

Laurieton Public School

Annual Report



2017



Est. 1877

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Introduction

The Annual Report for 2017 is provided to the community of **Laurieton** 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

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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 205 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 –\$120,739 has supported employment of a Community Liaison Officer, QuickSmart and in class support.

Aboriginal Background – \$11700 has provided additional learning support for all Aboriginal students to achieve personalised learning plan targets.

Low Adjustment for Disability– \$16,101 has supported employment of SLSOs to provide additional support for students with identified learning needs.

Location Loading –\$4209 is supporting student access to external educational programs.

Quality Teaching Successful Students

0.142 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.

Learning

In the domain of Learning we have focussed primarily on Wellbeing, Assessment and Reporting. Consolidation of processes and procedures across the school has continued to enhance positive student behaviour and encourage respect, responsibility and trust. Negative incidents reduced by 71% from 2016 and 100% of students achieved all wellbeing rewards. Professional learning associated with assessment, consistency of teacher judgement, quality feedback and 3 way conferencing provided parents with excellent information in regards to their child's educational development and an understanding of the personalised goals established for support from home.

Teaching

The provision of professional learning to enhance teacher understanding and quality teaching enabled all elements in the domain to be improved. Staff performance and development plans aligned to the school plan and identified areas for development such as ICT and robotics, cross curricular integration of Science, History and Geography, Multilit and Jolly Phonics and consistency of whole school programs focusing on spelling and Mathematics. Reviewing of balanced literacy and numeracy sessions during stage meetings and as part of lesson observations, personalised student learning goals and quality feedback, teacher/parent/student conferencing and quality reporting contributed to student development and a transparent learning culture.

Leading

Staff have an outstanding attitude and approach toward delivering quality educational opportunities to the students in our school. A huge array of extra curricular activities and special events throughout the school year encourages consistently high levels of parent involvement. A holistic approach to school planning and evaluative processes ensures all staff have ownership and commitment to the purpose of our strategic directions and the milestones targeted. Professional learning, distributed leadership and purposeful improvement measures have supported the delivery of quality teaching and student learning outcomes. Strategic financial management has ensured resources are maximised, all students have access to quality technological devices and the delivery of learning programs are adequately resourced. The 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 our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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

Staff capacity to collaboratively plan differentiated literacy and numeracy programs improved, evidenced by consistency in teacher programs and observations during planning sessions. All teachers and SLSOs received professional learning on explicit and systematic teaching of spelling and synthetic phonics. 100% of teachers indicate a thorough or sound knowledge of the systematic teaching of spelling. Qualitative and quantitative data indicated an improvement in students' phonological knowledge and spelling skills. Student surveys indicated 92% of students felt their spelling improved. SLSOs actively participated in professional learning on the Multilit and Quicksmart programs which were implemented with targeted students in Years 2 to 6. Quantitative data indicated an improvement in spelling, reading and numeracy skills for students involved. All classroom teachers continued to utilise the Literacy and Numeracy continuums to monitor and track students evidenced by PLAN data. Professional learning on teaching guided reading groups was provided for teaching staff. 100% of classroom teachers indicate feeling very or moderately confident teaching fluid and flexible reading groups. Parent information sessions were provided on Multilit, Jolly Phonics and Robotics with P&C meetings successfully utilised as a platform to increase parent attendance. All teachers collaboratively analysed NAPLAN data to inform programming and to assess progress towards the Premier's targets, with the proficiency levels in Year 3 reading and numeracy becoming considerably closer to aligning with the state average.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Align Year 3 and Year 5 proficiency in NAPLAN with the State Average by 2019.	\$8000	Analysis of NAPLAN data provided directions for 2018 professional learning and the proficiency levels of Year 3 reading and numeracy became considerably closer to the state average.
To sustain growth from Year 3 to Year 5 in NAPLAN Literacy and Numeracy to equal or better the state average.	\$8000	NAPLAN data indicated greater growth than the state in most areas assessed. 68% of students had a greater than or equal to expected growth in reading and an average scaled score growth of 108.6 compared to the state with 78.2. 68% of our students had a greater than or equal to expected growth in numeracy with a scaled score growth of 119.3 compared with the state at 96.8.
100% of teachers will utilise PLAN with all students engaged in learning programs driven by PLAN data.	\$8000	100% of classroom teachers updated PLAN data each term and provided feedback to parents twice annually. 100% of students given individual learning goals based on PLAN data which informed all class programs.

Next Steps

In literacy, continued development of the explicit teaching of phonics (with a focus on utilisation Years 3 to 6) and the processes around the 4 strategies for spelling. Professional learning in the explicit teaching of grammar using quality children's literature and the teaching cycle of writing. Using process drama strategies to teach critical literacy skills and inferential comprehension. In numeracy, professional learning associated with problem solving and a specific focus on building mathematical vocabulary. Professional learning to support implementation of the learning progressions and PLAN 2. Professional learning in the utilisation of feedback strategy '2 stars and a wish' for literacy and numeracy. Collaborative planning sessions for program development through the sharing of work samples, book work and programs. Development of scope and sequences in literacy to include writing purposes, grammar and punctuation. Continued professional learning toward future focused learning and critical and creative thinking.

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

All teaching staff participated in professional learning and school plan reviews in relation to the School Excellence Framework. Non-teaching staff received professional learning and support in implementing performance and development plans (PDPs). Professional learning was provided to support them in reaching their professional goals which were all aligned to the school plan. The school PDP timeline and processes for teaching and non-teaching staff were evaluated and the timeline finalised. All teaching staff developed professional goals in line with the school plan and the professional teaching standards, engaged in supervisor discussions and lesson observations in relation to their goals. PDP processes were completed by all members of staff. NAPLAN data, PLAN data and staff surveys were analysed to identify the school professional learning needs for the year and professional learning was evaluated each term to inform short term future directions. All teaching staff were provided with fortnightly release to meet DEC mandatory and school based professional learning requirements. CoS alliances were strengthened with a number of schools with shared professional learning and leadership meetings occurring to engage in professional discussions regarding common threads in PDP processes, school plans and strategic directions.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of staff performance and development plans will be aligned to the school plan.	\$3200	All teaching staff involved in evaluating the school plan utilising the School Excellence Framework. All staff PDP's were aligned to the school plan and all successfully completed the annual PDP process. School professional learning was aligned to PDP goals.
100% of staff performance and development plans will be aligned to the Australian Professional Standards of Teachers.	\$1600	Staff goals were aligned to descriptors in professional teaching standards. All staff provided evidence that supported the achievement of goals.

Next Steps

A focus on the school's procedures around supporting teachers in undertaking the new accreditation processes. PDP processes for teaching and non-teaching staff refined and reviewed. Lesson observations to have a focus on 'students' during the lessons rather than 'teachers' (John Hattie). Formal mentoring structures put in place for all staff with non-substantive leaders being mentored in mentor/leadership roles. School scope and sequences developed in identified areas to ensure curriculum requirements are met and future focused learning is embedded in teaching programs. Purposeful team meeting structures set up in order to gain consistency in teaching programs K-6 and to maintain previous focus areas.

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

All staff engaged in professional learning toward three way conferencing and effective feedback to students and parents. Over 95% of parents attended the Teacher/Parent/Student (TPS) conferences with 100% of parents indicating the process to be valuable. Staff used three way conferences as well as P&C meetings as platforms for providing parents with information associated with the teaching of literacy and numeracy and how students learn. 100% of students were given personal learning goals and used self-reflection as a means of guiding their own learning. PLAN data was updated each term to support this process. New software was used to follow up individual student attendance and attendance rates were within 1% of the state average. Over 85% of parents sometimes or regularly attended school assemblies. 100% of students performed at assemblies and 100% of students enjoyed attending assemblies. All teaching staff were involved in the evaluation of the school against the School Excellence Framework, School Wellbeing Framework and milestones progress. Student, parent and staff surveys were analysed to develop and support future planning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of students use reflection on assessment and reporting processes and feedback to plan learning.	\$6400	100% of students used ongoing self-reflection to create personal learning goals in collaboration with teachers. These were utilised to guide teacher programs and to feedback to parents during three way conferences.
School attendance rates are at or above state averages.		School policies and whole school processes support student attendance. This is evidenced by the school attendance rate being within 1% of the state average. 100% of students and 100% of parents value representative opportunities. There were no unexplained absences during school events such as Harmony Day, Stage 3 public speaking competition, K-2 athletics and cross country carnivals, welfare reward day, Grandparents Day and Presentation Day.
100% parent participation in parent teacher conferences.	\$6400	Over 95% of parents attended the Teacher/Parent/Student conferences with 100% of parents indicating the process to be valuable.

Next Steps

Teacher/Parent/Student (TPS) processes maintained and continually evaluated. A focus on using the new progressions and PLAN2 to feedback to parents during TPS conferences. CHCoS partnerships strengthened through collaboratively identifying areas of focus (e.g future focused learning, feedback, scope and sequences) with partner schools and having collaborative action learning projects for leadership teams and sharing sessions for staff across the schools. Reporting format evaluated and refined in collaboration with the parent community and the CHCoS.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$9600	The development of PLP's for all students aligned to learning needs was very successful in increasing student performance as indicated on PLAN data. SLSO's created PDP's recognising programs they were implementing within the classroom.
Low level adjustment for disability	\$16101	Learning Support Officers were employed to assist students with identified learning adjustments in all classrooms. Personalised goals and plans were developed that focussed on the specific needs of the student. Multilit and Quicksmart were also administered by the SLSO's.
Quality Teaching, Successful Students (QTSS)	0.142 FTE	All staff were involved in professional learning associated with Mathematics, Multilit, spelling and implementing Jolly Phonics. NAPLAN results highlighted the progress the school has made in lifting student achievement and understanding. The Kindergarten Orientation program was highly valued by parents and 100% of intended enrolments commenced in 2018.
Socio-economic background	\$78197	Survey data analysed from teachers, students and parents indicated excellent support for the programs and initiatives implemented in 2017. Quality professional learning, technology, TPS conferences and CTJ sessions were highly valued and supported by our school community.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	110	94	97	92
Girls	100	94	109	118

Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.4	96.1	94.1	95.3
1	94.7	91.8	92.7	94
2	93.6	95.8	92	92.1
3	93.6	93.3	92.6	92.2
4	95.1	93.5	93.4	92.7
5	95.1	93.6	92.8	92.3
6	93.8	95.3	94	92.7
All Years	94.3	94.2	93.1	92.9
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Student attendance is monitored daily and absences require explanations. SMS messaging and a function on our school App enables 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. If a child's attendance drops below 85%, parent contact and monitoring occurs.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	2
Head Teacher(s)	0
Classroom Teacher(s)	6.78
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.7
Teacher Librarian	0.4
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	2.52
Other Positions	0

*Full Time Equivalent

Enrolment numbers supported the creation of eight classes for the duration of 2017. 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	0

Professional learning and teacher accreditation

In 2017 all 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 both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

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

Receipts	\$
Balance brought forward	342,113
Global funds	176,435
Tied funds	252,350
School & community sources	75,592
Interest	3,905
Trust receipts	17,077
Canteen	0
Total Receipts	525,359
Payments	
Teaching & learning	
Key Learning Areas	13,907
Excursions	37,813
Extracurricular dissections	30,871
Library	1,796
Training & Development	1,946
Tied Funds Payments	176,319
Short Term Relief	17,189
Administration & Office	31,246
Canteen Payments	0
Utilities	20,866
Maintenance	6,776
Trust Payments	19,707
Capital Programs	11,183
Total Payments	369,619
Balance carried forward	497,853

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31

December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	532,701
Appropriation	497,853
Sale of Goods and Services	35
Grants and Contributions	34,513
Gain and Loss	0
Other Revenue	0
Investment Income	299
Expenses	-147,174
Recurrent Expenses	-147,174
Employee Related	-87,167
Operating Expenses	-60,008
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	385,526
Balance Carried Forward	385,526

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	1,468,338
Base Per Capita	31,482
Base Location	4,209
Other Base	1,432,647
Equity Total	220,936
Equity Aboriginal	11,700
Equity Socio economic	120,739
Equity Language	1,295
Equity Disability	87,203
Targeted Total	79,520
Other Total	14,470
Grand Total	1,783,264

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

Year 3 proficiency in Reading increased from 32% in 2016 to 46% in 2017. Year 5 results revealed a drop in the percentage of students in the bottom two bands from 24% in 2016 to 8% in 2017. Year 5 growth exceeded the state average in Reading, Spelling and Grammar and Punctuation. Areas for continued development include spelling, grammar and writing.

Year 3 NAPLAN results indicated a significant increase in the percentage of students scoring in the top three bands; 2016–48% , 2017–80%. Year 5 growth in

Numeracy was 30 scale points higher than the state. Areas for continued development will be balanced numeracy sessions and multi step problem solving.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Year 3 proficiency in 2017 increased by 14% in Reading and 20% in Numeracy from our 2016 results. Year 5 results showed growth to be 30 scale points greater than the state average in Reading and 23 scale points greater than the state average in Numeracy. Value added data rated our school as Sustaining and Growing K–3 and Excelling Yr 3–5.

Parent/caregiver, student, teacher satisfaction

2017 survey data for school evaluation from students, parents and staff provided positive feedback on our performance.

87% of parents indicated excellent or outstanding progress toward the school vision.

95% of parents attended the teacher/parent/student conferences.

89% of parents and 98% of students believe our wellbeing program encourages right choices.

100% of parents and students value the extra curricular opportunities provided in the areas of sport, academic challenges and Creative Arts.

100% of teachers implement balanced literacy and numeracy sessions using modelled, guided and independent teaching strategies.

100% of teachers identified student reflection on assessment, reporting and feedback to plan learning, as an area for further professional learning.

Policy requirements

Aboriginal education

Aboriginal education is addressed across the curriculum through integrated units for all students K–6. Personal learning plans and goals are developed through teacher, parent and student conferences to ensure a united approach is established to support student achievement and enhance home–school relationships. Aboriginal enrolment was as high as 6% in 2017. Quality teaching resources were prepared and shared by staff to improve student understanding of Reconciliation Week and NAIDOC Week, with work samples from all classes displayed in the hall. Aboriginal Background equity loading provided learning support for students in reading (LaST and Multilit), Mathematics (Quicksmart) and in the classroom utilising SLSO's.

Multicultural and anti-racism education

Multicultural education is addressed across the curriculum through integrated units for all students K–6, with quality resources purchased and websites identified to enhance teaching and learning programs that promote understanding of our multicultural society and anti-racism. Additionally students participated in Harmony Day celebrations whereby each classroom became a country and provided information associated with its culture and customs to all students. Artefacts, languages, games, dances and foods were areas for exploration by the children.