

2020 Annual Report

Luddenham Public School



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Introduction

The Annual Report for 2020 is provided to the community of Luddenham 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 vision

Luddenham Public School is committed to providing quality education in a nurturing and innovative learning environment, where all learners aspire to reach their potential. We work together as a whole school community to prepare and inspire our students to be creative, engaged and confident participants in our ever-changing and challenging world.

School context

Luddenham Public School is a small school situated 15 kilometres south of Penrith. The school is part of the Luddenham community in a semi-rural area. The school consists of a teaching principal and one permanent teaching staff, permanent part-time staff for library and release from face to face, a teacher to support students with learning difficulties for one day a week and temporary teacher employed as part of the teaching principal allocation.

Three multi-aged classes have been formed to accommodate the 53 students enrolled at the school. The school is committed to improving the literacy and numeracy achievements of all students. Learning for all is at the core of all that we do at Luddenham Public School. We strive to develop respectful, safe, responsible and independent learners in a safe and caring environment. We have a strong focus on the differentiation of the curriculum to suit the learning needs of all students.

Our school is an active participant in both the Penrith Valley Small School's Network and the Glenmore Park & Mulgoa Valley Learning Community.

Our school community is supportive and we have an enthusiastic and committed P&C organisation who actively works in partnership with our school.

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

Strategic Direction 1

Quality Teaching and Learning

Purpose

To create a stimulating and engaging learning environment, underpinned by high expectations and evidence based pedagogy to promote quality learning with a differentiated curriculum to meet the needs of all learners.

Improvement Measures

To sustain an average of 80% growth from Years 3-5 in NAPLAN literacy and numeracy.

Evidence of formative assessment strategies in classrooms, including Learning Intentions Success Criteria, student goals and feedback strategies.

All staff using data analysis and evidence based teaching pedagogy to place students on literacy and numeracy continuums.

Overall summary of progress

Luddenham Public School has a holistic approach to quality teaching and learning across the school. Teaching programs indicate that quality teaching and learning activities are being taught across the school. Our students strive to achieve their personal best in all aspects of school, aided by goal setting in collaboration with their teachers. Staff reflect on teaching practice and focus on ways in which they can build their capacity to improve through quality and differentiated professional learning. Differentiation of class literacy and numeracy programs have ensured that all student needs are met. Learning support for targeted students from K-6 has improved the results of our students.

Progress towards achieving improvement measures

Process 1: Strengthening systems and protocols for teachers to collect and analyse data on student learning to differentiate practice.

Evaluation	Funds Expended (Resources)
Differentiated curriculum. Differentiated teaching and highly engaged students.	Staff PL funds

Process 2: Spirals of Inquiry/Early Action for Success

Targeting literacy and numeracy priorities using evidence informed pedagogy.

Evaluation	Funds Expended (Resources)
Improved student outcomes in literacy and numeracy. Evidence informed literacy and numeracy strategies are the core aspects of our teaching practice.	Instructional Leader

Process 3: Establish a quality learning environment which supports risk taking, promotes student engagement and acknowledges student effort and achievement.

Evaluation	Funds Expended (Resources)
A whole school approach where students can articulate their achievements and future directions.	Staff

Strategic Direction 2

Wellbeing

Purpose

To be actively connected on many levels and build trusting relationships within the school community where all members will be valued, encouraged, supported and empowered to succeed.

Improvement Measures

90% of students at expected level of behaviour as indicated in SENTRAL wellbeing data.

Tell them From Me data and Bounce back surveys indicate 90% of learners feel safe, supported and successful within the school environment.

Overall summary of progress

We have had a strong focus on developing the wellbeing of all members of the school community. This was particularly important due to COVID-19. Every student is known, valued and cared for and there was a strong focus on ensuring that all members were valued, encouraged, supported and empowered to succeed. The school supports the wellbeing of students through the Zones of Regulation program.

Progress towards achieving improvement measures

Process 1: Healthy Living

Strengthening systems and programs to promote healthy living within the school and wider community.

Evaluation	Funds Expended (Resources)
Implementation of these programs have seen an increased understanding of student wellbeing from a safety and health perspective.	Staff

Process 2: Wellbeing

Targeting health and wellbeing priorities using a planned approach to develop and shape the character of the individual and maximise opportunities for growth.

Evaluation	Funds Expended (Resources)
Students have been introduced to wellbeing programs that focus on a range of strategies that deal with self regulation, internal weather and choice making. Feedback from students and Sentral data show that these programs have assisted in creating a positive school environment.	Staff PL

Strategic Direction 3

Connections

Purpose

To promote and strengthen the schools connection with parents and the wider community to maximise learning opportunities for all members of the school so that our students grow into confident, creative and resilient life long learners.

Improvement Measures

80% of parents positively engaging with the school across all forms of communication.

100% of staff actively communicating with parents across all forms of communication procedures established in the school.

To increase wider community involvement in individual and whole school programs.

Overall summary of progress

In 2020, Luddenham Public School focused on building connections with the school community to develop the opportunities for our students and promote the school. The school is an important part of the community. Luddenham continued its partnership with Western Sydney University as part of the First Foot Forward program encouraging our Stage 3 students to set goals and aspirations for the future. COVID-19 meant that some of these partnerships were interrupted for a time, or changed they way they were delivered, however, the commitment to provide these services was as strong as ever and the staff were able to coordinate effectively to ensure the interruption was minimal.

Progress towards achieving improvement measures

Process 1: Parent/Carer Connections

Strengthen systems and programs to positively connect and communicate with students and parents/carers.

Evaluation	Funds Expended (Resources)
Connections with our Community of schools continues. We continue our relationship with Western Sydney University into 2021.	Staff

Process 2: Community Partnerships

Strengthen, continue and promote the schools connections with outside agencies, community of schools and universities.

Evaluation	Funds Expended (Resources)
The feedback has been overwhelmingly positive with parents indicating that they feel welcome and engaged at the school. Students also indicated that they had opportunities to share their work and their classrooms with their families.	Staff Community P&C

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	SLSO Funding Sources: • Aboriginal background loading (\$12 920.00)	Our Aboriginal students success and growth is monitored throughout the year and meaningful relationships and partnerships established with the class teacher and the parents.
Low level adjustment for disability	Learning and Support Funding Sources: • Low level adjustment for disability (\$36 244.00)	LaSt has liaised with teachers and principal to target programs and resources to assist class teachers and SLSO's for identified students.
Quality Teaching, Successful Students (QTSS)	Staff Funding Sources: * Quality Teaching, Successful Students (QTSS) (\$14548) Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$14 548.00)	SLSO support was provided for students in years K-6 in literacy and numeracy. The programs have had a significant impact on student learning and engagement.
Socio-economic background	Funding Sources: • Socio-economic background (\$67 765.00)	SLSO support was provided for students in years K-6 in literacy and numeracy. The programs have had a significant impact on student learning and engagement.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	51	52	42	36
Girls	38	42	39	33

Student attendance profile

School				
Year	2017	2018	2019	2020
K	93.8	92.3	92.3	86.4
1	94.7	94.4	91.6	85.3
2	93.6	94.4	92.1	92.6
3	91.9	89.2	90.1	91.8
4	93.4	91	91.5	88.1
5	85.5	91.3	88.7	88.2
6	90.1	85.8	90.6	85.8
All Years	92	91.4	91	88.7
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
Classroom Teacher(s)	2.43
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.17
School Administration and Support Staff	1.46

*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 ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
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 Actual (\$)
Opening Balance	163,407
Revenue	924,769
Appropriation	906,602
Sale of Goods and Services	442
Grants and contributions	17,643
Investment income	83
Expenses	-973,215
Employee related	-878,693
Operating expenses	-94,523
Surplus / deficit for the year	-48,446
Closing Balance	114,961

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 Approved SBA (\$)
Targeted Total	0
Equity Total	121,541
Equity - Aboriginal	17,532
Equity - Socio-economic	67,765
Equity - Language	0
Equity - Disability	36,244
Base Total	689,968
Base - Per Capita	19,481
Base - Location	3,455
Base - Other	667,033
Other Total	94,663
Grand Total	906,173

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 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

Surveys from parents, students and teachers provided the following information

The school is:

Welcoming and friendly

Children are well celebrated

Staff are approachable and willing to assist

High support of students

Quality teaching, particularly in literacy and numeracy

Teachers know all students

Learning support programs for students requiring support academically

Links with Western Sydney University

Areas for Development:

There are clear boundaries and expectations for student behaviour

High expectation of students is evident

Communication with parents

Interschool sporting opportunities

Wider range of extracurricular activities

Learning opportunities for high achieving students

Greater opportunities for parents to get feedback about their child's learning

Suggestions/Comments:

Look at after school care

Opportunities for parents to help out in the classroom

Possibility of a music program

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.