

# Lugarno Public School Annual Report



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## Introduction

The Annual Report for **2018** is provided to the community of Lugarno 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.

Justine Williams

Principal

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## School background

### School vision statement

Lugarno PS is committed to developing highly literate and numerate, future focused learners through the provision of quality, evidence-based teaching and learning programs. The Lugarno PS community will work together to prepare students who are responsible, respectful and resilient global citizens.

### School context

Lugarno Public School is situated within a small peninsula community on the banks of the Georges River. The school comprises of approximately 270 students, with 40% of students coming from backgrounds other than English. Generous school grounds afford students space to move, learn and play creatively.

The school is large enough to provide a variety of learning opportunities whilst being small enough to ensure the staff know and support each student. The students are nurtured by experienced and enthusiastic teachers who aim to bring out the potential in every child through high quality teaching and learning programs.

Student wellbeing and the provision of a caring and supportive learning environment remain the focus for the staff and parent community.

Through its diverse curriculum, Lugarno Public School contributes significantly to the development of skills in areas we, as a community, regard as crucial to the development of responsible citizens and life-long learners. These areas include: developing excellence in literacy and numeracy, building flexible, resilient and creative learners, and the provision of extra curricular opportunities in sport, creative and performing arts, student leadership, citizenship and technology.

Staff are committed to ongoing professional growth and learning through a dynamic professional learning community. The school aims to improve professional practice, positively influencing student learning and promoting a culture of school excellence and collegiality.

Parent and community involvement in the school is active and supportive. A dedicated Parents and Citizens Association works tirelessly to ensure the school continues to grow and improve. The school prides itself on its strong connections to local schools, local business and community groups.

# 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 our self–assessment processes indicated:

In the area of **Learning**:

Our self–assessment highlights our school's commitment to improving student learning outcomes by building on teaching capacity and expertise in quality curriculum provision. Our school's priorities, as articulated in the 2018–2020 School Plan, show that we are responsive to improving in areas identified through examining internal and external data, self–assessment and consultation with staff, students and the community. Our school's invitation to participate in the CESE Enhancing Data Skills and Use and Assessment Practice project, will assist our school in refining its practice to consistently use school–wide processes for assessment to monitor, plan and report on student learning across the curriculum and ensure that formative assessment is integrated into teaching practice in every classroom, confirming what students learn what is taught. Student performance data indicates that our school's value–add trend is an ongoing priority and that student growth and student achievement in the top two bands for NAPLAN reading, writing and numeracy is an area of focus.

The school is establishing a **Learning Culture** of high expectations for learning, with staff capacity to challenge all students through the provision of differentiated, inclusive, personalised curriculum provision. This is being developed through high quality, evidence–based change to school wide practices and more rigorous staff collaboration and professional learning. Lugarno Public School is Sustaining and Growing in this area.

Our school's achievements in the area of **Wellbeing** highlight the significant journey Lugarno Public School has undertaken to ensure that there is a strategic, planned approach to develop effective whole school wellbeing processes. The refinement of Learning and Support Team practices implementation of Positive Behaviour for Learning and the Bounce Back program, community consultation and revision of Student Wellbeing and Discipline Procedures and the Anti–Bullying Plan, have all contributed to our school developing more confident and resilient students; our students understand the expectations for behaviour and are better equipped with the resources for personal success and wellbeing. Lugarno Public School is Sustaining and Growing in this area.

Overall, Lugarno Public School is Delivering in the Learning Domain.

In the area of **Teaching**:

Our school's work in transforming pedagogy to improve student outcomes in literacy with a particular focus on writing, has been a whole school commitment since 2016. Thorough analysis of NAPLAN, PLAN and internal assessment data, highlighted that student outcomes in writing needed improvement and that a whole school, evidence–based approach to providing effective teaching methods was needed. As part of our school's development in this area, teachers now regularly collaborate with colleagues and consistently review and revise lessons plans and sequences, ensuring that content is based on the curriculum and teaching practices are effective. As we move through the next two years of the 2018–2020 School Plan, we are excited to transform numeracy pedagogy, implementing strategies for improving practice in teaching numeracy skills and knowledge. We are also looking forward to building upon our early work in supporting teachers to trial innovative and evidence–based future–focused practices and more effectively utilising technology and learning spaces to enhance student learning..

In the area of **Data Skills and Use**, our school has commenced the journey of rigorous professional development of staff which will better equip teachers with the skills to ensure that student assessment data is systematically used school–wide to identify student achievements and progress. This will enable staff to reflect on teaching effectiveness and better inform teaching practice. Key areas of focus will be embedding practices and understanding developed through out school's participation in the CESE 'Enhancing Data Skills and Use,' coupled with Lugarno Public School's strategic plans (as articulated in the people, processes, practices and products of our 2018–2020 School Plan). This will further embed consistent, whole school assessment practices and analysis of data to differentiate the curriculum and better inform teaching practice and student learning.

Within the domain of **Teaching**, we are pleased with the processes and systems that are now in place for collaboration and professional learning to enhance teaching practice. Our teachers are working more collegially and collaboratively in

stage groups and in specialist areas of learning support, EAL/D and gifted and talented education, to reflect on their practice and support each other through a culture of high expectations and whole school improvement. Professional learning aimed at improving teaching practice is aligned with the School Plan. Our teachers participate in professional learning that is targeted to school priorities and their professional needs and there are now improved systems in place for monitoring and supporting teachers' performance and development.

Overall, Lugarno Public School is Delivering in the Teaching Domain.

In the area of **Leading**:

Our school's leadership team is committed to building a culture of high expectations and continuous improvement. The evidence supports the school's ongoing journey to building capacity, developing leadership skills and capabilities in staff and students and strengthening its community ties. The provision of authentic opportunities for parents and community members to engage in school activities to help build the school as a cohesive educational community has been a key focus within the school. The process of collecting and reviewing evidence in the domain of **Leading**, has enabled us to reflect on our 2017 School Excellence Framework Self Assessment.

Underpinning our school's vision and strategic directions, is a continuous and relentless focus on achieving sustained and measureable whole school improvement. Our 2018–2020 plan clearly articulates staff, student and community aspirations. Capacity building of all staff and a shared commitment to direct school activity towards effective implementation is now well established.

The strategic allocation of **school resources** highlights that school priorities drive financial decision making to improve student outcomes. Our facilities are used creatively to meet a broad range of student and community needs.

Our evidence highlights that our school's leadership team communicates and reports clearly about our school's priorities and practices, supported by **management practices and processes** which underpin ongoing school improvement and ensure that improved student outcomes are at the centre of all decision-making. Our highly active and engaged parent body and wider community work collaboratively with the school to ensure a shared sense of responsibility for student engagement, learning, development and success. Feedback reflects improved school community satisfaction.

Our ongoing self-assessment and participation in 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.

Overall, Lugarno Public School is Delivering in the Leading Domain.

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

### Quality Learning

#### Purpose

To inspire and challenge all students through the provision of student-centred learning environments which are inclusive and personalised.

To empower students to become confident, creative and critical thinkers and resilient and successful learners.

To ensure a whole school approach to wellbeing which allows individuals to connect, thrive and succeed.

#### Overall summary of progress

Lugarno PS has continued its school-wide focus on improved student outcomes in literacy and numeracy. Staff are committed to embedding quality literacy and numeracy practices, achieved through extensive professional learning, collegial planning, a clear understanding of evidence-based pedagogy and the performance and development plan process. K-2 staff continued to embed early numeracy strategies through the Targeted Early Numeracy program, 'TEN'. Staff K-6 engaged in professional learning to improve their understanding and capacity to differentiate and develop quality personalised learning and support plans and effective adjustments. The school has continued to develop its practices and processes to ensure monitoring and planning for effective student progress in literacy and numeracy, including improved early identification and intervention, resulting in more targeted support for students.

There has been continued focus on student engagement through proactive and supportive student wellbeing practices including the school-wide practice of Positive Behaviour for Learning (including clear and consistent expectations for behaviour), Bounce Back (student resilience program) and more effective Learning and Support Practices. Additionally, a Student Wellbeing Support Officer has been acquired to provide further support to targeted students two days per week.

Staff participated in professional learning in Critical and Creative Thinking strategies and are collaborating in stage teams to ensure effective implementation in classrooms.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased staff capacity and confidence in integrating formative assessment strategies into teaching practice to improve student learning outcomes.	\$2,500 – (includes professional learning)	Staff participated in professional learning on formative assessment and all staff commenced using learning intentions and success criteria for writing lessons. Additionally, stage teams collaborated to introduce and monitor a variety of formative assessment strategies in lessons and had opportunities to engage in reflective practice. A whole school lesson study also incorporated a focus on staff observing colleague's use of formative assessment strategies.
Increased student capacity in utilising creative and critical thinking skills.	\$2,300	Staff participated in a whole day professional learning workshop delivered by James Phelps from 'Minds Wide Open'.
Personalised learning goals for students show improvement as measured against relevant frameworks and benchmarks.	\$10,000 of Low Level Adjustment for Disability funding utilised.	In consultation with the school's Learning Support Team and Learning and Support Teacher, staff engaged in professional learning to better equip them to write effective and personalised learning plans.
An increased proportion of students reporting a clear understanding of expectations, a sense of engagement, and positive and respectful relationships.	Nil	Data shows a reduction in negative behaviours.

## Next Steps

A commitment to the pursuit of excellence by building educational aspiration and ongoing performance improvement is a focus area.

Shared professional learning in conjunction with our Community of Practice school colleagues in the area of Growth Mindset will be a focus in 2019.

We need to continue to maintain the school-wide focus and momentum in regards to improving student wellbeing through supportive practices such as PBL, Bounce Back and effective Learning Support processes. Building an effective environment for learning through clear and consistent expectations for behaviour will be further strengthened by developing partnerships with parents in learning, as well as a focus on classroom systems.

Continued focus on equipping staff with skills to differentiate learning through quality teaching and expert curriculum planning and delivery.

Continuing to develop a stronger alignment between formative and summative assessment practices, ensuring that are evident in every classroom to inform teaching and learning programs. A whole school assessment strategy is to be implemented in 2019 to ensure that the learning of all students is systematically monitored.

High expectations for student performance through improvements to curriculum provision and quality teaching will continue to be focus areas. Our involvement in the CESE project and the implementation of practices as articulated in the 2018–2020 School Plan will assist the school to identify growth targets for individual students using internal and external achievement data.

## Strategic Direction 2

### Quality Teaching

#### Purpose

To implement explicit, evidence-based teaching practices to ensure that student learning is underpinned by quality teaching.

To effectively use student assessment data to identify student progress and achievement in order to differentiate the curriculum and inform future learning.

To prepare students with skills and capabilities to thrive in a rapidly changed and interconnected world. To ensure the provision of future-focused learning environments which foster student collaboration, creativity, problem solving and responsible digital citizenship.

#### Overall summary of progress

Commitment to the achievement of whole school, stage and personalised staff goals has led to staff developing greater understanding of the professional teaching standards and the collection of evidence to support the acquisition of goals. Staff enthusiastically engaged in collaborative, collegial planning through planning days, stage and executive meetings to ensure greater consistency and a culture of high expectations across the school.

Evidence-based pedagogical practices, including the Language Literacy Cycle, are being used to deliver quality, targeted literacy experiences to students. Early Stage 1 staff are also using Language Enrichment Groups (a play-based initiative) to support oral language acquisition, vocabulary and writing development.

Professional learning focused on increased teaching and learning rigour, with explicit practice in writing and language/literacy skills. Staff worked extensively with a writing consultant and engaged in regular reflection of teaching practice.

Our school's selection to participate in the CESE Project, "Enhancing Data Skills and Use and Assessment Practice," has provided a framework and school support for improvement in this area. We are working towards embedding a range of assessment that is used flexibly and responsively as an integral part of daily classroom instruction, as well as ensuring formative assessment is practised expertly by teachers. Staff have had professional learning to develop enhanced skills in using student progress and achievement data and a range of other contextual information to better respond to trends in student achievement, at individual, group and whole school levels.

Staff are better equipped to use systematic and reliable assessment information to evaluate student learning over time and implement changes in teaching that lead to measurable improvement. Staff meet at a stage level to engage in practices focused on teachers' consistent, evidence-based judgement and moderation of assessments.

Teachers have been supported to understand, develop and apply a full range of assessment strategies – assessment for learning, assessment as learning and assessment of learning – in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers embed evidence-based pedagogical practices into their teaching and learning programs, showing evidence of consistent and reliable student assessment and continuous tracking of student	Nil	Teachers are working collaboratively in stage teams to ensure consistency and richer assessment practice.
Increase the percentage of students in the top two bands in NAPLAN for reading, writing and numeracy.	Nil	50.91% of Year 3 and Year 5 students were in the top 2 bands in Reading and Numeracy in 2018 compared to 39.75% in 2016. 72% of Year 3 and 42% of Year 5 students were in the top 2 bands in writing. This data indicates that school initiatives

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the percentage of students in the top two bands in NAPLAN for reading, writing and numeracy.		have achieved expected success.
Increased use of student progress and achievement data to inform teaching in literacy and numeracy.	Nil	Stage meetings are focused on analysis of student data. Development of a school-wide assessment map will further ensure consistency.
Teacher programs have future-focused pedagogy embedded K-6 with an increased use of digital technologies to	\$15,000 on robotics and coding resources.	Some initial progress has been made in this area. 2019 will see the introduction of an ICT Scope and Sequence and increased staff professional learning in the areas of robotics and coding.

## Next Steps

We will ensure teachers continue to collaborate across stages to share curriculum knowledge data, feedback and other information to inform the development of evidence-based programs and lessons which meet the needs of students.

We will build capacity of staff to ensure they are skilled at explicit teaching and that they provide specific and timely feedback to students so that they have a clear understanding of how to improve.

Our school's ongoing participation in the CESE Data Skills and Use project will draw on a systematic evidence-based approach. Utilising support from CESE will be vital in enhancing our staff capacity to improve practice in this area in the areas of data literacy, data analysis and data use in teaching and planning.

We will build teachers' proficiency in their teaching of literacy and numeracy to better meet the needs of students in their stage. Continued to implement evidence-based, teaching practice with a focus on writing, vocabulary development, reading comprehension and mathematical problem solving.

We will continue to support staff in their achievement of PDP goals and enhance systems for monitoring the accreditation status of all staff.

Our school will continue to build on the work it has done in establishing a dynamic, professional learning community. Professional learning will continue to align with our strategic directions and teacher performance and development goals.

Strengthening of formal mentoring and coaching will improve teaching and develop aspiring leaders.

An increased focus on effective and systemic feedback will also improve teaching practice.

A commitment to embedding future-focused practice and pedagogy K-6 is required.

Building upon technology resources and resources to expand flexible learning spaces in the school is an additional target.

2019 will see a focus on numeracy through the introduction of Reciprocal Numeracy pedagogy. This initiative will ensure a consistent and explicit approach to developing students' ability to unpack mathematical language and use effective strategies to solve word-based mathematical problems..

## Strategic Direction 3

### Quality Leading and Connections

#### Purpose

To model and build effective leadership that supports a culture of high expectations, shared responsibility and community engagement.

To develop and promote authentic and productive relationships with the school and wider community.

#### Overall summary of progress

Increased attendance at parent workshops, P & C meetings, forums was evident in 2018.

Partnerships with our local community of schools were strengthened and included: a shared approach to professional learning in formative assessment practices across our schools, the introduction of an inter-school debating program, a visual arts linkage project with Georges River College Peakhurst Campus, and regular Community of Practice sharing and planning sessions.

An enhanced partnership with local community organisation, Southhaven, ensured leadership and service to the community opportunities for our students. An increased number of parents accessing the newsletter, new school website and school Facebook page. Parent feedback showed overwhelming support for the school's implementation of its student wellbeing practices.

Clear, strategic vision for distributed leadership across the school with staff involvement in School Excellence Project Teams. has been a focus.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased leadership opportunities for students in the school.	GRIP Leadership program – \$350.	Refinement of SRC and Student Executive roles, responsibilities and opportunities. Students provided with additional leadership opportunities as part of the Library, gardening group, and service to community initiative.
Increased parental understanding of, and involvement in, the school's programs, practices and initiatives.	Nil	All key events show an average participation increase of 30%. Increased parent engagement with school's social media and website. Highest level of attendance in Kinder Transition programs in 3 years.
Increased evidence of authentic evaluation of teaching programs, practices and initiatives.	Nil	All staff utilise a framework for supporting evaluation of programs, PDPs.
Enhanced leadership capacity is evident in a professional learning community that is focused on continuous improvement in teaching and learning.	\$80,000 (Assistant Principals and ICT Coordinator) provided with release from face-to-face teaching to oversee strategic directions.	School leaders developed through School Excellence Project Teams. School-wide accountability for contributing to professional learning and meeting School Plan priorities.
Increased staff engagement, confidence and competence in leading a range of projects and initiatives in the school.	\$8000 – RFF	100% of staff are engaged in leading whole school events, projects and contribute as part of teams to the professional learning of colleagues.

#### Next Steps

An increased focus on developing effective instructional leadership practice in the school is a goal for 2019.

The School Executive to participate in the 'Habits Of Leadership' program to build leadership capacity with a focus on coaching and mentoring.

Staff understanding of how to address the school's Strategic Directions and meet the Improvement Measures will be deepened through their active involvement in the School Excellence Project Teams.

Building improved clarity within all staff when reporting on the alignment of resource allocation, professional learning and the monitoring of student data with the plan's strategic priorities, is an area to develop.

We will continue to build upon technology resources, ensuring that they are easily accessible and effectively used to enhance learning and service delivery.

Participating in the DoE's Reflection Tool for Excellence in Customer Service in 2019 will assist our school to enhance community satisfaction. Our actions in response to findings will be shared across the school community.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$1,576	<p>Lugarno PS has one student who identifies as Aboriginal. Aboriginal student personalised learning plans are developed in consultation with the classroom teacher, Learning and Support Teacher (LaST), parents and student. Aboriginal student learning and performance continues to meet grade expectations.</p> <p>Staff and students at Lugarno Public School developed a greater understanding of Aboriginal Australia through the incorporation of Aboriginal perspectives into all Key Learning Areas. Important historical and contemporary issues were discussed through inclusive, quality lessons, and awareness raised about Aboriginal Culture during NAIDOC and Reconciliation Weeks.</p>
<b>English language proficiency</b>	\$52,460 flexible funding.	<p>Our EAL/D (English as an Additional Language or Dialect) Teacher provides individual and small group instruction for students with language backgrounds other than English, as well as engaging in team teaching with staff to support EAL/D learners. There was also a focus on oral language development through support in Speaking and Listening, as well as writing. Students demonstrated literacy growth as evidenced by progress on the Literacy Progressions.</p>
<b>Low level adjustment for disability</b>	0.7 FTE – staffing \$24,511 flexible funding.	<p>Programs implemented to support targeted students in literacy and numeracy who required additional assistance to achieve grade expectations. Reading programs focused on phonemic awareness, fluency and comprehension.</p> <p>Additional support for students in writing across the school.</p> <p>All students requiring adjustments, accommodations and Personalised Learning and Support Plans continued to be catered for within the school and tracked by the Learning Support Team.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	\$47,996	<p>Staff mentoring, collaboration and Lesson Study were focus areas to ensure greater consistency and ensure staff were supported to successfully embed evidence-based pedagogy in their practice, as well as achieving school priorities linked to School Plan and staff professional goals.</p>
<b>Socio-economic background</b>	\$8632 flexible funding – combined with Low Level Adjustment for Disability.	<p>Combined with Low Level adjustment for Disability. See above.</p>
<b>Support for beginning teachers</b>	\$9476 (included professional learning for mentor and mentee, as well as time for staff to engage in weekly mentoring sessions.	<p>One early career was mentored by an experienced teacher through the 'Strong Start, Great Teachers' induction program. This beginning teacher was successfully accredited at Proficient level.</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	160	148	133	139
Girls	138	134	136	131

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	96.2	97.4	97	95.6
1	95.1	95.9	94.5	95.9
2	95.6	95.2	95.8	96.2
3	95	95.3	96.4	95.7
4	94.4	95.8	95.4	94.6
5	95.4	94.7	94.8	94.6
6	94.3	94.1	94.6	93.6
All Years	95.2	95.5	95.5	95.1
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### Management of non-attendance

Our school notifies all parents of their responsibilities under the Education Act to ensure their children attend school regularly. Ongoing communication in the newsletter about the importance of school attendance (including goals to reduce extended leave and partial absences) has been a focus.

Classroom teachers contact parents promptly if student absences remain unjustified. Weekly stage meetings incorporate discussion about student attendance concerns which are then flagged with the school's Learning Support Team (LST) for review, and strategies implemented to improve student attendance. Attendance data regularly analysed by stage teams and the LST.

Regular consultation by the Principal with the Home School Liaison Officer (HSLO) to put support and strategies in place to target students of concern.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	9.42
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.6
School Administration and Support Staff	2.52

\*Full Time Equivalent

There are no staff at Lugarno Public School who identify as Aboriginal.

### 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

All staff participated in many professional learning activities designed to build the capacity of staff to achieve some of the school's key priorities as set out in our School Plan. Professional learning was also targeted at addressing areas identified by staff for personal development. Some of the professional learning that staff engaged in in 2018 included:

- Analysing staff and community perceptions in consultation with a Communications Advisor from the Department of Education
- A full day workshop exploring creative and critical thinking across the curriculum
- Exploring elements of effective assessment and feedback as part of our school's participation in the CESE project
- Managing challenging behaviour and developing SMART goals and effective interventions for

students in need

- Writing quality individualised learning plans.
- Revising aspects of the Language Literacy Cycle pedagogy with literacy consultant, Dr Ann Morrice
- Numerous workshops exploring formative assessment strategies
- Revisiting school wide system practices as part of Positive Behaviour for Learning.
- Developing staff understanding of the Learning Progressions in literacy and numeracy
- School Administrative and Support Staff also engaged in professional learning in finance and business management systems, enrolment policies and procedures, temporary residents procedures, supporting students on the Autism spectrum and managing challenging behaviour.
- 36% of staff also undertook professional learning for supervisors of professional experience placements for pre-service teachers.

Staff completed all mandatory training required by the NSW Department of Education. All teachers moved to the NSW Education Standards Authority (NESA) Accreditation and Maintenance process. One early career teacher completed the accreditation process at proficient level. One staff member is completing her Masters in Teacher Librarianship.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	137,494
<b>Revenue</b>	2,498,348
Appropriation	2,362,045
Sale of Goods and Services	8,352
Grants and Contributions	126,111
Gain and Loss	0
Other Revenue	150
Investment Income	1,690
<b>Expenses</b>	-2,438,133
Recurrent Expenses	-2,438,133
Employee Related	-2,108,190
Operating Expenses	-329,943
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	60,215
<b>Balance Carried Forward</b>	197,709

A finance committee consisting of the Principal and School Administrative Manager meet weekly to monitor school budgets and spending. The leadership team effectively allocates operational funds and plans processes to address school strategic directions and meet identified improvement priorities.

Following a number of years of the P & C raising money for an electrical upgrade and whole school air conditioning installation project, the school contributed the final \$60,000 in capital expenditure to see the project completed.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	1,979,210
Base Per Capita	52,016
Base Location	0
Other Base	1,927,194
<b>Equity Total</b>	159,961
Equity Aboriginal	1,478
Equity Socio economic	8,632
Equity Language	52,460
Equity Disability	97,390
<b>Targeted Total</b>	45,106
<b>Other Total</b>	87,534
<b>Grand Total</b>	2,271,812

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

In Year 3, 35 students participated in NAPLAN. An area of strength was in the domain of Grammar and Punctuation, with 73% of students achieving in Bands 5 & 6. In the domains of Spelling and Reading, students achieved above state average with 74.29% achieving in the top 2 bands in Reading.

49 students completed NAPLAN in Year 5, with the

highest scores gained in Grammar and Punctuation. In the domains of Writing, the school's average score was above state average.

The Premier's Priority report demonstrates school growth in Reading over the past three years.

In Year 3, 61.76% of students achieved results in the top 2 bands in Numeracy.

Year 5 results were less successful, with 34.04% in the top 2 bands in Numeracy.

The Premier's Priority report demonstrates school growth in Numeracy over the past three years.

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

*Premier's Priorities: Improving education results and State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands.

Lugarno Public School did not have any Aboriginal students in Year 5 in 2018. In Year 3, 0% of Aboriginal students scored in the top two bands for reading and numeracy.



### Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2017, multi-faceted evaluation and data collecting processes were undertaken in consultation with members of the whole school community.

A summary of the findings are presented below:

## STUDENTS

Students in Years 4–6 participated in the 'Tell Them From Me Survey' about 'Student Outcomes and School Climate'. Their responses are presented below:

### Section 1: Social–Emotional Outcomes

#### Student participation in sports

93% of students indicated that there is a high rate of participation in sports at their school (83% NSW Govt Norm).

#### Student participation in extracurricular activities

80% of students indicated that there is a high rate of participation in extra–curricular school activities (55% NSW Govt Norm).

#### Students with a positive sense of belonging

77% of students indicated that they feel accepted and valued by their peers and others at their school (81% NSW Govt Norm).

#### Students with positive relationships

91% of students indicated they have friends at school they can trust and who encourage them to make positive choices (85% NSW Govt Norm).

#### Effort

92% of students indicated that they try hard to succeed in their learning (88% NSW Govt Norm).

### Section 2: Drivers of Student Outcomes

#### Rigour

Students feel classroom instruction is well–organised, with a clear purpose, and with immediate feedback that helps them learn.

Students rated Rigour at Lugarno Public School as 8.4 out of 10. The NSW Govt Norm is 8.2.

#### Positive teacher–student relations

Students feel teachers are responsive to their needs and encourage independence with a democratic approach.

Students rated Positive Teacher–Student Relations as 8.9 out of 10. The NSW Govt Norm is 8.4.

#### Expectations for Success

The school staff emphasises academic skills and hold high expectations for all students to succeed.

Students rated Expectations for Success as 9.1 out of

10. The NSW Govt Norm is 8.7.

**Areas for improvement include:** Students indicating they have a positive learning climate (students understand there are clear rules and expectations for classroom behaviour). This is a focus for the next part of Positive Behaviour for Learning which addresses classroom systems and clear expectations for behaviour in the classroom..

## PARENTS

Parents participated in the 'Partners in Learning' Parent 'Tell Them From Me Survey'. Their responses are presented below:

**Parents Feel Welcome** – Parents rated this 8.3 out of 10. The NSW Govt Norm is 7.4. Specific strengths included: "I feel welcome when I visit the school", "I am well informed about school activities", "I can easily speak with my child's teachers", "I can easily speak with the school principal".

**Parents Are Informed** – Parents rated this 7.4 out of 10. The NSW Govt Norm is 6.6. Specific strengths are "Reports on my child's progress are written in terms I understand" and "If there were concerns with my child's behaviour at school, the teachers would inform me immediately".

**Parents Talk with a Teacher** – 83% of parents talked with a teacher about their child's learning or behaviour two or more times in 2018.(increased from 77% in 2017)

**Parents Attended Meetings** – 82% of parents attended meetings or school functions more than three times in the 2018 school yea (increased from 58% in 2017)r. 34% of parents involved in school committees (eg the P&C) in 2017.

**Parent Support Learning at Home** – Parents rated this 6.7 out of 10. The NSW Govt Norm is 6.3.

**School Supports Learning** – Parents rated this 7.6 out of 10. NSW Govt Norm is 7.3. Strengths included: "Teachers have high expectations for my child to succeed", "My child is encouraged to do his or her best work".

**School Supports Positive Behaviour** – Parents rated this 8.6 out of 10. The NSW Govt Norm is 7.7. Strengths included: "My child is clear about the rules for school behaviour" and "Teachers devote their time to extra–curricular activities".

**Safety at School** – Parents rated this 8.4 out of 10. The NSW Govt Norm is 7.4. Strengths included: "My child feels safe at school and going to and from school", "Behaviour issues are dealt with in a timely manner."

In terms of school **communication**, the most useful types of communication for finding out news about the school were the school newsletter (69% found this very useful) and social media (68% found this very useful).

## TEACHERS

Teachers participated in the 'Focus on Learning ' Teacher Survey.

Some of the strengths identified were:

- 100% of staff either agree or strongly agree that "school leaders in my school are leading improvement and change".
- 79% of staff strongly agree that "school leaders clearly communicate their strategic vision and values for our school".
- In regards to the eight drivers of student learning, the areas of leadership, collaboration, learning culture and inclusivity scored on average score of 7.8 out of 10 (this was on par with the NSW Govt Norm)
- In regards to the dimensions of classroom and school practices, the areas of planned learning opportunities and overcoming obstacles to learning scored on average 7.7 (this was slightly above the NSW Govt Norm)

Teachers identified the following areas as areas for improvement:

- The use of technology in terms of helping students set goals for learning new technological skills.
- The provision of quality feedback to students, including written feedback, as well as feedback from colleagues and leaders about their teaching.

Lugarno Public School has a range of programs and practices which promote inclusivity, diversity, respect and cultural awareness. Our programs foster students' understandings of culture, cultural diversity, racism, and active citizenship within a democratic, multicultural society. Harmony Day was celebrated by staff and students with activities which explored the theme, "Everyone belongs".

Our EAL/D teacher (English as an Additional Language or Dialect) develops programs to ensure students develop English language skills and fostering pride in their traditional cultural background and beliefs.

Lugarno Public School has a trained anti-racism officer (ARCO) who is familiar with the procedures for dealing with issues involving racism should they arise within the school.

## Policy requirements

### Aboriginal education

We have one student who identifies as being Aboriginal. This student has a Personalised Learning Plan and is meeting grade expectations.

The whole school celebrated NAIDOC week with a performance by Aboriginal Performer, Phil Geia.

Mr Geia provided students with an informative and entertaining experience which included a showcase of traditional dance, demonstration and explanation of the didgeridoo, narration of Dreamtime Stories, and a focus on traditional and contemporary Aboriginal lifestyles.

Students have had opportunities to engage in teaching and learning experiences to develop their knowledge of past and present Aboriginal perspectives through the provision of quality Aboriginal literature, multi-modal texts and programs. Across the curriculum, staff have embedded Aboriginal perspectives into their teaching and learning programs.

Lugarno Public School teachers and students are committed to the recognition of Aboriginal and Torres Strait Islander culture and their contribution to Australia past and present.

### Multicultural and anti-racism education