

Laurieton Public School

2019 Annual Report



Introduction

The Annual Report for 2019 is provided to the community of Laurieton 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.

School contact details

Laurieton Public School

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School background

School vision statement

We believe Laurieton Public School should be safe, nurturing and environmentally friendly. It should be a place where everyone has fun, learns for the 21st century, takes pride in achieving quality and is given opportunities to reach their potential. People at our school should feel a sense of belonging, be respectful and take responsibility for their actions.

School context

Laurieton Public School is a P1 class primary school of 200 students. The school is situated centrally in the small township of Laurieton, in close proximity to the Camden Haven River and North Brother Mountain. The school draws students from Dunbogan and parts of Laurieton, west to St Albans and Waterview Heights Estates, and north to the Stingray Creek Bridge.

The school is located close to facilities such as the local swimming pool, town library, churches and halls and the main shopping centre. It is a short walk to a major sporting field complex where local teams perform strongly in major sports.

According to ABS Census data, the cost of rental accommodation is above the Australian average, while the median income level is slightly above half of the Australian median level, suggesting a relatively low level of disposable income in the community.

The school enjoys a strong reputation within the local community and has produced strong long term results in external academic testing as well as providing an extensive range of extra curricular activities, particularly in the performing arts.

RAM Equity

Socio-economic Background –\$143,473 has supported professional learning for staff and additional in class support.

Aboriginal Background – \$10039 has provided additional learning support for all Aboriginal students to achieve personalised learning plan targets.

Low Adjustment for Disability– \$84834 has supported employment of a Learning and Support Teacher (FTE 0.6) and SLSOs to provide additional support for students with identified learning needs.

Quality Teaching Successful Students– 0.346 allocation for staff mentoring and professional development.

Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self–assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

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

Strategic Direction 1

Dynamic and Inclusive Learning Culture

Purpose

To inspire every student to achieve their full potential through meaningful and future focused learning experiences that are personalised and differentiated.

Improvement Measures

Students achieve expected growth on the literacy and numeracy progressions.

School value added growth is equal to or above the state average and student proficiency aligns to the Premier's target.

The school is able to provide evidence to support the progression of the elements; Curriculum, Assessment and Student Performance Measures on the School Excellence Framework.

Progress towards achieving improvement measures

Process 1: Curriculum

Whole school practices and programs enhanced through strategic professional learning to increase teacher capacity to deliver quality differentiated learning for all students focusing on numeracy, reading and writing.

Evaluation	Funds Expended (Resources)
<p>Professional learning at Laurieton Public School is strongly reflected throughout all three strategic directions. We are endeavouring to move towards a more distributed instructional leadership model and plan to roll this structure out in a slow and supportive manner. Moving forward in this direction, all teaching staff participated in collaborative 'Visible Learning Feedback' focus groups (J. Hattie, S. Clarke, 2018, <i>Visible Learning Feedback</i>) which involved presenting professional learning sessions. The professional learning schedule drives many whole school initiatives (professional learning tasks, presentations, data collection, future planning). The collection of data includes just a small snapshot of what we do but provides evidence that we use internal as well as external data sources to measure individual and whole school progress. The leadership team ensures we are regularly discussing data during team meetings and professional learning sessions in order to evaluate student performance related to our practice in focus areas. Discussions around data see staff continually making adjustments to teaching programs. We continually collect data from our staff about the professional learning in addition to community surveys about many other aspects of our school.</p> <p>The theme of differentiation within the domain of learning was a strategic direction focus and evidence including, an adjustments register, LAST sessions, individual learning goals for all students and NCCD data suggest we are continuing to excel in this area. Additional evidence that we are moving forward in this area, included all supervisor program feedback sheets providing feedback on differentiation strategies on a termly basis.</p>	<p>Funds expended for this strategic direction are identified in the key initiatives of this report.</p>

Process 2: Assessment

Teachers implement quality formative and summative assessment processes and provide quality feedback to enhance student learning.

Evaluation	Funds Expended (Resources)
<p>Laurieton Public School's assessment schedule includes a range of data that</p>	<p>Funds expended for this strategic</p>

Progress towards achieving improvement measures

is used to provide meaningful learning experiences that are personalised to meet a variety of individual student needs. The evidence presented demonstrates that individual learning needs are supported by programs such as Multi-lit and LaST Groups that use well developed evidence based approaches to identify and monitor individual student needs. Our school assessment schedules use reliable assessments that capture a variety of student data. Teachers regularly use a range of formative assessment to monitor student progress. Professional learning based around the collection, use and evaluation of student data, including pre and post testing, provides all teachers with the skills to contribute to the gathering and analysis of data.

Teachers regularly review assessment data of both internal and external data to build consistent judgements of student learning. The data collected from the assessment schedule combined with formative assessments is interpreted to deliver report cards that provide accurate personalised statements about student progress with a focus towards future learning directions.

direction are identified in the key initiatives of this report.

Process 3: Student Performance Measures

Students utilise understanding of assessment and feedback to self-reflect and determine learning goals applicable to their personal learning needs.

Evaluation	Funds Expended (Resources)
<p>All class teachers created PLPs for applicable students utilising the online SENTRAL system.</p> <p>Teacher-Parent-Student conferences were held each semester where 100% of students worked individually with teachers to create learning goals and participated in a discussion with parents and teachers. Over 95% of parents attended.</p> <p>All teaching staff were involved in school self-assessment against the School Excellence Framework through external validation processes. External validation processes provided evidence that staff are making correct judgments when mapping our school against the framework in all areas, including differentiation, monitoring of student learning and measures against syllabus standards.</p>	<p>Funds expended for this strategic direction are identified in the key initiatives of this report.</p>

Strategic Direction 2

High Quality Teaching

Purpose

To build staff capacity and commitment to ongoing improvement of teaching and leading practice through focused professional learning that is evidence-based and at an individual and collective level.

Improvement Measures

The school is able to evidence growth on the SEF from delivering to sustaining and growing in the domain of Teaching against the elements Data Skills and Use, Professional Standards and Learning and Development.

Teachers demonstrate proficiency or above in the domains of Professional Practice and Professional Engagement against the Australian Professional Standards for Teachers.

Progress towards achieving improvement measures

Process 1: Data Skills and Use

Teachers further their knowledge and skills in gathering and analysing student data from internal and external sources.

Evaluation	Funds Expended (Resources)
<p>All staff took part in school self assessment processes and placed ourselves at sustaining and growing within the SEF area of assessment and delivering within the area of data skills and use. Team meeting minutes provided evidence that all teachers are regularly using assessment and data to inform teaching and learning. Program supervision provided evidence that teachers are using assessment regularly to monitor student progress and their teaching. Semester assessment schedules and Consistency of Teacher Judgement days during reporting periods to discuss work samples, allow staff to develop a common understanding around student achievement using resources, such as syllabus documents and the Assessment Resource Centre (ARC) website to support our decisions. Teachers have begun to plot students using PLAN 2 and see this as a future focus. All staff were involved in the analysis of NAPLAN data in professional learning focus areas.</p> <p>Student growth improved in English and Maths this year when comparing grade distribution across the school. English and Maths saw an increase of 6% in students at or above grade level in 2019. In English, 78% of the student population are at or above grade level. In Maths, 84% of the student population are at or above grade level.</p> <p>School Value Added growth was just under the state average in 2019. Years 3 to 5 value added scores placed us in the area of delivering. The number of students in the top 2 skill bands in Year 3 NAPLAN Numeracy was 18.8%. In Year 3 Reading 45.5% of students were in top 2 bands exceeding SSSG at 40.1%. The number of students in the top 2 skill bands in Year 5 NAPLAN Numeracy was 18.5% compared to the state at 14.9%. In Year 5 Reading 28.6% of students were in top 2 bands exceeding SSSG at 23.3%. Only 6.3% achieved in the bottom 2 bands in Year 3 Numeracy compared to state at 14.8% and SSSG schools at 19.5%. In Year 3 Reading, only 9.1% achieved in the bottom 2 bands compared with the state at 13.6% and SSSG schools at 17.4%. Only 14.8% students achieved in the bottom 2 bands in Year 5 Numeracy compared to state at 16.9% and SSSG at 23.4%. In Year 5 Reading, 21.4% of students achieved in the bottom 2 bands compared with SSSG schools at 23.9%.</p>	<p>Funds expended for this strategic direction are identified in the key initiatives of this report.</p>

Process 2: Professional Standards

Progress towards achieving improvement measures

Process 2: Teachers consolidate and extend the capacity to explicitly teach literacy and numeracy to students at all levels of achievement.

Evaluation	Funds Expended (Resources)
Lesson observation, team meeting minutes and teaching programs have indicated that all teachers are differentiating the curriculum to meet the needs of all students. Fluid and flexible grouping structures are operating in all classrooms. NCCD adjustment registers and evidence folders provide further evidence of differentiation.	

Process 3: Learning and Development

Leadership team facilitate specific professional learning within the areas of writing, reading and Mathematics and quality assessment and feedback processes.

Evaluation	Funds Expended (Resources)
The professional learning schedule drives many whole school initiatives (professional learning tasks, presentations, data collection, future planning). All teaching staff participated in collaborative 'Visible Learning Feedback' focus groups (J. Hattie, S. Clarke, 2018, <i>Visible Learning Feedback</i>) which involved presenting professional learning sessions. All staff participated in professional learning in the area of writing using The Seven Steps to Writing Success. Maths problem solving and vocabulary was a professional learning focus. Pre and post tests were implemented in both areas. In writing, 87% of students made progress in persuasive writing and 91% made progress in Maths problem solving using internal assessment data.	Funds expended for this strategic direction are identified in the key initiatives of this report.

Strategic Direction 3

Positive Partnerships, High Expectations

Purpose

To build stronger relationships as an educational community by leading and inspiring a culture of collaboration, engaged communication, empowered leadership and effective organisational practices.

Improvement Measures

Annual School Report reveals alignment of resource allocation, professional learning, and the monitoring of student data with the plan's strategic priorities.

Involvement of staff and community in the school improvement process increased through the deep understanding of its purpose.

Progress towards achieving improvement measures

Process 1: Planning, Implementing and Reporting.

Executive lead the capacity building of the school community towards school plan processes to enhance engagement and contributions toward improvement measures.

Evaluation	Funds Expended (Resources)
The External Validation process provided all staff with in-depth knowledge and understanding of the relationship between focus areas identified in our milestones and the School Plan, resource allocation, Self Assessment and the School Excellence Framework. Our submission was highly commended and an accurate analysis of our strong standing against the SEF. All staff continued to be proactive in their application toward meeting the strategic direction's designated targets for 2019. Carefully structured professional learning and Performance Development schedules minimised classroom disruption and ensured staff application and achievement was highly visible and aligned to school expectations, roles and responsibilities. All staff successfully achieved professional goals that evidenced school plan priorities.	Teacher release, EV, CTJ and PDP's 40 days Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$20000.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>SLSO in class support.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$10 039.00) 	All Aboriginal students received additional support in classrooms through the provision of SLSO's and identified students with learning needs in reading and mathematics accessed LaS. Assessment data indicated expected growth for all students and achievement of personalised learning goals.
Low level adjustment for disability	<p>LaST 0.6 FTE</p> <p>SLSO Employment</p> <p>Multilit</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$84 834.00) • Socio-economic background (\$36 000.00) 	Students gaining assistance from LaST, Multilit and SLSO's have been closely monitored and return to main stream structures after achievement of designated growth as evidenced through assessment data and school based tracking structures.
Quality Teaching, Successful Students (QTSS)	<p>0.346 Staffing entitlement.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$36 924.00) 	All staff received additional release and engaged in quality mentoring sessions with supervisors to align Performance Development Plans to school and personal areas for improvement. Executive staff review milestone progress and provided feedback to staff. Professional learning sessions provided quality learning in the school plan areas targeted for improvement.
Socio-economic background	<p>Teacher release</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$72 000.00) 	Consistency of teacher judgement and quality reporting processes were evidenced across all classes. Excellent attendance rates of parents at Teacher-Parent-Student conferences continued along with survey data indicating the process to be highly valued. Continued implementation of 7 Steps to Writing occurred in all classes and student improvements evidenced through work sample analysis and NAPLAN.

Student information

Student enrolment profile

	Enrolments			
Students	2016	2017	2018	2019
Boys	97	92	92	86
Girls	109	118	125	118

Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.1	95.3	94.7	95.2
1	92.7	94	93.4	94.6
2	92	92.1	94.1	94.4
3	92.6	92.2	93.1	94.5
4	93.4	92.7	92.5	93.2
5	92.8	92.3	91.6	92.8
6	94	92.7	91.5	92
All Years	93.1	92.9	93	93.7
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	6.98
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.4
School Administration and Support Staff	2.12

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	564,027
Revenue	2,132,736
Appropriation	2,004,974
Sale of Goods and Services	2,158
Grants and contributions	122,422
Investment income	3,182
Expenses	-1,985,024
Employee related	-1,754,057
Operating expenses	-230,966
Surplus / deficit for the year	147,712

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	82,280
Equity Total	240,016
Equity - Aboriginal	10,039
Equity - Socio-economic	143,473
Equity - Language	0
Equity - Disability	86,504
Base Total	1,539,468
Base - Per Capita	50,916
Base - Location	4,264
Base - Other	1,484,288
Other Total	85,143
Grand Total	1,946,907

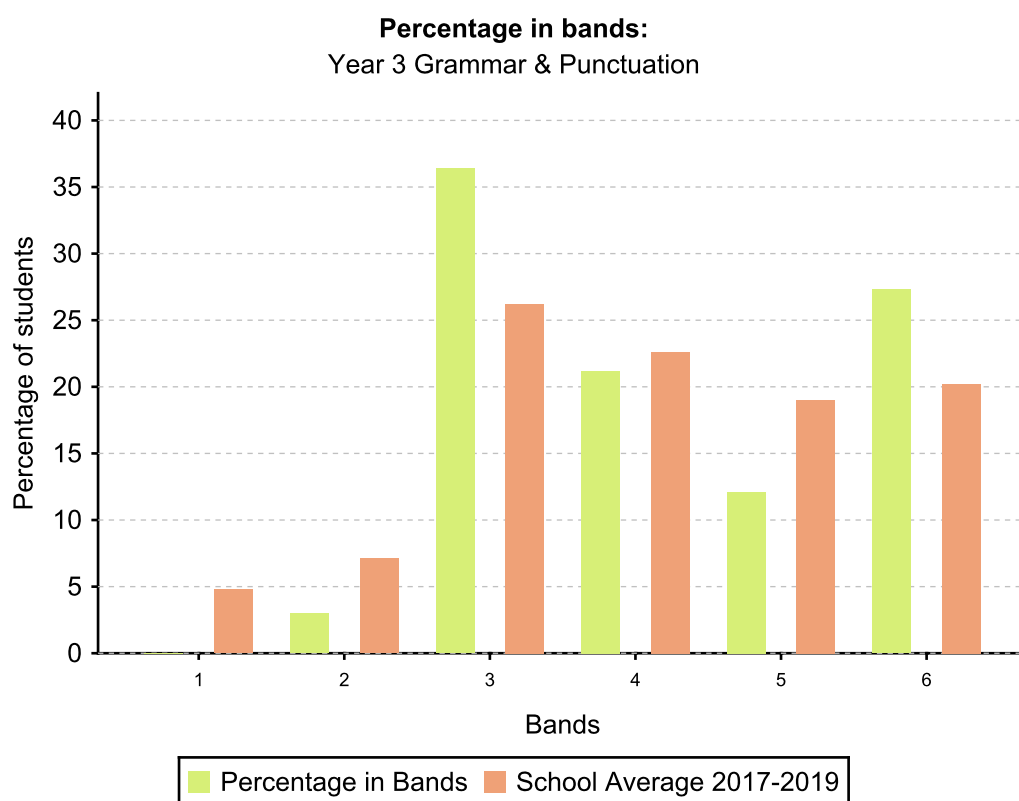
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

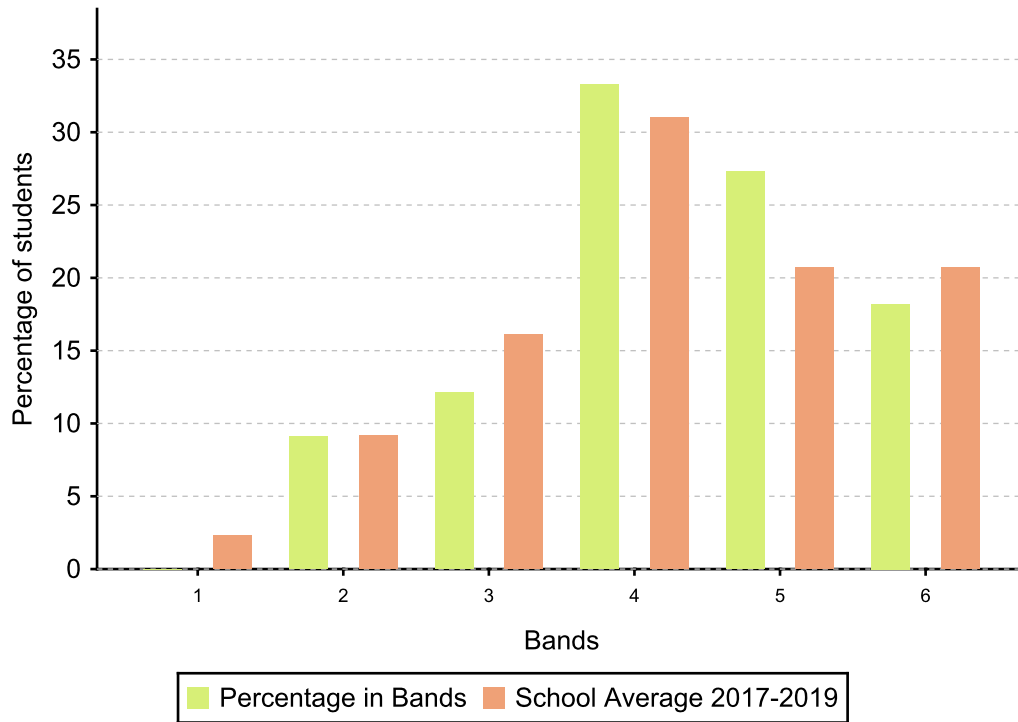
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

Literacy and Numeracy Graphs



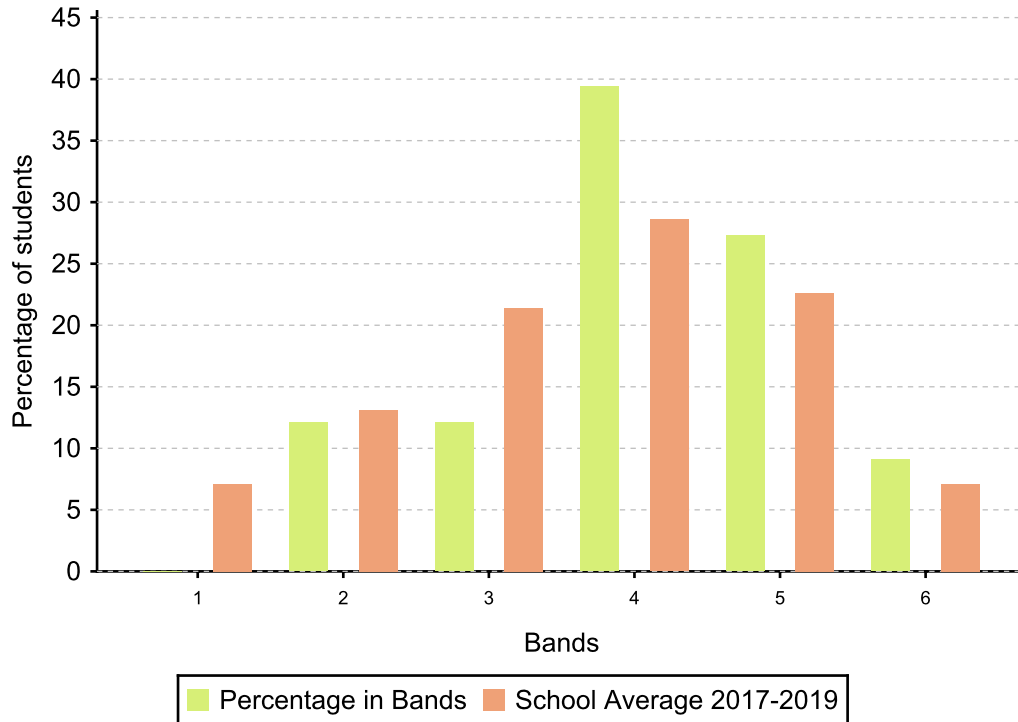
Band	1	2	3	4	5	6
Percentage of students	0.0	3.0	36.4	21.2	12.1	27.3
School avg 2017-2019	4.8	7.1	26.2	22.6	19	20.2

Percentage in bands:
Year 3 Reading



Band	1	2	3	4	5	6
Percentage of students	0.0	9.1	12.1	33.3	27.3	18.2
School avg 2017-2019	2.3	9.2	16.1	31	20.7	20.7

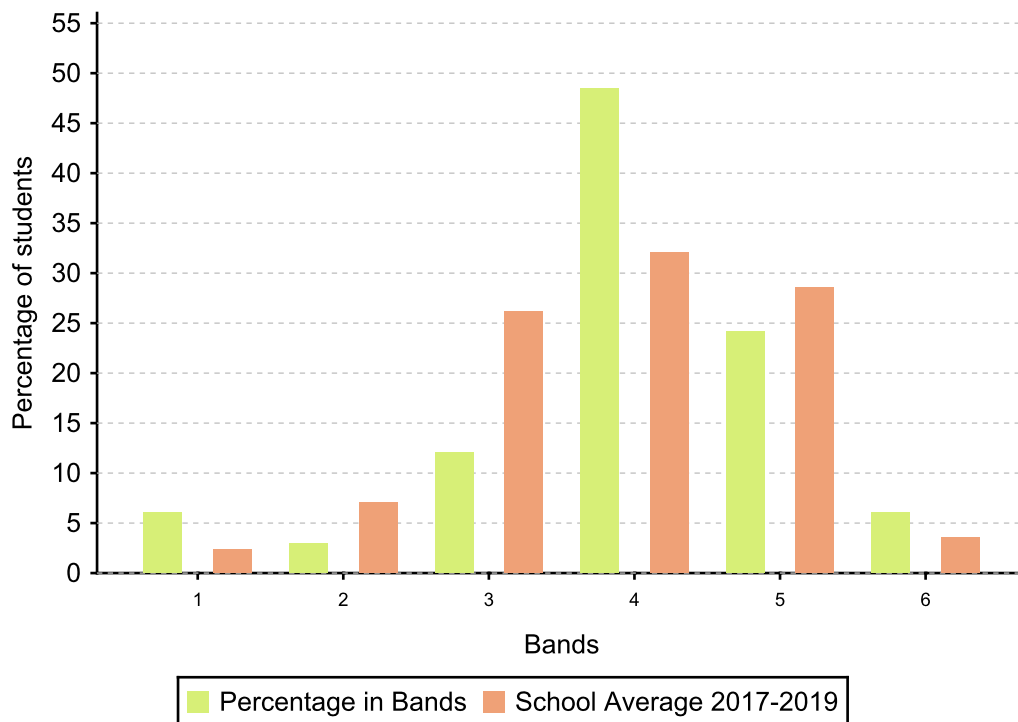
Percentage in bands:
Year 3 Spelling



Band	1	2	3	4	5	6
Percentage of students	0.0	12.1	12.1	39.4	27.3	9.1
School avg 2017-2019	7.1	13.1	21.4	28.6	22.6	7.1

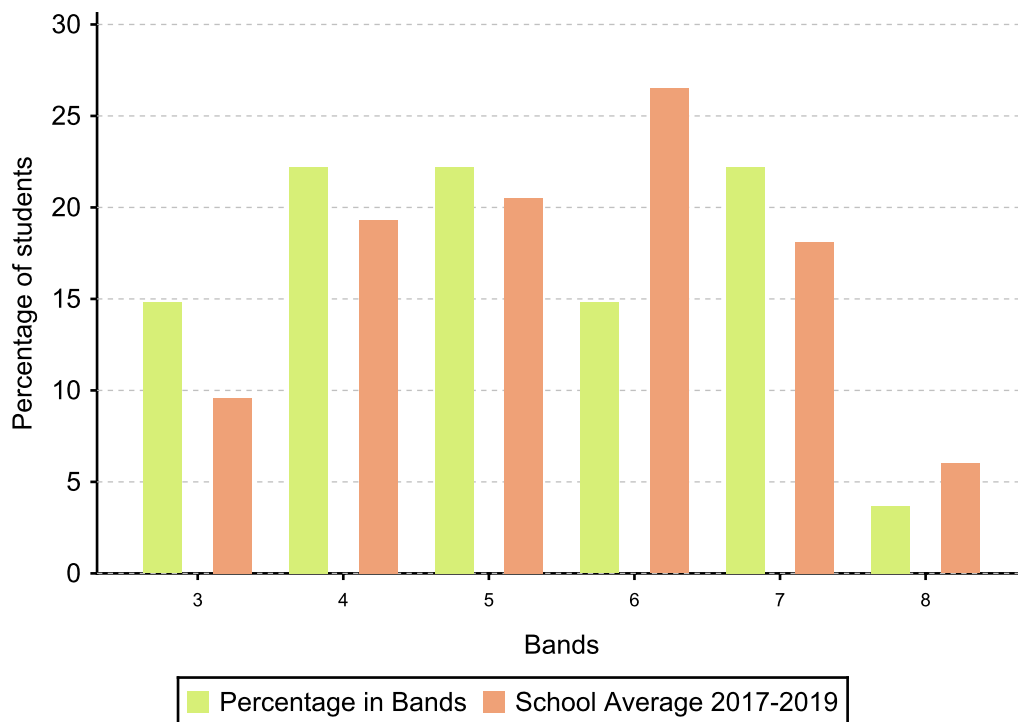
Percentage in bands:

Year 3 Writing



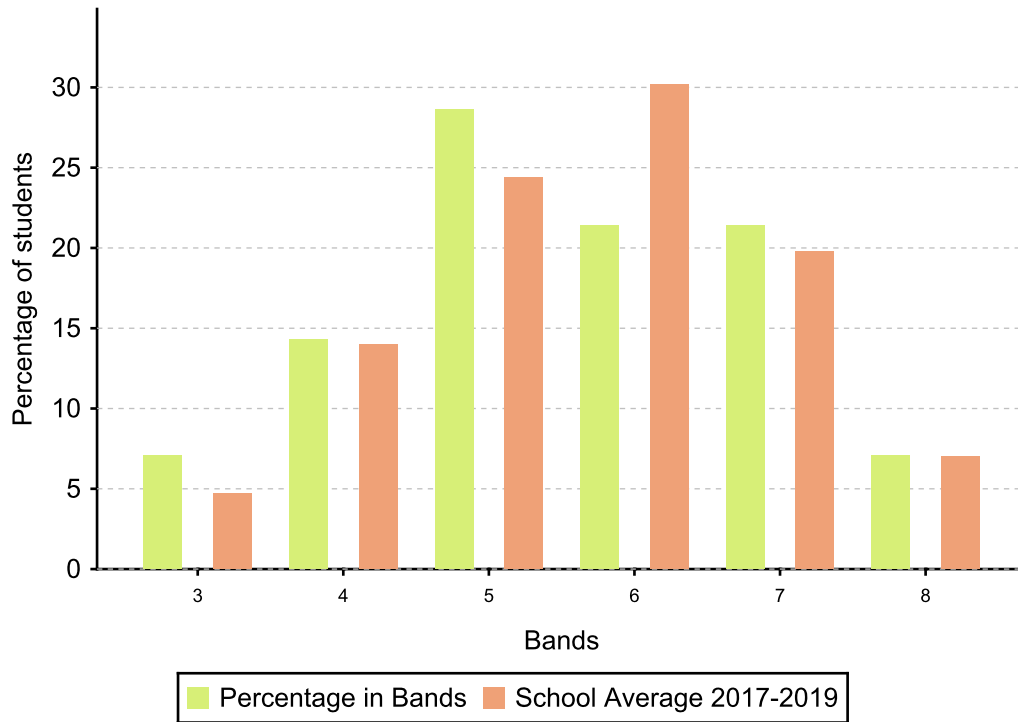
Band	1	2	3	4	5	6
Percentage of students	6.1	3.0	12.1	48.5	24.2	6.1
School avg 2017-2019	2.4	7.1	26.2	32.1	28.6	3.6

Percentage in bands: Year 5 Grammar & Punctuation



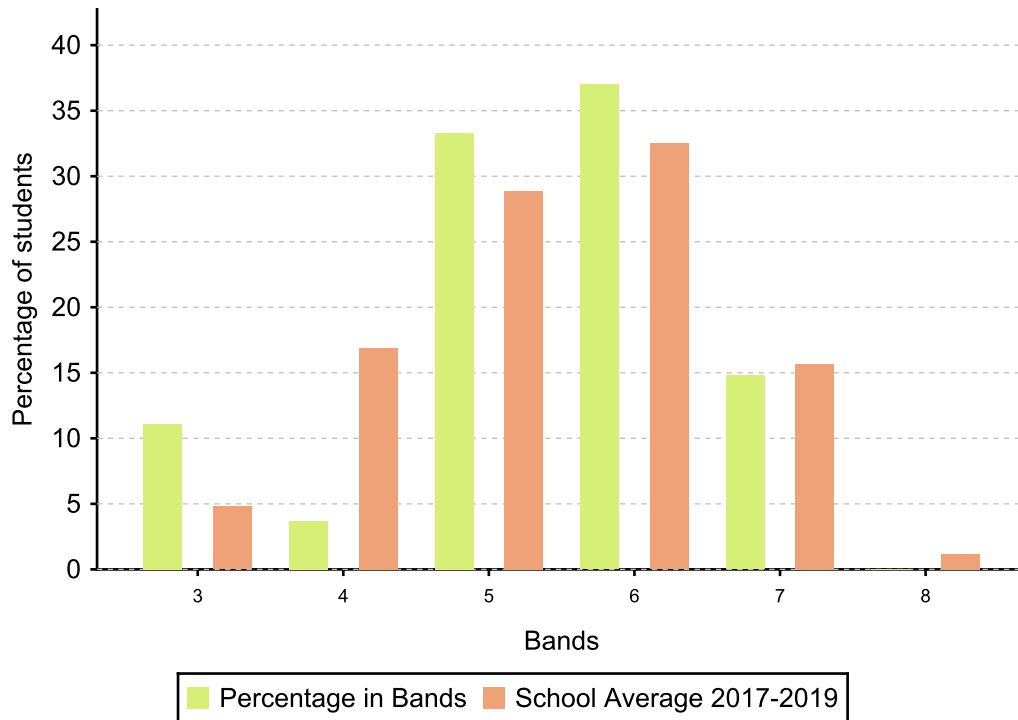
Band	3	4	5	6	7	8
Percentage of students	14.8	22.2	22.2	14.8	22.2	3.7
School avg 2017-2019	9.6	19.3	20.5	26.5	18.1	6

Percentage in bands:
Year 5 Reading



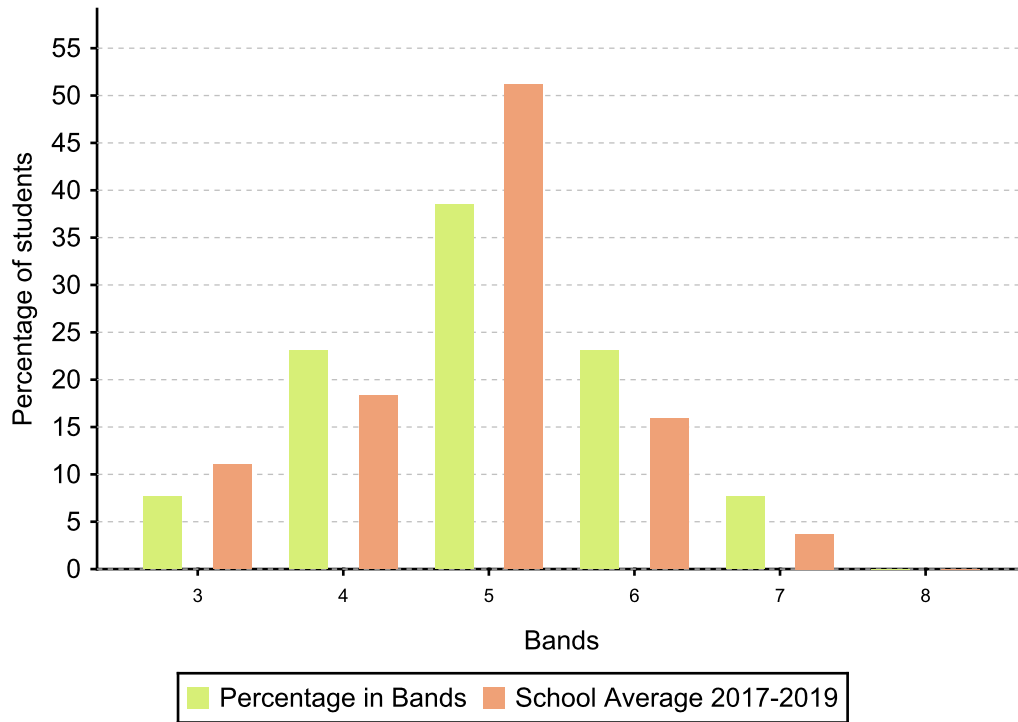
Band	3	4	5	6	7	8
Percentage of students	7.1	14.3	28.6	21.4	21.4	7.1
School avg 2017-2019	4.7	14	24.4	30.2	19.8	7

Percentage in bands:
Year 5 Spelling



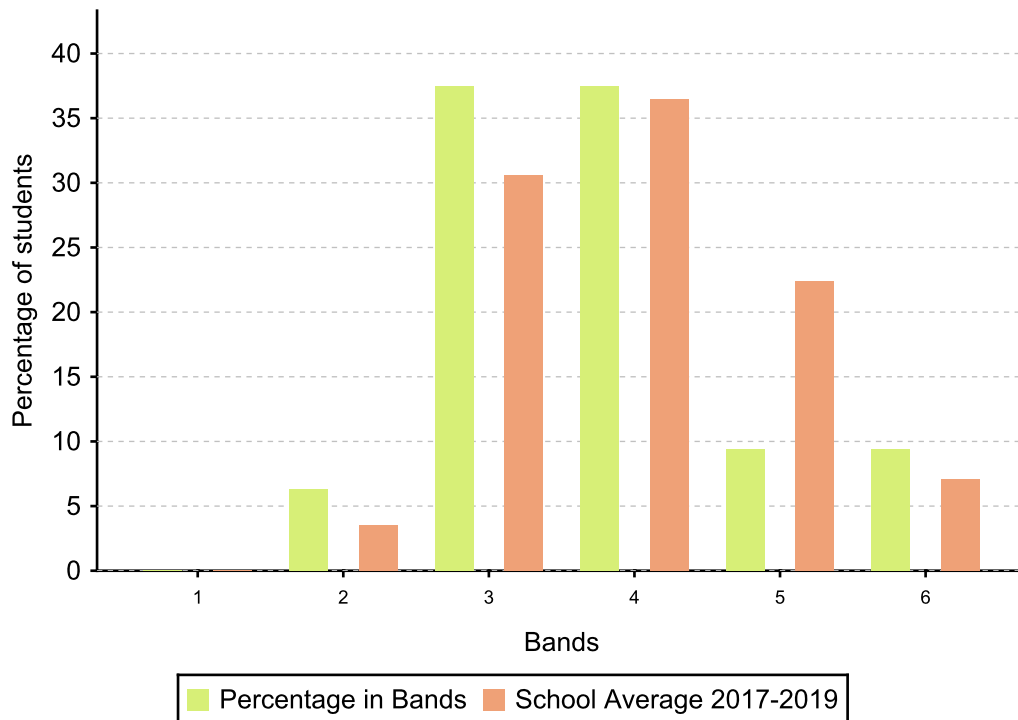
Band	3	4	5	6	7	8
Percentage of students	11.1	3.7	33.3	37.0	14.8	0.0
School avg 2017-2019	4.8	16.9	28.9	32.5	15.7	1.2

Percentage in bands:
Year 5 Writing



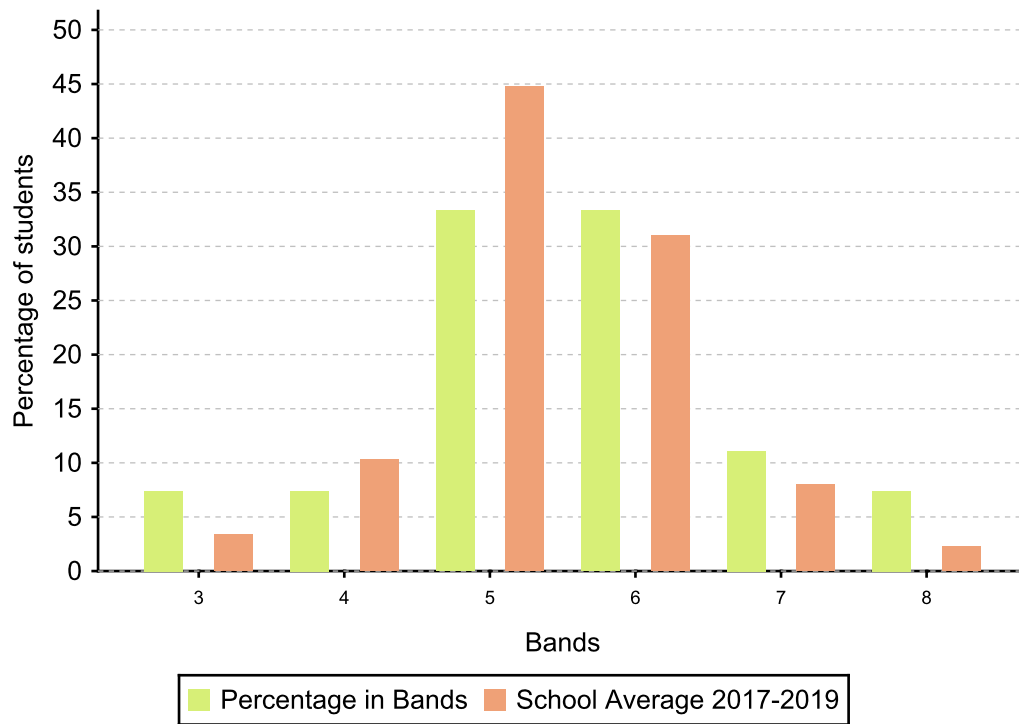
Band	3	4	5	6	7	8
Percentage of students	7.7	23.1	38.5	23.1	7.7	0.0
School avg 2017-2019	11	18.3	51.2	15.9	3.7	0

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	0.0	6.3	37.5	37.5	9.4	9.4
School avg 2017-2019	0	3.5	30.6	36.5	22.4	7.1

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	7.4	7.4	33.3	33.3	11.1	7.4
School avg 2017-2019	3.4	10.3	44.8	31	8	2.3

Parent/caregiver, student, teacher satisfaction

The staff at Laurieton Public School identified Visible Learning Feedback as an area for continued professional learning to enhance understanding to support; student capacity to develop personalised learning goals, Teacher–Parent–Student (TPS) conferences and reporting.

100% of students developed personal learning goals with their class teacher.

95% of parents attended TPS conferences in Term 1 and Term 3.

99% of parents were more aware of the process in 2019.

98% of parents would discuss the conference again when at home with their child.

100% of parents would help their child at home to achieve goals.

100% of parents felt having TPS conferences twice a year is worthwhile.

99% of parents felt having conferences 'just after reports going home' beneficial.

95% of students found the conferences enjoyable and worthwhile.

92% of students felt more comfortable during conferences in 2019.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.