

Lake Munmorah Public School

Annual Report



2016



2362

Introduction

The Annual Report for 2016 is provided to the community of Lake Munmorah Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Graham Holmes

Principal

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School background

School vision statement

Lake Munmorah Public School's motto "Believe and Achieve" underpins its vision of a school that CARES.

Child – Centred: Each new and old policy will be looked at with the consideration of children's academic, social and personal welfare being of paramount importance.

Adaptable: Staff training and development will be aimed at keeping all staff members aware of current educational policies and philosophies.

Resourceful: The staff and parents must be aware of there sources and talent available for use in our school and these positive features must be utilised.

Effective: Teachers will be helped to fully implement all school policies for continuing education and welfare of all children. A review of these policies will be made regularly.

Successful: The school will seek every occasion possible to let the successes of our school be widely known.

School mission statement

Our school will give our children every opportunity to be the best they can be, in a community environment offering care, equity, support and encouragement.

School context

Lake Munmorah Public School is a vibrant and dynamic educational setting located on the Central Coast. Our mainstream school population consists of 468 students, including 41 students of Aboriginal and Torres Strait Islander descent. We also have 2 Multi Categorical (MC) classes consisting of 11 students and an Early Intervention(EI) class consisting of 14 students. In total our whole school population is 493 students which are accommodated in 21 classes and supported by a Principal, six Assistant Principals (one of which is on higher duties) and forty teaching, support and office staff.

The school offers students a variety of extra curricula activities that promote the development of the whole child, fostering their individual interests and talents. These activities include inter school sport competitions, public speaking, dance groups, debating, choir, drama, Maths Olympiad and Tournament Of Minds. We have a strong focus on student leadership and provide many opportunities for students to develop their confidence and skills in this area.

Our school welcomes the participation in school activities from the families of our students. Our parents are actively involved in class literacy and numeracy programs, sport and extra–curricula activities and work alongside school staff to strengthen our ties with the wider community. We also have a strong partnership with our very supportive Parent & Citizens Association.

Schools in our Local Management Group (LMG) work together to deliver professional learning programs related to teacher accreditation, school executive workshops and teacher development. An extensive Yr 6 to Yr 7 transition program supports the sharing of expertise across our community of schools and ensures that our students are settled, confident and ready to learn when they move on to high school.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the domains of Learning, Teaching and Leading the school's self-assessment is consistent with the evidence presented and is validated using the School Excellence Framework.

In the domain of Learning the school will continue to uphold the value that all students can succeed in the right environment and circumstances. Over the last two years a range of processes and strategies have been introduced to facilitate the individualisation of learning ensuring that all students are being supported and are undertaking their learning without impediments, inside a safe and respectful school community. These approaches will continue to be consolidated and strengthened over the next few years. Curriculum reform will continue to ensure that as a school we adhere to our responsibilities inside the Australian curriculum framework and to the needs and aspirations of students that we educate here at Lake Munmorah. Curriculum design and learning is inclusive for all students and offers a range of learning opportunities focussed on the development of 21st century fluencies that enable our students to be successful learners and future citizens. Learning support will continue to concentrate on building teacher capacity to meet the needs of all students in their classrooms. Students with ability levels either below or above their peers will be provided tailored learning experiences to meet their needs.

In the domain of Teaching the school will consolidate the use of quality assessment as a powerful tool in the design and delivery of meaningful teaching experiences in classrooms. Teacher professional learning will concentrate on the effective use of data at all levels. Internal and external assessment data will become more transparent to the community and will be used to reflect on school performance. Likewise teachers will continue to utilise the data script process to reflect on their own teaching and develop plans to address identified areas of improvements for their students. Effect size measurements will become part of the data analysis process. Students will be informed in an ongoing way about their performance levels and most importantly how they can get to the next level. All classrooms will use the I Can Statements and Data Walls to allow performance levels and learning to be more visible to the learner. Teacher collaboration will be enabled through professional learning opportunities, combined release days for planning and by way of the introduction of the teaching team concept. Collegial support, observations and feedback systems will be further embedded into practice. Assistant Principals will be up skilled in mentoring and coaching practices and will undertake professional learning in GROWTH coaching during term one next year for this purpose.

In the domain of Leading, the school has laid the key foundations on the journey to excellence. We will continue to explore ways in which to engage our community in the development and improvement of our school. We have plans to increase the involvement of parents and families through such programs as the classroom connector program and the helping hands volunteer program. Increased communication opportunities will be offered to allow parents and families greater insights into school performance. We will further develop our media and communication strategy, capturing every opportunity to promote our school in the wider community. We will continue to seek feedback from our community and ensure through purpose team membership that they have a strong and equal level of participation in the school planning process. We will seek to embed a culture of trust allowing all members of the school community the genuine opportunity to be involved in the school improvement process. Strong evaluation and impact strategies will be embedded into practices facilitating the ongoing checking of effectiveness in the things we are doing. Stronger and more varied connections with community groups and business houses will be pursued with corporate and community relationships leading to greater involvement of the community in school activities. Technology platforms such as Class Dojo and Seesaw will play that critical role in the immediacy of informing parents and families about student performance.

Our self-assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Promote Quality Teaching and Learning

Purpose

- To build the capacity of teachers to deliver quality educational programs through the implementation of teaching and learning initiatives that lead students to be actively engaged in meaningful, challenging, learning experiences delivered through personalised, differentiated learning opportunities, catering for the 21st Century learner.

Overall summary of progress

As part of ongoing evaluative processes, 'milestones' from the School Plan have guided the development and achievement of targets across the curriculum and professional learning areas. In 2016, a focus on quality systems was undertaken in the area of data management. Clearly defined systems were developed for the collection of whole school data to reliably track student performance. In order to support teachers in the development of quality teaching skills, strong alignment of professional learning to the Professional Development Framework has been facilitated. Professional Development Plans (PDPs) have been collaboratively generated with Assistant Principals, incorporating extensive teacher self-assessment. Professional learning sessions have been regularly scheduled and enhance quality teaching and learning. Another key focus has been implementation of the NSW Syllabus for the Australian Curriculum. This professional learning encompasses all mandatory syllabus requirements. In years K–2 a strong focus on literacy development has been delivered through the L3 program, which is to be implemented for the second year in 2017. The writing strategy adopted throughout 2016 focused on improved outcomes in targeted areas of writing. Strong success in this targeted area was evident across years 1 to 6, with significant improvements registered in sentence structure and paragraphing.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
NAPLAN data shows an increase in expected growth in reading, writing and numeracy when measured against the state and region as measured by three year trend data average.	<p>Reading assessment data indicates increased representation in band 6 for year five students. This increase is not reflected in band 7 and 8 as compared to previous years. Trend data indicates these results are parallel with similar school groups (SSG), but remaining six points or more above SSG in successive years.</p> <p>There is no comparative data for growth in Writing from 2015 to 2016 due to the change in NAPLAN text types. School based evidence very strongly demonstrates growth in the targeted areas of sentence structure and paragraphing across all Years 1 to 6, which occurred through rigorous data analysis and recurring professional learning using a consistent teacher judgement process.</p> <p>In Numeracy expected growth was achieved by Year 5 girls, reversing the previous trend data results. Girls were a point below similar schools (SSG) in 2015 and have increased to almost two points above SSG in 2016. This represents a 2.6 point gain during the NAPLAN cycle. The boys results did not reflect anticipated growth in Numeracy and this will be a point of focus in 2017. A highlight in Numeracy is the growth of in excess of thirty points for Aboriginal students in 2016.</p>	<p>\$130,436 School Curriculum Leader</p> <p>\$16,277 + .4 staff entitlement for 1 day per week release for Assistant Principals</p> <p>\$24,070 – Professional learning</p>
NAPLAN data shows all students working above minimum standard in all areas.	The NAPLAN results for 2016 demonstrate that in Year 3, 97.2% of students are working at or above national minimum standards in Reading, 97.2% in Writing and a further 97.2% in Numeracy. Year 5	\$47,056 – Implement the Language, Learning and Literacy Program

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
NAPLAN data shows all students working above minimum standard in all areas.	results indicate 94% at or above national minimum standards in Reading with 90.9% in Writing and 95.5% in Numeracy. These results are an improvement on the 2015 data in all areas except Year 3 and 5 Writing and Year 5 Numeracy.	<p>\$16,674 – Employment of Aboriginal Resource teacher</p> <p>\$96,842 – Increase staffing levels of the learning and support program</p> <p>\$6006 + .2 Staffing – Support students with low English language proficiency</p>
Staff members develop a PDP with identified professional goals and evidence of achievement.	In 2016 all staff members in consultation with a mentor, developed individual Professional Development Plans (PDP). Teachers identified key career goals and self-identified areas for development throughout the year. The goals were analysed and targets for professional learning were identified. Each PDP was periodically monitored and progressive targets were set through collegial discussion.	\$16,277 + .4 staff entitlement for 1 day per week release for Assistant Principals
Increased number of students reach expected benchmarks in internal assessment data.	Thorough analysis of PLAN data demonstrates that all students K–6 are reaching expected benchmarks through the delivery of differentiated learning programs. Ongoing monitoring drives success in program delivery and provides avenues for core content to be adapted to match point in time learning needs of all students.	<p>\$130,436 – School Curriculum Leader</p> <p>\$96,842 – Increased staffing levels of the school's learning support program</p> <p>\$24,070 Professional learning</p>
Rigorous and comprehensive assessment of student progress reflecting outcomes and continuum measures as plotted against individual performance benchmarks.	All teachers implement PLAN data plots for students in their classes. This plotting occurs every 5 to 10 weeks. Subsequent harvests of data indicate student progress. Comparative data which reflects outcomes from the School Plan, milestones and NSW Syllabus for the Australian curriculum reinforces evidence of student progress on the literacy and numeracy continuums.	<p>\$130,436 – School Curriculum Leader</p> <p>\$24,070 Professional Learning</p>

Next Steps

Extensive monitoring and analysis of internal and external data will continue with a focus on differentiation and student improvement when measured against the Literacy and Numeracy continuums. NAPLAN and PLAN data will be rigorously analysed with future learning targets to be identified and incorporated into teaching and learning programs. Staff Professional Development Plan goals will be collected and collated to identify areas of commonality. These common goals will become focus areas and be addressed through targeted professional learning for staff. All professional development will be linked back to the school plan with opportunities to pursue training available to every staff member throughout 2017. The NSW syllabus for the Australian Curriculum will be implemented in 2017. A focus on Human Society and Its Environment to include the NSW Geography syllabus will be implemented in semester one. This focus will be extended to include curriculum for all key learning areas by the end of 2017. There will be a whole school focus on curriculum delivery and quality teaching and learning. A key area for professional development will be for beginning teachers, who will be supported through teacher release time and mentoring processes. There will be opportunities in 2017 for students to be more thoroughly engaged in critical and creative thinking. One opportunity to be implemented in Semester one is Program Inspire, which offers students choices for areas of study designed to encourage creativity and critical thinking. These courses will be offered throughout the year with most students being able to choose a different area of study each term. It is anticipated this program will be very successful and continue into 2018.

Strategic Direction 2

Build Overall Capacity to Support Student Wellbeing

Purpose

- To develop a safe school environment that caters for the needs of individual students through the development of programs and processes that promote mental health and wellbeing. This will instil the values of respectful and responsible citizenship; and promote students' intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing.

Overall summary of progress

In 2016 our school community was working diligently to embed and sustain systems of wellbeing to support the diverse needs of our students. Our review of You Can Do It (YCDI) has enabled us to progress towards a stronger student wellbeing and learning culture with the corresponding strengthening of positive and respectful relationships throughout the school community. The implementation of Seasons for Growth, Cool Connections and Worry Woos has assisted identified students affected by personal or family circumstances. Learning and Support Team processes have been enhanced to monitor and plan student progress and are leading to improved early identification of students who need support. This early identification and intervention is enabling the school to provide stronger and more focussed support to individual students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Students receiving desired number of 'You Can Do It' Badges in recognition of achieving school behavioural expectations.	The revitalising of YCDI and the establishment of tracking systems are allowing each classroom teacher to monitor that students are meeting the programs values and are being awarded for each value. As a result, an increased number of students are receiving the YCDI Badges. Data from the YCDI Survey is evidence that the program makes a significant contribution to the wellbeing and subsequent learning and engagement of students at our school.	\$96,842 – Increased resourcing of the learning and support program.
Reduction in negative behaviour referrals to the planning room.	The introduction of the 'Lake Munmorah Wellbeing and Learning and Support Processes' policy, a new behaviour management system has seen a reduction in referrals to the planning room for negative behaviour. Between Sept 2014 and Sept 2015 there were a recorded 141 incidents and then from Sept 2015 to Sept 2016 there were a recorded 74 incidents; the data is indicating a decrease of 67 incidents.	\$96,842 – Increased resourcing of the learning and support program.
Students demonstrate greater resilience and positive behaviour techniques in the classroom and the playground.	Through the YCDI program our school has assessed, improved and implemented class lessons across the school which aims to support students to be more resilient learners. The school has adopted the three tiered behavioural and academic intervention model and has implemented a range of prosocial programs in alignment with this model. Through our Learning and Support Teacher (LAST) our school has introduced a refreshed Personalised Learning Support Plan (PLSP). The LAST works with teachers to make adjustments and accommodations to meet all student needs. Together this is building student's resilience and repertoire of behavioural strategies, which is	\$96,842 – Increased resourcing of the learning and support program.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Students demonstrate greater resilience and positive behaviour techniques in the classroom and the playground.	leading to them being supported, successful learners.	
Tell Them From Me Data reflects strong student connectedness in a safe and secure school environment.	The 'Tell Them From Me' student survey for 2016 has shown and that students are valuing the changes within our school. The data is showing that 8.6 out of 10 students surveyed have positive relationships within the school compared to 2015 7.7 out 10. 7.2 out of 10 of students value our schooling outcomes compared to 2015 which was 6.9 out of 10. Our school is building a safe and secure school environment and this is reflected by a 4% drop of students experiencing bullying.	\$96,842 – Increased resourcing of the learning and support program. \$16,674 Employment of Aboriginal Resource Teacher

Next Steps

In 2017 the school will formulate core values to underpin a consistent whole-school approach to wellbeing and introduce the Positive Behaviour for Learning (PBL) framework. This will facilitate a universal approach in clearly defining and upholding behavioural expectations across the school community. These expectations we lead to a strengthening and consolidation of positive teaching and learning environments and a safe and secure school for all.

Strategic Direction 3

Strengthening Community Partnerships

Purpose

- To build inclusive, collaborative community partnerships which, as a central focus, genuinely and authentically contribute to students' engagement, learning performance and wellbeing .

Overall summary of progress

Well established links between Lake Munmorah P.S, parents and the wider community continued to support students across many aspects of school life during 2016. The 'Community and School Promotions Purpose Team', used a suite of tools to measure community engagement in our planned initiatives across the year. Parent feedback regarding school communication links and community involvement was collected, analysed and informed future directions. LMPS school based management structures, enabled the involvement of key stakeholders in our school purpose teams resulting in the successful implementation of the key priorities of our School Management Plan –Strengthening Community Partnerships. This has included improved communication processes, the conducting of Parent Education Programs and the offering of increased opportunities for community engagement with the school. Data indicates high levels of satisfaction and a provision of an open and welcoming environment where visitors feel comfortable when assisting, volunteering and addressing issues. Community feedback indicates a high level of parent satisfaction, with 93% of respondents indicating they would recommend our school to others. The School Excellence Framework tool has allowed us to assess that the school is in the Growing and Sustaining phase in this strategic area.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Parent surveys indicate an increase in their contribution to school life.	<p>Feedback from the 'Tell the From Me' surveys conducted during the year strongly indicated that:</p> <p>Lake Munmorah Public School family and community members participated in a wide range of whole school events. Participation data was collected at all key school events and Parent and Carer Involvement Surveys conducted through the year indicated that more than 80% of families frequently or always attend special events.</p> <p>The data indicates that 70% of respondents have been involved in volunteering in the school or helped with the organisation in an event.</p>	\$13,891 – Employ Community Liaison Officer 1 day per week.
Increase in the average rate of parent participation in information and consultation sessions at school.	Lake Munmorah Public School strengthened communication with parents and community through the use of Class Dojo, updates on the school website and the introduction of the Lake Munmorah School Facebook page. There has been a significant increase in the number of hits to these modes of communication with data confirming——	\$13,891 – Employ Community Liaison Officer 1 day per week.
To increase the number of parents engaging in P&C events/fundraising, and community learning sessions.	<p>In 2016, twelve Parents as Teachers (PAT) sessions were run by community and staff professionals and attended by parents. Parent surveys report that 100% of attendees reported that the sessions were professionally delivered and beneficial for families. Attendance numbers dropped as the year progressed.</p> <p>The Tell Them From Me survey showed that 86%</p>	<p>\$13,891 – Employ Community Liaison Officer 1 day per week.</p> <p>\$7114 – Aboriginal program initiatives</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
To increase the number of parents engaging in P&C events/fundraising, and community learning sessions.	of respondents are interested in viewing an online recorded session if they were unable to attend an information session in person. However, over the year there were no hits recorded for the online postings.	

Next Steps

The school will continue to provide training for parents and volunteers to support the teaching of Literacy and Numeracy programs. Our aim to increase attendance at Parents As Teachers (PAT) sessions by promoting the PAT sessions at the Transition to School. Kindergarten parents are expected to attend all sessions conducted during Term 1 of 2017. A Community Liaison Officer (CLO) will continue to be employed for two days a week to increase school promotions through the media and will coordinate new community programs and initiatives. An Aboriginal Liaison Officer will be employed one day a week to engage parents and community members in school initiatives (Bush Tucker Garden & Didgeridoo group). In 2017 we will enlist parents to volunteer as Classroom Connectors. These Connectors will act as a 'go between' to facilitate good communication between teachers and the families of each class. There will be more opportunities for local pre-schools to visit and participate in various school activities throughout the year before orientation. This will include a minibeast excursion, the Easter Hat Parade and a Sports afternoon. Information and images on the Lake Munmorah Web site will continue to be updated as the need arises and the school Facebook page will become a reliable 'source of truth' about all school activities.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Funds under the Aboriginal background loading have been utilised this year to ensure that Aboriginal student educational outcomes match, or better, those of the broader student population. In addition, these funds were used to support teachers in the development of their cultural competencies. This year ? of teachers undertook the 8 Ways of Learning pedagogical training to assist their integration of Aboriginal perspectives into curriculum delivery. This was also facilitated through the training on the Pirozzo grid matrix planning platform as teachers were taught effective processes to embed important perspectives. All Aboriginal students develop a personalised learning plan (PLP) in collaboration with their families and teachers during one of the regular 'Yarn Up' sessions. These plans and their embedded goals supported student progressions in their learning. Stronger links were forged with the high school and a local management network group created a culturally appropriate PLP format that was used in both the primary and high school settings.</p>	\$26,018
English language proficiency	<p>The funding received in this area is utilised to support the needs of students learning English as an additional language.</p> <p>This year, three students received support through the New Arrivals Program. A school allocated teacher undertook additional training and accessed the support of expert teachers and resources to deliver a quality language program to identified students. These students developed functional language skills and demonstrated a proficient level of use by the end of the year. Additionally, students from NESB/LBOTE backgrounds who did not qualify for new arrival program funding were supported by this teacher with a resulting increase in their level of proficiency.</p>	\$3422
Low level adjustment for disability	<p>The resources have been utilised to support students with additional learning support needs in all regular classes. The funding has been used for school learning support officer time and teacher release, for related professional learning and program coordination. End of year review of targeted students personalised learning support plans have indicated that learning goals have been largely achieved and are demonstrating ongoing progress in student learning. The school's learning and support teacher strongly supported staff by increasing their capacity to support students requiring additional assistance in their learning. Professional learning about effective personalised learning support as well as information sessions about particular disorders greatly assisted this capacity building.</p>	<p>Flexible \$51,777</p> <p>Staffing FTE \$122,425</p> <p>Total = \$174,202</p>

<p>Quality Teaching, Successful Students (QTSS)</p>	<p>The Quality Teaching, Successful Students (QTSS) resource provided an additional staffing resource allocation to improve the quality of teaching in all classrooms. In 2016 this resource has been combined with other resources to facilitate the increased release time for executive staff to mentor and coach teachers, providing constructive feedback on lesson delivery, programming, assessment and classroom management. Executive staff were provided an additional release day for this purpose. Teachers reported that they felt the overall supervision process had improved considerably from the previous year and believed collaborative practices were much stronger, facilitating improvements in teaching and learning practices.</p>	<p>.19 FTE Teaching Position \$16,277 RAM .2 Staff vacancy</p>
<p>Socio-economic background</p>	<p>These funds have been used to support the school's strategic directions as per the 2015–17 School Management Plan. They have allowed the school to maximise opportunities to explore and implement innovative practices that support continuous improvement in student achievement. These practices have included the training of all K–2 teachers to implement the Language, Learning and Literacy (L3) program; the establishment of a dedicated curriculum leader position to undertake a full review of the school's curriculum, assessment and reporting systems and the refurbishment of the school's technology hub. As a result, overall achievement levels in literacy in K–2 showed significant improvement with all students showing continuous progression on learning continuums throughout the year. Improved curriculum structures were achieved and new syllabus documents implemented. All staff undertook learning in the Pirozzo Grid matrix planning platform which successfully facilitated the integration of a number of key learning areas. Whole school scope and sequences in all key learning areas were established and a teaching and learning policy called 'The Incredible learning Journey' was created and implemented. There was an increased use of data to plan teaching programs, data walls came into existence in most classrooms and 'I Can' statements were introduced to students for them to track their learning progression. Student led conferences were introduced into the school for the first time with feedback from families being very positive. The new technology hub has led to changes in pedagogical practices with staff becoming more enabled to integrate technology into classroom teaching and collaboration tables allowing students to further design and</p>	<p>\$139,021</p>

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	233	249	266	249
Girls	198	215	222	221

At the time of the school census in February, student enrolments had declined slightly from the 2015 level with there being a loss of a large Year 6 cohort and a smaller than usual Kindergarten enrolment in 2016. However, throughout the year enrolment numbers increased with there being greater enrolment numbers by the end of the year than in 2015.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.6	94.6	95.1	95.2
1	95.6	94	93.3	94.3
2	95	95	94.4	93.8
3	95	94.6	94.3	94.2
4	93	94.5	92.4	91.6
5	94.3	93.6	92.2	91.9
6	94.4	93.2	92	93.3
All Years	94.6	94.2	93.3	93.4
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

Classroom teachers maintain the primary responsibility for following up with families any absences from school and escalating any ongoing concerns to the school's executive for follow up. Regular monitoring of student attendance is also undertaken by the school learning and support teacher, with immediate and supportive

follow up of any student presenting with attendance concerns. The school relied on the phone intervention program again this year and utilised it as an intervention strategy to successfully improve attendance at both a full day and partial level for targeted students.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	6
Classroom Teacher(s)	17.77
Teacher of Reading Recovery	0.74
Learning and Support Teacher(s)	1.2
Teacher Librarian	1
School Administration & Support Staff	6.18
Other Positions	0.19

*Full Time Equivalent

In Terms 1, 2 and 3 the school did not have employed any staff of Aboriginal descent. However, in Term 4, the school employed one teacher and one school administrative and support staff, both of Aboriginal descent. The school utilises school allocated funding to upgrade one teacher to the level of Assistant Principal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	74
Postgraduate degree	26

Professional learning and teacher accreditation

In 2016 there were nine provisional teachers working towards National Education Standards Authority (NESA) accreditation at Proficient level. Nine teachers were maintaining their accreditation at this Proficient level. All other teachers are not currently covered by the NSW Education Standards Authority, these teachers will be included in this authority in 2018.

During the year all teachers undertook professional

learning in accordance with system requirements e.g. Child Protection, Code of Conduct, CPR, Anaphylaxis etc. and also participated in training aligned to school and individual priorities. There were five school development days held throughout the year which saw staff undertake training in conjunction with Mannering Park Public School, in the development of effective writing skills; the use of the Pirozzo grid matrix to effectively integrate curriculum material across four key learning areas; and, the effective use of data to inform teaching and learning. Staff also participated in ongoing evaluations of teaching and learning programs enabling them to learn how to improve the design and delivery of curriculum material. All staff revisited the requirements of the Disability Standards and were orientated to the personalized learning and support tool and utilized it to support students with additional learning needs. Professional development goals were mapped and professional learning opportunities were offered to groups of staff who shared the same or similar goals. For example the school introduced the 'Appy Hour' to support those teachers who wanted to increase their capacity to integrate technology into classroom practice. School Learning Support staff undertook training in a number of areas relevant to their roles and specific support of students they were working with.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2016 to 31 December 2016.

A full copy of the school's 2016 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

	2016 Actual (\$)
Opening Balance	244 935.09
Revenue	4 460 922.53
(2a) Appropriation	4 293 467.68
(2b) Sale of Goods and Services	11 644.48
(2c) Grants and Contributions	152 844.73
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	2 965.64
Expenses	-4 390 172.96
Recurrent Expenses	-4 390 172.96
(3a) Employee Related	-4 040 131.20
(3b) Operating Expenses	-350 041.76
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	70 749.57
Balance Carried Forward	315 684.66

The school's finance committee allocates funding to support the implementation of the teaching and learning programs at the school. Each year this committee ensures that adequate resources are allocated to support the priorities identified in the school's management plan and responds to expenditure requests received from key personnel and leaders of various program areas. The school principal monitors the fiscal position of the school using the budgeting/forecasting tool and reports progress each semester to this committee

The school is carrying significant funds forward into 2017. This being due to conservative fiscal management over the last several years. It is intended to utilise these funds for site improvements and the enhancement of teaching and learning resources over the coming year.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	2 944 532.62
Base Per Capita	26 648.32
Base Location	0.00
Other Base	2 917 884.31
Equity Total	342 662.35
Equity Aboriginal	26 017.56
Equity Socio economic	139 021.40
Equity Language	3 421.65
Equity Disability	174 201.74
Targeted Total	690 307.37
Other Total	232 473.44
Grand Total	4 209 975.79

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert Lake Munmorah Public School in the Find a school and select GO to access the school data.

In 2016 seven Aboriginal students undertook NAPLAN testing in Year 3. Two of these students achieved in the proficiency bands (Bands 5 and 6) in all aspects of literacy and numeracy. This is the first time since 2013 that this has occurred. Not one of these students were placed in the 'at or below' minimum standard level (Bands 1 and 2) and overall there is a trend of increased performance by Aboriginal students over the last two years. In Year 5, where six Aboriginal students undertook NAPLAN testing a similar result is to be found in writing and numeracy. There were no Year 5 Aboriginal students placed in the bottom two bands (at or below level) in any aspect of literacy or numeracy. Overall trends are showing an ongoing improvement in Year 5 Aboriginal student performance since 2014.

Parent/caregiver, student, teacher satisfaction

In 2017 the school undertook a range of approaches to measure the satisfaction levels of our community members. This included instruments such as the Tell Them From Me surveys and the Parent and Carer Involvement Survey, which the school conducts with the community each year. Using these tools in a longitudinal way the school can measure and compare satisfaction levels using consistent metrics each year for each group.

For Parents and Caregivers: This year the LMPS Parent and Carer Involvement Survey found that the overall feedback and satisfaction with the school is very positive with 93% of respondents saying they would recommend our school to friends and family. Approximately 72% of respondents have been involved in volunteering at the school in the past year or have helped with an event (71%). 80% of parents indicated they frequently or always attended special events. Parents reported that they feel welcomed into the school by a friendly school atmosphere and friendly teachers. With the introduction of a new school Facebook page, the revamping of the school newsletter and school website and the increase in the use of Class Dojo, parents and caregivers reported there being a significant improvement in communication in the school. Teachers have appreciated the increased involvement of parents and caregivers in the education of the students with 89% of them agreeing or strongly agreeing that they see the benefit of this great community involvement in supporting their classroom practices. The school introduced student led conferences for the first time in 2016. In total 234 interviews were conducted of which 88% of those who attended, responded very positively when surveyed about their opinions and feelings of the new format. The remainder showed preference for the previous parent/teacher interview format.

For Teachers: Teachers are surveyed in September each year using the Tell Them From Me survey instrument. The teachers are asked to indicate their level of engagement and contribution to key areas that drive school functioning and student learning. The responses indicated that teachers are experiencing very high levels of satisfaction in their professional practice and are positively contributing to and participating in the school improvement program. From the previous year teachers have reported an increase in seven of the eight drivers of student learning, with the area of technology continuing to require stronger focus for the school and the professional learning program in 2017.

For Students: Results from the TTFM student survey conducted in September indicate that the quality of school life for students has improved over the last twelve month period. In the five school-level factors surveyed: student engagement, quality instruction, teacher student relations, classroom learning climate, teacher expectations for success, and student advocacy, students indicated that they are similar to the NSW government norms with the highest factor

being expectations for success. Overall student engagement at the school is in the 80% or above range in all five areas and has increased significantly since 2015, particularly in the area of student advocacy.

Policy requirements

Aboriginal education

All staff are strongly focussed on improving outcomes for Aboriginal students and ensure that all curriculum experiences integrate cultural perspectives and meaningful learning opportunities on Aboriginal perspectives for all students. The school has continued to provide training for staff in the 8 Ways of Learning pedagogy and by the end of 2016 twelve staff had completed this training. It is anticipated that ALL staff would have completed this training by the end of 2017. In Term 3 all staff undertook training on how to effectively integrate curriculum material across all key learning areas using the 'Pirozzo Grid Matrix' planning platform. A significant component of this training was on how to successfully integrate Aboriginal perspectives into curriculum material using the grid. As a result of these professional learning experiences, teaching programs are showing an increased level of Aboriginal perspectives being incorporated into teaching and learning programs in all classrooms. This year the school employed an Aboriginal Resource Teacher to support the learning of targeted Aboriginal students performing below expected benchmarks and to identify and support students who were not performing at their potential learning level. Individualised programs were developed and implemented to support their learning, resulting in improved outcomes for all students. This teacher also worked closely with community members and attempted to develop an Aboriginal parent group to commence the installation of an Aboriginal 'Bush Tucker' garden. The school successfully received a grant for this project at the end of 2016 and this will allow this project to be completed in 2017. All Year 5 and 6 Aboriginal students were involved in the all significant Aboriginal cultural days that were celebrated throughout the year and a revamped Personalised Learning Plan (PLP) process was implemented, building a consistent approach to that conducted by Lake Munmorah High School. The school participates actively in the local Aboriginal Education Consultative Group (AECG) and the school led the development of a Local Management Group (LMG) Aboriginal Education Network, which commenced in Term 4 and will continue into next year as an Aboriginal student transition team.

In 2017, the school will be looking to employ an Aboriginal Community Engagement Officer to further promote community involvement in the school.

Multicultural and anti-racism education

Lake Munmorah Public School upholds a school environment and culture underpinned by student wellbeing and harmony. Each year the school highlights the principles of diversity, inclusion, tolerance and open attitudes through our 'Harmony Day' activities in March. This is continued in classrooms each and every day

where teaching and learning programs incorporate studies and learning that develop intercultural understandings and promote positive relationships, allowing all students to be able to actively participate in Australian society. Students from culturally diverse backgrounds are well supported and teaching and learning programs are designed to be sensitive to their cultural, linguistic and religious backgrounds. New students arriving from overseas are well supported. This year we had the opportunity to employ a teacher to support students from Thailand and the Czech Republic in the development of their functional English language skills. The school utilises funds allocated through the resource allocation model to broadly support students who are coming from backgrounds where English is not spoken as the first language in their home. The school has trained two staff members in the role of anti racism contact officers and they play an educative role in countering racism in the school and assist the principal in managing incidents of racism if they occur. The school is very mindful of the need to maintain close contact with culturally diverse families and teachers will specifically contact these families to ensure that they understand what is happening in the school and in regards to their child's education and if necessary will employ the services of an appropriate translator to assist their contact and communication with the school.