

Lake Munmorah Public School

Annual Report



2018



2362

Introduction

The Annual Report for **2018** is provided to the community of Lake Munmorah 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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Principal

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School background

School vision statement

Inspiring our community to be successful lifelong learners, confident and creative individuals and active and informed citizens

School context

Lake Munmorah Public School is a vibrant and dynamic educational setting located in the lower part of Lake Macquarie. The mainstream school population consists of 427 students, including 41 students of Aboriginal and Torres Strait Islander descent. The school also has two Multi Categorical (MC) classes consisting of 14 students and an Early Intervention (EI) class consisting of 16 students. In total the school population of 445 students is accommodated in 20 classes and supported by a Principal, a Deputy Principal–Instructional Leader 3–6, six Assistant Principals and forty teaching, support and administration staff.

The school offers students a variety of extra curricula activities that promote the development of the whole child, fostering their individual interests and talents. These activities include inter–school sport competitions, public speaking, dance groups, debating, choir, drama chess and Maths Olympiad. There is a strong focus on student leadership and many opportunities, such as the student representative council and parliament program, provides considerable scope for our students to develop confidence and skills in this area.

Our school welcomes the participation in school activities from the families of our students. Many family and community members are actively involved in class literacy and numeracy programs, sport and extra–curricula activities and work alongside school staff to strengthen our ties with the wider community. We also benefit a strong partnership with our very supportive P&C.

Our school is part of the Lakes Learning Community and works in collaboration with other local schools to deliver professional learning programs designed to support teacher development. This alliance of schools also delivers an intensive Yr 6 to Yr 7 transition program ensuring that our students are settled, confident and ready to learn.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self–assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In the Learning domain, the school has remained focused on Learning Culture, Wellbeing and Curriculum and Reporting. Across the school, there has been a explicit focus on student wellbeing through Positive Behaviour for Learning (PBL), and it's introduction to the school. Lessons around expectations of student behaviour has been explicitly taught. Rewards and awards for students are linked to PBL expectations and students are encouraged to always be Respectful, be Responsible and pursue their Personal Best.

In the Teaching domain, there has been a focus on effective classroom practice with classroom management and explicit teaching being at the forefront of professional learning in the school. An increased focus on collaboration , coaching and mentoring was evident and has built a cohesive and collaborative staff who strive to improve their practices across the learning community.

In the Leading domain, the Literacy, Numeracy and Wellbeing Teams have led change throughout the school in regards to implementing new programs and equitable distribution of resources. Collection and analysis of data was a priority, especially in the area of wellbeing.

Our self–assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our student

For more information about the School Excellence Framework:

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

Strategic Direction 1

Engaged and motivated learners

Purpose

To equip our students with literacy and numeracy skills in order to be successful, lifelong learners, enabling them to become active and informed citizens of the future.

Overall summary of progress

During 2018 the school reviewed practices in the teaching and learning of literacy and numeracy through the formation of strategic teams. Teams worked collaboratively to review what worked well for the school and for students, and developed plans and implemented strategies to further improve outcomes for students. The introduction of the phonics programs Letter and Sounds, as well as a commitment to further training for staff in the L3 program were key strategies for literacy in the K–2 years. In 3–6, additional staff were trained in the MultiLit and MaqLit Reading Programs.

In numeracy, the team reviewed classroom resources and streamlined the accessibility of resources for quality classroom instruction. Each class received a kit with key resources for teaching numeracy and this was supported by clear scope and sequences, online programs for consolidation and sets of pre and post assessments for stages to utilise to drive teaching and learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students K–2 will reach the following levels in reading: 80% of Kindergarten students reach level 9, 80% of Year 1 students reach level 18 and 85% of Year 2 students reach level 26	\$6724 – L3 program \$2 620 – Staff training for MiniLit	Targets for each grade fell short of goals. 75% Kindergarten students achieved reading Level 9. 69% of Year 1 students achieved reading level 18. 66% of Year 2 students achieved reading level 26.
By 2020 the percentage of Yrs 3, 5 and 7 students in the top 2 bands for reading has increased by 10% to 45%, 32% and 26% (baseline 2015–2017 rolling average). By 2020 the percentage of Yrs 3, 5 and 7 students in the top 2 bands for numeracy has increased by 10% to 36%, 20% and 27% (baseline 2015–2017 rolling average).	\$159 272 – RAM Equity for employment of an Instructional Leader	In 2018, progress is on track for Year 3 students – with 43% (reading) and 29% (numeracy) achieving the top 2 bands, showing progress towards our goals. Year 5 is on track in numeracy, showing an increase in students achieving top 2 bands by 5%, however reading has declined. Year 7 results reveal 23% of students are achieving in the top 2 bands in Numeracy which is on track, but reading remains a challenge with only 13% achieving at this level.
By 2020, the percentage of Aboriginal students in the top two bands meets or exceeds the broader population (baseline Aboriginal students Yr 3 reading 2016–17 was 19% and numeracy was 20%. Yr 5 data not statistically measureable).	\$42 042 – Teacher support for Aboriginal students	Performance of Aboriginal students in Yr 3 was outstanding. Aboriginal students in the top 2 bands exceeded the broader population in both Reading (25% LMPS students compared to 17.1% State) and Numeracy (28.6% LMPS students compared to 11.3% State).

Next Steps

Literacy acquisition will remain as a high priority for the school. The Letters and Sounds program in Kindergarten and Year 1 will introduce, consolidate and extend the phonemic awareness of students. The introduction of the Spelling

Mastery program in Years 2–6 will consolidate and extend the understandings of spelling for these age groups. Writing will continue to be a focus and an intervention program will be initiated to work with students and teachers to develop and extend writing K–6. The continuation of the L3 program in K–2 will be supported by the executive on those stages, to develop and extend skills of teaching staff in this program. The Multilit program will continue with students targeted for individual or group interventions to improve reading outcomes. In numeracy, the reintroduction of Targeted Early Numeracy (TEN) will develop and consolidate staff skills in early numeracy.

Strategic Direction 2

Quality classroom practitioners

Purpose

To build the capacity of staff to meet the needs of students in the delivery of a quality curriculum through innovative practice.

Overall summary of progress

In 2018 the school employed an Instructional Leader (IL) to work with the staff on quality programs, effective data collection and developing efficient systems within the school. Teachers from Years 2–6 received support in programming, behaviour management, report writing and assessment analysis. Teachers observed demonstration lessons from the IL, as well as a small group taking part in Quality Teaching Rounds.

Teachers also gained a deeper knowledge of social/emotional needs of students by participating in MAPA training and Trauma Informed Education. The knowledge gained and practical applications implemented led to more settled classrooms and students with high needs achieving more success.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>By 2020 the percentage of Yrs 3, 5 and 7 students in the top 2 bands for reading has increased by 10% to 45%, 32% and 26% (baseline 2015–2017 rolling average).</p> <p>By 2020 the percentage of Yrs 3, 5 and 7 students in the top 2 bands for numeracy has increased by 10% to 36%, 20% and 27% (baseline 2015–2017 rolling average).</p>	<p>\$159 272 – RAM Equity for employment of an Instructional Leader</p> <p>\$49 001 – MacquLit and MultiLit teachers</p>	<p>In 2018, progress is on track for Year 3 students – with 43% (reading) and 29% (numeracy) achieving the top 2 bands, showing progress towards our goals.</p> <p>Year 5 is on track in numeracy, showing an increase in students achieving top 2 bands by 5%, however reading has declined.</p> <p>Year 7 results reveal 23% of students are achieving in the top 2 bands in Numeracy which is on track, but reading remains a challenge with only 13% achieving at this level.</p>
<p>The Rigour aspect of the Drivers of Student Outcomes increases to meet or exceed the NSW Government norm (baseline 8.1 for the school compared to 8.2 for NSW in the 2017 TTFM Student survey).</p>	<p>\$159 272 – RAM Equity for employment of an Instructional Leader</p>	<p>In the 2018 survey, the Rigour aspect met the NSW Government Norm of 8.2.</p>
<p>The Effective Learning Time aspect of Drivers of Drivers of Student Outcomes increases to meet or exceed the NSW Government norm (baseline 8.0 for the school compared to 8.2 for NSW in the 2017 TTFM Student survey).</p>	<p>\$159 272 – RAM Equity for employment of an Instructional Leader</p> <p>\$5 549 – Positive Behaviour for Learning</p>	<p>In the 2018 survey, the Effective Learning Time aspect met the NSW Government Norm of 8.2.</p>

Next Steps

Additional staff will be trained in Quality Teaching Rounds to expand staff knowledge in the collegial aspects of mentoring, lesson design, quality conversations and lesson analysis. The school will change the focus of the Deputy Principal role to one more aimed at student wellbeing to assist with classroom management, as well a provision of quality Teacher Professional Learning to build the capacity of staff in teaching and learning.

Strategic Direction 3

Connected and inclusive school community

Purpose

To ensure the engagement of the whole school community to support cognitive, emotional, social, physical and spiritual wellbeing of students.

Overall summary of progress

The school introduced Positive Behaviour for Learning into the school, implementing strategies in the playground in the initial stages. PBL was embraced by the staff and students and parent forums were run to build understandings of the parent body. This was teamed with new rewards and awards for students as incentives to make positive choices and be respectful and responsible for their own learning and behaviour. Communication was enhanced throughout the school with emphasis on quality information going to parents/ carers via the school newsletter, online platforms and school website.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
By 2020, increase the percentage of Yr 5 and Yr 7 students achieving or exceeding expected growth to 60% (baseline rolling averages 2015–2017 Yr 5 –56.2% and 43%, and Yr 7 42% and 53% in reading and numeracy respectively).	\$40 001 – MultiLit and MaquLit programs run daily in the school.	Year 5 students have shown an increase in the percentage achieving or exceeding expected growth for numeracy to 49%. Reading remains a challenge at 52%. Year 7 data reveals 74% of students achieved or exceeded expected growth in numeracy. 39% of students achieved or exceeded expected growth in reading.
The Parents are Informed aspect of the Two-way Communication with Parents Report increases to meet or exceed the NSW Government norm (Baseline 6.0 for LMPS compared to 6.6 for NSW in the 2017 TTFM parent survey)	\$5 549 – Positive behaviour for Learning	The 2018 Parent survey identified that the Two-Way Communication with Parents Report had increased to 6.5 (NSW Government Norm is 6.6) demonstrating the efforts to increase communication is effective.

Next Steps

Positive Behaviour for Learning will be embedded in classroom practices during 2019. The school will focus on consolidating the playground expectations and streamline and embed quality practices in the classrooms. The success of PBL in the school will continue to be built upon in the coming year. Continued ways will be sought to enhance the communication between the school and the community to ensure meaningful, relevant communication takes place.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$42 042	Lake Munmorah Public School had 41 Aboriginal students enrolled in 2018. Resources were allocated to the employment of additional teacher time to support targeted Aboriginal students requiring extra assistance in literacy and numeracy. Funds were also allocated to the employment of a School Learning Support Officer to work with students on cultural activities.
English language proficiency	\$9726 Support for students through adjustments to their learning programs and in-class support.	Funds were allocated to the employment of additional teacher time to intensively support students individualised learning plans where required.
Low level adjustment for disability	\$159 272 – RAM Equity for employment of an Instructional Leader	The building of teacher capacity was the target of funding in this area in 2018. The provision of additional release time for teachers to work with the Learning and Support Teacher and School Learning Support Officers assisted in the planning, implementation and evaluation of individualised learning plans for targeted students. Students performing below benchmark level in reading were supported through the MultiLit, MaquLit and MiniLit programs, either in an individual or group setting.
Quality Teaching, Successful Students (QTSS)	\$88 704	Assistant Principals were given additional release time to continue supporting staff on quality teaching, programming and assessment, as well as classroom management.
Socio-economic background	\$222 814	The equity funding for socio-economic background provides funding to school to address the additional learning needs of students. These resources have been utilised to continue supporting the L3 K-2 program within the school, provide additional staff to deliver the MultiLit Program and provide expertise through the employment of an Instructional Leader 3-6.
Support for beginning teachers	\$4 164 Beginning Teacher Fund with an additional \$2 097 to provide TPL.	One staff member was provided with beginning teacher funding support in 2018. Additional release time to work with mentors both inside and outside the classroom as well as viewing quality practice in other schools formed the basis of support for this teacher.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	266	249	230	224
Girls	222	221	215	211

While there has not been a significant change in student numbers, there is a trend of slow decline in enrolments over time. Numbers of Aboriginal students increased slightly from 39 to 41. The school has 17 mainstream classes, two multi-categorical classes and an Early Intervention (EI) Unit. The multi-categorical classes and EI unit cater for both local and non-local students with disabilities.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.1	95.2	94.5	95
1	93.3	94.3	94.7	93.9
2	94.4	93.8	93.6	92.4
3	94.3	94.2	92.8	92.1
4	92.4	91.6	93.5	91.2
5	92.2	91.9	91.7	91.4
6	92	93.3	90.2	93
All Years	93.3	93.4	92.9	92.6
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

The school follows the department policy for school non attendance. Class teachers follow up student absences in the first instance, assisted by the office personnel, who send out SMS messages to parents of children away on any given day. Concerns about

student non attendance is raised at Learning Support Team meetings and with the Home School Liaison Officer, and structures and supportive interventions are developed and implemented to improve attendance over time.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	6
Classroom Teacher(s)	17.48
Teacher of Reading Recovery	0.74
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.8
School Administration and Support Staff	6.02

*Full Time Equivalent

The Australian Education Regulation, 2014 requires school to report on the Aboriginal composition of their workforce.

In 2018, one member of the school teaching staff and one member of the school administrative staff identified as Aboriginal.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Professional learning and teacher accreditation

In 2018, the total expenditure on professional learning for teaching and non-teaching staff was \$29 060. During the year, the teachers undertook mandatory compliance training, such as Code of Conduct, CPR and Child Protection. This was accessed through department websites, delivered face-to-face by accredited staff members or by trained professionals outside the department. Teachers and support staff undertook training in Trauma Informed Education, aimed at deepening their knowledge around the impact of trauma on student wellbeing and how this in turn

impacts a child's ability to access the curriculum when basic needs are not met. The training involved a lot of outstanding practical ideas and was quickly transferred into classroom practice from Term 2. Lake Munmorah Public School hosted this training for the Community of School in the Lakes Learning Community.

In Term 3, Managing Actual and Potential Aggression (MAPA) training was delivered by Department personnel to the staff. This deepened the knowledge and understanding of why students might display aggressive behaviour and practical, safe strategies to deal with this behaviour. With the inclusion of training delivered by the school's Positive Behaviour for Learning team, the wellbeing of staff and students has been at the forefront of training delivered in 2018.

Financial information

Financial summary

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

	2018 Actual (\$)
Opening Balance	206,917
Revenue	4,741,441
Appropriation	4,592,673
Sale of Goods and Services	30,127
Grants and Contributions	114,902
Gain and Loss	0
Other Revenue	0
Investment Income	3,739
Expenses	-4,358,847
Recurrent Expenses	-4,358,847
Employee Related	-3,944,479
Operating Expenses	-414,368
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	382,595
Balance Carried Forward	589,512

The school budget aligns with the school plan and focuses on the three strategic directions for improvement determined by the school in consultation with the community. Through the Resource Allocation Model (RAM) the school has access to a range of resources to support our students including those available through the needs based loadings allocated.

Our school combines and uses our school's total resources flexibly to respond to the additional learning needs of all students in the school.

The Principal and Senior Administrative Manager work closely with executive staff to allocate the school budget in line with priorities in the school.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	2,948,629
Base Per Capita	88,045
Base Location	0
Other Base	2,860,584
Equity Total	440,617
Equity Aboriginal	42,042
Equity Socio economic	222,814
Equity Language	9,276
Equity Disability	166,485
Targeted Total	739,416
Other Total	305,649
Grand Total	4,434,311

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

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

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

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

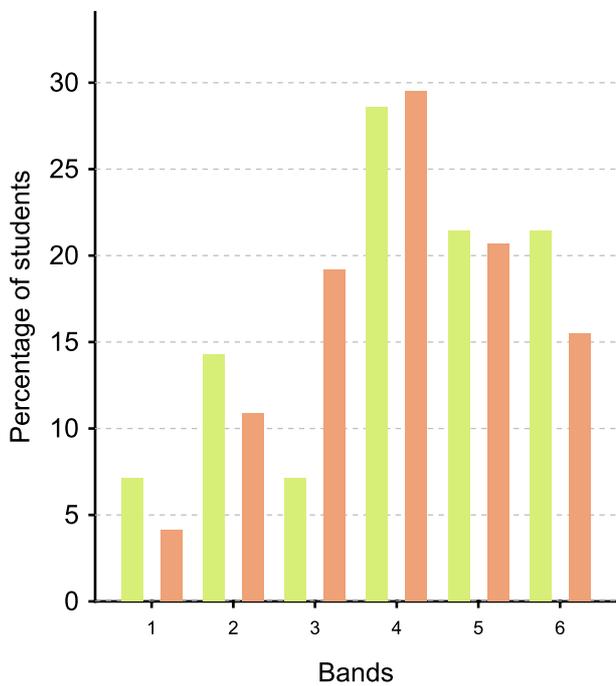
Results for both online and paper formats are reported

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

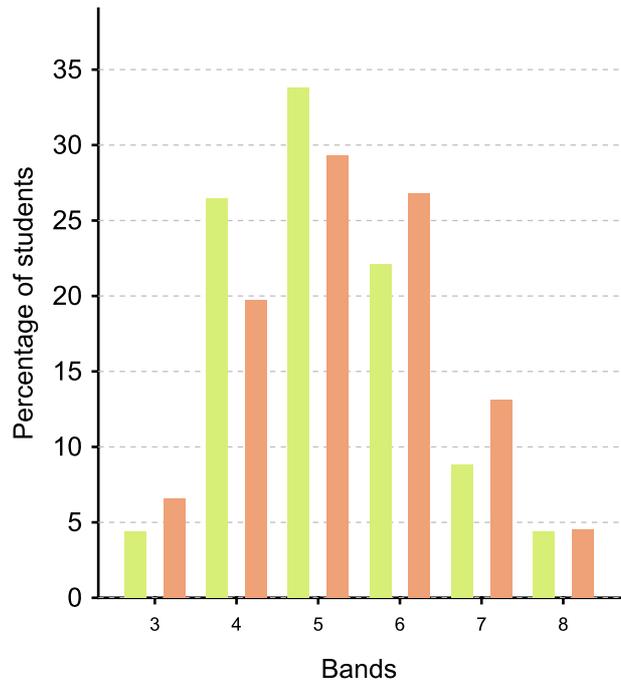
Forty two percent of Year 3 students scored in the top 2 bands for Reading, thirty eight percent scored in the top 2 bands for Spelling and thirty four percent scored in the top 2 bands for Writing.

Thirteen percent of Year 5 students scored in the top 2 bands for Reading and twenty three percent scored in the top 2 bands for Spelling. Unfortunately only one percent of our students scored in the top bands for Writing.

Percentage in bands:
Year 3 Reading



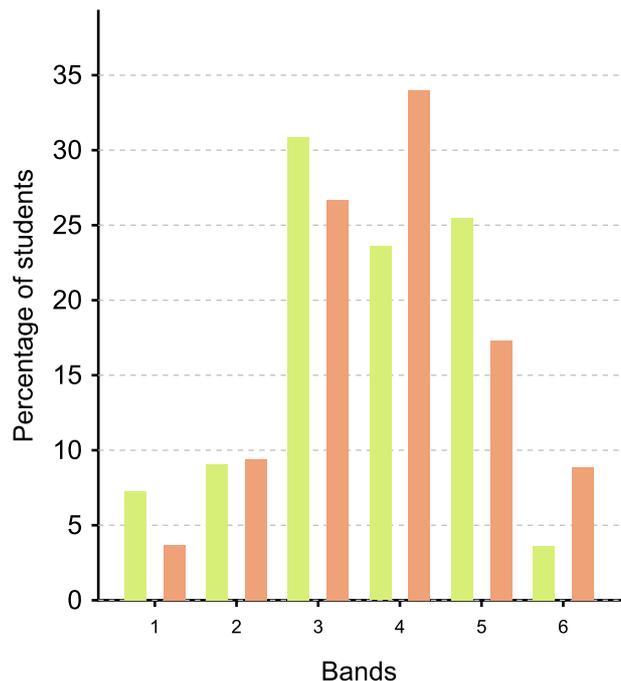
Percentage in bands:
Year 5 Reading



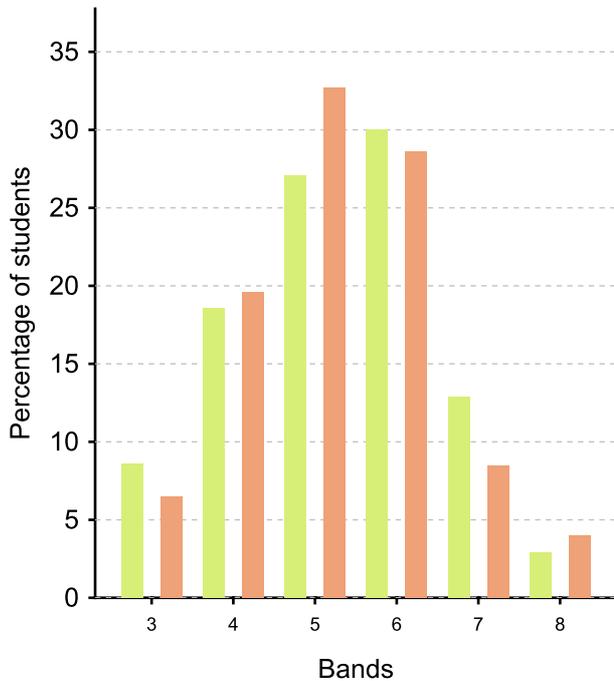
In the Numeracy component of NAPLAN for Year 3, twenty nine percent of students scored in the top 2 bands.

In the Numeracy component of NAPLAN for Year 5, sixteen percent of students scored in the top 2 bands. Forty nine percent of Year 5 students achieved at or above expected growth in Numeracy.

Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

In accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands our school's performance in the 2018 assessments showed that in Year 3, 37% of students were in the top two bands for Reading and 25% for Numeracy. In Year 5, 16% of students were in the top two bands for Reading and Numeracy.

Parent/caregiver, student, teacher satisfaction

Teachers, students and parents were given the opportunity to complete the Tell Them From Me survey in 2018. These are presented as percentages or scores (depending on the area surveyed).

The results are presented below:

Students:

88% of LMPS students felt they have positive relationships compared to the NSW Government Norm of 85%.

88% of students identified they had positive behaviours at school compared to 83% NSW Government Norm.

Students efforts to succeed measured 93% for LMPS students compared to 83% NSW Government Norm.

However, students did not always feel accepted and valued by their peers scoring 74% compared to 81% NSW Government Norm.

Students felt their learning time at school was used effectively, they had people at the school that advocated for them and felt that teachers were responsive to academic and social-emotional needs (equal to state scores for each of these areas).

Parents: (scored on a ten-point scale)

Parents felt the school supports positive behaviour, scoring 8.0 compared to 7.7 NSW Government Norm. They understand the teachers have expectations of students in paying attention in class, clear rules for behaviour and they can speak easily with teachers. Parents felt they were informed through reports written in understandable language, teachers regularly contacting them or there are regular opportunities to discuss student progress, scoring 6.5 compared to 6.6 NSW Government Norm. Parents also felt that LMPS is an inclusive school (scoring 7.2 compared to 6.7) showing that students requiring additional support receive it, staff ensure all students are included in school activities and assist them to build positive friendships.

Teachers: (scored on a ten-point scale)

Staff believe that school leaders are supportive 7.2 compared to 7.1 NSW Government Norm.

Staff feel there is a collaborative culture in the school 7.6 compared to 7.8 NSW Government Norm. Although this is lower than the NSW score, teachers felt supported by colleagues to develop strategies to assist student learning and behaviour to improve.

Assessment and data informs practice 7.9 compared to 7.8 NSW Government Norm.

Parents are engaged in their child's learning 7.1 compared to 6.8 NSW Government Norm.

Teachers believe Lake Munmorah PS is an inclusive school equalling the NSW Government Norm of 8.2.

Policy requirements

Aboriginal education

All staff are strongly focused on improving outcomes for Aboriginal students. Curriculum experiences integrate cultural perspectives and provide meaningful learning opportunities for all students. Students and families took part in "Yarn Up " afternoons where teachers, parents and students were able to formulate, discuss and review learning goals, and to share successes through the Personalised Learning Plans. There was a greater emphasis on building links between the primary and high schools through combined Yarn Up afternoons, shared cultural experiences and initiating a combined didge and performance group for Aboriginal students. This was well-received and has built a

strong foundation for further links in 2019.

Aboriginal students took a lead role in NAIDOC celebrations, incorporating dance and didge performances into the assembly, as well as displaying excellent leadership skills. All students took part in cultural experiences throughout NAIDOC Week, Reconciliation Week and Sorry Day. Students took part in the annual Bilby Bash and Gibalee Cultural events. The school continues to participate actively in the local Aboriginal Education Consultative Group meetings and events to share ideas, experiences and successes across the Muru Bilbi AECG.

Multicultural and anti-racism education

The school maintained a focus on Multicultural Education by providing perspectives in learning that developed the knowledge, skills and attitudes of our increasingly culturally diverse society. Harmony Day was celebrated with students participating in a variety of culturally diverse activities. Students represented Lake Munmorah Public School at the Multicultural Public Speaking competition, with two outstanding students representing the school at the next level of competition.