

Luddenham Public School

Annual Report



2018



2431

Introduction

The Annual Report for **2018** 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.

Karen Ellis

Principal

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Message from the Principal

2018 has been an interesting and successful year for our school. I would like to take this opportunity to thank all members of our school community for your ongoing support and encouragement of our school. We thank you for your ongoing commitment to the students and staff at Luddenham and I look forward to continuing this partnership in 2019.

Quality Teaching and Learning is at the core of all that we do at Luddenham and we continually encourage and inspire our students and staff to set personal goals, take risks in the learning, reflect on their achievements and strive for personal best in all aspects of learning. We strive to encourage our students to take risks in learning, think outside the box and work together to solve problems. The world is a place where we need to work and get along with others; we strive for our students to be tolerant and accepting of others opinions and be that person that others want to be around. We strive for our students to be honest and kind and we have had a strong focus on developing all students' capabilities to interact and work with others.

The Luddenham Public School staff reflects on their teaching practices and implement changes to classroom practices to improve our student achievements based on rich data and evidence based practices. Our school continually reflects on its practices, systems and procedures to continually make our school a respectful, safe and responsible environment where all members of our school community strive for personal best. We strive to give our students opportunities and experiences that will develop and nurture our future. We strive for our students to be honest and kind

Wellbeing of all school community members continues to be a school focus area. In our school every student is known, valued and cared for. We consistently build respectful and trustful relationships with our students and school community. We aim for our students to be keen and really want to be at school each day. We are continually reviewing and revising our school practices and processes to ensure quality teaching and learning for students and staff.

During the year our school has continued to prioritise the learning of all students in K–6. With the support of extra Ram funding allocated to Luddenham in 2018, the school has spent a considerable amount of the school budget to employ Learning Support Officers to support students in our classrooms and work closely with our targeted students in literacy, numeracy and behaviour support. We have also doubled the Learning Support Teacher time to ensure that our students are provided with the best opportunities to achieve their best at school. As you can see our school prioritises student learning and spends a significant amount of our budget to further support your children. This year we have used sporting grants, school funds and P&C donations to a total of \$15000 to provide extra curricula experiences for all student reducing the cost for our families. We have continued our strong focus on building the capacity of all staff through focussed professional learning activities were held after school hours to enable our staff to continue to provide an engaging curriculum for the 21st Century.

The Luddenham P&C and school community have been a tremendous support to our school throughout this year and have provided valuable funds to support our students. This year we funded an aboriginal cultural day and a Virtual

Reality Incursion to further develop our student's cultural understandings of the aboriginal culture.

We have also continued our Breakfast Buddy program supported by the Outer Liverpool Community Group. This program has been a huge success and it will continue in 2019. I thank these hardworking volunteers for their amazing morning tea on Grandparents day. This community group also introduced craft lessons with our students and we truly appreciate the Outer Liverpool Community Groups support of our school.

We have continued our partnership with the Western Sydney University in the First Foot Forward Program enabling our Years 5 and 6 students the opportunity to be inspired and set goals for their futures. This program will also continue in 2019.

Our students and staff strive to be respectful, responsible and safe learners striving to achieve their best at all times. To the students of Luddenham I congratulate you on your hard work and enthusiasm that you have put into your learning this year. Your school and parents are proud of you.

To our Luddenham community, I thank you for your ongoing support and interest in your child's education and together we can strive to make 2019 another great year at Luddenham Public School.

School background

School vision statement

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 three 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.

Four multi-aged classes have been formed to accommodate the 101 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

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.

Our staff used

the School Excellence Framework to inform, monitor and validate the progress and impact of our teaching and learning strategies throughout the year. We thoroughly examined the school plan to determine the elements of the School Excellence Framework that the plan most strongly addressed. Staff reflected on the progress being made across the school based on the expectations identified in the Framework. This provides an important overview to ensure our improvement efforts align with these high level expectations.

In the domain of Learning,

our efforts have primarily focused on wellbeing, curriculum and learning. The strong performance of the school in creating a positive and productive learning culture among students and staff has been a major focus of this year. Expectations of behaviour are explicitly taught for all school settings to develop positive and respectful relationships in our school. Our students are taught to accept responsibility for their own behaviours and these were demonstrated in our student's reflections on their learning and behaviour each term. A more focused approach to individual learning needs has been a component of our progress throughout the year. Students with high learning needs are being identified early and their parents/carers are increasingly involved in planning and supporting their learning directions.

Our major focus in the

domain of Teaching has been on collaborative practice and professional teaching standards for staff members. Teachers regularly use student performance data and

student feedback to evaluate the effectiveness of their own teaching practices. Teachers work together to improve teaching and learning in their classrooms, across the school and across the Nepean Valley Small Schools Network and the Glenmore Park Learning Alliance. We have had a particular focus on improved teaching methods in literacy and numeracy with professional learning activities focused on building teacher's understandings of effective teaching strategies in these areas. Our teachers are committed to their ongoing development as members of the teaching profession.

In the domain of Leading, our priorities have been to progress leadership and management practices and processes. The consistency and effectiveness of implementation of our key strategic directions throughout the year has been due to a strong foundation of leadership capacity building across the school. The school articulates a commitment to equity and high expectations for learning for each student. The leadership team has been successful in leading the initiatives outlined in this report, building the capabilities of staff to create a dynamic school learning culture.

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/sef-evidence-guide>

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.

Overall summary of progress

Luddenham Public

School had a whole school approach to quality teaching and learning in all classrooms. The school has developed quality teaching units of work in all curriculum areas that are shared amongst the staff. Class programs and classroom observations evidence indicates that quality teaching and learning activities are being taught across the school. Students in Year 1–6 goals for learning have also demonstrated our students strive to achieve their personal best in all aspects of school. Teachers continually reflect on best teaching practice and continually refine and further build their capacity to improve their practice through quality and differentiated professional learning. The school differentiates class literacy and numeracy programs ensuring that all student needs are met. Targeted learning support for identified students K–6 has improved the results of our students as indicated in PLAN data and NAPLAN growth.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
To sustain an average of 80% growth from Years 3–5 in NAPLAN literacy and numeracy.	Nil	Student growth in Grammar and Punctuation exceeded the NSW DOE state growth.
Evidence of formative assessment strategies in classrooms, including Learning Intentions Success Criteria, student goals and feedback strategies.	Nil	Classroom teachers are using learning intentions and success criteria in literacy and numeracy. Students in Years 1–6 have set goals for learning and behaviour
All staff using data analysis and evidence based teaching pedagogy to place students on literacy and numeracy continuums.	2 days release for each teacher in the year to individually assess and plot students on learning progressions in creating texts and quantifying numbers	Staff use data collected from individual reading running records, writing tasks and individual maths assessments to place students on the learning progressions

Next Steps

In 2019, the school will continue to implement the strategies embedded as an Early Action for Success School to improve student learning in creating texts and quantifying numbers across the school. The staff will have a major focus on providing timely and quality feedback to the students K–6. We will continue Spirals of Inquiry in K–2 and introduce it across 3–6. We will have a strong focus on further improving our quality teaching through our involvement in the Newcastle University Quality Teaching Study.

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.

Overall summary of progress

In 2018, Luddenham Public School had a strong focus on developing the wellbeing of all members of the school community. 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 consistently promotes healthy living through the Sun smart program, Live Life Well program, I Play sport program, OLCG Breakfast program and Crunch and Sip. The school supports the wellbeing of students through the Bounce back program and PBL.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
90% of students at expected level of behaviour as indicated in SENTRAL wellbeing data.	SENTRAL \$1800	SENTRAL data demonstrates that most students are on track with their behaviour.
Tell them From Me data and Bounce back surveys indicate 90% of learners feel safe, supported and successful within the school environment.	Nil	TTFM data demonstrated that our students feel safe, supported and successful at school.

Next Steps

Late in 2018, the school reviewed its School Discipline Policy after consulting staff, students and parents which resulted in a new policy implemented in the school in Term 1 2019. In 2019 we will have a strong focus on developing whole school consistency in student behaviour and expectations in the classroom and playground and communicate these clearly with the school community to ensure that the school and community develop a strong partnership in supporting student learning and wellbeing. We will use RAM funding to fund the School Learning Support Teacher 1 day a week to work with targeted groups of students to build social and emotional regulation skills.

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.

Overall summary of progress

In 2018, Luddenham Public School had a strong focus on building connections with our school community and our wider school community to enhance the opportunities for our students and promote the school. The school is an important part of the Luddenham Community. The school continued to strengthen its ways to communicate with the school community with the introduction of Seesaw as a means of communicating our students learning achievements with their families. 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. The school continued its partnership with the Outer Liverpool Community Group, Speech Therapists and other outside agencies.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
80% of parents positively engaging with the school across all forms of communication.	Skoolbag App \$383	School provides a variety of ways to communicate with parents including notes home, newsletters, Skoolbag App, Facebook page, School Website, email and face to face interviews.
100% of staff actively communicating with parents across all forms of communication procedures established in the school.	Seesaw \$472	Staff send home two postcards per week to families sharing positive news. Staff implemented Seesaw across K–2 with a 90% parent participation.
To increase wider community involvement in individual and whole school programs.	Seesaw \$472	in 2018, the school continued it's partnership with WSU, Outer Liver poll Community Group providing breakfast and implementing a craft program with each class once per term. The school works closely with Speech Therapists, Occupational Health Therapists and other outside agencies to support student learning.

Next Steps

In 2019, Luddenham Public School will continue its partnership with Western Sydney University as part of the First Foot Forward program. This will be our third year of the partnership and it is providing our students with opportunities to see what is beyond the school gate. The school will be part of the Quality Teaching Rounds Project and will be working with Newcastle University and will be part of a temperature and air quality project with the University of New South Wales. Seesaw will be implemented across the school K–6 teachers and students will be able to showcase their learning with parents and carers. Partnerships will continue with the OLCG, Chat about Speech Therapy, Nepean Valley Small Schools Network and the Glenmore Park Learning Alliance.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$8,664	All students have an Personalised Learning Pathways (PLP) and are making progress across the literacy and numeracy progressions. Increasing numbers of parents were involved in the development and monitoring of the PLPs. Aboriginal students are demonstrating higher average levels of progress. Cultural significance is included in all PLPs in consultation with families and community members. Aboriginal Funding was also use to include and immerse in all members of our school community in Aboriginal Education. The school combined with Wallacia Public School to provide a cultural incursion including aboriginal art, dance, dream time stories, aboriginal artefacts and aboriginal games including boomerang throwing.
Low level adjustment for disability	\$10,017	All students requiring adjustments and learning support are catered for within class programs and other whole school strategies. Twenty Eight students were referred for learning support. All additional funding has been used to provide support for all targeted students through the employment of School Learning Support Officers and extra 0.3 Learning Support teacher time to assist our targeted students in literacy, numeracy, language development and behaviour.
Quality Teaching, Successful Students (QTSS)	\$14,576	As part of the Local Schools, Local Decisions reform, principals in consultation with their executive decide the best use of the resource allocation. The schools QTSS allocation was used to provide comprehensive and focused support for teachers with NESA accreditation processes and the Performance and Development Plan. It was also used to enable the principal to work alongside teachers in classrooms to support teaching and learning as an Instructional Leader. QTSS funding also allowed teachers to observe and work shoulder to shoulder in each others rooms to support student learning and teacher professional development.
Socio-economic background	\$70,124	Our Socio economic funding has been used to provide additional learning support teacher time by an additional day and half to increase our total learning support teacher allocation to 3 days per week. We have also used this funding to fund additional School Learning Support Officers to work 4 days each week across our school in all K-6 classrooms with targeted students to improve learning outcomes and assist with the wellbeing of our students. This funding has also enabled our school to introduce flexible learning environments, purchase quality resources to support learning, reduce the cost of school events such as Athletics, Excursions and Simply Swimming.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	41	41	51	52
Girls	35	33	38	42

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	92.5	95.7	93.8	92.3
1	88.4	92.8	94.7	94.4
2	91.2	90.9	93.6	94.4
3	87.7	92.7	91.9	89.2
4	89.6	87.6	93.4	91
5	96.2	90.5	85.5	91.3
6	91.3	97.4	90.1	85.8
All Years	90.6	92.2	92	91.4
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

Education in New South Wales is compulsory for all children between the ages of six years and below the minimum school leaving age. The *Education Act 1990* requires that parents ensure their children of compulsory school age are enrolled at, and regularly attend school, or, are registered with the Board of Studies, Teaching and Educational Standards for home schooling. Once enrolled, children are required to attend school each day it is open for students.

On occasion, your child may need to be absent from school. Justified reasons for student absences may include: being sick, or having an infectious disease having an unavoidable medical appointment, being required to attend a recognised religious holiday and an exceptional or urgent family circumstance (e.g. attending a funeral) Following an absence from school parents must ensure that within 7 days they provide their child's school with a verbal or written explanation for the absence. However, if the school has not received an explanation from parents within 2 days, the school will contact the parent to discuss the absence.

Students who have an attendance rate lower than 85% will be monitored by the Home School Liaison Officer and individual referrals will be managed by the HSLO to improve attendance. School Attendance Improvement plans will be implemented with these students and reviewed after 20 days. If attendance has improved, students will be taken off the program, continued poor attendance will be reviewed and forwarded to the next level and may result in court action.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	3.48
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration and Support Staff	1.46

*Full Time Equivalent

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

In 2018 our staff did not comprise of any staff with aboriginal heritage.

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

Significant amounts of professional learning were undertaken by Luddenham Public School staff in 2018

With the release of a different funding model and research supporting teacher quality being the single largest indicator of student success, this was a focus area for us. The staff participated in the following professional learning activities throughout the year: Compliance training in Child protection Module 1, Anaphylaxis and CPR training, Consistent teacher judgment across the Nepean Valley Small Schools in writing, visible learning, School Excellence Framework, identifying and gathering evidence using the School Excellence Framework and participation in stage meetings across the Nepean Valley Small Schools working on consistent teacher judgment and collaborative programming. All staff participated in the third year of the Performance Development Framework and all staff participated in goal setting and providing evidence to support their implementation and achievement of goals. All staff continually reflect on their classroom practices and student achievement throughout the year. All Staff attended the Glenmore Park Learning Alliance Professional Learning event with a focus on working with children experiencing trauma. Staff also attended a residential NOII conference focusing on learning and innovation to gather significant background information to support the schools spiral of inquiry.

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	89,929
Revenue	989,455
Appropriation	951,526
Sale of Goods and Services	1,427
Grants and Contributions	35,830
Gain and Loss	0
Other Revenue	0
Investment Income	672
Expenses	-938,534
Recurrent Expenses	-938,534
Employee Related	-827,026
Operating Expenses	-111,507
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	50,922
Balance Carried Forward	140,850

This financial table indicates the school's financial management processes and governance structures to meet financial policy requirements of the Department of Education. The funds included in this summary are the total funds needed to manage the school including staffing and operating expenses.

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	747,925
Base Per Capita	17,210
Base Location	3,378
Other Base	727,338
Equity Total	110,463
Equity Aboriginal	8,664
Equity Socio economic	70,124
Equity Language	835
Equity Disability	30,840
Targeted Total	0
Other Total	78,298
Grand Total	936,686

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

NAPLAN is a literacy and numeracy test that is administered to all students in Years 3 and Year 5. The students are placed in Bands from 1–8 in all aspects of literacy and numeracy.

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.

The small cohort and complexity of student need does not let us report numbers of students in bands. Students in Year 5 demonstrated and exceeded the expected growth in grammar and punctuation. The school growth for reading, writing and spelling was below expected state growth.

The small cohort and complexity of student need does not let us report numbers of students in bands. Student

growth in all areas of numeracy in Year 5 is below expected state growth.

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.

The School Plan Strategic Direction 1 focuses on quality teaching and learning and the school has implemented programs in literacy and numeracy to improve student learning outcomes in accordance with the NSW Premier's Priorities of Improving educational results. The NSW State Priority of Improving Aboriginal Educational outcomes for students has been a focus of all aboriginal students Personalised Learning Pathways.

Parent/caregiver, student, teacher satisfaction

In 2018, the school surveyed the community in two areas; school satisfaction and learning. In the School Satisfaction Survey 85% of the returned surveys indicated that the school is continually looking for ways to improve its performance. 90% of parents surveyed believe that the school staff are valued and supported by the school community and that the staff at the school continually participate in professional learning to build and improve teaching practice. 75% of the returned surveys indicated that the school discipline is fair with 15% indicating that more consequences are needed for unacceptable behaviour. In Term 4 2018, in consultation with the community, the current school discipline policy was revised and a new school discipline policy will be implemented in 2019. The School Learning Survey indicated that the parents agreed that the school demonstrates a focus on learning with 80% of survey responses indicating that their children enjoy coming to school. 90% of parent responses indicated that the school provides support for their children.

The 2108 Tell Them From Me Data about School Life from students in Years 4, 5 and 6 gave the school a snapshot of our students perspectives about school. 81% of students said that they felt accepted and valued by their peers and by others at school. 100% of students believed that schooling is useful in their everyday life and it is important for their future. 89% of students indicated that they do not get in trouble at school for disruptive or inappropriate behaviour. 89% of students indicated the school staff emphasise academic skills and hold high expectations for all students to succeed.

In 2018, Staff demonstrated a genuine approach to improving the teaching and learning practices in the school. All staff felt supported and valued at Luddenham Public School.

Policy requirements

Aboriginal education

Our school continues to provide programs designed to educate all students about Aboriginal history, culture and contemporary Aboriginal Australia. Aspects of Aboriginal culture are taught across the curriculum using the filter aspect in all BOSTES syllabuses to build the capacity of all learners. In 2018 we had 10% of our students from an aboriginal background. We received

\$8212 from the Ram allocation for aboriginal students which was used to employ School learning Support Officers to work in the classrooms supporting the literacy and numeracy development of aboriginal students and provide the Koomuri Educational experience and the Virtual Reality Incursion about the rainforest.

Multicultural and anti-racism education

In line with the School plan, the school has reviewed its teaching and learning programs this year to ensure that culturally inclusive classroom and school practices are embedded for all students. Further to this our programs foster students' understandings of culture, cultural diversity, racism and active citizenship within a democratic, multicultural society. Teachers participated in professional conversations and included strategies for embedding multicultural and anti-racism education into their teaching and learning programs