

# 2020 Annual Report

## Laurieton Public School



2377

## Introduction

The Annual Report for 2020 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

Bold St

Laurieton, 2443

[www.laurieton-p.schools.nsw.edu.au](http://www.laurieton-p.schools.nsw.edu.au)

[laurieton-p.school@det.nsw.edu.au](mailto:laurieton-p.school@det.nsw.edu.au)

6559 9084

## School vision

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 184 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* - \$150,614 has supported professional learning for staff and additional in class support.

*Aboriginal Background* - \$9382 has provided additional learning support for all Aboriginal students to achieve personalised learning plan targets.

*Low Adjustment for Disability*- \$86241 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*- 0.332 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. 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>

## 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.

#### Overall summary of progress

Milestones were significantly impacted by Covid19. Internal assessment data indicated pleasing progress of student achievement. Year 3 and Yr 5 Check-in Assessment data showed student achievement in Reading and Numeracy to be above State and SSSG averages.

#### 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)
Covid-19 impacted professional learning focuses and timing. Laurieton Public School displayed agility and commitment to maintaining quality learning environments, whether face to face or virtual. All staff actively participated in professional learning on spelling with a focus on explicit teaching through phonics, spelling strategies and differentiated lists. Teachers K-6 implemented the strategies in classrooms with varying levels of time spent doing so. Professional Learning on effective feedback. occurred for all staff. The whole school English scope and sequence was reviewed by staff and refining this document will continue to be a focus. All staff transitioned to online learning platforms and worked collaboratively to upskill in this area in order to deliver quality differentiated teaching and learning experiences for students.	Teacher Release  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Quality Teaching, Successful Students (QTSS) (\$10000.00)</li></ul>

##### Process 2: Assessment

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

Evaluation	Funds Expended (Resources)
Covid-19 impacted assessment timing and practice. Due to Covid-19 guidelines, teachers were unable to run Teacher-Parent-Student conferences throughout the year, however, did conduct phone interviews with parents to provide feedback. All teachers use 'Two Stars and a Wish' in writing books to give consistent and timely feedback across the school. All teachers used explicit 'Learning Intentions (WALT)' and 'Success Criteria (WILF)' to provide	Teacher release  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$20000.00)</li></ul>

## Progress towards achieving improvement measures

more specific feedback to students. Teacher observations indicated that students are learning to use the 'Success Criteria' as a means to reflect on their learning and provide peer feedback. All teachers implemented end of year assessments, such as Yr 3 and Yr 5 Check In Assessment, running records, PAT Testing in Maths and English, SA Spelling tests, diagnostic reading tests and writing tasks. Results were recorded on Sentral as a means of tracking student progress. Recording student data using PLAN2 in targeted areas was not a focus, however, will be in 2021.

### 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)
PLPs were developed collaboratively with ATSI students, integration students and those students requiring individualised programs using our online Sentral system and communicated to parents. The PLPs were updated at the end of each semester. The plans were included in teacher programs and made accessible to 2021 teachers through Sentral. All students worked with their teacher towards individual goals, however, due to Covid-19, were unable to be shared at Teacher-Parent-Student conferences.	

## Next Steps

Indicated in 2021-2024 Strategic Improvement Plan

## 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.

#### Overall summary of progress

All staff were involved in assessment analysis and evaluation of both class and school strengths and areas for development in English and Mathematics. Coaching and mentoring became paramount in the creation and delivery of online and hardcopy home learning packs and resources. The LPS online Learning Centre was a significant outcome from the COVID19 environment

#### 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>Covid19 had an impact on school plan milestones with all staff adapting to the constant changes in social distancing and health guidelines. As a result, learning taking place on-site and at home, affected capacity to perform pre and post testing.. Once able, student performance measures were consistently monitored and analysed, to ensure students performed to the best of their ability in internal and external assessments. Pre and post testing took place in the focus areas of reading, writing and Maths problem solving. Internal data was collected via a comprehensive assessment schedule where data from standardised tests including Online PAT Reading and Maths, South Australia Spelling Test, BURT and Waddington, was stored on the Sentral system. NAPLAN data was not used as a data source in 2020 due to it's cancellation. In it's place was the Checkin assessments in Reading and Numeracy for Years 3 and 5. This was a valuable assessment tool not just for individual student information but also for the collection of whole school data which was used to identify areas of strength and weakness throughout the school. PAT online assessment, Check In assessment and SCOUT data was analysed by the Executive team. All teaching staff were provided PL and viewed data collected from the PAT and Check In assessments. 100% of staff are familiar with the use of PAT online assessment and reporting and SCOUT as tools to analyse data. Executive staff provided PL on the most recent SCOUT data and informed teaching staff of trends, both positive and negative. In depth item analysis provided details on questions where the school was below the state average or expectation. Strategies to improve in these areas were discussed and implemented in teaching programs across the school and will be used to inform the next school plan.. Internal and external performance measures were scrutinised at CTJ days to ensure consistency in report grades.</p>	<p>Teacher Release</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$8000.00)</li></ul>

##### 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)
Covid19 impacted the PL opportunities throughout the year. Teachers banded together and demonstrated an exceptional ability to expertly collaborate in order to provide valuable learning experiences to all students during home learning and thereafter. Teachers engaged in their own PL and supported one another to provide fortnightly learning packs for students. Teachers greatly improved their technological skills which enabled them to communicate with students and families at home. The LPS Online Learning Centre was created containing sites such as; Mathletics, Literacy Planet, Reading Eggs, Seesaw, Epic, Inquisitive, Google Classroom and Class Dojo and were utilised by all staff to engage students and provide learning opportunities in all KLA's. This continued when all students returned and is firmly entrenched across the school. Teachers analysed the data available on these programs to monitor individual student performance, provide feedback and inform future learning.	Online programs  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Literacy and numeracy (\$10000.00)</li></ul>

### 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)
Covid 19 significantly effected achieving milestones in this strategic direction. Executive provided PL on the SMART spelling program which focused on phonics (letters and sounds), SMART spelling sequence, giving meaningful feedback, fortnightly routine, scope and sequence, how words work (letters, sounds, syllables), spelling study activities, the 4 SMART spelling rules, plurals and assessment. Purposeful team meetings monitored teacher understanding and implementation of the SMART spelling method. Teachers collaboratively planned fortnightly units of work and observed growth in the majority of students from Semester 1 to Semester 2. Data, such as pre and post testing in writing and Maths word problems developed by Stage teams and ongoing teacher reflection during meetings to analyse learning progress, were used to measure the effectiveness of Professional Learning on a cyclic basis and inform future planning.	Teaching resources  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$10000.00)</li></ul>

## Next Steps

Identified in 2021-2024 Strategic Improvement Plan



### 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.

#### Overall summary of progress

Collaboration, cooperation, consistency and compassion were key features throughout 2020. Teacher professional learning was significant in the area of technology and online learning. All staff successfully completed PDP requirements, lesson observations and feedback sessions. All teaching staff completed all What Works Best modules and their reflections utilised for directions of personal learning in the 2021-2024 Strategic Improvement Plan.

#### 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)
Covid-19 had an impact on School Plan milestones with all staff acting with agility to adapt to the constant changes in social distancing guidelines. School directions, milestones and professional learning focuses were communicated clearly to staff to ensure collective efficacy. 100% of teaching staff were involved in regular reflection and planning sessions regarding school directions at Stage and whole school levels. QTSS funding was utilised to give all teaching staff time to dedicate to the focus areas of spelling, remote learning pedagogy, What Works Best modules and Hattie's feedback research. 100% of teaching staff had PDP goals aligned to the School Plan as well as the Teaching Standards. The new English scope and sequence was reviewed by all staff and will continue to be a work in progress as staff evaluate and refine the document. 100% of teachers were involved in lesson observation and feedback sessions.	Teacher release  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Quality Teaching, Successful Students (QTSS) (\$20000.00)</li></ul>

#### Next Steps

Identified in 2021-2024 Strategic Improvement Plan

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	SLSO's LaST <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$9 382.00)</li> </ul>	Tracking of Aboriginal students on Sentral along with summative and formative assessment data shows growth of learning and development aligned to individual expectations for all students. Achievement of student learning goals also highlighted student progress.
<b>Low level adjustment for disability</b>	Employment of learning support <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Integration funding support (\$82 280.00)</li> <li>Low level adjustment for disability (\$86 504.00)</li> </ul>	Students gaining assistance from LaST 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.
<b>Quality Teaching, Successful Students (QTSS)</b>	Teacher release <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Quality Teaching, Successful Students (QTSS) (\$36 000.00)</li> </ul>	All staff received additional release as indicated in the school plan to complete professional learning and performance development plans.
<b>Socio-economic background</b>	Teacher release Teaching resources in maths and english Online learning resources iPads and Laptops <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Socio-economic background (\$50 000.00)</li> </ul>	Consistency of teacher judgement and quality reporting processes were evidenced across all classes. Implementation of SMART Spelling occurred in all classes and student improvements evidenced through assessment analysis. Provision of additional RFF to support professional learning occurred.

## Student information

### Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	92	92	86	84
Girls	118	125	118	99

### Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.3	94.7	95.2	92.6
1	94	93.4	94.6	92.6
2	92.1	94.1	94.4	92.9
3	92.2	93.1	94.5	93.6
4	92.7	92.5	93.2	91.7
5	92.3	91.6	92.8	91.9
6	92.7	91.5	92	90.4
All Years	92.9	93	93.7	92.2
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

### 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)	5.93
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 <b>Actual</b> (\$)
<b>Opening Balance</b>	711,740
<b>Revenue</b>	1,924,472
Appropriation	1,876,140
Sale of Goods and Services	1,662
Grants and contributions	45,732
Investment income	738
Other revenue	200
<b>Expenses</b>	-1,904,303
Employee related	-1,607,745
Operating expenses	-296,559
<b>Surplus / deficit for the year</b>	20,169
<b>Closing Balance</b>	731,908

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.

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	78,370
<b>Equity Total</b>	246,237
Equity - Aboriginal	9,382
Equity - Socio-economic	150,614
Equity - Language	0
Equity - Disability	86,241
<b>Base Total</b>	1,463,116
Base - Per Capita	49,063
Base - Location	4,169
Base - Other	1,409,885
<b>Other Total</b>	71,150
<b>Grand Total</b>	1,858,873

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

---

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.



## Parent/caregiver, student, teacher satisfaction

Many informal communication processes occurred throughout 2020 directly with our families, focusing on the home learning environment and family wellbeing.

- We sourced home learning capacity
- Devices and internet
- Student application and achievement
- Family wellbeing

All issues were addressed and support provided where required.

In Term 1 2021 all 102 families who completed the survey, answered the following question and the responses were all extremely positive and reassuring. We are a wonderful school community.

How well do you feel LPS handled all things COVID19 throughout 2020?

- Outstanding and thank you for your support
- Very well, communication was fantastic
- 100% the best
- It was very reassuring
- Amazing, so proud to be a part of LPS
- Brilliant, staff contact was very much appreciated
- Amazing, could not have done it better
- 100% amazing
- Very professional. Tops!
- Excellent, perfect mix of humour and compassion
- Very well, its been a pleasure to be part of this 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.