students are provided with opportunities where modelled, guided and independent learning can occur. Additionally, further ESL support and teacher professional learning in the use of the ESL scales was viewed by some staff as another tool to improve student outcomes in reading.

• Many staff felt that by increasing students’ vocabulary and building upon their background knowledge to improve their comprehension of texts, this could see an increase in student achievement.

• Teachers identified that in order to engage students in their learning they need to have high expectations and resources that engage students in their learning. A high majority of staff indicated that additional resources, such as high interest reading resources would be beneficial in supporting the Focus on Reading initiative. Additionally, greater access for all students to ICT was seen as an important tool in engaging students and expanding their background knowledge.

• Data from the annual ESL survey 2011 indicated that 238 of 401 language background other than English (LBOTE) students were identified as requiring ESL support.

PARENTS/COMMUNITY

• Some parents and carers acknowledged the hard work of our Community Liaison Officer (CLO), especially by many Arabic families who have 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.
• Parents and carers are supportive of our school and expressed their satisfaction with how we support their children’s learning. The majority of parents and carers felt a positive relationship existed between the school and it’s community and supported the school’s proactive approach to school life.

• Parents and carers are happy with the literacy and numeracy programs delivered and the use of ICT to support programs. Many were impressed with the Nintendo DS and Mathletics programs occurring in the school and supported embedding technology deeper into teaching and learning programs. Some suggested implementing a bank of iPads for classes to use to support student learning in the areas of literacy and numeracy.

• The school has a small group of committed P&C members who effectively contribute to school decision-making. The P&C have endeavoured to increase the amount of parental participation at their meetings with minimal success. They have actively sought to do this by changing their meeting times to cater for working parents and providing opportunities for parents/carers to bring along their children.

• Many parents and carers are happy with the level of collaboration between the school and the wider community. Suggestions were made to increase parental participation by providing more opportunities for parents and carers to volunteer in classrooms and workshops to support their child’s learning, integrating cultural background into school life and more involvement with the Aboriginal Education Consultative Group (AECG).

• Our school has identified that we have a greater attendance of parents/carers at workshops to support their child’s literacy and numeracy development than school planning workshops. More opportunities to support parents and carers with the skills to help their child at home were deemed a positive move to increase parent participation.