

Lurnea Public School Annual Report



2018



4289

Introduction

The Annual Report for **2018** 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.

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School background

School vision statement

At Lurnea Public School, we are deeply committed to providing high quality educational experiences for all students, especially in Literacy and Numeracy. 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 world-class learning environment that values and respects Aboriginal First Nation Peoples.

We strive to ensure every student is known, valued and cared for; and we make decisions to ensure each student is challenged to reach their potential.

School context

Lurnea Public School has a student enrolment of 472 students ranging from Preschool to Year 6 from diverse social and cultural backgrounds, including 30 Aboriginal students. 71% of students come from a language background other than English.

The school benefits from the opportunity of having a Support Unit to cater for students with additional learning needs. The Support Unit provides a service to students with intellectual disabilities, Autism and a range of other learning needs.

The school has a proud tradition of teaching children to be safe and respectful learners in a positive environment. Lurnea Public School has a strong commitment to Aboriginal Education and ensures that teaching and learning programs have an Aboriginal perspective.

The Spiral of Inquiry is a framework used to underpin all professional learning and is an important aspect of the school learning community. Lurnea Public School 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. 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.

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 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

To grow strong personal and professional relationships. We use collaboration as the driver for student success and the foundation of teacher efficacy and job satisfaction. Quality organisational practices for staff, students and the community result in observable and sustainable improvement reflecting the Department of Education's Strategic Plan.

Overall summary of progress

Student engagement and achievement has been a key focus of 2018 and has been improved through strong collaborative practices and system leadership. High performing teams demonstrated commitment to engaging every student, at their entry point, in a challenging curriculum and high quality literacy and numeracy programs.

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
Increased percentage of students achieving the top two bands of NAPLAN in Reading	<p>Collaboration Time (Sports In Schools Australia)– \$60, 000</p> <p>Early Career Teacher Conference and Professional Learning Residentials – \$41 750</p> <p>Jann Farmer–Hailey Consultancy – \$10, 000</p> <p>Funding for L3</p> <p>Flexible funding for literacy resources</p> <p>Deputy Principal – IL – \$130 000</p>	<p>Spirals of Inquiry and Collaboration Time embedded into whole school timetable</p> <p>Weekly teacher collaboration was again made a priority in 2018, with weekly Collaboration Time embedded for each stage within the whole school timetable.</p> <p>Early Career Teacher Conference and Professional Learning Residentials</p> <p>Leadership team planned and hosted Stage based residentials. High quality professional learning was provided to up-skill teachers in National Literacy and Numeracy Progressions.</p> <p>Jann Farmer–Hailey Consultancy Professional Learning</p> <p>Engaged with literacy specialist to support teachers in developing and implementing high quality teaching and learning programs.</p> <p>L3 –</p> <p>L3 is a research-based Kindergarten classroom intervention, targeting text reading and writing through systematic and explicit teaching. L3 Stage 1 is a professional learning program that aims to build on students' literacy learning from Language, Learning and Literacy (L3) in Kindergarten.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased percentage of students achieving the top two bands of NAPLAN in Reading		<p>Literacy Resources –</p> <p>Literacy resources were purchased to support in class literacy programs in a meaningful and effective manner. These included resources such as readers K–6.</p>
Increased percentage of students achieving the top two bands of NAPLAN in Numeracy	Deputy Principal – IL – \$130 000	<p>Early Action for Success</p> <p>Instructional Leaders worked elbow-to-elbow with teachers to improve student performance in numeracy through targeted practice and tiered intervention. There was a strong emphasis on differentiation in numeracy, delving deeper into the implementation of the learning progressions for student progress, and developing strong foundations in number.</p>
Increase in the number of students who feel their academic and wellbeing needs are being supported.	<p>Well being Flexible Funding – \$37,000</p> <p>One Stop Allied health Services Pty Ltd – \$35,000</p>	<p>Paraprofessionals to support student success</p> <p>In 2018, Lurnea Public School provided access for identified students to speech and occupational therapies by employing the services of Allied Health Services Pty Ltd. The therapists worked 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>

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

Purposeful Decisions Quality Pedagogy

Purpose

Every child will experience modern, data driven teaching and learning in a technology enhanced learning environment. Every student will have a strong foundation in Literacy and Numeracy which will allow them to set learning goals that are aspirational, connected and adaptable. All students will have the opportunity to thrive and succeed regardless of background, capability or socioeconomic status.

Overall summary of progress

Lurnea Public School continues to be 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 two Instructional Leaders.

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.

The collection of accurate and meaningful data is at the epicenter of all professional learning at Lurnea Public School. In 2018, with the support of the school leadership team, including two dedicated Instructional Leaders, the staff used the National Literacy and Numeracy Learning Progressions to observe student learning in 7 sub-elements and recorded data into PLAN2 software. This data, in the context of relevant syllabuses, was analysed every five weeks to identify teaching priorities to support student development at a class, stage and school level. This information is tabled during stage based collaboration time and Spiral of Inquiry sessions, forming the basis of discussions around future planning for learning. All teachers at our school plan for and use a variety of formative and summative assessment practices in their quality teaching and learning programs. They use their knowledge of individual students to provide specific constructive feedback in a timely manner to enhance student understanding of where to next in their learning.

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.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased use in formative assessment practices.	Collaboration Time (SISA)– \$60, 000 Stage Based Professional Learning Residentials x 4 – \$33,340 Early Career Teacher Conference Deputy Principal – IL	Spiral of Inquiry The Spiral of 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 of their careers as international leaders in system wide, educational improvement. The Spiral of Inquiry has continued to be deeply embedded into our cycles of learning with a session facilitated every Monday of the school year for different stage teams across the school. During these sessions, teachers were required to drill down more deeply to understand how the data related to the needs of individual learners. This process placed data driven conversations at the heart of all decisions around action. They provided teachers with the opportunity to reflect on the impact of their practice and to collaboratively

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased use in formative assessment practices.		<p>evaluate the effectiveness of the teaching, learning and assessment practices across the grade.</p> <p>Performance data that was collected through formative and summative assessment practices underpinned the learning that was provided to staff to enable them to understand more deeply what was going on for each learner.</p> <p>Collaboration Time</p> <p>Two hours of uninterrupted Collaboration Time for each stage continued to be embedded into Lurnea Public School's whole school timetable. It provided teachers, Assistant Principals and Instructional Leaders with the opportunity to collaborate in stage teams to ensure consistency of curriculum delivery. During Collaboration Time teachers discussed data, formative and summative assessment practices, consistency of teacher judgement, and considered strategies for differentiation. Teachers reflected on their teaching practice and student achievement in a supportive environment, sharing what they felt was working well and what areas were in need of further development. Assistant Principals and Instructional Leaders also facilitated professional collegial discussion around current Spiral of Inquiry action plans and related evidence, with the opportunity to make adjustments to plans if required.</p> <p>Stage Based Professional Learning Residentials and Early Career Teacher Conference</p> <p>In 2018, every teacher attended a residential planned and hosted by the leadership team. This opportunity enabled teachers to participate in high quality professional learning designed to improve the consistent and measured use of formative assessment practices. In addition, teachers within their first three years of teaching attended an Early Career Teacher Conference that provided differentiated quality and future focused professional learning.</p>
Increased confidence of staff in using the National Learning Progressions to monitor and track student achievement in Literacy and Numeracy.	<p>Collaboration Time (SISA)– \$120, 000</p> <p>Professional Learning Residentials x 4 – \$33,400</p> <p>Jann Farmer Hailey Consultancy</p> <p>Deputy Principal – IL</p>	<p>Stage Based Professional Learning Residentials</p> <p>High quality and timely professional learning was designed and delivered by the leadership team to support teachers in understanding the National Literacy and Numeracy Learning Progressions as tools to support literacy and numeracy development. It assisted teachers to use the progressions to analyse student work samples from across key learning areas, aligned to syllabus expectations. Teachers reflected on how the learning progressions could support the literacy and numeracy aspirations stated in Lurnea Public School's school plan.</p> <p>Jann Farmer–Hailey Consultancy Professional Learning</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Increased confidence of staff in using the National Learning Progressions to monitor and track student achievement in Literacy and Numeracy.</p>		<p>In 2018, Lurnea Public School engaged with Jann Farmer Hailey, literacy specialist, to learn about the structure and features of the National Literacy and Numeracy Learning Progressions, considering their role in enabling teachers to understand student development, monitor growth and inform teaching and learning across all key learning areas.</p> <p>Teachers were supported to understand the literacy and numeracy progression elements and sub-elements in more depth. Teachers analysed work samples to identify students' literacy behaviours and to diagnose areas for growth. Teachers were also guided to use the Text Complexity Appendix to analyse texts used at school, ensuring suitability and enabling the literacy progression to be used meaningfully.</p> <p>Collaboration Time and Spiral of Inquiry</p> <p>In 2018, stage teams used the Literacy and Numeracy progressions to observe student learning and recorded data into PLAN2 software. During Collaboration Time and Spiral of Inquiry sessions, progression data was analysed alongside the syllabus to differentiate teaching and learning activities and identify teaching priorities to support student development. All teachers used a variety of assessment tools in their teaching and learning programs and through the Spiral of Inquiry and Collaboration Time engaged in ongoing professional learning with the Literacy and Numeracy Progressions. Teachers transferred their knowledge and continued to regularly monitor student growth and development to identify priorities and skill gaps for improvement at least every 5 weeks. This process enabled teachers to collectively identify students that were 'working beyond, working at, working below' expected stage level throughout the year and personalise learning for students.</p>
<p>Increase in the number of students able to articulate their learning goals.</p>	<p>Collaboration Time (SISA)– \$60, 000</p> <p>Professional Learning Residentials x 4– \$33,400</p> <p>Deputy Principal – IL</p>	<p>Spiral of Inquiry</p> <p>The cyclic use of the Spiral of Inquiry allowed Instructional Leaders and Assistant Principals to set student voice at the centre of the inquiry process. Teachers were 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 delivered an improved self-awareness for teachers as facilitators of learning and for students as co-designers and drivers of their own learning.</p> <p>Collaboration Time</p> <p>During Collaboration Time, teams of teachers co–</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Increase in the number of students able to articulate their learning goals.</p>		<p>planned differentiated learning intentions and success criteria based on student entry points in literacy and numeracy. This was transferred to individual classrooms where teachers and students used the language of learning intentions and success criteria to understand what they needed to learn and why, in literacy and numeracy. Students developed personal learning goals and teachers provided effective feedback to students in a timely manner, at the task and process level, to enhance student understanding of where to next.</p> <p>Stage Based Professional Learning Residentials</p> <p>The leadership team facilitated high quality professional learning focused on developing the ability of students to articulate their learning goals. The leadership team supported teachers in using the quality teaching and assessing cycle along with the Literacy and Numeracy Progressions as tools to identify student entry points in literacy and numeracy. This provided powerful information for teachers to take back to classrooms and promote students as co–designers in their learning through the development of relevant personal learning goals.</p>

Next Steps

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

Teachers will continue to relate syllabus requirements to student achievement to co–design with students next steps in learning.

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

Establish an Assistant Principal – Technology role that will focus on whole school authentic use of technology.

Strategic Direction 3

Learning Culture

Purpose

To develop, implement and embed a cohesive, equitable and shared set of core beliefs that underpins practices and future directions, both at the local community and wider educational level.

All external agencies and stakeholders will support these core beliefs so that a strong sense of collective efficacy, or a common understanding of purpose and direction, can exist.

We will reduce the impact of disadvantage by continuing to grow a results focused Learning and Support Team response that is timely and effective.

Overall summary of progress

Lurnea Public School is committed to creating quality learning opportunities for our students This includes strengthening their cognitive, physical, social and emotional development. Our vision for all learners in our school setting is to cross the stage with dignity, purpose and options.

Through the implementation of the Spiral 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
Increase of students with improved skills in being able to regulate emotions and articulate learning.	Well being Flexible Funding – \$37,000 One Stop Allied Health Services – \$35, 000	Regulating emotions Talking Drums Resilient Kids Program was enlisted through Anglicare as a music–based program that explores healthy and supportive relationships, emphasising teamwork and cooperation. Year 5 and 6 students were hand picked and delivered lessons once a week separating into a girl and boy group. The early intervention program supports children by addressing social issues such as peer pressure; bullying; social responsibility; dealing with and regulating emotions; communication skills; identity and building resilience; and an understanding for diversity Positive Behaviour For Learning was a whole school initiative that was re– launched in 2018. The design was to create a positive, safe and supportive school climate in which students can learn and develop. A new school vision statement was created and the PBL team, in consultation with staff and students, re–designed school rules and positive behaviour incentives. Paraprofessionals to support student success

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase of students with improved skills in being able to regulate emotions and articulate learning.		The school continued to employ the services of One Stop: Allied Health & Medical Centre to support identified students with speech therapy. These services were provided as whole class sessions and small groups for targeted students.
Increased number of teachers pursuing higher levels of accreditation.	Early Career Teacher Conference and 4 Stage Residentials –\$41,750	Early Career Teachers continue to collect and attain evidence for attaining accreditation at proficient level. In 2018, 5 teachers presented for accreditation maintenance at a proficient level.
Increased community involvement as partners in learning.	Positive Partnerships Initiative Aboriginal Education Officer	<p>Positive Partnerships Initiative</p> <p>Two teachers participated in the Positive Partnerships professional learning course facilitated by the Department of Education. This course focused on school aged students on the Autism Spectrum where participants worked with a trained facilitator. It covered materials from 5 modules and it was designed to increase participants understanding, skills and expertise to work more effectively with students with an ASD. It also assisted in the development of school and community positive partnerships whereby three families from Lurnea Public School participated in the corresponding parent training workshop</p> <p>As a result of the parent training workshop, parents and staff planned and designed a Sensory Playground for the Support Unit.</p> <p>Combined schools NAIDOC Day</p> <p>Combined schools NAIDOC Day was attended by our Aboriginal students and families. Students and families participated in activities with our community of schools.</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 Aboriginal Education Officer	In 2018, all Assistant Principals 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	Assistant Principals non class attached – \$400,000 Bilingual Student Learning Support officer – \$61,000	In 2018, all Assistant Principals were non class attached in order to provide shoulder to shoulder support to teachers in their stage to differentiate and personalise teaching and learning programs to support EAL/D learners.
Low level adjustment for disability	Assistant Principals non class attached – \$400, 000 One Stop Allied Health Services – \$35,000	Speech Therapy continued in 2018 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) – \$ 60, 000 Assistant Principals non class attached – \$400, 000	All teachers continued to engage in Collaboration Time with their stages. Mentoring and coaching opportunities are provided by stage Assistant Principals and Instructional Leaders.
Socio–economic background	Deputy Principal – \$130,000 Arabic Speaking School Administration Officer– \$58, 338	The employment of a Deputy Principal provides a string link between school and community. In 2018, the school employed and Arabic speaking SAO. This role assists in coordinating strategic links between the school and the community.
Support for beginning teachers	Early Career Teacher Conference and 4 Residentials – \$41,750	In March 2018, an Early Career Teacher conference was held for teachers within the first 3 years of their teaching career. The conference was hosted in partnership with Sackville Street PS, Glenmore Park PS and Middleton Grange PS. Teachers were provided with high quality professional learning in literacy and numeracy, well being and classroom management. Early Career Teachers participated in a 10 week induction course covering topics such as Micro Skills, Formative Assessment, Understanding the National Literacy and Numeracy Progressions and School Policies and Procedures. Weekly Collaboration Sessions allowed ECT to meet with Stage team members to evaluate and refine action plans, analyse student data and create high quality learning and teaching programs.

Support for beginning teachers	Early Career Teacher Conference and 4 Residential – \$41,750	<p>The school has accessed the services of Sport In School Australia to provide time within the whole school timetable for collaboration time to take place within school hours.</p> <p>APs provide elbow to elbow in-class support, mentoring and wellbeing follow up.</p>
Targeted student support for refugees and new arrivals	<p>Bi-lingual Student Learning Support Officer – \$61, 000</p> <p>Residential –\$8,350</p> <p>Assistant Principals non class attached – \$400, 000</p>	<p>Students were provided with intensive support in learning English with the assistance of the Bi-lingual SLSO. Students were provided support in class via differentiated and personalised learning plans, AP support and bi-lingual SLSO support.</p> <p>Teachers accessed targeted professional learning that unpacked the EAL/D progressions in a meaningful and practical way. This supported teachers in developing high quality differentiated teaching and learning programs that met the needs of EAL/D and refugee students.</p>
Early Action For Success	Deputy Principal –IL – \$130,000	Lurnea Public School continued to employ two instructional leaders that have led 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 supported teachers to design interventions that address the identified needs of students.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	234	227	230	239
Girls	210	205	193	193

Lurnea Public School has maintained stable student enrolment figures from 2015 to 2018.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	92	94	92	92.8
1	91.8	90.5	93.5	92.5
2	90.8	92	91.6	93.3
3	90.8	91.8	92.5	91.6
4	95.2	89.7	92.2	92.4
5	91	93.6	92	90.8
6	91.8	89.8	93.9	90.4
All Years	91.9	91.6	92.5	92
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

Lurnea Public School places high priority on regular student attendance. The school is looking at positive interventions to improve our attendance rate from 92% in 2018 closer to the state average of 93.40%. The monitoring of student attendance and the coordination of action was led by the Deputy Principal, 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 ongoing

communication, attendance and school engagement in 2018. The position of Deputy Principal was established at Lurnea Public School to lead student wellbeing and student success initiatives. The position allows for greater ability to liaise with other executive staff and teachers on actions required to support individual students and their families when required.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	19.15
Teacher of Reading Recovery	0.74
Learning and Support Teacher(s)	2.4
Teacher Librarian	0.8
Teacher ESL	1.6
School Counsellor	1
School Administration and Support Staff	9.37

*Full Time Equivalent

The Australian Education Regulation 2014 requires schools to report on Aboriginal composition of their workforce. In 2018, Lurnea Public School employed one full-time Aboriginal Education Officer.

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 2018, 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. All teaching staff at Lurnea Public School are working towards or maintaining Proficient level of accreditation with the NSW Educational Standards Authority (NESA).

Financial information

Financial summary

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

	2018 Actual (\$)
Opening Balance	-785,726
Revenue	6,133,045
Appropriation	5,994,921
Sale of Goods and Services	52,231
Grants and Contributions	85,121
Gain and Loss	0
Other Revenue	0
Investment Income	771
Expenses	-5,396,136
Recurrent Expenses	-5,396,136
Employee Related	-4,949,982
Operating Expenses	-446,155
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	736,908
Balance Carried Forward	-48,818

At the beginning of 2018, the deficit balance carried forward was expected and planned for by the school leadership team. As such, strict internal controls were followed to ensure the accuracy, reliability and integrity of accounting and administrative transactions. As a result of careful financial management in 2018, significant progress towards our 2020 goal of a surplus balance carried forward was achieved.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	2,857,999
Base Per Capita	89,619
Base Location	0
Other Base	2,768,381
Equity Total	1,451,914
Equity Aboriginal	72,642
Equity Socio economic	814,240
Equity Language	203,800
Equity Disability	361,232
Targeted Total	813,694
Other Total	708,911
Grand Total	5,832,519

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

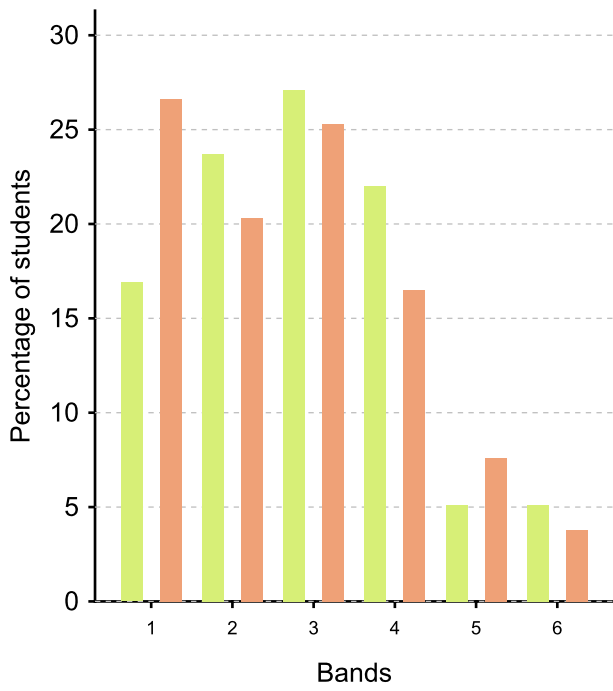
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

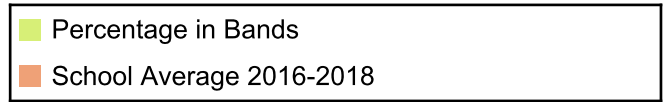
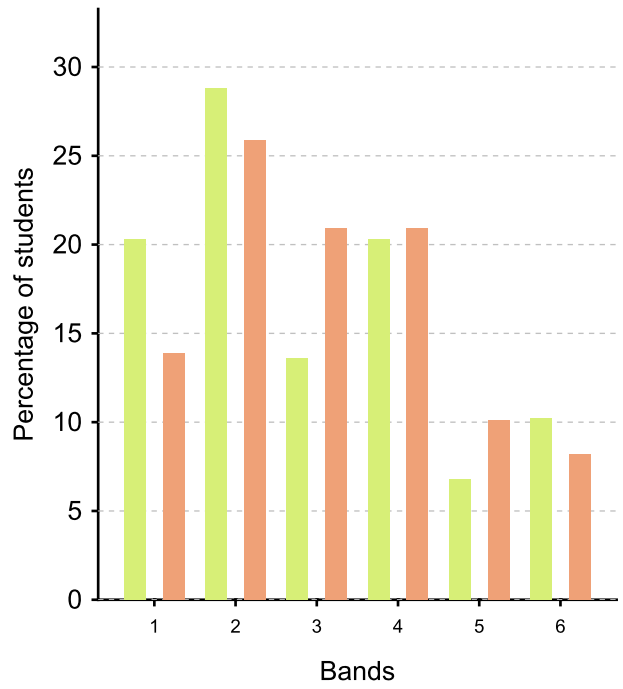
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats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

NAPLAN data for 2018 indicates that 11.3% of Year 3 students were placed in the top two bands for Writing, with 72% of students at or above National Minimum Standard. There has been a growth of 6% in the top band of Reading when compared to results from the past two years. In Reading, 4.2% of Year 5 students achieved results in the top two bands.

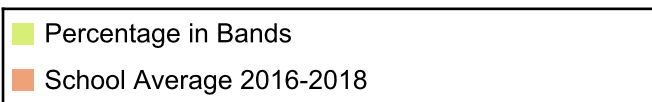
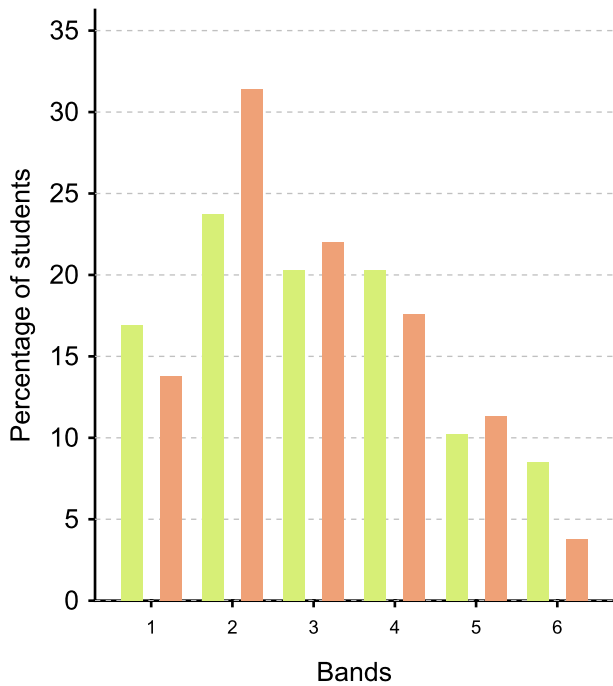
Percentage in bands:
Year 3 Grammar & Punctuation



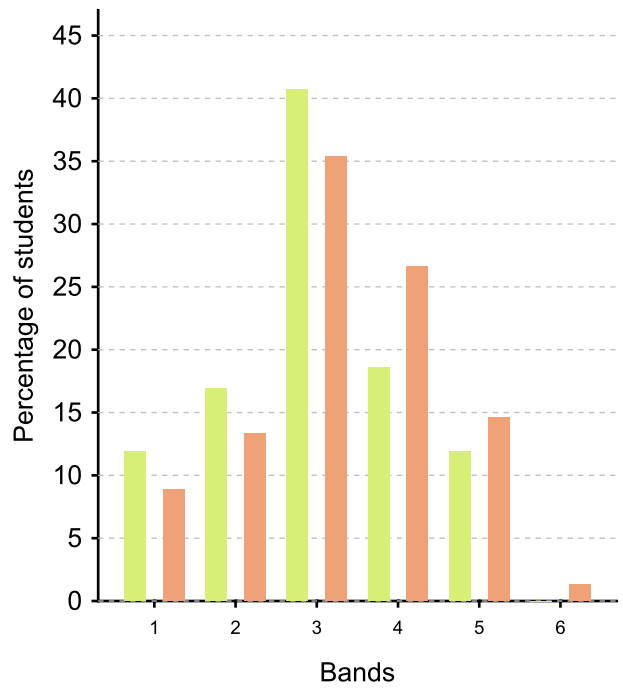
Percentage in bands:
Year 3 Spelling



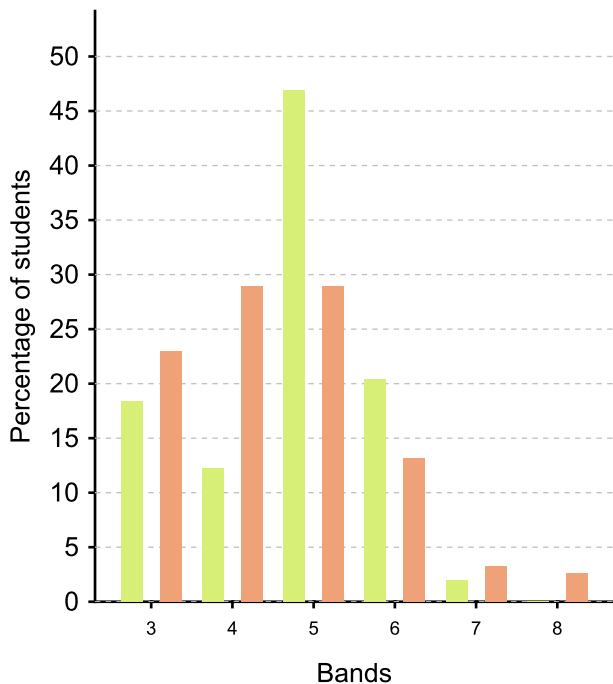
Percentage in bands:
Year 3 Reading



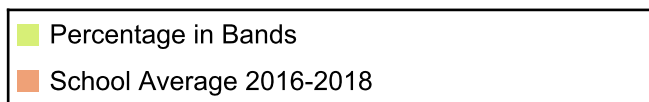
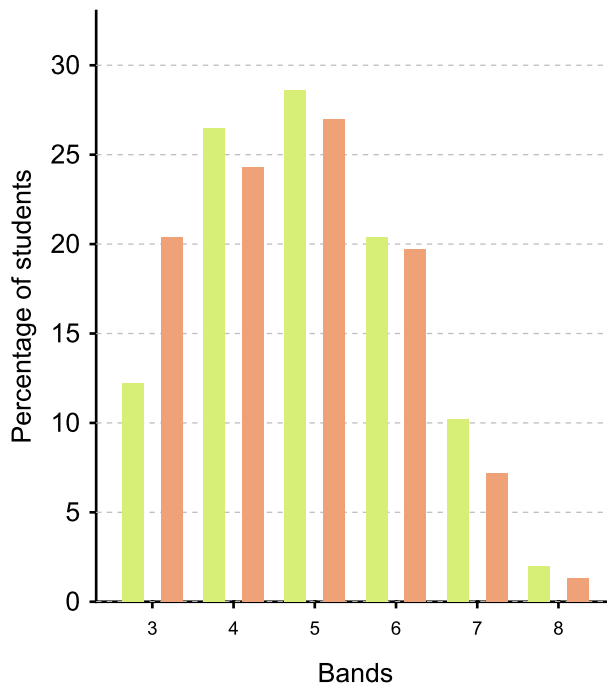
Percentage in bands:
Year 3 Writing



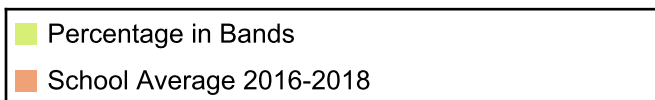
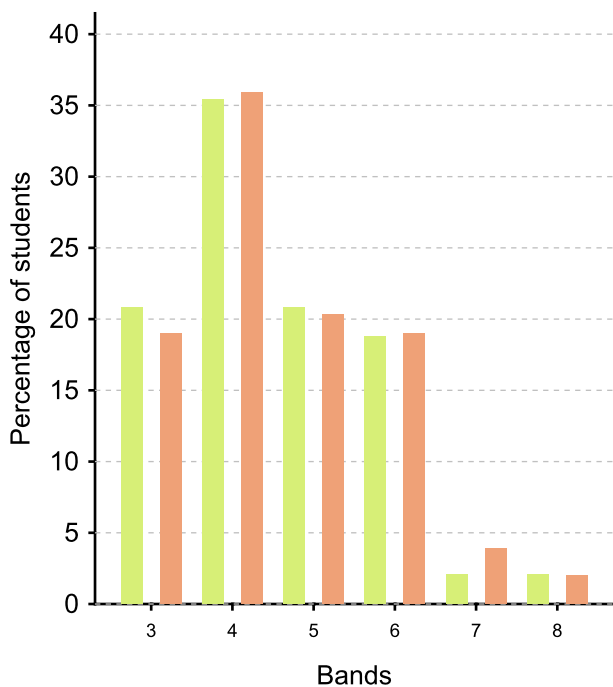
Percentage in bands:
Year 5 Grammar & Punctuation



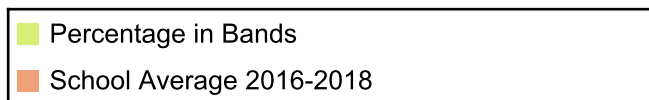
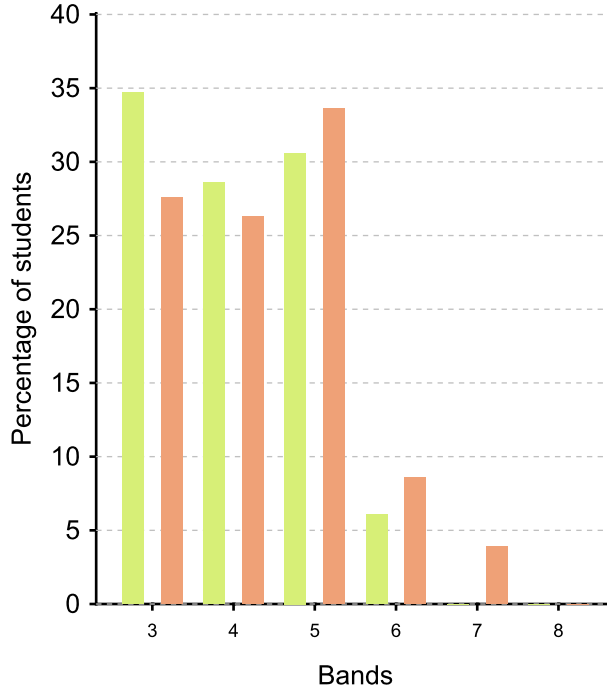
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading

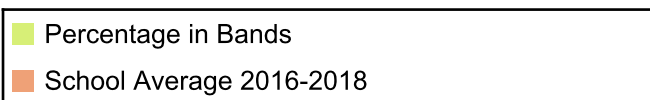
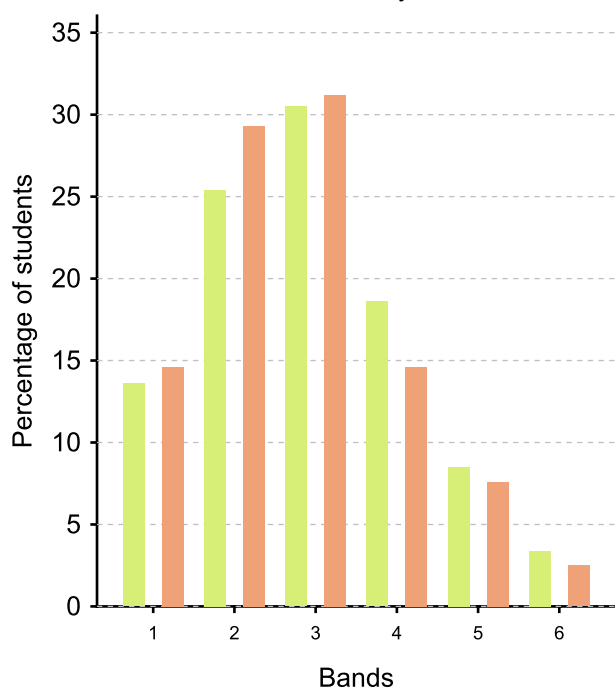


Percentage in bands:
Year 5 Writing

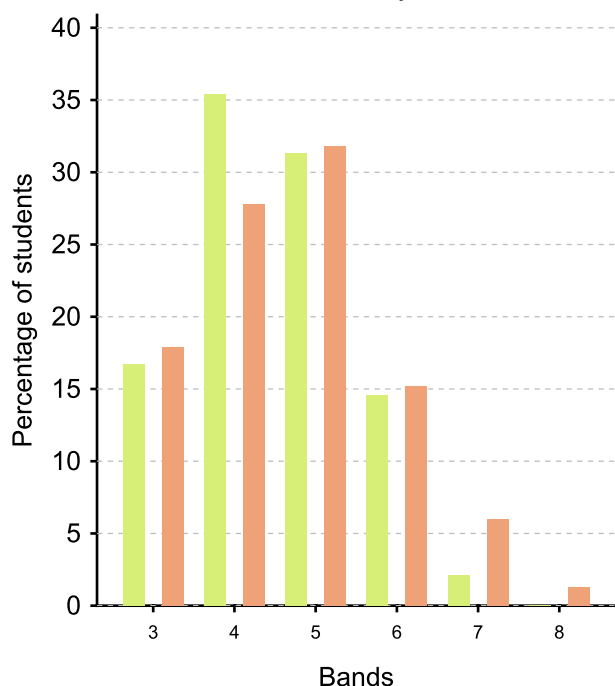


NAPLAN data for 2018 showed a positive trend of increasing performance in Numeracy. There was a growth of 7.2% in Year 3 students placed in the top two bands for Numeracy. 11.9% of Year 3 students and 2.1% of Year 5 students were placed in the top two bands for Numeracy.

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 2018, 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. 2018 NAPLAN data indicates that 18% of Year 3 students and 4% of Year 5 students were in the top two bands for Reading. In Numeracy, 11% of Year 3 students and 2% of Year 5 students were placed in the top two bands.

In 2018, 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. Five 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. Three Aboriginal students participated in Year 5 NAPLAN. In Reading, 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 4, students in Years 4–6 participated in the Tell Them From Me survey.

Policy requirements

Aboriginal education

In 2018, Mrs Amy Morrison, Aboriginal Education Officer (AEO) supported 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, carers and external agencies 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 targeted intensive literacy and numeracy support as well as providing cultural support to indigenous and non-indigenous students. NAIDOC week celebrations included Aboriginal educator and performance artist Matthew Doyle, who told Dreamtime stories, played instruments and performed dancing in the school hall. Aboriginal students, their families and peers had the opportunity to attend a combined schools NAIDOC week celebration.

The achievement of Aboriginal students continued to be supported by non-class attached Assistant Principal who were responsible for providing professional learning and support for teachers in the development of ATSI PLPs.

Multicultural and anti-racism education

Lurnea Public School supports 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 2018, non-class attached Assistant Principals provided classroom support for targeted students. Further support was provided by part-time Arabic speaking School Learning Support Officers (SLSOs).

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 reward systems. All meetings and assemblies begin with an Acknowledgement of Country and PBL weekly mantra. 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 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 SAO. 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.