

# Laurieton Public School Annual Report



2016



Est. 1877

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## Introduction

The Annual Report for 2016 is provided to the community of Laurieton 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.

Grant Timmins

Principal

### School contact details

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### Message from the Principal

To state that this year has been even better than last is a true indication that we have a very strong school community focused on providing quality learning opportunities for all students at Laurieton Public School. I feel the strong connection between school and home has enhanced the understanding of responsibility, respect and trust within the children and I get to see these qualities demonstrated on a daily basis.

A major change occurred this year with the finalisation of the executive team through the permanent appointment of a principal and assistant principal. This stability will allow greater depth of planning toward future focused projects and school leadership. Exciting times ahead!

The committed team of teaching and office staff has ensured the children have a wonderful learning environment that is safe and encouraging. The diversity of opportunities our children have available to them in a small school is extraordinary and highlights the passion of staff towards education and the children in their care. Student Representative Council, band, dance, debating, public speaking, excursions, swimming, athletics, cross country, soccer, netball, cricket, rugby league, touch football, green group, eisteddfods, CHAFFS, assemblies, performances and parades to name a few. Many of these events have in some shape or form been financially supported by funds raised by a small but extremely proactive P&C committee.

Personally I am so appreciative of the support and commitment from staff, students and parents in creating a positive, nurturing and cohesive school culture.

# School background

## School vision statement

We believe Laurieton Public School should be safe, nurturing and environmentally friendly. It should be a place where everyone has fun, learns for the 21st century, takes pride in achieving quality and is given opportunities to reach their potential. People at our school should feel a sense of belonging, be respectful and take responsibility for their actions.

## School context

Laurieton Public School is a PP4 class primary school of 189 students. The school is situated centrally in the small township of Laurieton, in close proximity to the Camden Haven River and North Brother Mountain. The school draws students from Dunbogan and parts of Laurieton, west to St Albans Estate, and north to the Stingray Creek Bridge.

The school is located close to facilities such as the local swimming pool, town library, churches and halls and the main shopping centre. It is a short walk to a major sporting field complex where local teams perform strongly in major sports.

According to ABS Census data, the cost of rental accommodation is above the Australian average, while the median income level is slightly above half of the Australian median level, suggesting a relatively low level of disposable income in the community.

The school enjoys a strong reputation within the local community and has produced strong long term results in external academic testing as well as providing an extensive range of extra curricular activities, particularly in the performing arts.

### RAM Equity

*Socio-economic Background* –\$52,268 has supported employment of a Community Liaison Officer, QuickSmart and in class support.

*Aboriginal Background* – \$7962 has provided additional learning support for all Aboriginal students to achieve personalised learning plan targets.

*Low Adjustment for Disability*– \$15,385 has supported employment of SLSOs to provide additional support for students with identified learning needs.

*Location Loading* –\$4322 is supporting student access to external educational programs.

### *Quality Teaching Successful Students*

0.07 allocation for staff mentoring and professional learning.

# Self-assessment and school achievement

## Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self–assessment using the School Excellence Framework. 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.

- Evaluating surveys from members of the school community, including staff, students and parents.
- Analysing and evaluating policies, programs, budgets and assessment information.
- Analysing and evaluating professional learning data.
- Analysing student achievement data, including NAPLAN using SMART software, literacy and numeracy using PLAN software and school based assessment data.

All staff have been actively involved in the processes and procedures required to effectively self–assess our school against the School Excellence Framework. Utilisation of the Staff Development Day in Term 3 and regular meetings throughout Semester Two enabled the foundations of teacher knowledge, understanding and commitment to be developed and applied to the validation of our journey to excellence. Collation and analysis of specific evidence relating to the domains; Learning, Teaching and Leading allowed us to align our school to the descriptors associated with Delivering, Sustaining and Growing, and Excelling.

In the domain of Learning our efforts have primarily focused on Learning Culture and Assessment and Reporting. The school has created a culture of respect, responsibility and trust in an enabling school environment which has fostered student engagement and success. Provision of quality learning experiences, diverse extra–curricular opportunities and a whole school approach to well–being reduced negative incidents by 38% and school attendance was just 0.9% below the state average. Whole school collaborative and cooperative planning and assessment practices, along with consistency of teacher judgement, provide parents with quality reporting processes that are informative, clearly highlight student achievement and identify targets for progression.

In the domain of Teaching we concentrated on Learning and Development and Professional Standards. Our strength in collaborative practice enabled the processes of productive professional learning to flourish. Identified areas for development in literacy and numeracy focused on collaborative planning for balanced learning sessions, integrated programming and spelling strategies. Continued utilisation of accurate PLAN data, personalised goals and targeted support allocated from real data has had a positive impact on student learning as evidenced by continuum progression and NAPLAN growth. Implementation of the Performance Development Framework through collaborative planning culminated in all staff generating performance development plans containing professional learning goals aligned to the school plan and personal areas for development. Lesson observation, teacher – supervisor conferencing and class teaching program analysis assisted the evidence driven review processes. 100% of teachers successfully completed the second performance development cycle.

In the domain of Leading our focus was toward School Planning, Implementation and Reporting and Management Practices and Processes. Our school consolidated the holistic approach to planning to ensure all stakeholders had ownership and enhanced their understanding of our strategic directions and milestones. Professional learning, distributed leadership and quality evaluation processes fostered a partnership that encouraged high expectations, accountability and sustained and measurable whole school improvement. The celebration of achievements, innovative programs that promote learning and collaborative feedback and reflection have generated improvements in commitment to and achievement of quality student learning outcomes. The school leadership team supports all staff in understanding the administrative and accountability practices and to successfully implement systems aligned to legislative requirements and obligations.

Our self–assessment 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

Dynamic and inclusive learning culture

### Purpose

To inspire every student to achieve their full potential through meaningful and future focused learning experiences that are personalised and differentiated.

### Overall summary of progress

All teachers provided evidence through teaching programs, lesson study and observational feedback to indicate successful implementation of balanced numeracy sessions utilising TEN and NINA strategies. PLAN data was analysed regularly to drive programing. NAPLAN data showed growth greater than the state and substantial improvement in Year 3. Balanced numeracy sessions and units were developed collaboratively and the K–6 scope and sequence finalised. Analysis of spelling needs utilising quantitative and qualitative data along with the evaluation of teaching units and the lesson study process. Staff identified quality resources to support teaching processes and delivery and quality feedback and reflection enhanced stage planning. The spelling scope and sequence was drafted. Utilisation of student progress on PLAN and NAPLAN data supported the identification of areas for development. Provision of information associated with balanced numeracy and literacy teaching and demonstration of differentiated lessons were very well received by parents. Technology in the classroom highlighted smart technology, website software and computer skills. The sessions were trialled during the school day, before and after whole school assemblies, which had little impact on attendance. Survey data indicated 100% of attendees found the experience valuable.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Align Year 3 and Year 5 proficiency in NAPLAN with the State Average by 2019.	Careful analysis of student achievement in NAPLAN along with PLAN data provided targets for professional learning and individualised programing in reading and numeracy.	QTSS – \$800
To sustain growth from Year 3 to Year 5 in NAPLAN Literacy and Numeracy to equal or better the state average.	NAPLAN data showed growth greater than the state in all areas assessed, with reading and grammar & punctuation significantly above. Substantial improvement in Year 3 numeracy as seen by a 21pt increase on 2015 trend data.	
100% of teachers will utilise PLAN with all students engaged in learning programs driven by PLAN data.	All staff updated PLAN data each term and provided parent feedback information at Teacher–Parent–Student conferences. Professional learning focused on collaborative programing in Mathematics and spelling.	Socio–economic background \$6400

### Next Steps

Parent information sessions associated with technology (robotics), cross curricular integration of Science, History and Geography, Multilit and Jolly Phonics to be conducted. Continue professional learning sessions to further establish consistency within whole school programs focusing on spelling and Mathematics. Continued review of balanced literacy and numeracy sessions during stage meetings and as part of lesson observations. Provide professional learning for SLSOs in the delivery of the Multilit program and provide professional learning for teachers on how to use parts of the Jolly Phonics program to explicitly teach visual and phonological spelling strategies.

## Strategic Direction 2

### Quality teaching and leadership

#### Purpose

To build staff capacity and commitment to ongoing improvement of teaching and leading practice through focused professional learning that is evidence-based and at an individual and collective level.

#### Overall summary of progress

Performance Development Plan (PDP) process updated and alterations implemented. Premier's targets included in the school plan. Professional learning around quality feedback and reflection, supported the lesson observation process. All staff completed their PDP using the revised schedule in conjunction with the support of their supervisor. 100% of staff performance and development plans were aligned to the school plan and strategic directions. Staff also set professional learning goals that focus on system priorities, personal teaching priorities, career aspirations and accreditation requirements. Analysis of school professional learning needs and focus areas were derived from school data throughout the year. Whole school professional learning schedules were created and implemented. Independent, stage and collegial PL sessions ensured all mandatory and school based learning was completed, implemented and evaluated. 100% of staff found the professional learning model and schedules worthwhile. Assistant Principals attended Collegial Network Meetings to support them in their leadership roles. The school plan and strategic directions included common threads with other schools in the CHCoS. Leadership meetings were held to discuss and support aligned processes and develop a unified approach to PDP structures and teacher accreditation. 100% of staff performance and development plans were aligned to the Australian Professional Standards for Teachers. Learning Alliance meetings occurred to gather relevant research, information and resources to support the Premier's targets for literacy and numeracy through quality professional learning sessions.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of staff performance and development plans will be aligned to the school plan.	All staff provided with professional learning to consolidate understanding of the School Excellence Framework and school plan. All staff PDPs reflected strategic directions and identified milestone processes for school improvement. Sharing of PDP processes between the CHCoS and discussion toward TAA processes. All staff have completed the second cycle of the PDF.	
100% of staff performance and development plans will be aligned to the Australian Professional Standards of Teachers.	Continued examination of the Domains, Standards and Descriptors and their relevance to the four professional career stages. All staff developed their performance development plan with professional goals identifying career stage and applicable descriptors. All staff successfully provided evidence that supported the achievement of identified goals for 2016.	

#### Next Steps

Further refine the Performance and Development Framework schedule to enable all staff to have a clear and concise understanding of their commitments each term in 2017. Supervisor training for implementation of non-teaching Performance and Development Framework. Introduce to non-teaching staff procedures and expectations of the Performance and Development Framework. Review and adjust teacher-supervisor conferencing processes and procedures to strengthen purpose and accountability. Continued commitment to the CHCoS Learning Alliance and the development of a unified approach to PDPs and teacher accreditation. Continued commitment of staff to set professional learning goals that focus on system priorities, school priorities, personal teaching priorities, career aspirations and accreditation requirements.

## Strategic Direction 3

### Positive Partnerships

#### Purpose

To build stronger relationships as an educational community by leading and inspiring a culture of collaboration, engaged communication, empowered leadership and effective organisational practices.

#### Overall summary of progress

100% of parents valued the Teacher/Parent/Student conferences (TPS) with a 95% attendance rate. 95% of parents attended school assemblies with 100% indicating they enjoy these events. Many events were held throughout the school year which encouraged community attendance evidenced by our school calendar. Staff developed personalised goals in collaboration with all students, supported by knowledge development of quality feedback and consistent feedback processes. TPS conferences were successful as indicated by parent and staff surveys. 100% of parents who participated, valued the process and 100% indicated they would support their child in achieving their personal goals at home. Through structured performance and development processes, all staff set personal professional goals in line with school strategic directions and were provided with professional learning opportunities to support them in achieving their goals. 100% of staff indicated that the professional learning structures were effective in meeting their learning needs. Survey data from students, parents and staff was analysed to evaluate processes and inform future directions. All staff were involved in analysing NAPLAN data to inform teaching and learning programs. NAPLAN data indicated strong growth in Year 5 numeracy and improvement in Year 3 numeracy results. All staff were involved in consistent teacher judgement processes associated with PLAN data.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of students use reflection on assessment and reporting processes and feedback to plan learning.	Teachers continue to embed self-reflection strategies for students as part of balanced literacy and numeracy sessions. 100% of students were involved in the development of personalised learning goals and reflection processes. These were utilised during Teacher-Parent-Student conferences.	\$3200
School attendance rates are at or above state averages.	Effective school based policies and programs highlight and promote the educational benefits of regular school attendance as seen through the following data: School attendance rate was 0.9% below the state average at 93.1%. 100% student participation in cross country carnivals. 100% student participation in the public speaking competition. 100% of students and 98% of parents value representative opportunities.	
100% parent participation in parent teacher conferences.	The introductory Teacher-Parent-Student conferences were attended by 92% of parents and 100% found the process beneficial and worthwhile.	\$6400

#### Next Steps

Teacher professional learning to focus on effective student feedback processes throughout Term 2 2017. Continue teacher professional learning focus on three way conferencing and the 'student reflection on learning' process throughout Term 1 and Term 3 2017. Three way conferences in 2017 to occur during Term 1 and Term 3. Teachers to utilise three way conferences as a means of providing parents with information on the literacy and numeracy syllabus. Provide opportunities for parents to attend information sessions on literacy, numeracy, technology, Science, History and Geography to enhance parent engagement. Continue to provide events that encourage parent attendance at regular stage, whole school and presentation assemblies and celebrations.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	Personalised learning plans were developed for all students and reviewed in conjunction with parents. Learning goals monitored and updated regularly. End of year data indicates growth on the continuum by all students, significant in some cases with Kindergarten students proficient in literacy and numeracy at the conclusion of their first year of school.	Teacher–Parent–Student conferences SLSO employment Personalised learning goals \$7962  • Aboriginal background loading (\$0.00)
<b>Low level adjustment for disability</b>	100% of staff indicated strong support for the utilisation of in–class assistance for students with learning adjustments. Data indicated implementation of learning plans for identified students assisted development and growth on the literacy and numeracy continuum.	SLSO employment Personalised learning plans \$15385  • Low level adjustment for disability (\$0.00)
<b>Quality Teaching, Successful Students (QTSS)</b>	All staff were actively involved in professional learning aligned to the school plan and delivered by in–school personnel. Mentoring associated with performance development plans ensured all staff achieved a successful review.	Additional teacher release Professional learning 0.07 staffing allocation  • Quality Teaching, Successful Students (QTSS) (\$7 141.00)
<b>Socio–economic background</b>	Strengthened relationships between the school and its community was evident in survey data with 91.5% of parents indicating our progress toward achieving the school vision as excellent or outstanding and 100% of staff indicated the professional learning process as excellent. All classes have HD Smart TVs installed, and all staff provided with professional learning. Teacher–Parent–Student conferences were initiated in Term 1 and Term 3 that reflected the quality of teaching, learning and consistency of teacher judgement.	School Administration Officer 1 day per week. Community Liaison Officer 1 day per week. Teacher professional learning –teacher release \$52268  • Socio–economic background (\$0.00)

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	110	110	94	97
Girls	106	100	94	109

Student enrolment increased from 188 to 206 in 2016. As shown in the table above, enrolment varied substantially between 2014 and 2016 due to an extremely large Year 6 cohort in 2014. In accordance with this fluctuation, there are normally either eight or nine classes at Laurieton Public School.

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	93.7	94.4	96.1	94.1
1	92.3	94.7	91.8	92.7
2	91.7	93.6	95.8	92
3	92.4	93.6	93.3	92.6
4	95.2	95.1	93.5	93.4
5	92.9	95.1	93.6	92.8
6	92	93.8	95.3	94
All Years	92.9	94.3	94.2	93.1
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

Student attendance is monitored daily and absences require explanations. SMS messaging and a function on our school App enable parents to provide reason within 3 days. Reminder notes are distributed at the end of each week for those who haven't completed the above.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	2
Classroom Teacher(s)	6.64
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.4
School Administration & Support Staff	2.12
Other Positions	0.07

\*Full Time Equivalent

Enrolment numbers supported the creation of eight classes for the duration of 2016. Eleven teachers worked at the school, along with 10 non-teaching employees. There are no indigenous members of staff employed at Laurieton Public School. The compassion, dedication and professionalism of the staff is integral to the ongoing success and strong reputation of the school.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	

### Professional learning and teacher accreditation

In 2016 all teaching staff completed performance development plans aligned to the Performance Development Framework. Observation of teaching practice, provision of professional learning associated with Mathematics and English, completion of mandatory training modules and ongoing teacher-supervisor conferencing supported the process to ensure 100% of staff successfully completed the annual review.

## Financial information (for schools using OASIS for the whole year)

### Financial information

This summary of financial information covers funds for operating costs to the 30th November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
<b>Balance brought forward</b>	<b>359 926.11</b>
Global funds	151 681.21
Tied funds	180 422.77
School & community sources	83 854.15
Interest	6 652.41
Trust receipts	20 364.54
Canteen	0.00
<b>Total income</b>	<b>802 901.19</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	33 232.91
Excursions	28 170.00
Extracurricular dissections	39 876.00
Library	1 152.57
Training & development	0.00
Tied funds	240 072.51
Short term relief	23 550.42
Administration & office	43 760.26
School-operated canteen	0.00
Utilities	21 549.76
Maintenance	10 209.46
Trust accounts	19 214.40
Capital programs	0.00
<b>Total expenditure</b>	<b>460 788.29</b>
<b>Balance carried forward</b>	<b>342 112.90</b>

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 the school name in the Find a school and select GO to access the school data.>

In 2016 32% of Year 3 students were proficient in reading with a further 11% three score points or less from this. The state average was 52%. In numeracy 15% of students attained proficiency with a further 14% two score points or less from this. The state average was 39%.

In 2016 41% of Year 5 students were proficient in reading with a further 17% two score points or less from this. The state average was 39%. In numeracy 9% of students attained proficiency with a further 20% three score points or less from this. The state average was 31%.

### Parent/caregiver, student, teacher satisfaction

In 2016 extensive surveying of the school community occurred with all students K-6 and staff completing the process and 58% of parents providing valuable survey feedback through Survey Monkey.

92% of parents rate our progress toward achieving the school vision as excellent or outstanding.

100% of parents would like Teacher-Parent-Student conferences to continue.

97% of parents believe our wellbeing program encourages children to make 'right choices'.

90% of students enjoy performing at assemblies and 100% of parents enjoy watching the performances. 98% of students and 99% of parents believe it is important to represent the school in sport, academic challenges and the performing arts.

100% of staff feel they have a sound or thorough understanding of the literacy continuum and explicit teaching of spelling strategies.

100% of staff implement balanced literacy and numeracy sessions in their classrooms.

100% of staff feel moderately or very confident in the implementation of flexible and fluid reading groups

# Policy requirements

## Aboriginal education

Aboriginal education is addressed across the curriculum and includes all students at Laurieton Public School. The school maintains close positive working relationships with the parents and caregivers of its students through the ongoing management of personal learning plans, allowing many targeted activities and practices to take place. As our school population is quite stable, our Aboriginal population has decreased over the past few years with children moving on to secondary school. Aboriginal student enrolment was as high as 7% during 2016.

NAIDOC Week celebrations K–6 involved student participation in traditional games, painting, bush tucker garden creation and studying of Aboriginal literature.

Aboriginal students attended the Aboriginal Traditional and Contemporary Dance workshops and were members of sporting and performing arts groups.

RAM equity loading for Aboriginal Background provided students with access to Quicksmart, additional in–class support and intensive small group support for reading. Personalised learning plans were developed for all students and additional resources purchased to support teaching programs focused on Aboriginal culture and identity. Students have been elected leaders of sports houses and the SRC by peers.

## Multicultural and anti-racism education

Multicultural Education is addressed across the curriculum and includes all students at Laurieton Public School.

As the school population is predominately of Anglo–European background, we try to ensure that the students have some experiences of other cultures. We do this primarily through the teaching programs implemented within the classrooms. Classroom reading material is selected to ensure that there are materials and books relating to multicultural issues, celebration days are recognised, foods from other cultures are discovered and customs and beliefs are recognised. These activities are on–going and occur at various times of the year, as an integral aspect of all Key Learning Areas.

Harmony Day was celebrated with a number of activities across the whole school, promoting ethnic tolerance and the importance of respect for various international cultures. In 2016 each classroom became a country and all children were provided with passports to travel to each destination and view artefacts, learn facts, dances, languages and traditions and play games from these countries.