

Lurnea Public School

2019 Annual Report



4289

Introduction

The Annual Report for 2019 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.

School contact details

Lurnea Public School

West & Reilly Sts

Lurnea, 2170

www.lurnea-p.schools.nsw.edu.au

lurnea-p.school@det.nsw.edu.au

9607 7002

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

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 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.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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.

Improvement Measures

Increased percentage of students achieving the top two bands of NAPLAN in Reading

Increased percentage of students achieving the top two bands of NAPLAN in Numeracy

Increase in the number of students who feel their academic and wellbeing needs are being supported.

Progress towards achieving improvement measures

Process 1: 1. Well resourced collaborative opportunities enable teachers to evaluate and enhance teaching and learning, especially in Literacy and Numeracy.

Evaluation	Funds Expended (Resources)
Authentic learning networks using action plans to refine quality teaching in order to measure and evaluate impact.	Collaboration Time (Sport In Schools Australia) Early Career Teacher Conference and Professional Learning Residentials Additional Deputy Principal Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$98261.00)

Process 2: 2. Provision of embedded, cyclic, professional learning opportunities in current educational pedagogies informed by evidence, through school and across-system networks.

Evaluation	Funds Expended (Resources)
All teachers consistently use formative assessment practices and other contemporary pedagogies to enable students and staff to articulate Literacy and Numeracy learning goals.	Deputy Principal – Instructional Leader Additional Professional Learning for Beginning Teachers Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$98261.00)• Support for beginning teachers (\$60189.00)

Process 3: 3. Ongoing strategic development of systems and practices to ensure productive learning environments and positive relationships between students, staff and the community.

Evaluation	Funds Expended (Resources)
Students are experiencing an inclusive school setting that is strategically designed to support their wide ranging academic, socio-emotional and wellbeing needs. Links with external agencies and therapeutic service providers have been established, which has resulted in the school becoming	Therapeutic Service Providers Additional wellbeing time for Assistant Principals

Progress towards achieving improvement measures

a community learning hub.

Additional Learning and Support Teacher (LaST)

Funding Sources:

- Socio-economic background (\$98261.00)

Process 4: 3. Coordinated support for student learning, with a focus on improving the level of achievement for Aboriginal students, including tiered levels of intervention and external agency engagement.

Evaluation

Funds Expended (Resources)

Informed data use and proactive links with external service providers has lead to planning for individual students learning goals and growth in academic achievement and emotional wellbeing.

Aboriginal Education Officer

Funding Sources:

- Aboriginal background loading (\$73975.00)

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.

Improvement Measures

Increased use in formative assessment practices.

Increased confidence of staff in using the National Learning Progressions to monitor and track student achievement in Literacy and Numeracy.

Increase in the number of students able to articulate their learning goals.

Progress towards achieving improvement measures

Process 1: 1. Refining and improving a consistent and measured approach to the use of formative assessment strategies and the authentic integration of technology into these practices.

Evaluation	Funds Expended (Resources)
Teachers engage in evidence collection measured against the National Learning Progressions to inform the future directions in teaching and learning in relation to syllabus requirements	Deputy Principal – Instructional Leader Increased Quality Teacher, Student Success time for Assistant Principals Collaboration time for teachers Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$98261.00)• Quality Teaching, Successful Students (QTSS) (\$43753.00)

Process 2: 2. Creating a whole school assessment schedule.

Evaluation	Funds Expended (Resources)
Teachers successfully relate syllabus requirements to student achievement to co-design with students their next steps in learning. A consistent whole school approach to assessment is monitored by the Instructional Leader.	Deputy Principal – Instructional Leader Additional professional learning time for teachers using the Spiral of Inquiry Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$98261.00)

Process 3: 3. Implementation of inquiry based professional learning focused on data informed, evidence based action to ensure the progress of students in Literacy and Numeracy as measured against the National Learning Progressions.

Evaluation	Funds Expended (Resources)
Students are able to articulate their learning goals and describe their future directions of learning. Teachers are then able to use the National Literacy and Numeracy Learning Progressions to accurately design the next steps of	Deputy Principal – Instructional Leader Additional professional learning time

Progress towards achieving improvement measures

learning for students.

for teachers to engage in the Spiral of Inquiry

Funding Sources:

- Socio-economic background (\$98261.00)

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.

Improvement Measures

Increase of students with improved skills in being able to regulate emotions and articulate learning.

Increased number of teachers pursuing higher levels of accreditation.

Increased community involvement as partners in learning.

Progress towards achieving improvement measures

Process 1: 1. Create a learning design to connect students, staff and the community with the necessary expertise to support student learning.

Evaluation	Funds Expended (Resources)
An increased number of students with additional needs accessing quality intervention and support services. Additional resources have been made available to students and families through a coordinated approach to accessing community services and support.	Additional LaST time External Service Providers Departmental School Support Officers Funding Sources: <ul style="list-style-type: none">• Low level adjustment for disability (\$368811.00)

Process 2: 2. Implement a framework of learning based on emotional regulation and executive functioning that is focused on teaching clearly defined skills needed to connect, succeed and thrive.

Evaluation	Funds Expended (Resources)
An increase in positive and respectful relationships across the school community resulting in school wide collective responsibility for learning. Additionally, there has been a decrease in the number of negative behaviours exhibited by students as a result of a whole school timetable review.	Additional Deputy Principal above establishment Whole school signage and resources Additional wellbeing time for Assistant Principals Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$98261.00)

Process 3: 3. Create opportunities for staff to build leadership capacity and pursue higher levels of accreditation to ensure succession planning, resulting in embedded core beliefs that are protected and maintained.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

Staff have been supported to achieve higher levels of accreditation. Additionally, classroom teachers have been provided opportunities to fill temporary positions on the school leadership team.

Additional mentoring time for Assistant Principals

Deputy Principal above establishment

Funding Sources:

- Quality Teaching, Successful Students (QTSS) (\$43753.00)

Process 4: 4. Develop strategies to increase community understanding and engagement with the school to create positive relationships that enhance partnerships in learning.

Evaluation

Funds Expended (Resources)

Community partnerships have been continually strengthened, especially supporting members of the community with a language background other than English. Purposeful decisions are made with clear community support and participation.

Community Liaison Officer

Deputy Principal above establishment

Funding Sources:

- Socio-economic background (\$98261.00)

Process 5: 4. Schedule of evaluation that seeks and acts on stakeholder feedback and is designed to improve school performance.

Evaluation

Funds Expended (Resources)

The communication strategy creates multiple formal and informal avenues for community members to provide feedback to the school. A coordinated approach to recording and acting on community feedback using the SENTRAL database ensures the school continues to reflect the diverse needs of the school community.

Deputy Principal above establishment

Additional wellbeing time for Assistant Principals

Community Liaison Officer

Purchase of SENTRAL Education database

Funding Sources:

- Socio-economic background (\$98261.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Aboriginal Education Officer</p> <p>Additional learning resources</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$73 975.00) 	<p>Students continue to be supported by the Aboriginal Education Officer (AEO) by maintaining connections with families, external support services and community organisations. All students were able to participate in meaningful activities designed to increase cultural understanding and appreciation of Indigenous Australians.</p>
English language proficiency	<p>Employment of Bilingual School Learning Support Officer</p> <p>Additional EAL/D time for Assistant Principals</p> <p>Additional EAL/D resources</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> English language proficiency (\$176 743.00) 	<p>EAL/D students received timetabled support throughout the school year. Opportunities for small group learning was provided for New Arrival students in addition to their in-class support.</p>
Low level adjustment for disability	<p>Learning and Support Teacher (LaST)</p> <p>Additional School Learning Support Officers</p> <p>Additional in-class support time for Assistant Principals</p> <p>Additional classroom resources</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$368 811.00) 	<p>Additional therapies were a continued focus with early intervention, whole class instruction and weekly small group withdrawal sessions. The Learning and Support Team was made more productive with the provision of additional time for Assistant Principals and other staff to attend regularly.</p>
Quality Teaching, Successful Students (QTSS)	<p>Additional mentoring and support time for Assistant Principals</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$87 507.00) 	<p>All teachers continued to engage in Collaboration Time with their stages. Mentoring and coaching opportunities were provided by stage Assistant Principals and Instructional Leaders to support staff with their ongoing professional learning needs.</p>
Socio-economic background	<p>Deputy Principal above establishment</p> <p>Additional Deputy Principal – Instructional Leader</p> <p>Additional staff to support collaborative practices</p> <p>Additional classroom support and resources</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Socio-economic background (\$884 356.00) 	<p>Through the use of a whole school approach to teaching and learning, overall student achievement has improved. Students have been supported individually to meet their learning goals, which are monitored and tracked throughout the school year. Teachers have access to high quality professional learning that is responsive to their needs.</p>
Support for beginning teachers	<p>Additional mentoring time for Assistant Principals</p>	<p>All beginning teachers were provided with timely, high quality support and mentoring resulting in successful applications for higher</p>

<p>Support for beginning teachers</p>	<p>Time for collaborative practices</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$60 189.00) 	<p>levels of accreditation. Beginning teachers were supported with high quality professional learning designed to meet their individual learning needs.</p>
<p>Targeted student support for refugees and new arrivals</p>	<p>Additional SLSO support</p> <p>Additional classroom resources</p> <p>Target professional learning</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Targeted student support for refugees and new arrivals (\$16 267.00) 	<p>Students were provided with intensive support in learning English with the assistance of the bilingual SLSO. 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>
<p>Early Action For Success</p>	<p>Two Instructional Leaders</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Early Action for Success (\$228 556.00) 	<p>Two instructional leaders 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.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	227	230	239	240
Girls	205	193	193	203

Student attendance profile

School				
Year	2016	2017	2018	2019
K	94	92	92.8	88.8
1	90.5	93.5	92.5	91.1
2	92	91.6	93.3	90.2
3	91.8	92.5	91.6	92.8
4	89.7	92.2	92.4	89.9
5	93.6	92	90.8	90.7
6	89.8	93.9	90.4	90.1
All Years	91.6	92.5	92	90.6
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)	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	1.2
School Counsellor	1
School Administration and Support Staff	9.37

*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	-48,818
Revenue	6,313,285
Appropriation	6,206,750
Sale of Goods and Services	25,755
Grants and contributions	78,599
Investment income	681
Other revenue	1,500
Expenses	-6,698,792
Employee related	-5,868,513
Operating expenses	-830,279
Surplus / deficit for the year	-385,507

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	834,305
Equity Total	1,503,885
Equity - Aboriginal	73,975
Equity - Socio-economic	884,356
Equity - Language	176,743
Equity - Disability	368,811
Base Total	2,873,550
Base - Per Capita	110,679
Base - Location	0
Base - Other	2,762,871
Other Total	865,573
Grand Total	6,077,313

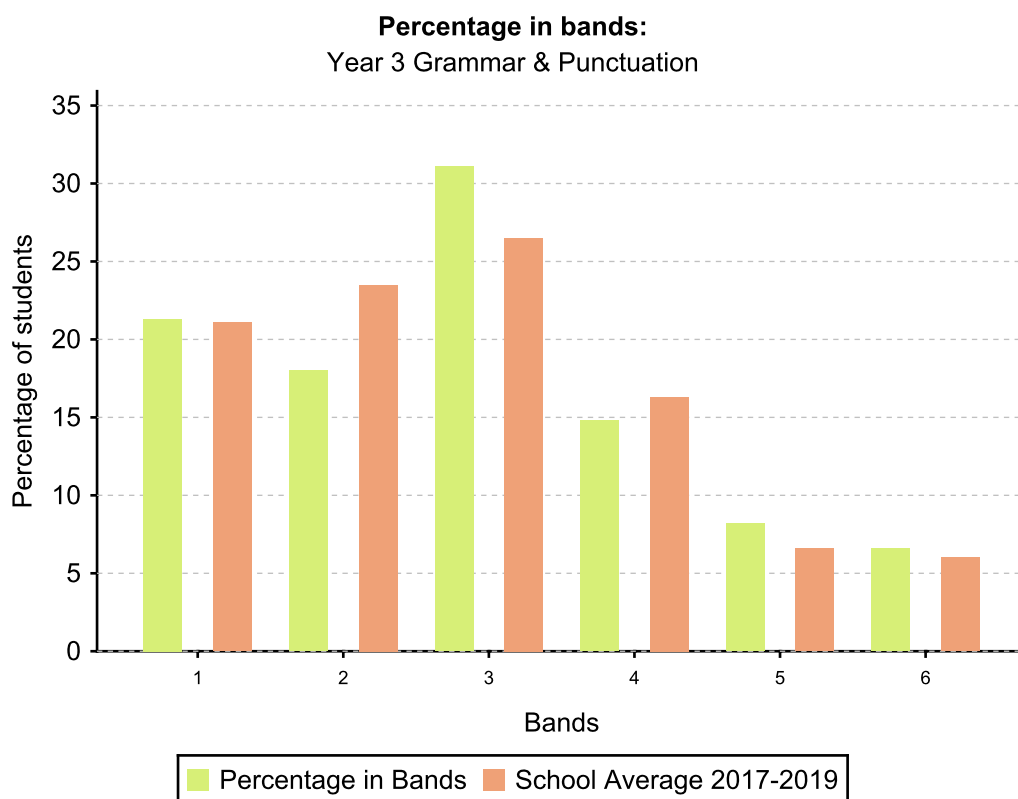
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School performance - NAPLAN

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.

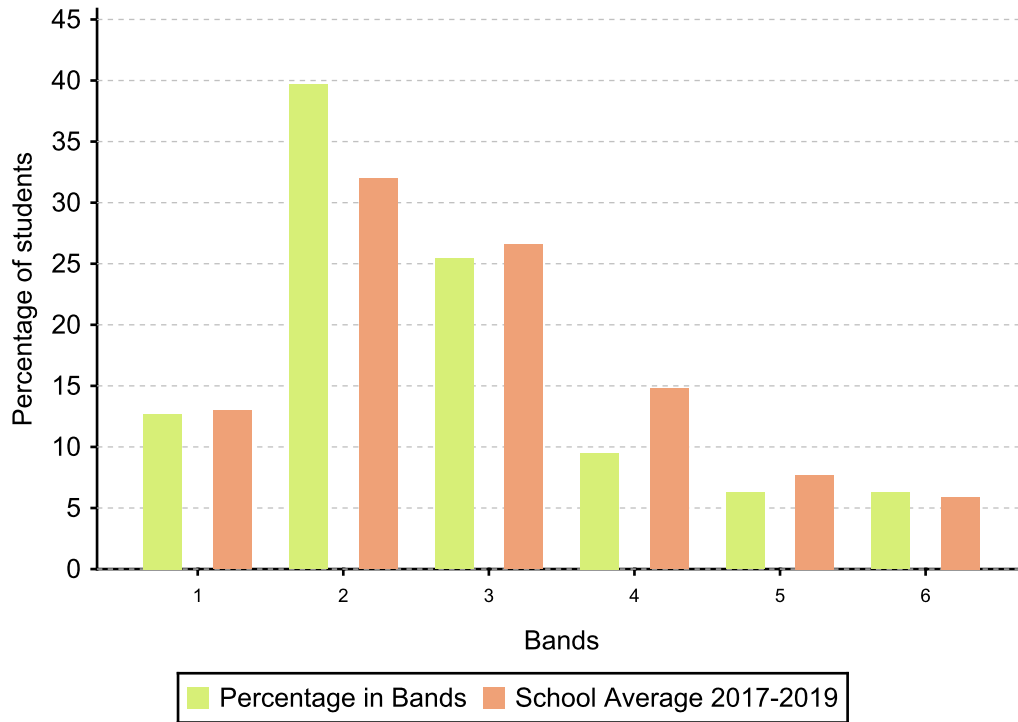
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison 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



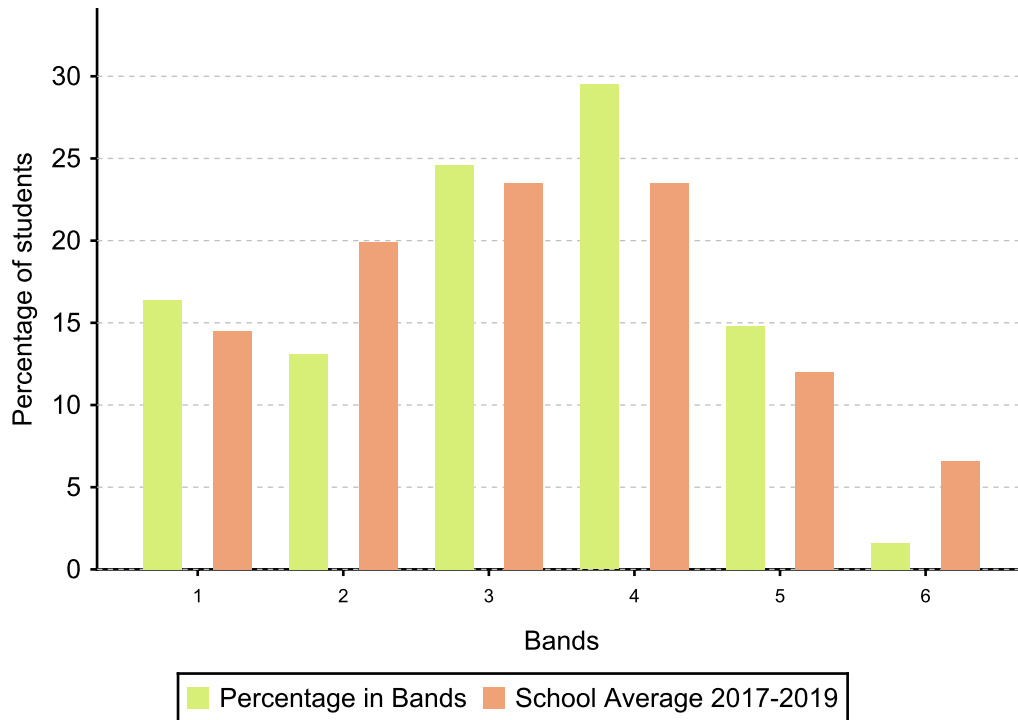
Band	1	2	3	4	5	6
Percentage of students	21.3	18.0	31.1	14.8	8.2	6.6
School avg 2017-2019	21.1	23.5	26.5	16.3	6.6	6

Percentage in bands:
Year 3 Reading



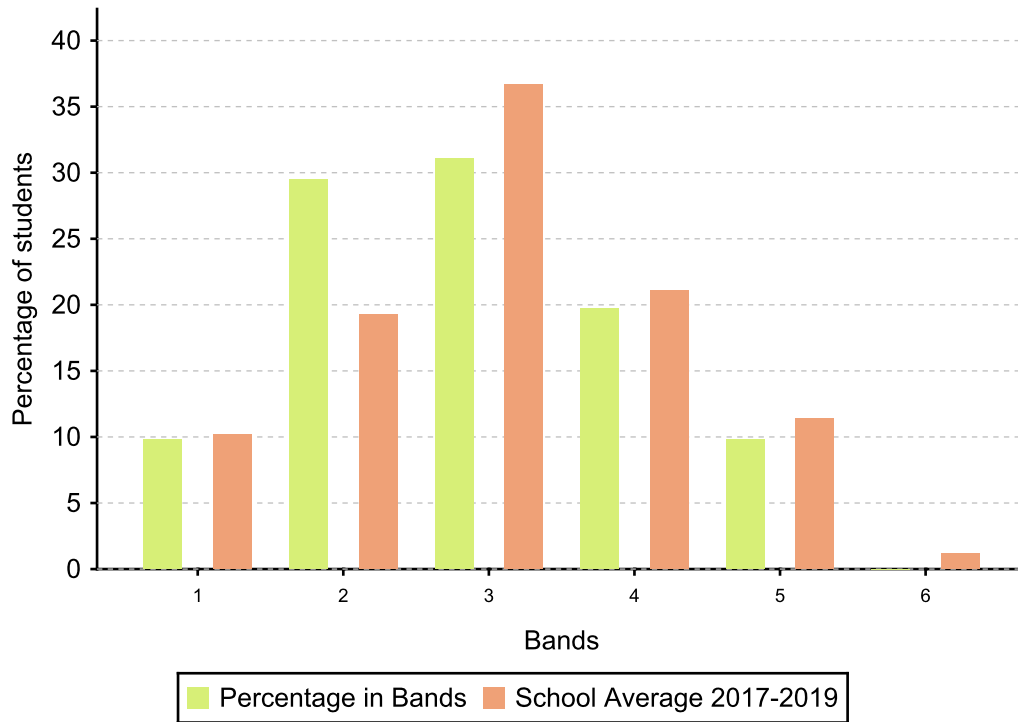
Band	1	2	3	4	5	6
Percentage of students	12.7	39.7	25.4	9.5	6.3	6.3
School avg 2017-2019	13	32	26.6	14.8	7.7	5.9

Percentage in bands:
Year 3 Spelling



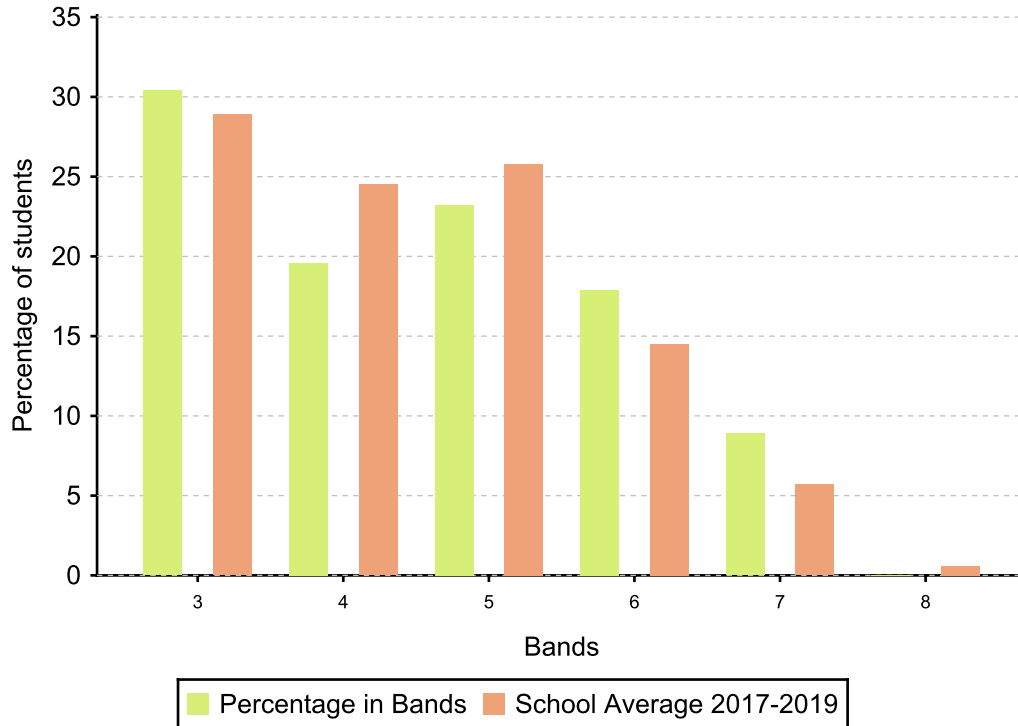
Band	1	2	3	4	5	6
Percentage of students	16.4	13.1	24.6	29.5	14.8	1.6
School avg 2017-2019	14.5	19.9	23.5	23.5	12	6.6

Percentage in bands:
Year 3 Writing



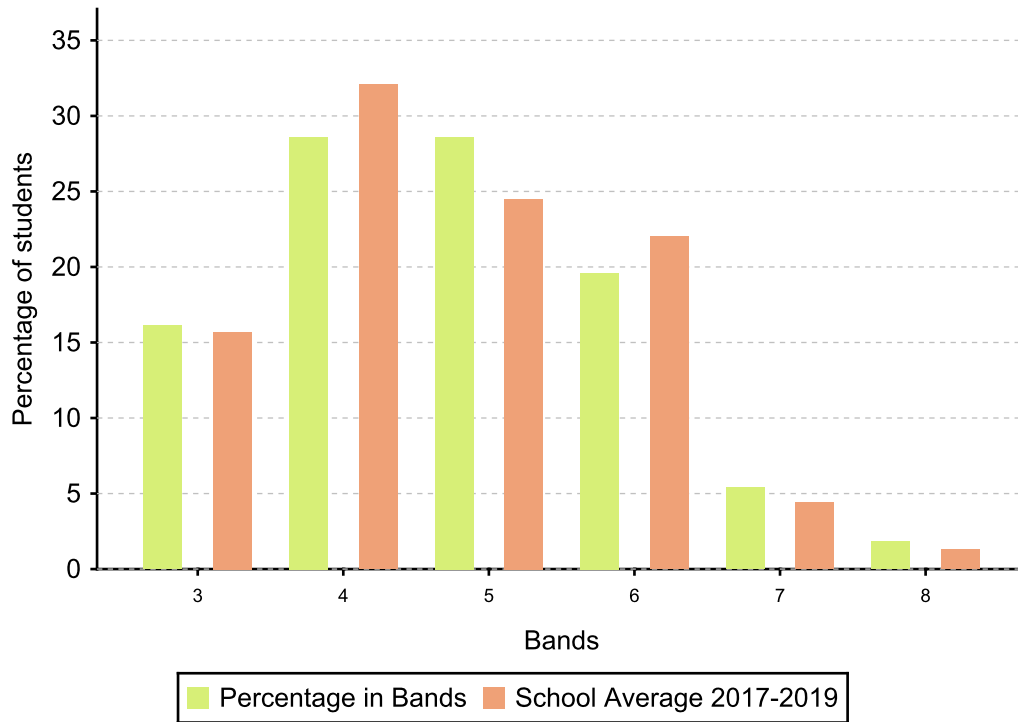
Band	1	2	3	4	5	6
Percentage of students	9.8	29.5	31.1	19.7	9.8	0.0
School avg 2017-2019	10.2	19.3	36.7	21.1	11.4	1.2

Percentage in bands:
Year 5 Grammar & Punctuation



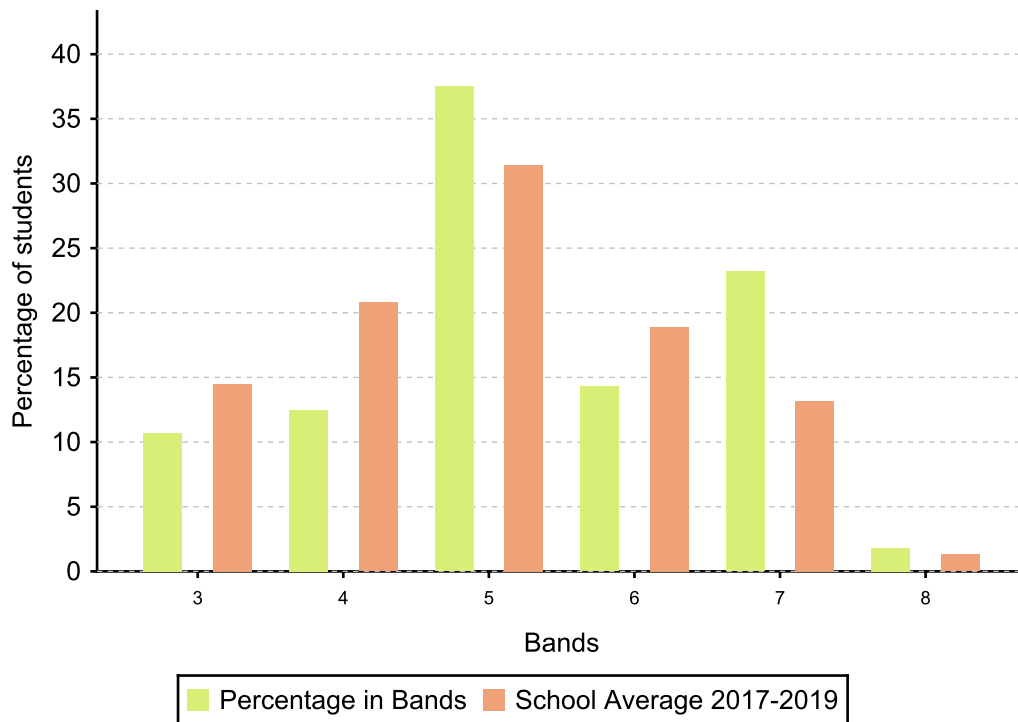
Band	3	4	5	6	7	8
Percentage of students	30.4	19.6	23.2	17.9	8.9	0.0
School avg 2017-2019	28.9	24.5	25.8	14.5	5.7	0.6

**Percentage in bands:
Year 5 Reading**



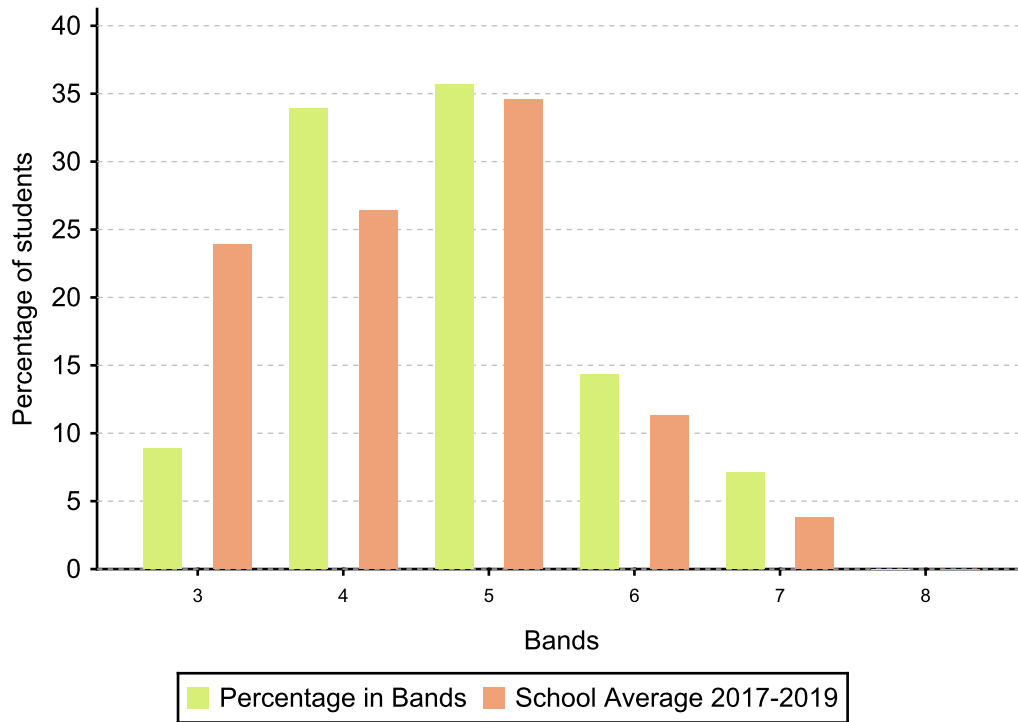
Band	3	4	5	6	7	8
Percentage of students	16.1	28.6	28.6	19.6	5.4	1.8
School avg 2017-2019	15.7	32.1	24.5	22	4.4	1.3

**Percentage in bands:
Year 5 Spelling**



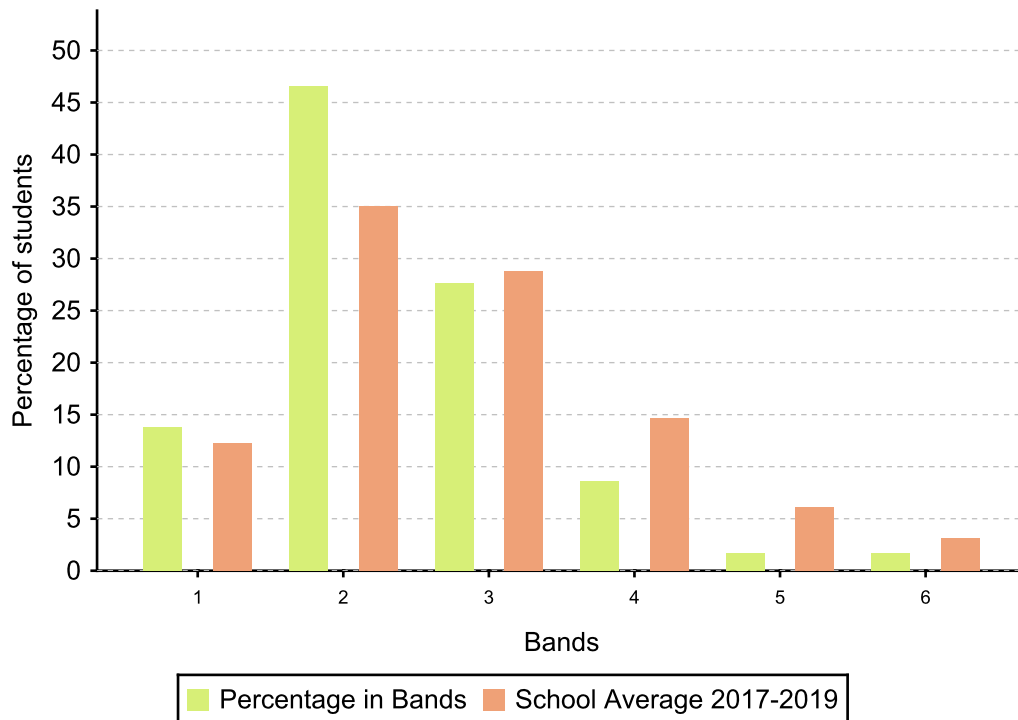
Band	3	4	5	6	7	8
Percentage of students	10.7	12.5	37.5	14.3	23.2	1.8
School avg 2017-2019	14.5	20.8	31.4	18.9	13.2	1.3

Percentage in bands:
Year 5 Writing



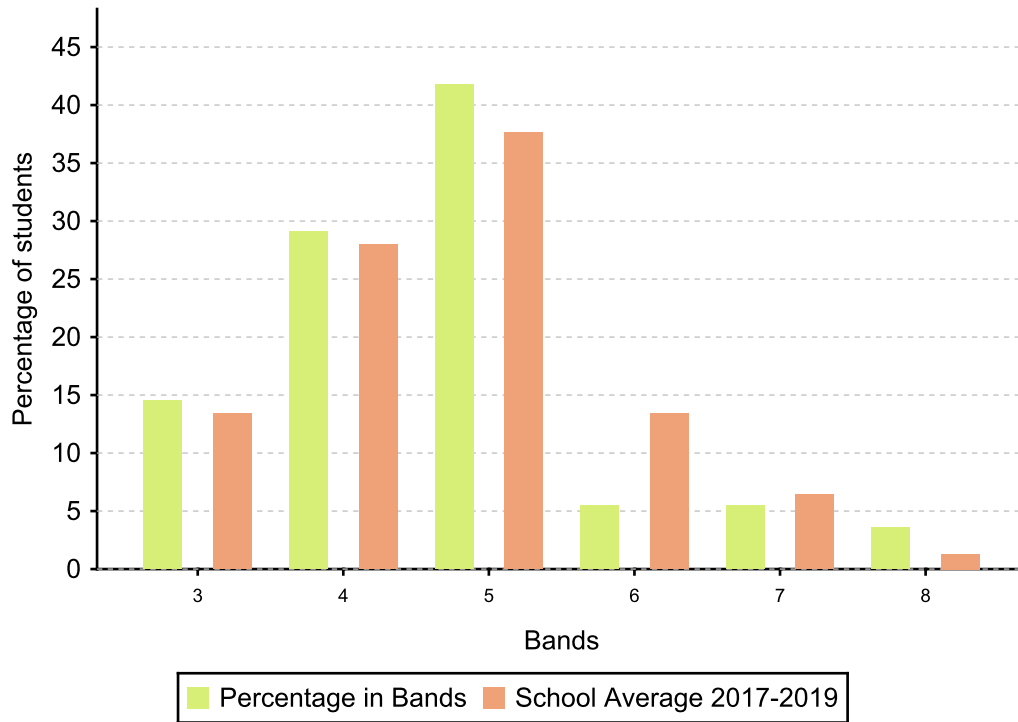
Band	3	4	5	6	7	8
Percentage of students	8.9	33.9	35.7	14.3	7.1	0.0
School avg 2017-2019	23.9	26.4	34.6	11.3	3.8	0

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	13.8	46.6	27.6	8.6	1.7	1.7
School avg 2017-2019	12.3	35	28.8	14.7	6.1	3.1

**Percentage in bands:
Year 5 Numeracy**



Band	3	4	5	6	7	8
Percentage of students	14.5	29.1	41.8	5.5	5.5	3.6
School avg 2017-2019	13.4	28	37.6	13.4	6.4	1.3

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.

Lurnea Public School developed a communication strategy in 2019, which provided multiple formal and informal avenues for community members to provide feedback to the school.

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.