

Lurnea Public School Annual Report



2017



4289

Introduction

The Annual Report for **2017** 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

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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

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

The results of this process indicated that in the domain of Learning, Lurnea Public School demonstrates a high level commitment to individual student achievement. Furthermore, the evidence demonstrates strong use of student voice as a driving force for whole school improvement. This strategy works in partnership with individual differentiation and learning adjustments to enable every student to thrive now and into the future.

Well established procedures and practices ensure the sharing of accurate and meaningful information between teachers and interagency learning partners. This embedded practice promotes individual student achievement and attainment at the core of all actions and student advocacy.

The evidence affirms the commitment of the leadership team to providing a comprehensive curriculum experience that allows all students to grow their skills and knowledge. Additionally, there is evidence of deep commitment to the aspirational hopes and dreams of the whole school community. Active and productive partnerships exist between parents and the school to support all students through critical learning transition points throughout their schooling. These strategies build on the capabilities and skills of individual learners by providing them with rich and meaningful, well–resourced quality teaching.

In the domain of Teaching, Lurnea Public School demonstrates a contemporary, agile and responsive experience of quality teaching and learning for all students. Staff demonstrate high ethical and moral obligation to students through the development of authentic reflective practices. Teachers use an international evidence base, with a comprehensive knowledge of what works best, to design learning that is purposeful and connected.

Through the use of the Spiral of Inquiry, teachers have developed sophisticated mechanisms for collecting, analysing and interpreting student data. This enables every teacher to take responsibility for every learner.

At the heart of successful, quality teaching at Lurnea Public School is authentic collaboration that grows personal and collective efficacy. By taking a shared responsibility for the achievement of every learner, teams work together in a transparent culture of observation, feedback and accountability. Teachers reflect on the impact of their teaching and are

prepared to share this knowledge, particularly with early career teachers as work towards higher levels of accreditation.

Throughout all of these systems and strategies, there is a shared culture of high expectations that insist every student can and will learn.

In the domain of Leading, Lurnea Public School, through its contemporary practices and learning partnerships with leading international experts, positions itself as a lighthouse of effective systems leadership. There is evidence of authentic distributed leadership, which promotes a culture of high expectations and shared responsibility for the engagement of students, the quality of teaching and the impact on learning.

The school has partnerships that extend beyond the school gate that enrich opportunities for professional learning and exchange. These partnerships are supported by strategic resource allocation. The school leadership team has committed to creating professional learning experiences that are offered to hundreds of other educators from local schools and from further afield. These professional learning opportunities and system practices have resulted in a growing, authentic network of educators who are deeply committed to inquiry and innovation.

The rhythms of professional learning that are embedded in the learning cycles have become a guiding template for other schools to follow because of their innovative nature, strategic resourcing and quality implementation. Current research and world wide trends in education are operationalised by a leadership team who are committed to ongoing improvement and sustainability.

This shared leadership experience will have lasting impact on each of the current Lurnea Public School leaders as they move into other systems leadership roles into the future.

Our self-assessment and the external validation 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

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

A culture of educational aspiration exists at Lurnea Public School. There is demonstrated commitment in and across teams to strengthen partnerships with all members of the school community including staff, students and parents. This commitment focuses on the school learning priorities and echoes well-developed policies and procedures to position the needs of individual learners at the forefront of all decision making and action. There is a consistent whole school approach to ensuring students have a say in their cognitive, physical, emotional and social needs.

Underpinning all of these practices is a commitment to authentic, quality teaching and learning experiences that enable students to thrive in an ever-demanding world. Teachers are required to represent student voice within their own professional development by asking students the powerful questions of what are you learning, how is it going and where to next. This process delivers an improved self-awareness for teachers as facilitators of learning and for students as co-designers and drivers of their own learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Provide high quality professional learning in current educational pedagogies through school and across-system networks.	<p>Early Career Teacher Conference and 4 x Residentials – \$41, 750</p> <p>Collaboration Time (SISA) – \$120,000</p> <p>Assistant Principals non-class attached – \$400,000</p> <p>Deputy Principal – IL Literacy – \$130, 000</p>	<p>Early Career Teacher Conference – March 2017</p> <p>Leadership team planned and hosted a network Early Career Teacher Conference. High quality professional learning was provided in behaviour management and the literacy and numeracy continuums.</p> <p>Spirals of Inquiry and Collaboration Time embedded into whole school timetable</p> <p>Teacher collaboration was again made a priority for 2017, with weekly collaboration time embedded for each stage within the whole school timetable.</p> <p>Staff continued to engage in high quality professional learning. This professional learning was offered to other local schools.</p> <p>Whole School Professional Learning modules</p> <p>In addition to professional learning residentials, all teaching staff were offered the opportunity to attend a Network of Inquiry and Innovation symposium. The leadership team hosted the event along with three other schools.</p>
Strategic development of systems and practices to ensure productive learning environments and positive relationships between students, staff and the	Wellbeing Flexible Funding – \$37,000	<p>Positive Behaviour for Learning and Learning Support Procedures</p> <p>In 2017, the school's systems and processes to support positive behaviour in learning (PBL)</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
community.		<p>continued to be evaluated and revised. The PBL team held regular meetings to discuss and implement strategies aimed at establishing consistent school-wide expectations of behaviour.</p> <p>Student Recognition</p> <p>Positive behaviour is encouraged through the use of class and whole school recognitions. In 2017, each term culminated in a Rewards Day, that recognised students who consistently display positive behaviour for learning.</p> <p>Promoting and supporting positive relationships</p> <p>The <i>Talking Drums – Resilient Kids</i> program is a nationally funded interactive educational program designed to support Year 6 students in strengthening social skills. The program, delivered by Anglicare NSW, explored healthy and supportive relationships through drumming and group discussion.</p> <p>During Term 4 2017, targeted students engaged in activities that promote communication, cooperation and positive behaviour.</p>
Coordinate support for student learning including tiered levels of intervention and external agency engagement.	<p>MultiLit – \$120,000</p> <p>Educational Speech Pathology and Therapy Services Pty Ltd – \$28,740</p> <p>Assistant Principal – Student Success – \$110,000</p>	<p>Paraprofessionals to support student success</p> <p>In 2017, Lurnea Public School provided access for identified students to speech and occupational therapies by employing the services of Educational Speech Pathology and Therapy Services Pty Ltd. The therapists work closely with the school learning support team to support students receiving the intervention. Therapists provided regular reports on student progress and supported teachers in implementing various strategies in the classroom.</p> <p>Assistant Principal – Student Success</p> <p>The position of Assistant Principal continued at Lurnea Public School in 2017 to lead student wellbeing and student success initiatives. The position is non-class attached allowing for greater ability to liaise with other executive staff and teachers on actions required to support individual students and their families when required.</p> <p>The main responsibilities for the Assistant Principal – Student Success include:</p> <ul style="list-style-type: none"> · co-leading the Learning Support Team with a focus on supporting teachers to meet the individual needs of their students, · providing professional learning and support for teachers on the development of Aboriginal Personalised Learning Plans (ATSI PLP), · leading the PBL Team to create systems and procedures that lead to a positive school focus

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Coordinate support for student learning including tiered levels of intervention and external agency engagement.		based on being safe, respectful learners · liaising with external agencies to support students in out of home care placements · promoting student wellbeing and engagement by working closely with the Home School Liaison Officer and Educational Services staff to monitor student attendance and take action when required.

Next Steps

Continue to create authentic learning networks using action plans to refine quality teaching in order to measure and evaluate impact.

Ensure all teachers consistently use formative assessment practices and other contemporary pedagogies to enable students and staff to articulate literacy and numeracy learning goals.

Enable all students to experience an inclusive school setting that is strategically designed to support their wide ranging academic, socio-emotional and wellbeing needs.

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

Lurnea Public School has become well known for the excellence of contemporary practice demonstrated throughout the school each day. Through a strategic focus on instructional leadership, teachers are provided with cyclical opportunities to evaluate the most effective teaching and learning practices. Teachers are also provided with opportunities to evaluate evidence based practices with the support of an instructional leader with a mathematics focus and an instructional leader with a literacy focus.

Professional learning is the cornerstone of all aspects of school improvement at Lurnea Public School. The school is recognised as a provider of exemplary professional learning opportunities, which cater for all members of the school staff. All professional learning echoes the strategic directions of the school and promote the use of evidence and collaboration at its core. There is a shared vision to promote professional learning as the driver for change and the mechanism for measuring impact.

These explicit systems allow for school wide improvement in teaching practice and the tracking of improved student outcomes. The school has developed rhythms of learning that provide teachers with exposure to global trends in education including explicit collegial links with international educators from high performing systems. Our leaders and teachers work beyond our school gate and demonstrate agile teaching and leadership.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Design systems and develop processes to ensure 21st century learning skills are embedded in action plans and their impact evaluated.	Collaboration Time (SISA) – \$120,000 Deputy Principal – IL Literacy – \$130,000	Spiral of Inquiry The Spiral in Inquiry is a framework designed to support quality professional learning practices. It was developed by Drs Judy Halbert, Linda Kaser and Helen Timperley over the course their careers as international leaders in system wide, educational improvement. The Spiral of Inquiry is deeply embedded into our cycles of learning with a session being held every Monday of the school year for different stage teams throughout the school. There is evidence of steady progress towards more consistent percentage of students achieving in the top two bands in NAPLAN. The Spiral of Inquiry provides opportunities for teachers to ‘drill down’ into the data to ensure impressive student achievement is being supported and extended in the classroom. Each stage action plan that is created through the inquiry process, contains predictions of improved student performance. Goals are set for students requiring remediation along with students who are ‘on track’ and require additional challenge to continue their growth.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Implement inquiry based professional learning focused on data informed, evidence based practice.	Collaboration Time (SISA) – \$120,000 Early Career Teacher Conference and 4 x Stage Residentials – \$41,750	<p>Spiral of Inquiry</p> <p>In 2017, staff continued to engage in high-quality, evidence based professional learning using the Spiral of Inquiry. Teachers participated in sessions that had a strong focus on student data and evidence of learning to improve the teaching of literacy and numeracy.</p> <p>Through school evaluation, teachers have consistently named the Spirals of Inquiry as the most impactful process by which their teaching has improved.</p> <p>Early Career Teacher Conference</p> <p>In 2017, teachers within their first three years of teaching attended an Early Career Teacher Conference, hosted by Lurnea Public School. This opportunity enabled teachers to participate in learning designed to improve practice and engage with the Australian Professional Standards for Teachers.</p>
Develop opportunities for staff to pursue higher levels of accreditation.	Early Career Teacher Conference and 4 x Stage Residentials – \$41,750	<p>Teacher Accreditation</p> <p>Early career teachers continue to collect and annotate evidence in preparation for attaining accreditation at proficient level. In 2017, seven early career teachers presented for accreditation.</p>

Next Steps

Every teacher will engage in evidence collection measured against the National Learning Progressions to inform the future directions in teaching and learning in relation to syllabus requirements.

Teachers will relate syllabus requirements to student achievement to codesign with students next steps in learning.

Students will be able to articulate their goals and describe their future directions in learning.

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

Collaborative practices are well established at Lurnea Public School and are underpinned by strategic resourcing, whole school staffing allocation and innovative structures including Assistant Principals being non-class attached to provide shoulder-to-shoulder support. The school learning design promotes opportunities for teacher collaboration to deliver on curriculum and individual student learning priorities.

Through the implementation of the Spirals of Inquiry, professional learning into quality teaching practices that impact on individual students are strategically planned and evaluated. This process requires teachers to collect data and evidence of student achievement. The inquiry is explicit and systematic and is clearly linked to the school curriculum scope and sequences and assessment practices.

Teachers have the opportunity to analyse the data with the support of Instructional Leaders and Assistant Principals to co-design strategies to maximise impact on student learning. Student voice is a predominant feature of these evidence informed practices. This allows educators to reflect and provide reciprocal feedback and to predict measures of growth and achievement.

These collaborative practices are designed in such a way that collective efficacy is measurable and lateral accountability is owned by each team. There is a strong belief that all learners are the responsibility of all teachers.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Development of evaluative practices that seek and act on stakeholder feedback, designed to improve school performance.		<p>Tell Them From Me</p> <p>In 2017, the Tell Them From Me survey was used to measure the intellectual and social engagement of students in Years 4 to 6.</p> <p>96% of students in Years 4 to 6 value school outcomes. They believe that schooling is useful in their everyday life and will have a strong bearing on their future.</p> <p>82% of students in Years 4 to 6 are interested and motivated in their learning, while 92% try hard to succeed in their learning.</p>
Create a learning design to connect students, staff and the community with the necessary expertise to support student learning.	<p>Colaboration Time (SISA) – 120,000</p> <p>Assistant Principals non-class attached – \$400,000</p> <p>Educational Speech Pathology and Therapy Services Pty Ltd – \$28,740</p> <p>MultiLit – \$120,000</p>	<p>Building collective efficacy through collaboration</p> <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>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Create a learning design to connect students, staff and the community with the necessary expertise to support student learning.</p>		<p>Shoulder-to-shoulder support</p> <p>In 2017, 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>Paraprofessionals to support student success</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 for targeted students.</p>
<p>Create opportunities to build staff capacities in order to ensure succession planning, resulting in embedded core beliefs that are protected and maintained.</p>		<p>Career development and leadership capacity building</p> <p>Stage organisers continued to be recruited in 2017. 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 required.</p>

Next Steps

Increase the number of students with additional needs accessing quality intervention and support services.

Promote and maintain positive and respectful relationships across the school community resulting in wide collective responsibility for learning.

Increase the number of staff achieving higher levels of accreditation.

Strengthen community partnerships.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Assistant Principals non-class attached – \$400,000	In 2017, the Assistant Principal – Student Success provided support to Aboriginal students and their families by maintaining connections with external support services and community organisations. Students continued to be supported by the Aboriginal Education Officer (AEO).
English language proficiency	Intensive English Centre (1 FTE EAL/D teacher, 0.8 FTE Bilingual SLSO) – \$150,000	In 2017, due to an increase in new arrival and refugee students, an Intensive English Centre (IEC) was established. This group of students was supported by one full-time EAL/D teacher and a bilingual School Learning and Support Officer. Students were provided with intensive support in learning English. When students had achieved a level of English proficiency that enabled them to be successful in a mainstream classroom, they were transitioned out from the IEC and provided support in class via differentiated and personalised learning plans and AP support.
Low level adjustment for disability	Assistant Principals non-class attached – \$400,000 Educational Speech Pathology and Therapy Services Pty Ltd – \$28,740	Speech therapy and occupational therapy continued in 2017 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.
Quality Teaching, Successful Students (QTSS)	Collaboration Time (SISA) – \$120,000 Assistant Principals non-class attached –	All teachers engage in collaboration time with their stages. Mentoring and coaching opportunities are provided by stage Assistant Principals.
Socio-economic background	Community Liaison Officer – \$45,000 Additional SLSOs – \$90,000	The employment of a Deputy Principal provides a strong link between the school and community. In 2017, 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. Additional SLSOs, including one Arabic speaking, were employed to support identified students in mainstream classes. Through LST procedures, students were supported in accessing outside agencies and health services.
Support for beginning teachers	Early Career Teacher Conference and 4 x Residentials – \$41,750	In March 2017, an Early Career Teachers Conference was held for teachers within the first three years of their teaching career. The

<p>Support for beginning teachers</p>	<p>Assistant Principals non-class attached – \$400,000</p> <p>Collaboration Time (SISA) – \$120,000</p>	<p>conference was hosted in partnership with Sackville street Public School and Glenmore Park Public School. Teachers were provided with high-quality professional learning in 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. 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.</p> <p>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>Targeted student support for refugees and new arrivals</p>	<p>Intensive English Centre (1 FTE EAL/D teacher, 0.8 FTE Bilingual SLSO) – \$150,000</p> <p>Community Liaison Officer – \$45,000</p>	<p>In 2017, due to an increase in new arrival and refugee students, an Intensive English Centre (IEC) was established. This group of students was supported by one full-time EAL/D teacher and a bilingual School Learning and Support Officer.</p> <p>Students were provided with intensive support in learning English. When students had achieved a level of English proficiency that enabled them to be successful in a mainstream classroom, they were transitioned out from the IEC and provided support in class via differentiated and personalised learning plans and AP support.</p>
<p>Early Action for Success</p>	<p>Deputy Principal – IL Literacy – \$130,000</p> <p>Early Career Teacher Conference and 4 x Residentials – \$41,750</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 2017, including L3, TEN and Reading Recovery. Targeted students in Year 3 also participated in the MultiLit program.</p> <p>Instruction Leaders also performed a critical role in leading professional learning in</p>

<p>Early Action for Success</p>	<p>Deputy Principal – IL Literacy – \$130,000</p> <p>Early Career Teacher Conference and 4 x Residentials – \$41,750</p>	<p>Literacy and Numeracy using the Spirals of Inquiry as a framework.</p>
<p>Wellbeing</p>	<p>Assistant Principal – Student Success – \$110,000</p> <p>Assistant Principals non–class attached – \$400,000</p>	<p>Through the implementation of quality teaching and authentic professional learning, Lurnea Public School consistently demonstrates a strong commitment to student wellbeing. At the heart of all school decision making is the desire for students to succeed and to thrive within school and the wider community. Clearly defined behaviour expectations enable students to feel supported to achieve their best. These expectations of student behaviour are clearly articulated to the school community where success is publically recognised and celebrated.</p> <p>Comprehensive policies are in place to identify students with additional learning needs to enable learning support interventions to be catered for individual needs.</p> <p>Strong and lasting interagency partnerships have been formed through the employment of an Assistant Principal – Student Success, who has the responsibility of overseeing wellbeing programs throughout the school. This unique and innovative role establishes high levels of consistency and excellence in tracking of operation wellbeing data.</p> <p>Systems and practices exist to cater for the learning and support needs of individual students. Significant programs for cognitive and social intervention along with physical and emotional strategies are implemented in a cyclical way each week. Students who are identified as having significant additional learning needs are catered for individually, case by case. In partnership with paraprofessionals and departmental support staff, individual learning plans are co–designed, implemented and evaluated. Effective mechanisms of support are established to support cultural diversity and unique identity. The pinnacle outcome of student wellbeing at Lurnea Public School is measured in the value added data collected relating to student achievement.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	230	234	227	230
Girls	205	210	205	193

Student attendance profile

School				
Year	2014	2015	2016	2017
K	93.3	92	94	92
1	92.9	91.8	90.5	93.5
2	92.8	90.8	92	91.6
3	93.3	90.8	91.8	92.5
4	93.1	95.2	89.7	92.2
5	92	91	93.6	92
6	92.8	91.8	89.8	93.9
All Years	92.9	91.9	91.6	92.5
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

The position of Assistant Principal was established at Lurnea Public School to lead student wellbeing and student success initiatives. The position is non-class attached allowing for greater ability to liaise with other executive staff and teachers on actions required to support individual students and their families when required.

In 2017, the monitoring of student attendance and the coordination of action was led by the Assistant Principal – Student Success, who met fortnightly with the Home School Liaison Officer (HSLO). During these meetings, attendance concerns were identified and interventions and supports were put in place where necessary. Stringent follow up actions and support provided to

families resulted in overall improvements in attendance and school engagement in 2017.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	5
Head Teacher(s)	0
Classroom Teacher(s)	17.66
Teacher of Reading Recovery	0.74
Learning & Support Teacher(s)	2.3
Teacher Librarian	0.8
Teacher of ESL	1
School Counsellor	1
School Administration & Support Staff	9.37
Other Positions	0

*Full Time Equivalent

The Australian Education Regulation 2014 requires schools to report on Aboriginal composition of their workforce. In 2017, Lurnea Public School employed one full-time Aboriginal Education Officer. Throughout the year, the school employed one part-time Aboriginal SLSO where required.

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

A significant amount of evidence based professional learning was undertaken by staff at Lurnea Public School in 2017, 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 all teaching staff attending the NOII NSW Symposium in July. All teaching staff at

Lurnea Public School are working towards or maintaining Proficient level of accreditation with the NSW Educational Standards Authority (NESA).

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

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

Financial summary

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

	2017 Actual (\$)
Opening Balance	185,855
Revenue	5,587,026
Appropriation	5,501,646
Sale of Goods and Services	26,759
Grants and Contributions	57,722
Gain and Loss	0
Other Revenue	0
Investment Income	899
Expenses	-6,558,608
Recurrent Expenses	-6,546,880
Employee Related	-5,644,584
Operating Expenses	-902,297
Capital Expenses	-11,727
Employee Related	0
Operating Expenses	-11,727
SURPLUS / DEFICIT FOR THE YEAR	-971,581
Balance Carried Forward	-785,726

During 2017, Lurnea Public School incurred significant additional costs associated with commencing a number of programs and strategies to support the strategic directions of the school as outlined in the school plan.

In addition to this strategic spending, the school experienced significant unexpected costs associated with infrastructure requirements needed to ensure the safety of students with disabilities by securing the perimeter of the school and updating the key systems throughout the whole school.

The deficit balance carried forward was expected and planned for by the school leadership team. As such, it is anticipated that the school will return to a surplus balance carried forward in 2020 as a result of careful financial management in 2018 and 2019.

	2017 Actual (\$)
Base Total	2,659,945
Base Per Capita	72,437
Base Location	0
Other Base	2,587,508
Equity Total	1,275,478
Equity Aboriginal	77,755
Equity Socio economic	721,678
Equity Language	130,938
Equity Disability	345,106
Targeted Total	785,304
Other Total	645,775
Grand Total	5,366,501

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.

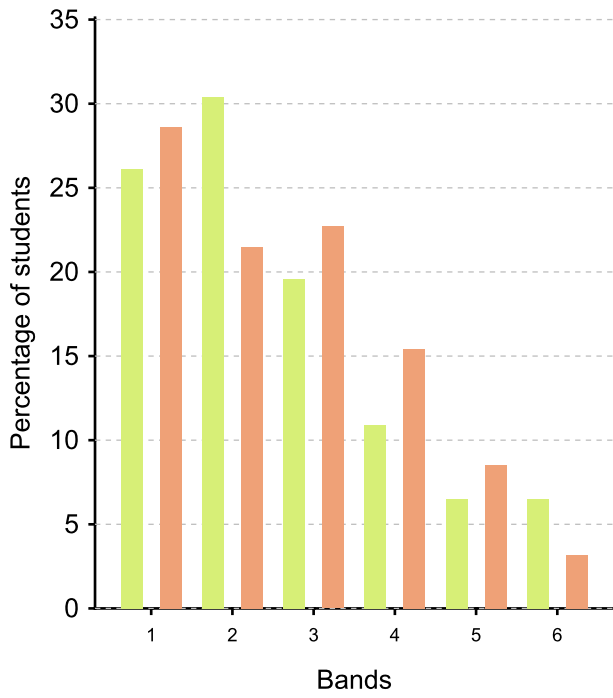
School performance

NAPLAN

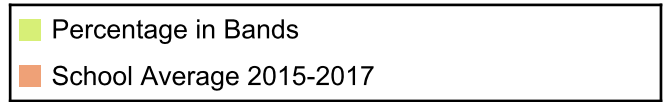
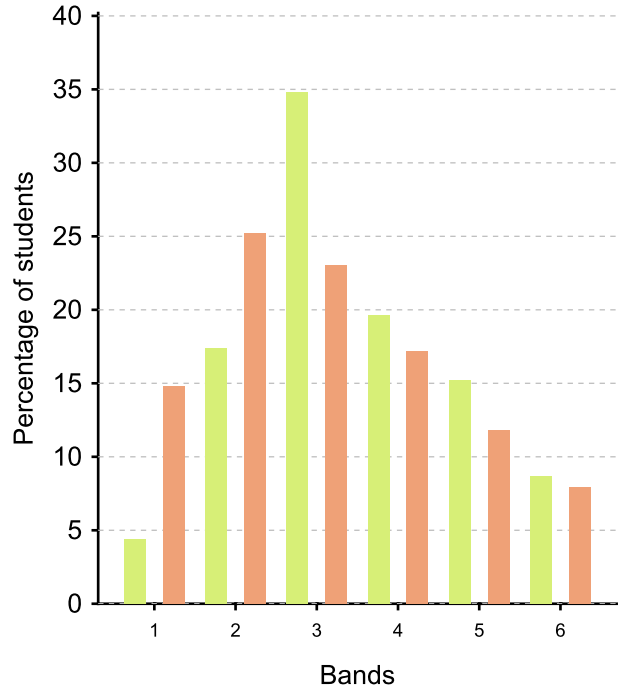
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

NAPLAN data for 2017 indicates that 17% of Year 3 students were placed in the top two bands for Writing, with 82.5% of students at or above National Minimum Standard. There has been a growth of 4.3% in the top band of Writing when compared to results from the past two years. 4% of Year 5 students achieved proficiency in Writing. In Reading, 66% of Year 5 students achieved greater than or equal to expected growth.

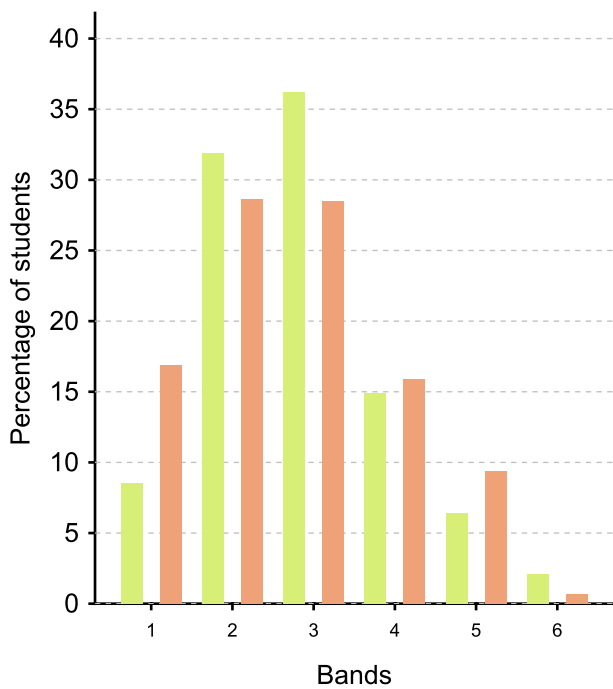
Percentage in bands:
Year 3 Grammar & Punctuation



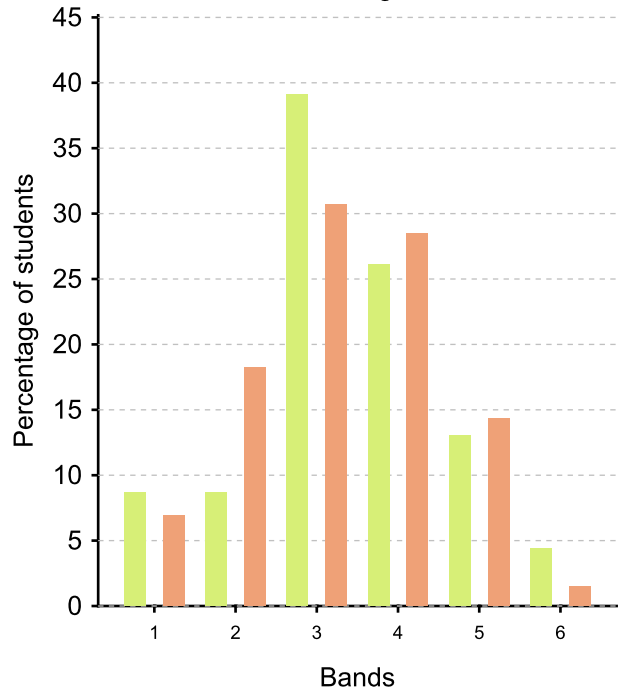
Percentage in bands:
Year 3 Spelling



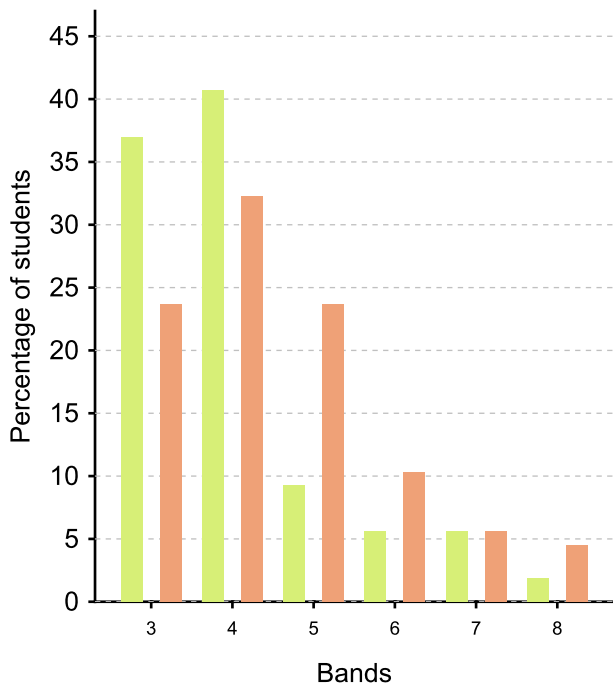
Percentage in bands:
Year 3 Reading



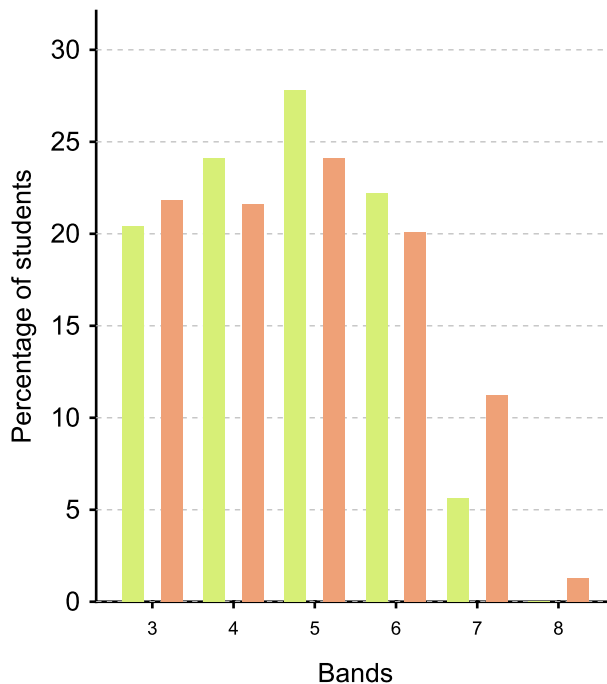
Percentage in bands:
Year 3 Writing



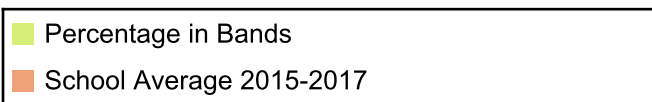
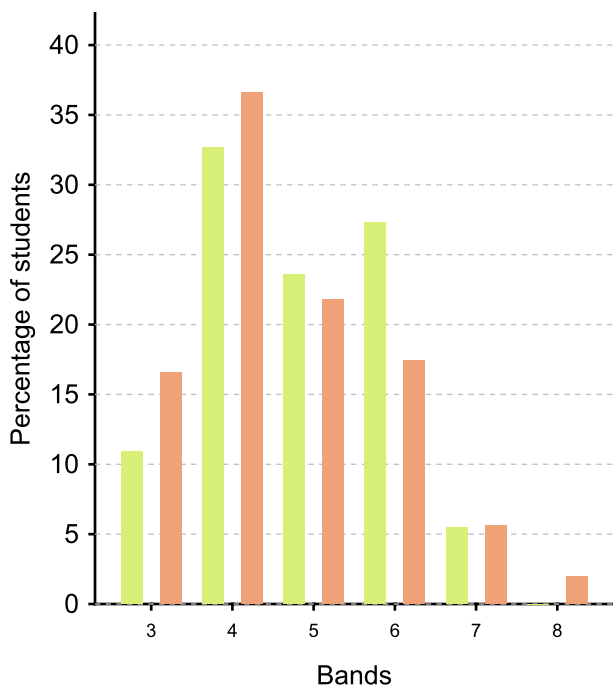
Percentage in bands:
Year 5 Grammar & Punctuation



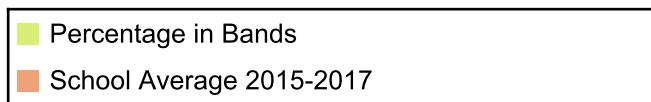
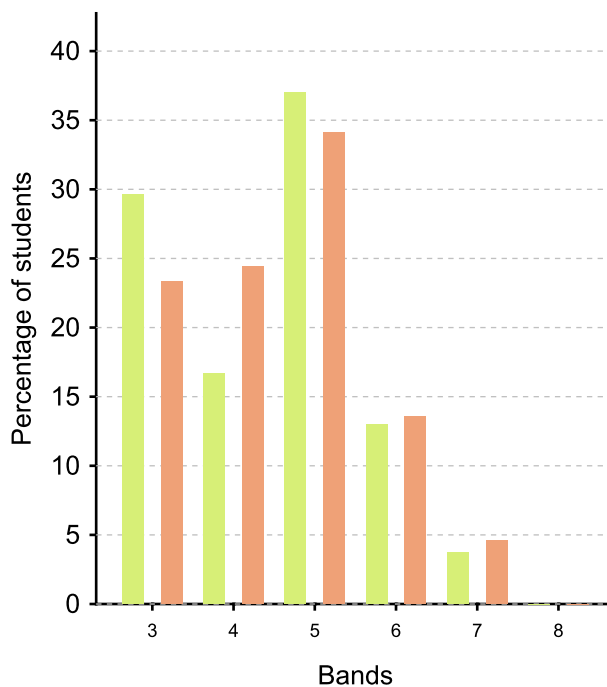
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading



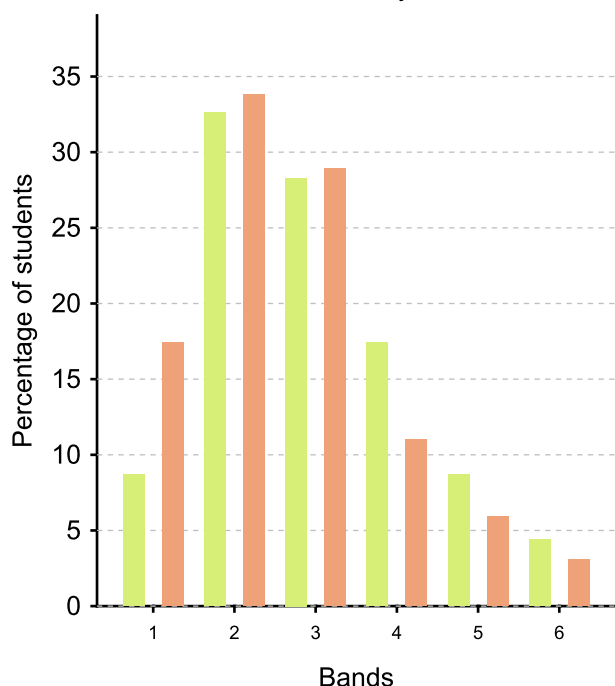
Percentage in bands:
Year 5 Writing



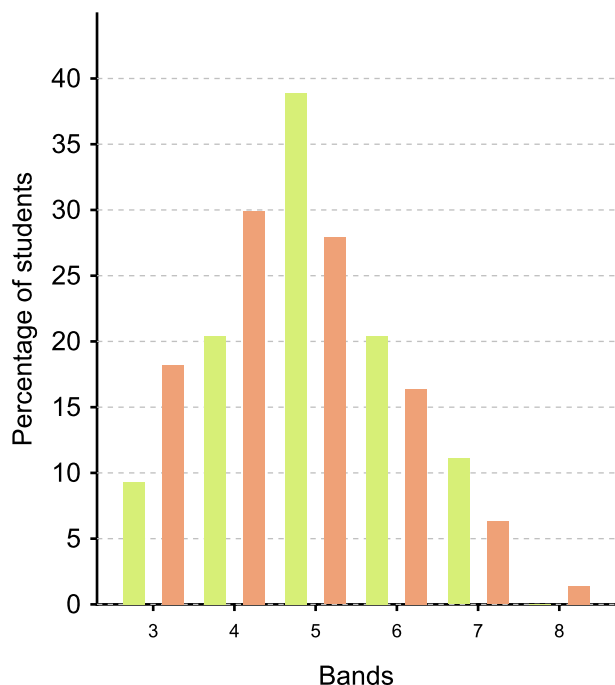
NAPLAN data for 2017 showed a positive trend of increasing performance in Numeracy. 78.7% of Year 5 students achieved greater than or equal to expected growth. There was a growth of 7.2% in Year 3 students placed in the top two bands for Numeracy. 8.6% of Year 3 students and 9.3% of Year 5 students were placed in the top two bands for Data, Measurement, Space and Geometry. In Number, Patterns and

Algebra, 13% of Year 3 and Year 5 students were placed in the top two bands.

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. Go to <http://www.myschool.edu.au> to access the school data.

In 2017, in accordance with the Premier's Priorities: *Improving education results*, schools are required to report on their student performance in the top two NAPLAN bands in Reading and Numeracy. 2017 NAPLAN data indicates that 9% of Year 3 students and 5% of Year 5 students were in the top two bands for Reading. In Numeracy, 13% of Year 3 students and 11% of Year 5 students were placed in the top two bands.

In 2017, in accordance with the State Priorities: *Better services – Improving Aboriginal education outcomes*, schools are also required to report on the performance of their Aboriginal students. Three Aboriginal students participated in Year 3 NAPLAN. In Reading and Numeracy, 66.6% are at or above the National Minimum Standard for Reading and Numeracy. Two Aboriginal students participated in Year 5 NAPLAN. In Reading, 50% placed in the top two bands. In Numeracy, 100% were at or above the National Minimum Standard.

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 a variety of ways including formal interviews and informal meetings.

In Term 1 and Term 3, students in Years 4–6 participated in the Tell Them From Me survey.

Policy requirements

Aboriginal education

In 2017, 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 Johnnycakes 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.

The achievement of Aboriginal students continued to be supported by the Assistant Principal – Student Success who was responsible for providing professional learning and support for teachers in the development of PLPs.

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. In 2017, an Intensive English Centre (IEC) was established to meet the needs of new arrivals, including refugee students. These students were 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 a part-time Arabic speaking School Learning Support Officer (SLSOs). The IEC was resourced through equity and 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.

Effective communication with all members of the school community is vital for promoting transparency, building engagement and promoting special events or important dates. It is a regular practice at Lurnea Public School to translate important messages into home languages such as Arabic. This is done using Google Translate and with the assistance of the school's Arabic speaking Community Liaison Officer. This ensures that all parents and carers are alerted to vital information regarding student safety and wellbeing, whole school events and important dates. This in turn has a positive impact on how families engage with the school and