

# Lurnea Public School Annual Report



2016



4289

## Introduction

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

David Sim

Principal

### School contact details

Lurnea Public School

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9607 7002

## School background

### School vision statement

At Lurnea Public School, we believe in providing high quality educational experiences for all students. We nurture the development of confident and creative individuals; active and informed citizens and successful lifelong learners. Lurnea Public School strives to ensure that all students learn in a safe, stimulating and inclusive environment that challenges each individual child to reach their full potential.

### School context

Lurnea Public School is apart of the Ultimo Network and has been in operation for over 50 years. It has a proud tradition of teaching children to be safe and respectful learners in a positive environment. Lurnea Public School has a student population of 432 students ranging from Preschool to Year 6 from diverse social and cultural backgrounds. 64% of students come from a language background other than English.

Lurnea Public School has a strong commitment to Aboriginal Education and ensures that teaching and learning programs have an Aboriginal perspective. It is an Early Action for Success school that has a highly effective and strategic partnership with our Community of Schools to deliver outstanding professional learning and innovative classroom practice.

# Self-assessment and school achievement

## Self-assessment using the School Excellence Framework

### **For all schools (except those participating in external validation processes):**

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.

#### Learning

During 2016, Lurnea Public School continued to strengthen professional networks across schools and internationally by leading and inspiring a culture of collaboration and building strong leadership capacity in staff, students and the community resulting in sustainable, larger-scale reform affecting the success and wellbeing of all students. Staff continued to refine their practice by collaborating with colleagues within the school and across networks to build their knowledge of effective, evidence-based pedagogy to promote engagement and opportunities for students to achieve through quality, contextual curriculum design. Focus areas for 2017 include continuing to build positive and respectful relationships across the school community that enable productive learning environments and support students in identifying themselves as learners; and establishing systems that support students in becoming self-aware, emotionally intelligent individuals who contribute to the learning and wellbeing of others.

#### Teaching

During 2016, staff continued to participate in Spirals of Inquiry professional learning and weekly collaboration sessions to build collective efficacy and sustain improved classroom practice. The role of Deputy Principal, Quality Teaching was established to lead and manage quality teaching initiatives relating to the school's Strategic Directions. The role of Assistant Principal, Student Success was also established to support students in their wellbeing and liaise with external agencies, allowing teachers to focus on classroom practice.

Areas of development throughout 2017 include establishing and refining systems that engage parents and carers in their child's learning, continuing to design systems and develop processes to ensure contemporary learning skills are embedded in action plans and their impact is evaluated. The development of opportunities for staff to pursue higher levels of accreditation will also continue to be a focus.

#### Leading

An emphasis on collective efficacy, or a cohesive, equitable and shared set of core beliefs was a priority in 2016. Consistent expectations of behaviour continued to be defined and communicated to all staff, students and community through weekly Positive Behaviour for Learning (PBL) lessons and mantras. Connections between the school and the community were further strengthened with the continuation of adult English classes, Parent Café and several highly successful fundraising activities, including Daffodil Day and the inaugural Colour Run. Community engagement with the school Facebook and Twitter sites continued to grow. All teaching staff engaged with the processes of the Performance and Development Framework with 100% of teaching staff completing a Performance and Development Plan (PDP) in 2016.

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

### Student Engagement and Achievement

#### Purpose

System leadership and collective efficacy enhancing student engagement and achievement. To build strong inter-school and cross school relationships by leading and inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practices for staff, students and the community resulting in sustainable, larger-scale reform affecting the success and well-being of all students. To ensure learning for students across our community of schools promotes engagement and opportunities for students to achieve through quality, contextual, flexible curriculum design and 21st Century pedagogies.

#### Overall summary of progress

During 2016, Lurnea Public School continued to strengthen professional networks across schools and internationally by leading and inspiring a culture of collaboration and building strong leadership capacity in staff, students and the community resulting in sustainable, larger-scale reform affecting the success and wellbeing of all students. Staff continued to refine their practice by collaborating with colleagues within the school and across networks to build their knowledge of effective, evidence-based pedagogy to promote engagement and opportunities for students to achieve through quality, contextual curriculum design.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Provide high quality professional learning in current educational pedagogies through school and across- system networks.</p>	<p>In 2016, staff continued to engage in high-quality, evidence-based professional learning using the Spirals of Inquiry. Each stage participated in sessions twice per term with strong focus on student data and evidence of learning to improve the teaching of literacy and numeracy.</p> <p>Teacher collaboration was again made a priority for 2016, with fortnightly collaboration time revised to weekly sessions embedded for each stage within the whole school timetable.</p> <p>In March 2016, an Early Career Teachers Conference was held for teachers within the first three years of their teaching career. This conference was hosted in conjunction with Sackville Street Public School and Glenmore Park Public School. Teachers were provided with high-quality professional learning in literacy, numeracy, wellbeing and classroom management.</p> <p>The inaugural Lurnea Public School Conference was held in July 2016. Professional learning was tailored to accommodate to staff experience and interests, as well as provide direction on whole school focus areas such as School Excellence and Positive Behaviour for Learning.</p> <p>In August 2016, Lurnea Public School hosted 17 local schools at Campbelltown Catholic Club for a Spirals of Inquiry Masterclass, facilitated by Dr Judy Halbert and Dr Linda Kaser. This professional learning was designed to assist schools in establishing Spirals of Inquiry as a model for professional learning.</p> <p>Each stage team participated in a professional</p>	<p>Collab Time (SISA) – \$81,000</p> <p>ECT Conference – \$11,800</p> <p>LPS Conference – \$20,000</p> <p>DP – IL Literacy – \$130,000</p> <p>Spirals Masterclass – \$1,600</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Provide high quality professional learning in current educational pedagogies through school and across– system networks.	learning residential throughout the year. This resulted in teachers	
Strategic development of systems and practices to ensure productive learning environments and positive relationships between students, staff and the community.	<p>In 2016, the school's systems and processes to support positive behaviour in learning (PBL) were evaluated and revised. The PBL team held regular meetings to discuss and implement strategies aimed at establishing consistent school–wide expectations of behaviour. Concurrently, the school's behaviour intervention systems were revised, with clearly defined tiers of support. The refreshed PBL structures were communicated to staff during the whole school conference in July 2016.</p> <p>The Tell Them From Me survey was used to measure social and intellectual engagement of students in Years 4 to 6. The survey data indicated that 95% of students placed a high value on their schooling outcomes. 90% of students believe they try hard to succeed at school. 84% of students reported being interested and motivated in their learning.</p>	<p>Wellbeing Services \$1,300</p> <p>Collab Time (SISA) \$81,000</p>
Coordinate support for student learning including tiered levels of intervention and external agency engagement.	<p>Lurnea Public School's learning and support systems were evaluated and strengthened throughout 2016. The school's tiered levels of intervention were refined and communicated to all staff. Processes for accessing support for student learning, including access requests for placement in a support class, applications for integration/emergency funding were streamlined.</p> <p>Lurnea Public School participated in the National Consistent Collection of Data (NCCD).</p> <p>The role of Assistant Principal, Student Success was reinstated at the commencement of 2016. The role was funded through RAM Equity. The Assistant Principal, Student Success is responsible for liaising with external agencies including Family and Community Services, Out of Home Care agencies, etc., monitoring attendance and liaising with the Home–School Liaison Officer (HSLO) and connecting Aboriginal students and their families with external support and services.</p>	<p>National Data Collection \$2,800</p> <p>APs off–class – \$400,000</p> <p>Deputy Principal \$130,000</p>

## Next Steps

Continue to build positive and respectful relationships across the school community to enable productive learning environments and support students in identifying themselves as learners.

Establish systems that support students in becoming self–aware, emotionally intelligent individuals who contribute to the wellbeing and learning of others.

## Strategic Direction 2

### Quality Teaching and Learning

#### Purpose

Adaptive and innovative 21st century learners. To prepare our students for future life where they have an understanding of, and are able to, contribute to an ever changing society. To develop skills and values that encourage confidence, creativity and willingness to take calculated risks in their continual journey of personal excellence. It is important that every child receives quality teaching that is relevant to current and future developments regardless of background, capability and socioeconomic status. It is the belief that all students are able to develop skills and values that enable them to continually strive for personal excellence.

#### Overall summary of progress

During 2016, staff continued to participate in Spirals of Inquiry professional learning and weekly collaboration sessions to build collective efficacy and sustain improved classroom practice. The role of Deputy Principal, Quality Teaching was established to lead and manage quality teaching initiatives relating to the school's Strategic Directions. The role of Assistant Principal, Student Success was also established to support students in their wellbeing and liaise with external agencies, allowing teachers to focus on classroom practice.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Design systems and develop processes to ensure 21st century learning skills are embedded in action plans and their impact evaluated.	<p>Spirals of Inquiry sessions have been continuously evaluated and refined throughout 2016. Teachers report feeling more confident in their practice. Action plans were developed to enable teachers to clearly define the needs of students and create learning experiences that address these.</p> <p>Weekly stage collaboration time allows teachers to evaluate the effectiveness of action plans and modify where necessary.</p> <p>In March 2016, the Early Career Teachers Conference provided teachers within their first three years with high-quality professional learning in literacy, numeracy, wellbeing and classroom management.</p>	<p>Collab Time (SISA) \$81,000</p> <p>ECT Conference – \$11,800</p>
Implement inquiry based professional learning focused on data informed, evidence based practice.	<p>Staff continued to engage in high-quality, evidence based professional learning using the Spirals of Inquiry. Each stage participated in sessions twice per term with strong focus on student data and evidence of learning to improve the teaching of literacy and numeracy.</p> <p>Each stage team participated in a professional learning residential to engage in targeted, high quality professional development.</p>	<p>Collab Time (SISA) – \$81,000</p> <p>Residential x 4 – \$24,000</p>
Develop opportunities for staff to pursue higher levels of accreditation.	<p>In 2016, teachers within their first three years of teaching attended the inaugural Early Career Teachers conference. This opportunity enabled teachers to participate in learning designed to improve practice and engage with the Australian Professional Standards for Teachers. Early career teachers continue to collect and annotate evidence in preparation for attaining accreditation at Proficient level.</p>	<p>ECT Conference – \$11,800</p>

## Next Steps

Establish and refine systems that engage parents in their child's learning.

Continue to design systems and develop processes to ensure contemporary learning skills are embedded in action plans and their impact evaluated.

Continue to implement inquiry based professional learning focused on data informed, evidence based practice.

Develop opportunities for staff to pursue higher levels of accreditation.



## Strategic Direction 3

### Learning Culture

#### Purpose

A shared set of core beliefs that are embedded in all aspects of school life through strong partnerships and learning alliances. To develop, implement and embed a cohesive, equitable and shared set of core beliefs that underpins practices and future directions, both at the local and wider educational level. It is important to ensure that all stakeholders are aware of and support these core beliefs so a common understanding of purpose and direction can exist.

#### Overall summary of progress

An emphasis on collective efficacy, or a cohesive, equitable and shared set of core beliefs was a priority in 2016. Consistent expectations of behaviour continued to be defined and communicated to all staff, students and community through weekly Positive Behaviour for Learning (PBL) lessons and mantras.

Connections between the school and the community were further strengthened with the continuation of adult English classes, Parent Café and several highly successful fundraising activities, including Daffodil Day and the inaugural Colour Run. Community engagement with the school Facebook and Twitter sites continued to grow.

All teaching staff engaged with the processes of the Performance and Development Framework with 100% of teaching staff completing a Performance and Development Plan (PDP) in 2016.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Development of evaluative practices that seek and act on stakeholder feedback, designed to improve school performance.	<p>The Tell Them From Me student survey was used was used to measure both intellectual and social engagement of students in Years 4 to 6.</p> <p>95% of students reported placing high value on their schooling outcomes. 90% of students believe they try hard to succeed at school. 80% of students stated they were able to name two adults in the school who believed in their success.</p>	
Create a learning design to connect students, staff and the community with the necessary expertise to support student learning.	<p>Collaboration time is embedded within the whole school timetable. this protected time allows teachers to work together to evaluate and refine team action plans, analyse student data and build collective efficacy within the team. This time, in combination with targeted professional learning provided in Spirals of Inquiry sessions have had a profound impact on teacher's classroom practice and student literacy and numeracy outcomes.</p> <p>In 2016, assistant principals continued to be non-class attached in order to be able to provide shoulder-to-shoulder support to teachers on their stage and to follow up with student wellbeing. Assistant principals are a vital link between the school and the community.</p> <p>The school has continued to employ the services of Educational Speech Pathology and Therapy Services Pty Ltd to support identified students with speech therapy and occupational therapy. These services are provided as whole class sessions for the early years and small groups targeted students.</p>	<p>Collab Time (SISA) – \$81,000</p> <p>APs off-class – \$400,000</p> <p>Speech Therapy – \$20,000</p> <p>Occupational Therapy – \$16,000</p>
Create opportunities to build staff	In 2016, the role of stage organisers was	

## Progress towards achieving improvement measures

<b>Improvement measures (to be achieved over 3 years)</b>	<b>Progress achieved this year</b>	<b>Funds Expended (Resources)</b>
capacities in order to ensure succession planning, resulting in embedded core beliefs that are protected and maintained.	reinstated. This role provides an opportunity for teaching staff to support the stage assistant principal in the execution of their role, and relieve for them where necessary.	

## Next Steps

Develop and refine evaluative practices that seek and act on stakeholder feedback, designed to improve school performance.

Continue to refine processes to connect students, staff and community with the necessary expertise to support student learning.

Create opportunities to build staff capacities in order to ensure succession planning, resulting in embedded core beliefs that are protected and maintained.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>Assistant Principal, Student Success provided support to Aboriginal students and their families by maintaining connections with external support services.</p> <p>Connections with external agencies, e.g. KARI, AECG</p>	APs off-class – \$400,000
<b>English language proficiency</b>	<p>In 2016, there was an increase in the enrolment of students with little or no English at Lurnea Public School. One bilingual (Arabic) School Learning Support Officer (SLSO) was employed to support newly arrived students to transition into classrooms, develop positive relationships with staff and peers and to develop a beginning understanding of English. Support was provided in-class and in small groups.</p>	<p>CLO – \$42,000</p> <p>Arabic speaking SLSO x 2 – \$80,000</p> <p>MultiLit – \$120,000</p>
<b>Low level adjustment for disability</b>	<p>Speech therapy and occupational therapy continued in 2016 with a focus on early intervention, whole class instruction in Kindergarten and Stage 1, and weekly small group withdrawal sessions for targeted students in Years 1 to 4. At the beginning of the year, all Kindergarten students and those students identified by the Learning and Support Team in Years 1 to 4 were screened. As a result of these screenings, small groups and individual students were provided with intensive and personalised support.</p>	<p>ST – \$20,000</p> <p>OT – \$16,000</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>All teachers engage in collaboration time with their stages.</p> <p>Assistant principals provide shoulder-to-shoulder support, mentoring and wellbeing follow up to all staff aligned with</p>	<p>Collab Time (SISA) – \$81,000</p> <p>APs off-class – \$400,000</p>
<b>Socio-economic background</b>	<p>The employment of a Deputy Principal provides a strong link between the school and community.</p> <p>In 2016, the school continued to employ an Arabic speaking Community Liaison Officer. This role assists in coordinating strategic links between the school and community. Parents and carers have been provided access to adult English classes, support from external agencies and parenting workshops.</p> <p>Additional SLSOs, including two Arabic speaking, were employed to support identified students in mainstream classes.</p> <p>Through LST procedures, students were supported in accessing outside agencies and health services.</p>	<p>CLO – \$42,000</p> <p>SLSOs – \$80,000</p>
<b>Support for beginning teachers</b>	<p>In March 2016, an Early career Teachers Conference was held for teachers within the first three years of their teaching career. The conference was hosted in partnership with Sackville street Public School and Glenmore Park Public School. Teachers were provided with high-quality professional learning in</p>	<p>ECT Conference – \$11,800</p> <p>Collab Time (SISA) – \$81,000</p> <p>APs off-class – \$400,000</p>

<p><b>Support for beginning teachers</b></p>	<p>literacy and numeracy, wellbeing and classroom management.</p> <p>Early career teachers participated in a ten week induction course covering topics such as micro-skills, understanding the literacy and numeracy continuums and accreditation.</p> <p>Weekly collaboration sessions allowed early career teachers to meet with stage team members to evaluate and refine action plans, analyse student data and create high-quality learning and teaching programs. The school has accessed the services of Sports in Schools Australia to provide time within the whole school timetable for collaboration time to take place within school hours.</p> <p>Assistant principals provide shoulder-to-shoulder in class support, mentoring and wellbeing follow up.</p>	<p>ECT Conference – \$11,800</p> <p>Collab Time (SISA) – \$81,000</p> <p>APs off-class – \$400,000</p>
<p><b>Targeted student support for refugees and new arrivals</b></p>	<p>In 2016, there was an increase in the enrolment of students with little or no English at Lurnea Public School. A bilingual (Arabic) School Learning Support Officer (SLSO) was employed to support newly arrived students to transition into classrooms, develop positive relationships with staff and peers and to develop a beginning understanding of English. Support was provided in-class and in small groups. In Term 4, plans were made to establish an Intensive English Centre (IEC) in 2017 to support all refugee and new arrivals who enrol at Lurnea Public School with limited English and/or schooling experience.</p>	<p>CLO – \$42,000</p> <p>SLSO – \$80,000</p>
<p><b>Early Action for Success</b></p>	<p>Lurnea Public School continued to employ two instructional leaders (Literacy and Numeracy). They have continued to lead the evaluation of teaching practice and the impact on student learning. The instructional leaders have continued to coordinate the identification of every student in Kindergarten, Year 1, Year 2 and Year 3 performing below expected standards in literacy and numeracy, and support teachers to design interventions that address the identified needs of students.</p> <p>Staff continued to increase their knowledge of the literacy and numeracy continuums to enable a greater understanding of each student's individual needs.</p> <p>A number of programs aimed at improving literacy and numeracy outcomes continued throughout 2016, including L3, TEN and Reading Recovery. Targeted students in Year 3 also participated in the MultiLit program.</p>	<p>DP IL Literacy – \$130,000</p> <p>Residentials (ES1, S1) – \$12,000</p>
<p><b>Wellbeing</b></p>	<p>The role of Assistant Principal, Student Success was reinstated at the commencement of 2016. The role was funded through RAM Equity. The Assistant Principal, Student Success is responsible for liaising with external agencies including Family and Community Services, Out of Home Care</p>	<p>APs off-class \$400,000</p>

<p><b>Wellbeing</b></p>	<p>agencies, etc., monitoring attendance and liaising with the Home–School Liaison Officer (HSLO) and connecting Aboriginal students and their families with external support and services.</p> <p>In 2016, the school's systems and processes to support positive behaviour in learning were evaluated and revised. The PBL team held regular meetings to discuss and implement strategies aimed at establishing consistent expectations of behaviour. Concurrently, the school's behaviour intervention systems were revised, with clearly defined tiers of support. The refreshed PBL structures were communicated to staff during the whole school conference in July 2016. As a result, suspensions dropped by approximately 50% from Semester 1 to Semester 2.</p>	<p>APs off–class \$400,000</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	216	230	234	227
Girls	205	205	210	205

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	92.9	93.3	92	94
1	92.8	92.9	91.8	90.5
2	93.5	92.8	90.8	92
3	92.3	93.3	90.8	91.8
4	92.2	93.1	95.2	89.7
5	91.8	92	91	93.6
6	93.5	92.8	91.8	89.8
All Years	92.7	92.9	91.9	91.6
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

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	5
Classroom Teacher(s)	17.83
Teacher of Reading Recovery	0.84
Learning and Support Teacher(s)	2.3
Teacher Librarian	0.8
Teacher of ESL	1.4
School Counsellor	0
School Administration & Support Staff	9.37
Other Positions	0.68

\*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. Lurnea Public School employs one Aboriginal Education Officer (AEO).

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	37
Postgraduate degree	63

### Professional learning and teacher accreditation

A significant amount of evidence based professional learning was undertaken by staff at Lurnea Public School in 2016, including stage collaboration time held each week, Spirals of Inquiry sessions held for each stage group twice per term an Early Career Teachers Conference in March and a whole school conference held in July.

Seventy one percent of teaching staff at Lurnea Public School are classified as New Scheme Teachers and are working towards or maintaining Proficient level of accreditation with the Board of Studies, Teaching and Educational Standards (BOSTES) NSW.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
<b>Balance brought forward</b>	<b>513 169.36</b>
Global funds	354 230.46
Tied funds	1 055 708.91
School & community sources	80 350.47
Interest	10 173.79
Trust receipts	29 904.29
Canteen	0.00
Total income	2 043 537.28
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	16 895.54
Excursions	25 636.82
Extracurricular dissections	34 597.87
Library	809.25
Training & development	0.00
Tied funds	1 043 534.74
Short term relief	58 864.99
Administration & office	123 269.21
School-operated canteen	0.00
Utilities	45 892.77
Maintenance	57 539.88
Trust accounts	16 850.14
Capital programs	0.00
Total expenditure	1 423 891.21
<b>Balance carried forward</b>	<b>619 646.07</b>

The information provided in the financial summary includes reporting from 1 December 2015 to 31

December 2016.

	2016 Actual (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	627 257.64
(2a) Appropriation	627 886.07
(2b) Sale of Goods and Services	-4 446.22
(2c) Grants and Contributions	3 606.00
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	211.79
<b>Expenses</b>	-441 402.34
Recurrent Expenses	-441 402.34
(3a) Employee Related	-262 244.51
(3b) Operating Expenses	-179 157.83
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	185 855.30
<b>Balance Carried Forward</b>	185 855.30

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

### Financial summary equity funding

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

	2016 <b>Actual</b> (\$)
<b>Base Total</b>	2 675 589.24
Base Per Capita	26 075.33
Base Location	0.00
Other Base	2 649 513.91
<b>Equity Total</b>	1 119 301.63
Equity Aboriginal	73 368.58
Equity Socio economic	569 077.24
Equity Language	161 136.78
Equity Disability	315 719.02
<b>Targeted Total</b>	721 223.24
<b>Other Total</b>	289 015.64
<b>Grand Total</b>	4 805 129.75

## School performance

### NAPLAN

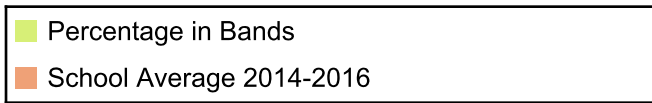
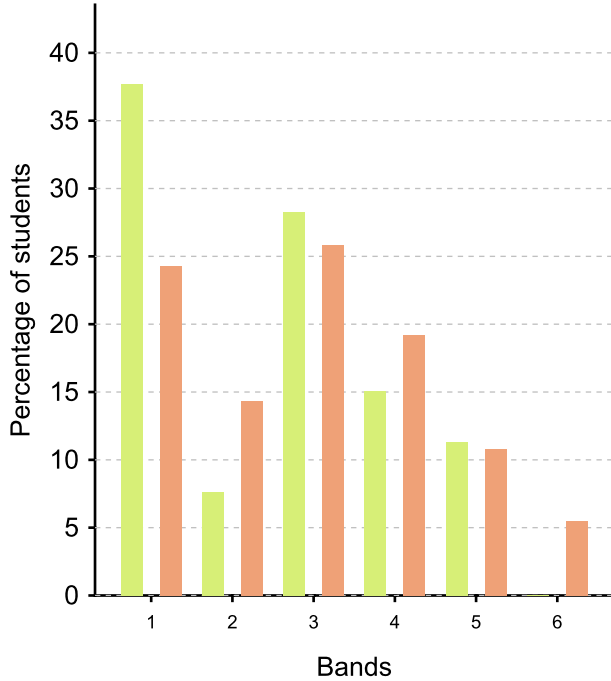
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

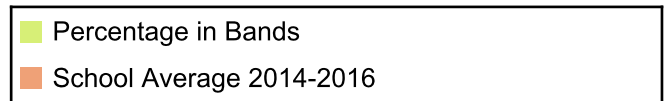
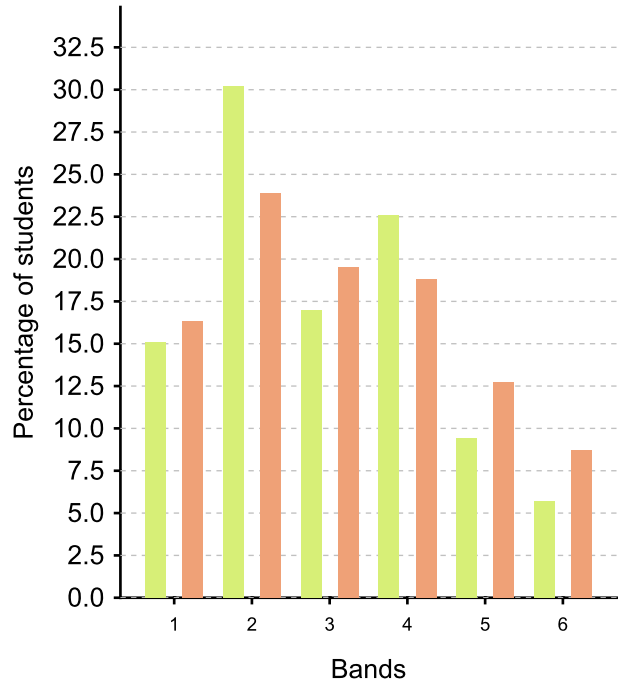


NAPLAN data for 2016 indicates that 17% of Year 3 students were in the top two bands for reading. This is a growth of 12% from 2015. There was also an increase in Year 5 students achieving the top band in reading. 81% of Year 3 students are at or above the National Minimum Standard for writing.

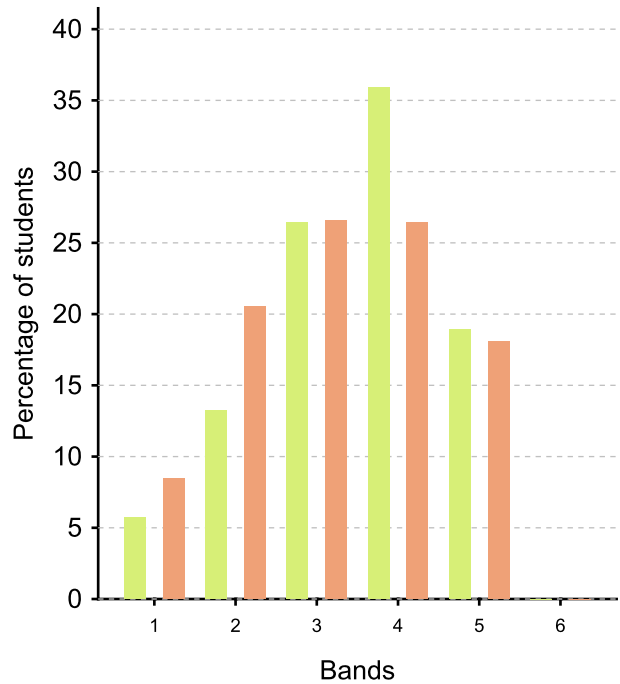
**Percentage in bands:**  
Year 3 Grammar & Punctuation



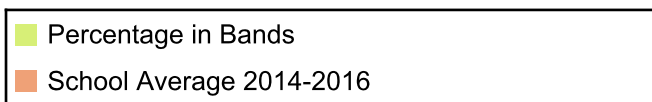
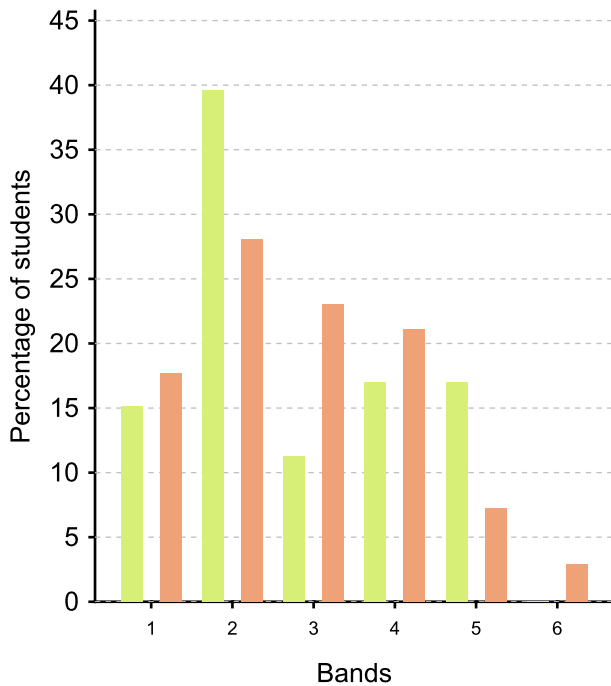
**Percentage in bands:**  
Year 3 Spelling



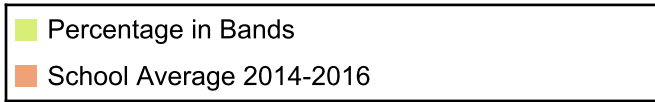
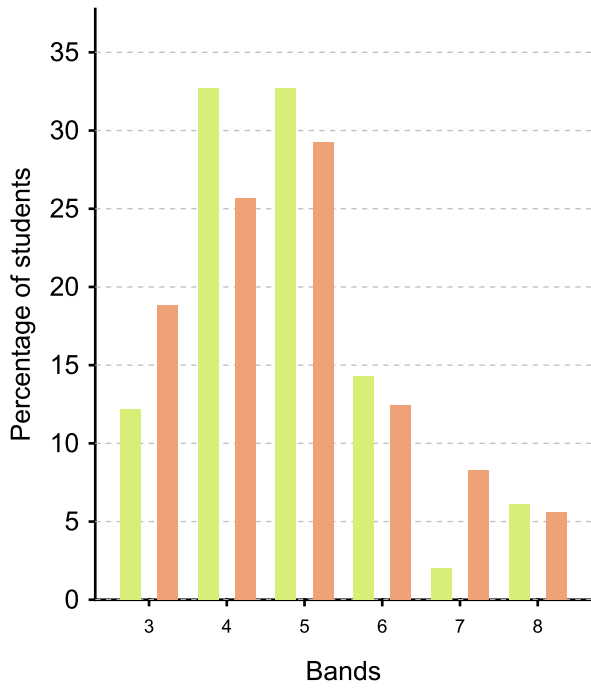
**Percentage in bands:**  
Year 3 Writing



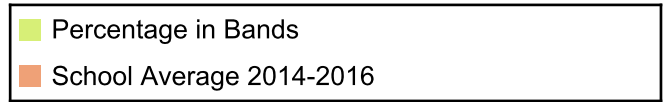
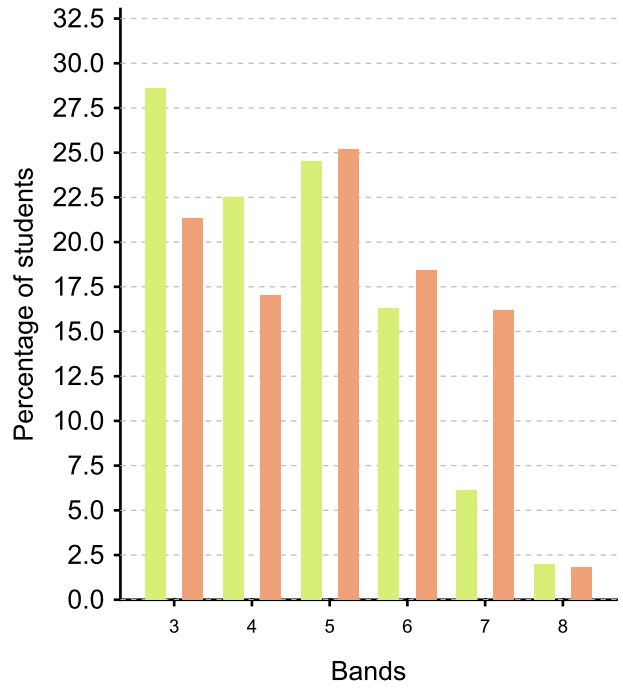
**Percentage in bands:**  
Year 3 Reading



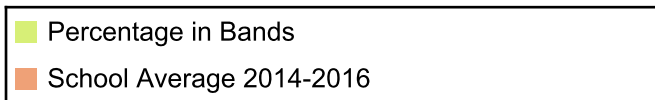
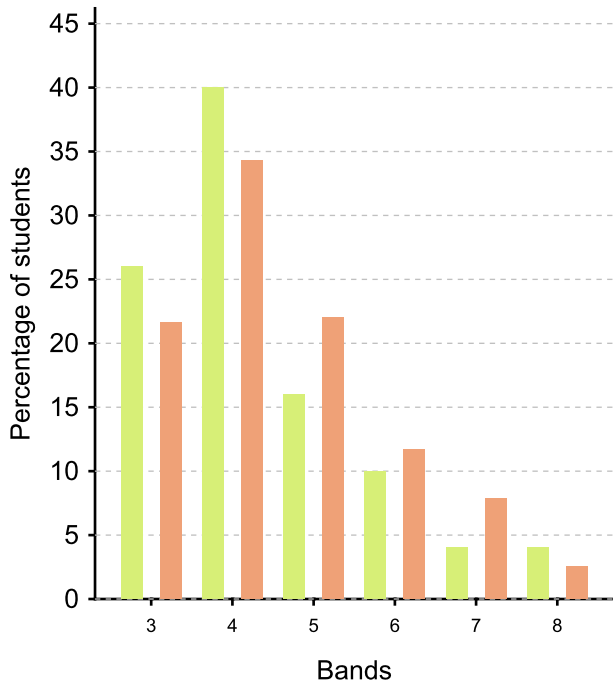
**Percentage in bands:**  
Year 5 Grammar & Punctuation



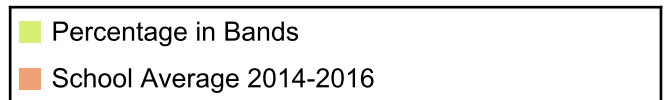
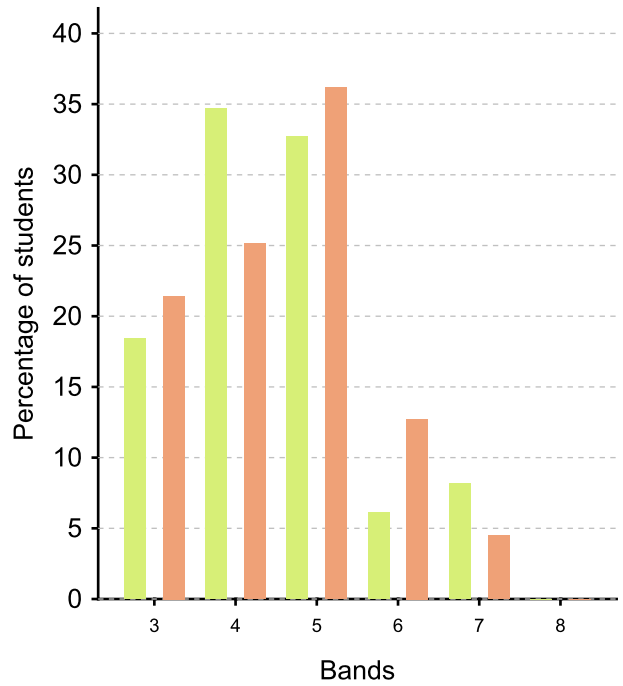
**Percentage in bands:**  
Year 5 Spelling



**Percentage in bands:**  
Year 5 Reading



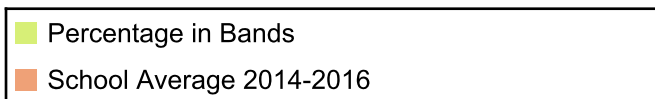
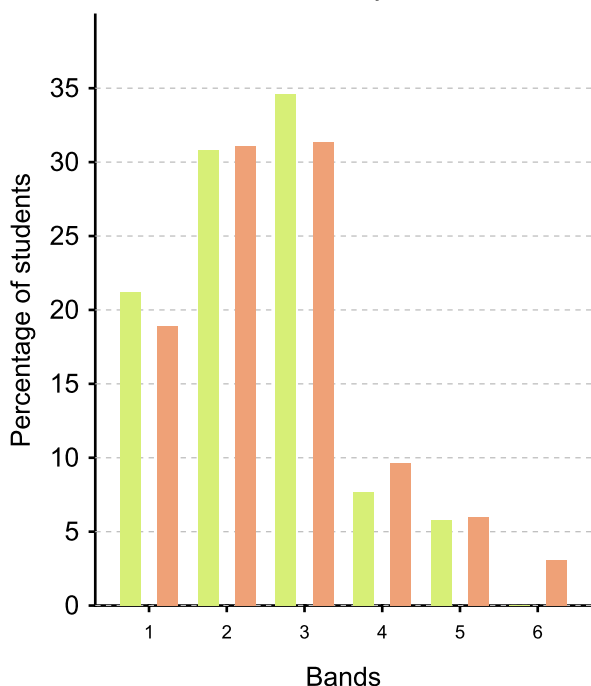
**Percentage in bands:**  
Year 5 Writing



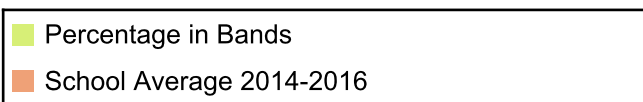
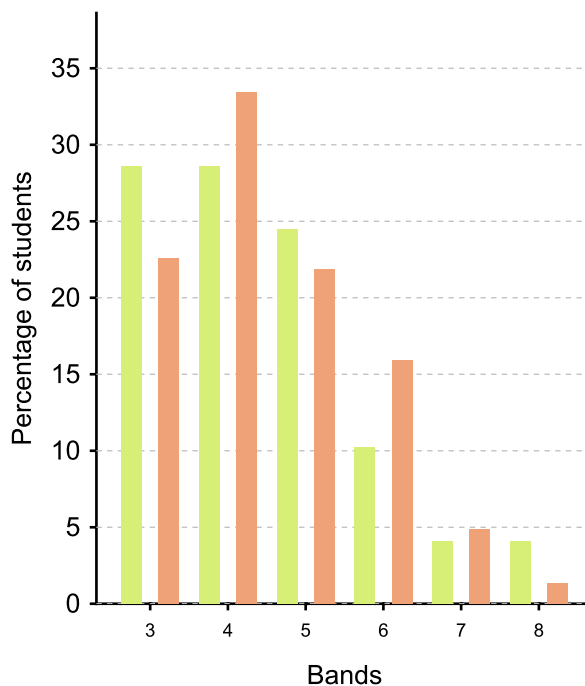
NAPLAN data for 2016 indicates that 5.8% of Year 3 students are achieving at proficiency level (top 2 bands) in Numeracy. There was a growth of 4.5% in Year 5 students achieving at proficiency level (top 2 bands) in Numeracy.

There has been a focus on improving number sense in 2016, specifically further developing teacher understanding around the numeracy continuum and syllabus through Spirals of Inquiry. Numeracy action plans and discussions during teacher collaboration time indicate teachers are embedding strategies in their teaching and learning programs.

**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Numeracy



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.

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Parents and carers have regular opportunities to provide feedback through Parent Café sessions, formal interviews and informal meetings. In Term 1 and Term 3, students in Years 4–6 participated in the Tell Them From Me survey. 95% of students reported placing high value on their schooling outcomes. 90% of students believe they try hard to succeed at school. 80% of students stated they were able to name two adults in the school who believed in their success.

## Policy requirements

### Aboriginal education

In 2016, Mrs Jennie McKenny, Aboriginal Education Officer (AEO) continued to support Aboriginal students in the classroom, focusing on extending understanding of key concepts in literacy and numeracy. Personalised Learning Plans (PLPs) were developed for each student, in consultation with parents and carers, to develop learning goals to support their success in the classroom. This process also enhanced partnerships with parents and the local community by providing an

opportunity to participate in the school. The AEO worked with teachers in classrooms to support teaching and learning programs. This included cooking johnny cakes with Kindergarten and Stage 1 students and writing the procedure.

NAIDOC week celebrations included Aboriginal educator and performance artist Matthew Doyle, who told Dreamtime stories, played instruments and performed dancing in the school hall.

Lurnea Public School also hosted several NSW Aboriginal Education Consultative Group Inc (AECG) local and regional meetings throughout 2016.

### **Multicultural and anti-racism education**

Lurnea Public School continues to support 75 percent of the student population and their families with language backgrounds other than English through a number of English as an Additional Language/Dialect (EAL/D) and multicultural programs. New arrivals, including refugee students, are provided with intensive support by a full-time EAL/D teacher, with a Graduate Certificate in TESOL (Teaching English to Speakers of Other Languages), as well as classroom support for targeted students provided by additional teachers and two part-time Arabic speaking School Learning Support Officers (SLSOs), resourced through additional refugee support funding.

Other successful multicultural programs include anti-racism strategies, such as the continuing appointment of an anti-racism contact officer (ARCO) who seeks successful resolutions to any complaints according to departmental policy. The school also has a Positive Behaviour for Learning (PBL) strategy to promote positive behaviours and attitudes through classroom activities as well as rewards systems. All meetings and assemblies begin with an Acknowledgement of Country. The logo on the school uniform is designed to promote respect and inclusivity.

The continuing appointment of an Arabic-speaking Community Liaison Officer (CLO) assisted greatly with communication and inclusivity. The CLO assists in developing strong home-school links through the continuation of Parent Café, English classes for parents, involvement in the preschool and as a contact and support for parents enrolling their children for the first time.

The use of information and social media, such as Facebook and the school website, builds positive community relationships through accessible communication.