

Lake Munmorah Public School

2019 Annual Report



Introduction

The Annual Report for 2019 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.

School contact details

Lake Munmorah Public School

Carters Rd

Lake Munmorah, 2259

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

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

4358 1171

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, five Assistant Principals and forty-five 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 and chess. 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

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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

For more information about the School Excellence Framework:

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

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
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	Sustaining and Growing
LEADING: Management practices and processes	Delivering

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.

Improvement Measures

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

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).

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).

Progress towards achieving improvement measures

Process 1: Implement and embed high quality, research based literacy practices which are differentiated to meet all student needs.

Evaluation	Funds Expended (Resources)
<p>Students progress in reading is as follows:</p> <p>Seventy four percent of Kindergarten students reached the required reading goal.</p> <p>In Year One, 75% of students reached the benchmark set.</p> <p>In Year 2, 51% of students reached the benchmark set.</p> <p>In Spelling Mastery:</p> <p>92% of students achieved or bettered their pre-test level by the end of the program. Thirty seven students' results increased by two levels and one by three levels.</p> <p>7% of students remained at the same level and 2% digressed one level. Students identified and targeted for 2020.</p> <p>Teacher feedback identified that students across classes displayed more confidence when presented with spelling tasks and written work with greater accuracy of spelling.</p> <p>Overall, programs achieved high levels of engagement, and addressed student needs in regards to spelling, writing and reading (including an emphasis on inferencing from texts read).</p>	<p>Funds were expended to purchase additional resources for Guided Reading in classrooms as well as build further online experiences for senior students in the area of literacy. Funds were used to release Assistant Principals to work with class teachers in effective writing strategies, comprehension strategies and spelling.</p>

Process 2: Implement and embed high quality, research based numeracy practices which are differentiated to meet all student needs.

Evaluation	Funds Expended (Resources)
TEN training and implementation in the K–2 classroom very successful with	Funding was used to train an Assistant

Progress towards achieving improvement measures

high engagement from both staff and students. TEN facilitators observations of teachers and classroom revealed effective and efficient group work undertaken and high engagement from students. Learning taking place at point of need.

Trial of number talks in select classrooms showed the benefit of instruction to build the working mathematical skills of students. Review of the trial revealed that teachers involved found students highly engaged, willing to share ideas and answers, emphasis on process rather than product. Significant positive feedback from staff and students. Implemented across the school for 2020.

Principal as a TEN facilitator. The AP then provided training to the K–2 staff and mentored, observed and gave feedback on practice. Staff were released to update and implement pre–and post testing materials to assist with data–driven programming in mathematics.

Next Steps

An emphasis will be placed on the reading skills, especially in the Stage 2 area of the school, due to the lower level of students reaching the set benchmark for reading for Year 2 students. Additional staff will be trained in the MultiLit and MaquLit programs to engage and support readers in the Stage 2 and Stage 3 sections of the school.

Spelling Mastery and Letters and Sounds program will continue within the school to maintain the continuity of learning in spelling. Students who did not achieve at the level expected will be targeted for additional learning within the spelling lessons to ensure mastery at the required level.

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.

Improvement Measures

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).

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).

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).

Progress towards achieving improvement measures

Process 1: Implement a whole school approach to capacity building where every staff member improves every year.

Evaluation	Funds Expended (Resources)
<p>Positive feedback received by the executive regarding the QTR process. Release of exec teachers for half day each week to work with the stage teams around capacity building could be more effective and needs to be streamlined to be more about building teacher capacity rather than having a student wellbeing focus. This will be a focus for 2020.</p> <p>Feedback indicates the processes in place are developing skills and knowledge in beginning and established teachers, as well as building the skills and understanding of exec staff.</p>	<p>Funding was used release teachers from class to observe and give feedback to participants in the QTR process. This was supported by additional time given to executive staff to guide the process and to develop their own mentoring skills.</p>

Process 2: Review and implement innovative and future-focused and evidence based teaching practices.

Evaluation	Funds Expended (Resources)
<p>Makerspace utilised by all K–6 staff and students throughout the year. Growth has been observed in teacher skills and knowledge and subsequent growth observed in student understanding, application of ideas and skill acquisition across a range of design and technology projects. Teachers reported a significant gain in student collaboration and quality conversations with more exposure to the learning opportunities provided by the space.</p>	<p>Funding was used to engage personnel to deliver TPL for staff as well as to purchase the materials for successful lesson delivery.</p>

Next Steps

The streamlining of the expectations of executive staff members in efforts to build capacity of all staff members will continue to be a priority. Professional Development Plans (PDPs) will be discussed and common goals for learning identified and addressed where possible at a whole staff level, especially in the area of numeracy.

Continued development of staff expertise will be provided to continue the development of skills in the design and technology field, making the best use of the Makerspace.

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.

Improvement Measures

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).

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)

Progress towards achieving improvement measures

Process 1: Implement a whole school wellbeing approach so all students can connect, succeed, thrive and learn.

Evaluation	Funds Expended (Resources)
<p>All measures introduced and implemented have had a significant impact on the wellbeing of students in the school.</p> <p>Suspension data has decreased by 60%.</p> <p>The percentage of students claiming the Achieve Badge is at 43%, up from 30% in 2018.</p> <p>Staff report of feeling well supported in regards to major behaviour concerns. Walk around by exec staff and Principal indicates settled classrooms with engagement at all levels of the school.</p>	<p>Flexible equity funding was used to enhance the Positive Behavior for Learning strategies and plans by releasing key staff to develop the expectations, lessons and rewards for students. A Deputy Principal was employed above establishment to work with students and staff and build a whole school approach to wellbeing.</p>

Process 2: Enhance community networks and communication strategies to support students and their families, to build upon educational aspirations.

Evaluation	Funds Expended (Resources)
<p>Transitions P–K indicate the parents and students feeling supported on their transition to school. Feedback from parents is very positive with additional time requested and delivered for students identified as "at risk" by the staff.</p> <p>Transitions 6–7 showing greater input from the HS staff with seven Year 7 teachers visiting the Year 6 classrooms to view behaviour management, meet the students and to share their different disciplines. Student and teacher feedback indicated the value of this process and expression of further links made to the high school in 2020 for next Year 6 cohort.</p> <p>Continued support is evident for the support and wellbeing of families in the school. The Family Referral Service operates amongst a group of schools and is regularly accessed for ongoing support for families. The school newsletter is distributed via electronic platforms weekly and regularly features community events and supports for families in the community.</p>	<p>Equity funding was utilized to provide support through the Family Referral Service, wellbeing programs within the school and the purchase of materials for transitions to school and from school.</p>

Next Steps

With Positive Behaviour for Learning (PBL) being very successful in the school, the continued enhancement of the wellbeing initiatives will continued to be a priority. The strong team of staff members and parents will meet regularly to discuss the data generated by the programs and initiatives in place.

Working closely with the local preschools and the local high school will continue to be a priority. Parent feedback will further assist the enhancement of transitions to and from the school.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: Aboriginal background loading (\$43421)	<p>Continued positive feedback received from the teaching staff on the effectiveness of the SLSO assistance in the classroom for the Aboriginal students. Students were able to work closely with teachers and peers to maintain and/or better their performance across the school.</p> <p>The combined primary and high school Didge boys performed in the NAIDOC celebrations and at Presentation Day. Pride and excitement was evident in their cultural shirts and performances were well received by audiences and families.</p> <p>Feedback from parents indicates the process of creating and reviewing Personalised Learning Plans ran smoothly however there was a significant drop in the number of parents coming to the Yarn up at the end of the year. Engagement is not as deep as preferred. Plans for 2020 to include ways to increase participation within the school.</p>
English language proficiency	Funding Sources: English language proficiency(\$3710)	All EALD student identified and targeted within intervention programs within the school according to need. All students showed growth in their learning.
Low level adjustment for disability	Funding Sources: Low level adjustment for disability (\$178040)	Intervention teachers and support staff reported of significant gains in student learning and skill acquisition due to interventions taking place. All targeted students made good progress, reflected in the feedback received by classroom teachers. Students with needs in the classroom were supported through additional SLSO intervention and small group work.
Quality Teaching, Successful Students (QTSS)	Funding Sources: Quality Teaching, Successful students (\$82812)	After resetting goals and developing strategies to address needs, additional funds supplied to initiate Quality Teaching Rounds, and for executive staff to support teachers in gaining confidence and capacity in management, significant gains were made, as reflected in the improvements in awards received, suspension data and improvements in NAPLAN targets.
Socio-economic background	Funding Sources: Socio-economic background (\$225800)	<p>Review of data of student progress via teacher feedback and reports reveals continued positive progress of the students targeted for intervention. Teachers report consistency with time allocation and small group work has benefitted children's' growth in confidence and skill application.</p> <p>Round Two of QTR – teacher feedback revealed the growth in confidence and understandings of teachers involved around content delivery, behaviour management, mentoring support and skill development. All found the experience a positive one and expressed interest in follow up in 2020.</p>

Socio-economic background	Funding Sources: Socio-economic background (\$225800)	Makerspace and training offered well received by staff – see SD2 Process 2
Support for beginning teachers	\$41648	One Beginning Teacher completed accreditation at Proficient level as a result of the mentoring sessions. The other beginning Teachers have made significant gains with their accreditation and will be ready for submission early 2020. Teacher feedback from those involved in the process was extremely positive with significant gains made in areas of behaviour management, curriculum knowledge, classroom skills and mentoring processes.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	249	230	224	227
Girls	221	215	211	210

Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.2	94.5	95	94.7
1	94.3	94.7	93.9	93
2	93.8	93.6	92.4	93.1
3	94.2	92.8	92.1	92.7
4	91.6	93.5	91.2	92
5	91.9	91.7	91.4	91.5
6	93.3	90.2	93	90.6
All Years	93.4	92.9	92.6	92.4
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	6
Classroom Teacher(s)	17.5
Teacher of Reading Recovery	0.74
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
School Administration and Support Staff	6.18

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	589,512
Revenue	4,961,727
Appropriation	4,810,610
Sale of Goods and Services	16,429
Grants and contributions	131,910
Investment income	2,778
Expenses	-4,934,717
Employee related	-4,383,976
Operating expenses	-550,741
Surplus / deficit for the year	27,010

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

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	878,970
Equity Total	450,903
Equity - Aboriginal	43,421
Equity - Socio-economic	225,732
Equity - Language	3,710
Equity - Disability	178,040
Base Total	3,001,146
Base - Per Capita	104,893
Base - Location	0
Base - Other	2,896,254
Other Total	421,991
Grand Total	4,753,010

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.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

NAPLAN Online

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

Parent/caregiver, student, teacher satisfaction

Teachers, students and parents were given the opportunity to complete the Tell Them From Me Survey in 2019. These are presented as percentages or scores (depending on the are surveyed).

Th results are presented below:

Students:

Our school prides itself on the way positive relationships are built within the school. 88% of students felt they have positive relationships compared to the NSW Government Norm of 85%. This has remained the same from the previous year.

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

Students efforts to succeed measured 93% for LMPS compared to 88% NSW Government Norm.

However, students did not always feel accepted or valued by their peers, scoring 72% compared to the 81% NSW Government norm.

Students felt their learning time was used effectively, learning was relevant and rigorous and had teachers who were advocates for them at school.

Parents: (scored on a ten–point scale)

One of the biggest growth are as in the 2019 TTFM survey was that parent feel welcome in the school, increasing from 7.1 to 7.8 in the 12 months. They felt that teachers listened to them as well as found office and executive staff approachable. Parents felt that the school supports positive behaviour, messages about school expectations are clear and the the school is inclusive, encourages positive friendships and assist children who need extra support.

Teachers: (scored on a ten–point scale)

Staff at LMPS understand the importance of a safe and orderly school environment and the supportive role that school leaders play in this. This scored 7.3 compared to 7.1 NSW Government Norm, a further increase form 2018. Staff feel there is a collaborative culture at the school especially in the support of teachers around student engagement and developing strategies in regards to learning challenges of students. Data informs practice at LMPS, 7.9 compared to 7.8 NSW Government Norm and parent involvement is valued – 7.0 compared to 6.8 NSW Government Norm.

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.