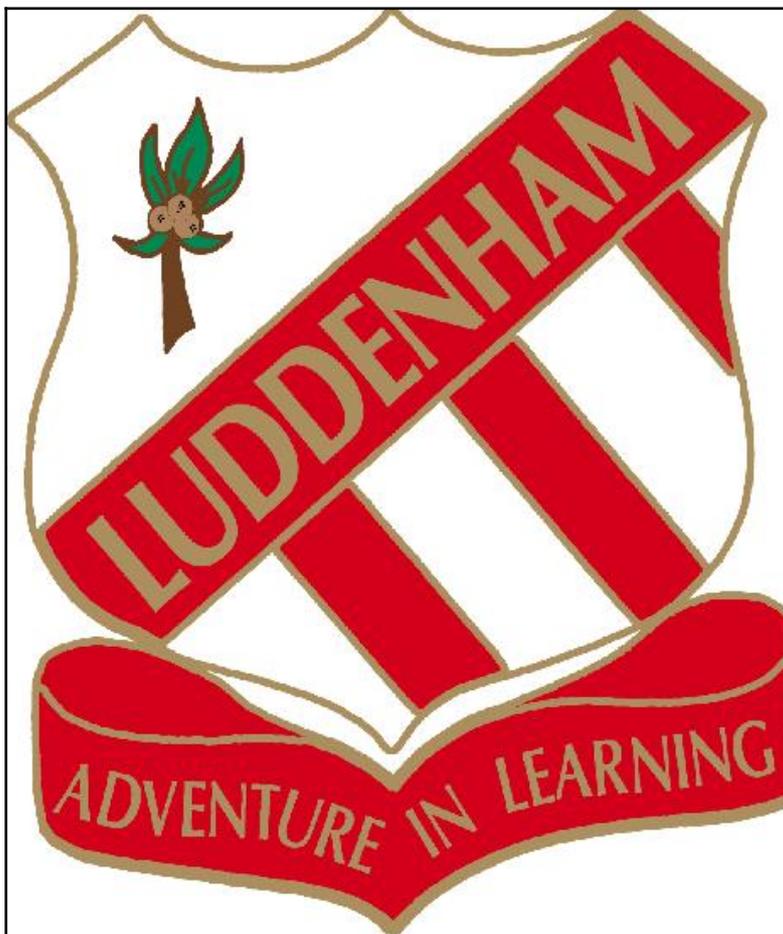


Luddenham Public School

2019 Annual Report



Introduction

The Annual Report for 2019 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.

School contact details

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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

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self–assessment and the external validation 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	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Learning

In the School Excellence Framework domain of Learning the school believes we have demonstrated that we are at the Delivering stage of the framework. The staff of Luddenham Public School is committed to strengthening school learning priorities. We provide positive, respectful and engaging learning experiences and opportunities across the school. Student needs are monitored and addressed through policies, processes and programs with a collaborative approach to identifying the individual academic and wellbeing needs of every student in the school. Every student is known valued and cared for and all students are engaged in their learning and are provided with a many opportunities to participate in activities both at school and across our community of schools alliances. At Luddenham Public School, teachers collect data on each student's academic and wellbeing needs in planning and programming to support individual student needs across the school. Our students are engaged in rich learning experiences, assisting them to develop their vital skills for flourishing– now and in the future years. Teachers share information about learning development with parents/carers and engage with them as active participants in their children's education. Our school supports our students as they transition into the different phases of learning and education. Quality teaching and professional learning practices are evident with

positive, respectful school discipline and wellbeing programs in place.

Teaching

In the School Excellence Framework domain of Teaching the school believes we have demonstrated that we are at the Sustaining and Growing stage of the framework. Quality teaching and learning processes exist at Luddenham Public School. Student learning is underpinned by high quality teaching and leadership. In our school, teachers consistently display high levels of professionalism and commitment to improving their teaching practice in order to improve student learning. The Spirals of Inquiry Professional learning practice allows staff the time to individually and collaboratively evaluate the effectiveness of their teaching practices through the collection and analysis of student data in learning and wellbeing to plan for further development of each student in the school. The EAfS Instructional Leader facilitates the development of student learning achievement in their role of building teacher capacity in English and Mathematics. Professional learning is aligned with the school plan and teachers actively, evaluate, share and discuss learning from targeted Professional Development with other staff within the school to improve whole school practice. There are well developed systems and processes to identify, monitor, address and report on student learning and wellbeing. The staff at Luddenham take shared responsibility for student improvement and continually build the aspirations of our learners throughout the school community.

Leading

In the School Excellence Framework domain of Leading, the school believes we have demonstrated that we are at the Sustaining and Growing stage of the framework. The school celebrates a wide diversity of student, staff and community achievements and is positive about providing an inclusive, supportive and rich learning environment. Our school strives to strengthen the connection between home and school and has built effective relationships with parents/carers and the wider community. There are planned, proactive and responsive strategies in place to strengthen the partnership between the school and the wider community. The Principal models instructional leadership and supports a culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success. The school leadership team makes deliberate and strategic use of a variety of partnerships to improve student outcomes and achievements of the school. Community partnerships and increased connections with a wider variety of community and outside organisations have provided a wider variety of educational opportunities for students, staff and parents as indicated in Strategic Direction 3 of the 2018–2020 School Plan. Evidence demonstrates that management practices focus explicitly on improving student learning and wellbeing, set by a culture of improvement across the school community. The administrative practices and processes ensure that an equitable use of resources are maintained, allocated and delivered across the school environment. Planning for the future will ensure that we meet the academic, social, physical and emotional needs of all students within our school.

Strategic Direction 1

Quality Teaching and Learning

Purpose

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

Improvement Measures

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

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

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

Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
Teachers using data to inform teaching practices and use mandated software and resources – PLAN2, learning progressions and Best Start Kindergarten Assessment	Learning Progressions PLAN2
DP IL continues to work with staff to evaluate teaching practice and build staff capacity in implementing evidence informed practices.	Best Start Kindergarten Assessment completed – Professional Learning funds for casuals (\$2000)
Data evaluated to determine areas of focus for 2020 – Comprehension	

Process 2: Spirals of Inquiry/Early Action for Success

Targeting literacy and numeracy priorities using evidence informed pedagogy.

Evaluation	Funds Expended (Resources)
Teachers set PDP goals on evidence informed practice.	DP IL employed from Term 2 2019 under EAFs (\$66,934)
Protocols utilised for the implementation of Instructional feedback practices for students and staff.	Professional Learning funds (\$9000)
Significant improvement in numeracy results as indicated in NAPLAN and PLAN 2 data.	
TEN is implemented in K/1/2 classrooms with increased confidence and fluency in Maths as determined by P{LAN 2 data.	
Number talks are taught across the school and students development in number growth is evident in student tracking sheets.	

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

Evaluation	Funds Expended (Resources)
88% of students indicate that teachers tell them what is expected in lessons	Tell Them From Me Survey

Progress towards achieving improvement measures

84% of students indicate that teachers set clear goals

(Tell Them From Me Data)

Staff keep detailed tracking sheets and data to report on student progress with parents and colleagues.

Awards (\$1000)

DP IL to lead implementation of Learning Goals and Success Criteria across the school. (\$66 934)

Principal to lead implementation of Learning Goals and Success Criteria across the school (Principals Support funds (\$11960)

Strategic Direction 2

Wellbeing

Purpose

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

Improvement Measures

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

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

Progress towards achieving improvement measures

Process 1: Healthy Living

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

Evaluation	Funds Expended (Resources)
70% of students eat breakfast provided on a Friday by Outer Liverpool Community Group. Canteen is used by 80% of students every Friday. Luddenham Public School is now part of the NSW Healthy Canteen Strategy. P&C and school worked together to ensure that the canteen promotes healthy living. Most students use the canteen on Fridays. 33 Students completed Tell Them from Me Survey Students built positive relationships, friendships and new connections.	Outer Liverpool Community Group Live Life Well at School Coordinator Tell Them from Me Survey

Process 2: Wellbeing

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

Evaluation	Funds Expended (Resources)
School Discipline Policy and procedures have been implemented and all students and parents are aware of the rules, expectations and consequences for behaviour linked to our PBL principles of being Respectful, Safe and Responsible Learners Revised School Discipline policy is having a positive impact on student behaviour 98:75% of the student population have remained on green level 40% of the student population were invited to the Principals morning tea in Week 10 Term 2 Parents felt connected to student learning through the positive postcard initiative.	\$200 Catering Bounce Back program \$500 casuals for teacher support Funding Sources: • Socio-economic background (\$21877.00)

Strategic Direction 3

Connections

Purpose

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

Improvement Measures

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

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

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

Progress towards achieving improvement measures

Process 1: Parent/Carer Connections

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

Evaluation	Funds Expended (Resources)
School is prioritising communicating with the community and is receiving positive feedback from the parent community. 82% of parents indicate the school listens to parents and takes their opinions seriously 75% of parents attend parent/teacher interviews 88% of parents indicate they work closely with the school to support their child's learning.	Skoolbag app \$450 Seesaw \$473

Process 2: Community Partnerships

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

Evaluation	Funds Expended (Resources)
The school strengthens its ability to provide opportunities for our students through the development of these strong partnerships.	WSA resources supplied by the engagement team. Scope IT – \$420 iPlay Teacher resource support

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$8 722.00) 	<p>Increased support for students from an Aboriginal background to build knowledge of culture</p> <p>Personalised Learning Pathways were developed for all Aboriginal students.</p>
Low level adjustment for disability	<p>LST teacher</p> Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$21 877.00) 	<p>Students supported through program implementation.</p> <p>SLSO's supported implementation of Multilit</p> <p>SLSO's worked with identified students to support implementation of PLSP</p>
Quality Teaching, Successful Students (QTSS)	<p>QTSS fund \$17608</p> Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$17 608.00) 	<p>Performance and Development Plans completed</p> <p>Teacher capacity enhanced through observations and reflections.</p> <p>Programs implementation supported – Number talks, Formative Assessment and Targeting Early Numeracy.</p>
Socio–economic background	<p>\$69722</p> Funding Sources: <ul style="list-style-type: none"> Socio–economic background (\$69 722.00) 	<p>Flexible learning environments introduced</p> <p>Quality resources to support learning purchased</p> <p>Cost of school events reduced: Athletics, Excursions and Swimming.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	41	51	52	42
Girls	33	38	42	39

Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.7	93.8	92.3	92.3
1	92.8	94.7	94.4	91.6
2	90.9	93.6	94.4	92.1
3	92.7	91.9	89.2	90.1
4	87.6	93.4	91	91.5
5	90.5	85.5	91.3	88.7
6	97.4	90.1	85.8	90.6
All Years	92.2	92	91.4	91
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
Classroom Teacher(s)	3.5
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration and Support Staff	1.51

*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.

All staff members at Luddenham Public School participated in a variety of targeted professional learning designed to support our student and staff needs. All staff participated in compliance training in Child Protection, Anaphylaxis and CPR. Whole staff professional learning focused on utilising coding applications and STEMshare resources in the classroom as educational tools to enhance teaching pedagogy and explore new ways of teaching and learning. Collaborative inquiry-oriented, evidence-based discussions to teaching and learning Number and Comprehension was the focus of 'Spirals of Inquiry'. All Staff attended the Glenmore Park Learning Alliance Professional Learning event on 'Choice Theory', designed to assist teachers' understanding of human behaviour, its impact on the brain and every domain of wellbeing (cognitive, emotional, social, physical and spiritual). Throughout 2019 all staff members were proactive in seeking professional learning opportunities that supported their teacher performance and development goals.

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	140,850
Revenue	1,044,473
Appropriation	1,004,177
Sale of Goods and Services	764
Grants and contributions	39,287
Investment income	246
Expenses	-1,021,916
Employee related	-893,827
Operating expenses	-128,090
Surplus / deficit for the year	22,557

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	0
Equity Total	115,454
Equity - Aboriginal	8,722
Equity - Socio-economic	69,722
Equity - Language	0
Equity - Disability	37,009
Base Total	787,855
Base - Per Capita	22,056
Base - Location	3,748
Base - Other	762,051
Other Total	98,650
Grand Total	1,001,959

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.

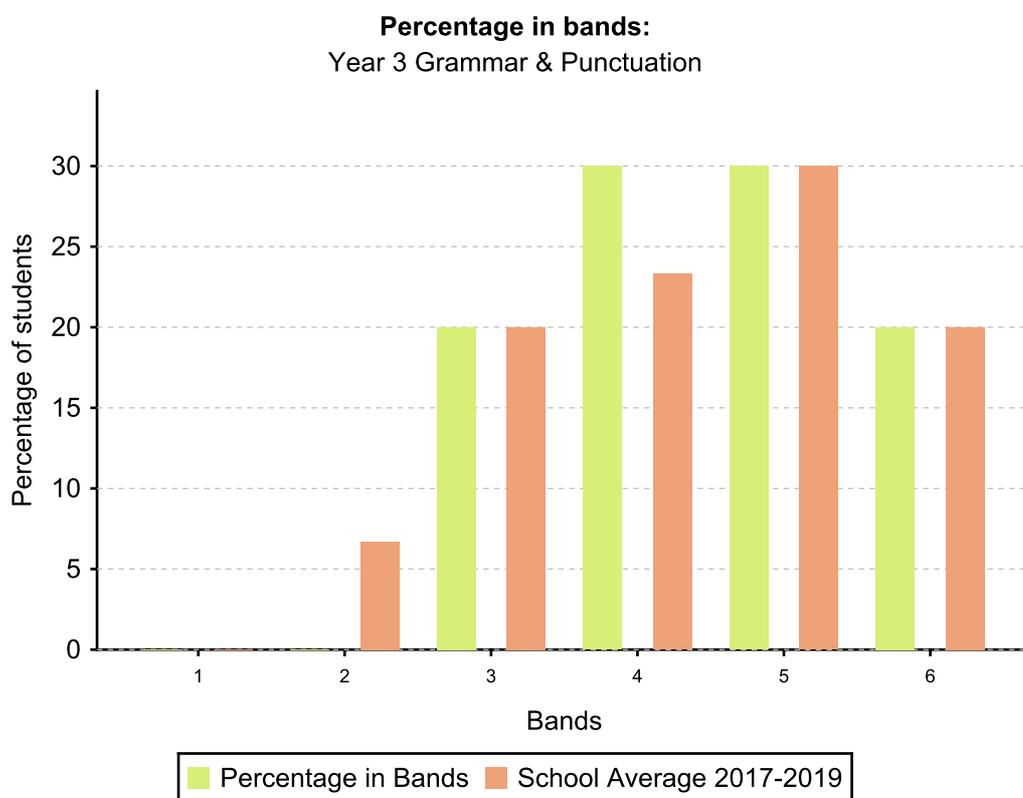
School performance - NAPLAN

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.

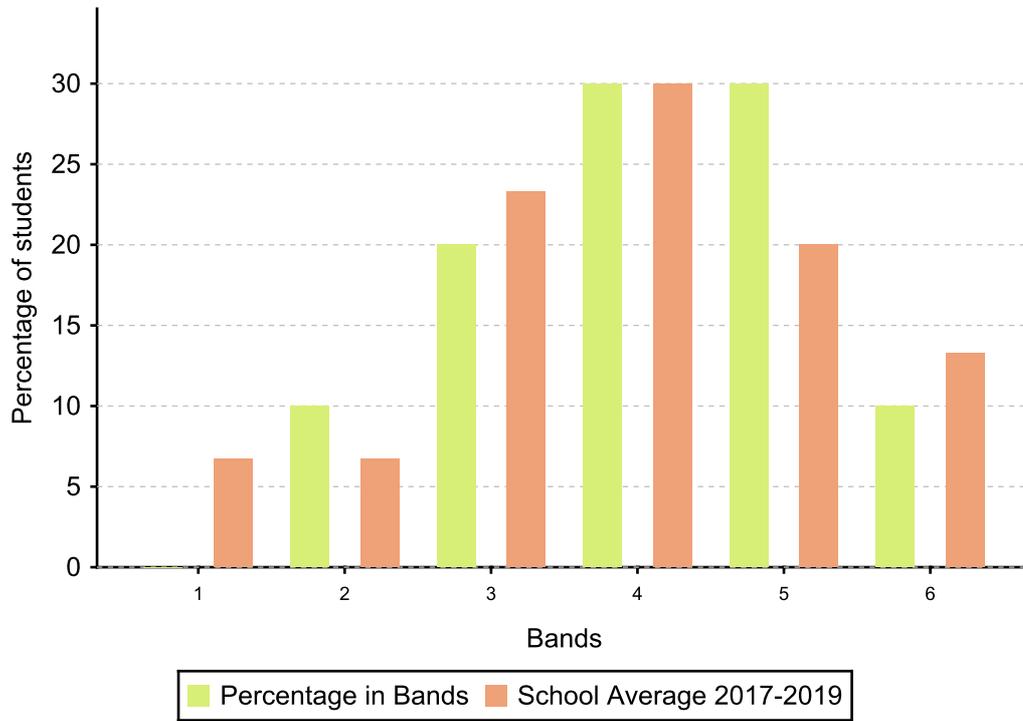
Literacy and Numeracy Graphs

Literacy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available.



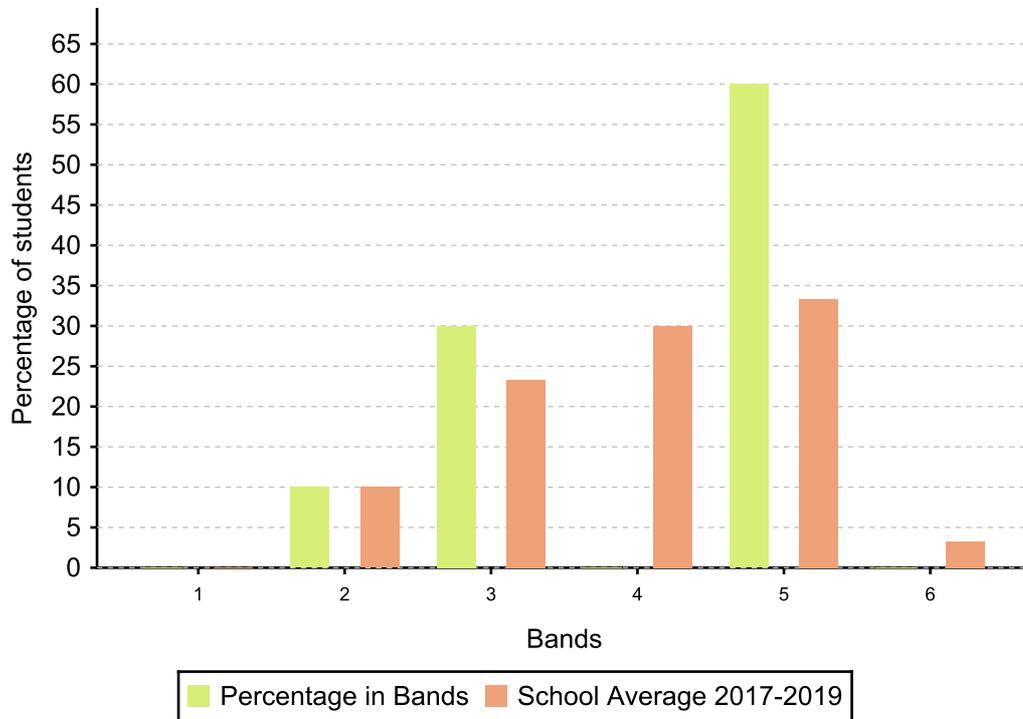
Band	1	2	3	4	5	6
Percentage of students	0.0	6.7	20.0	30.0	30.0	20.0
School avg 2017-2019	0	6.7	20	23.3	30	20

Percentage in bands:
Year 3 Spelling



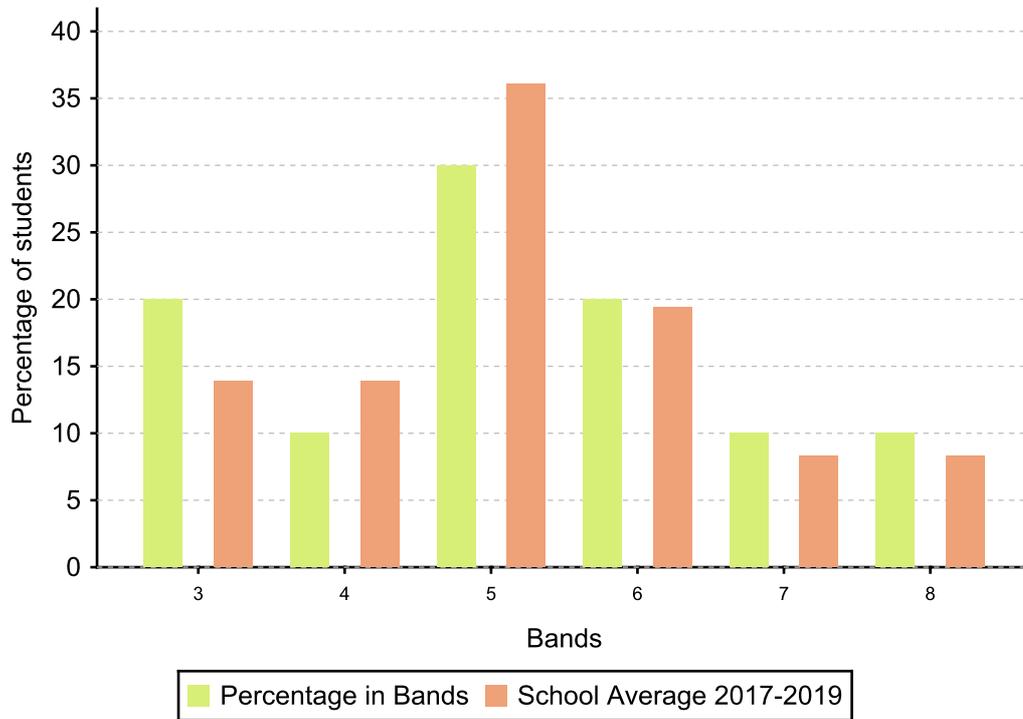
Band	1	2	3	4	5	6
Percentage of students	0.0	10.0	20.0	30.0	30.0	10.0
School avg 2017-2019	6.7	6.7	23.3	30	20	13.3

Percentage in bands:
Year 3 Writing



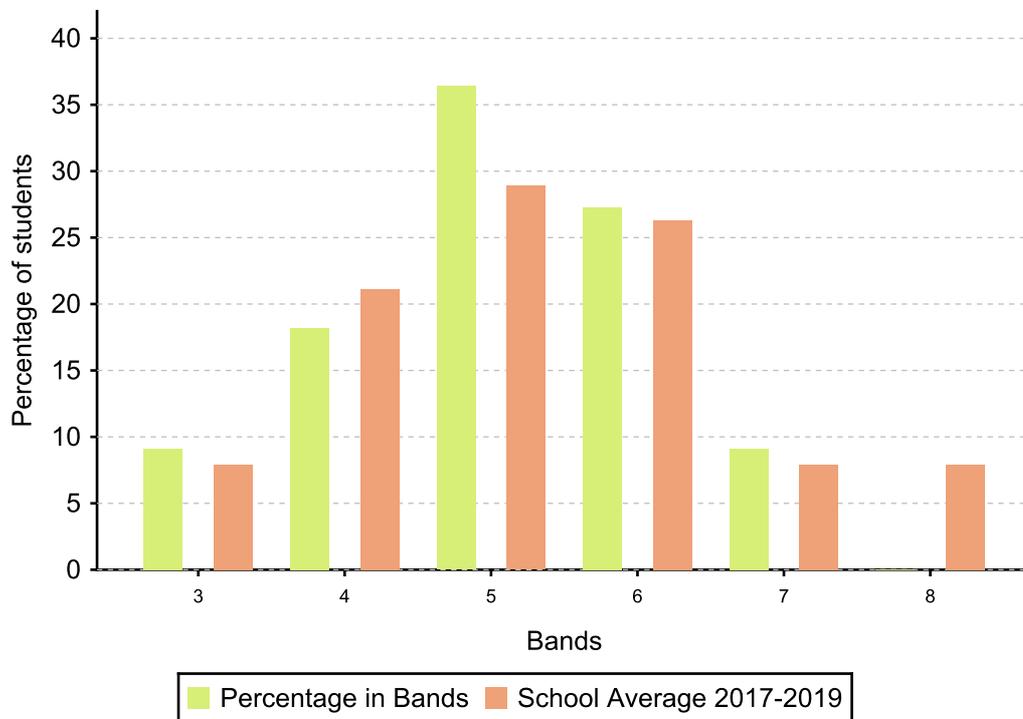
Band	1	2	3	4	5	6
Percentage of students	0.0	10.0	30.0	60.0	0.0	0.0
School avg 2017-2019	0	10	23.3	30	33.3	3.3

**Percentage in bands:
Year 5 Grammar & Punctuation**



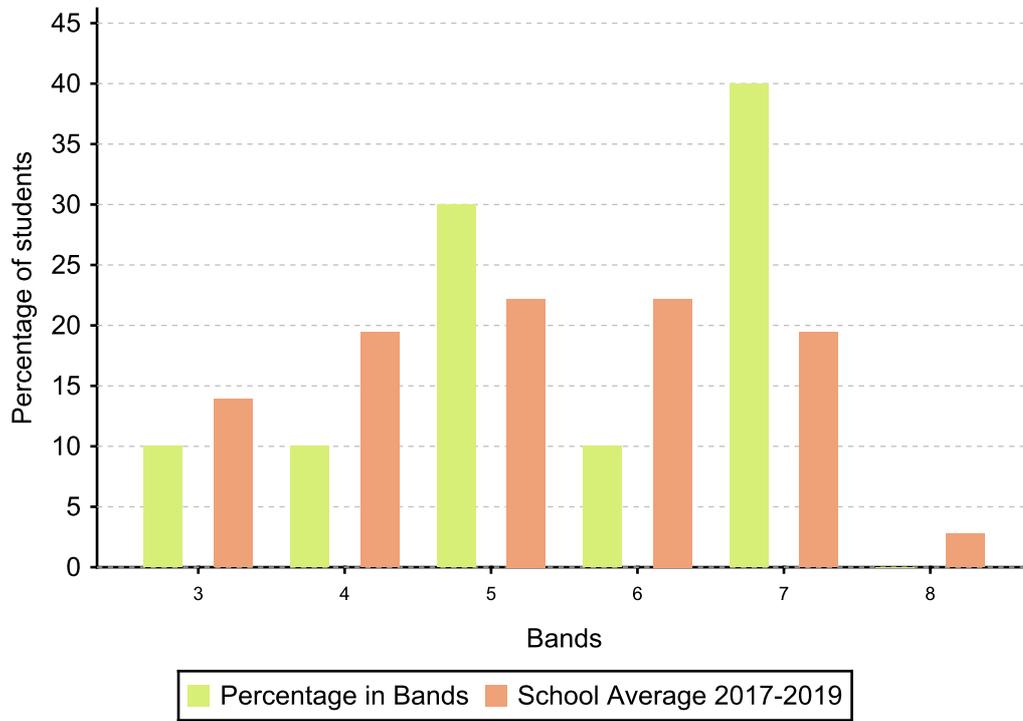
Band	3	4	5	6	7	8
Percentage of students	20.0	10.0	30.0	20.0	10.0	10.0
School avg 2017-2019	13.9	13.9	36.1	19.4	8.3	8.3

**Percentage in bands:
Year 5 Reading**



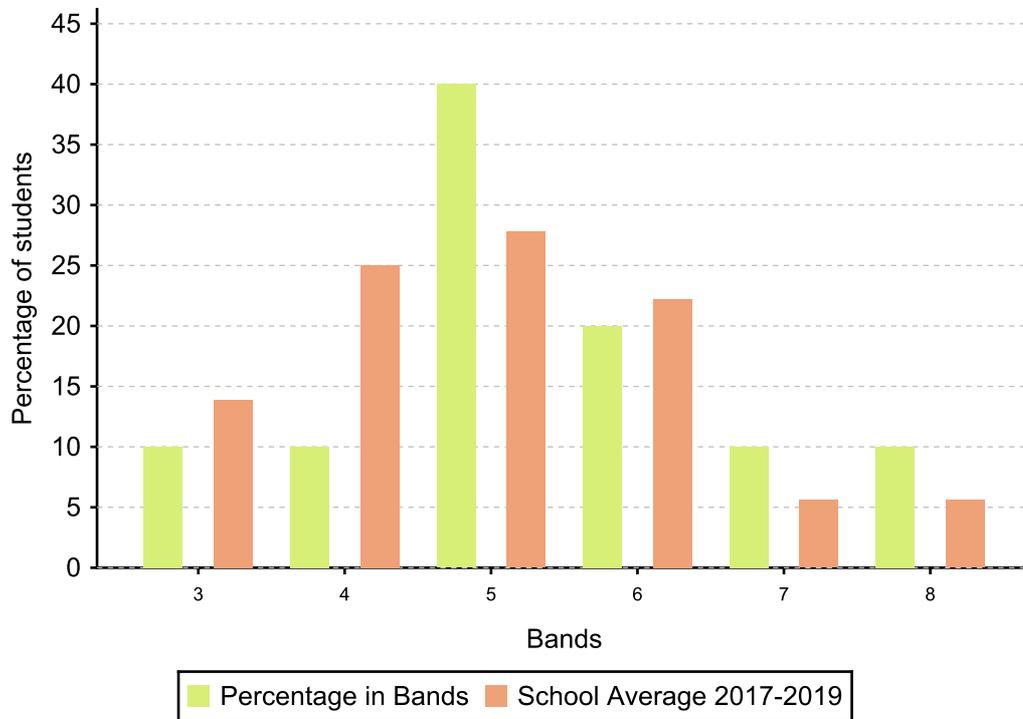
Band	3	4	5	6	7	8
Percentage of students	9.1	18.2	36.4	27.3	9.1	0.0
School avg 2017-2019	7.9	21.1	28.9	26.3	7.9	7.9

Percentage in bands:
Year 5 Spelling



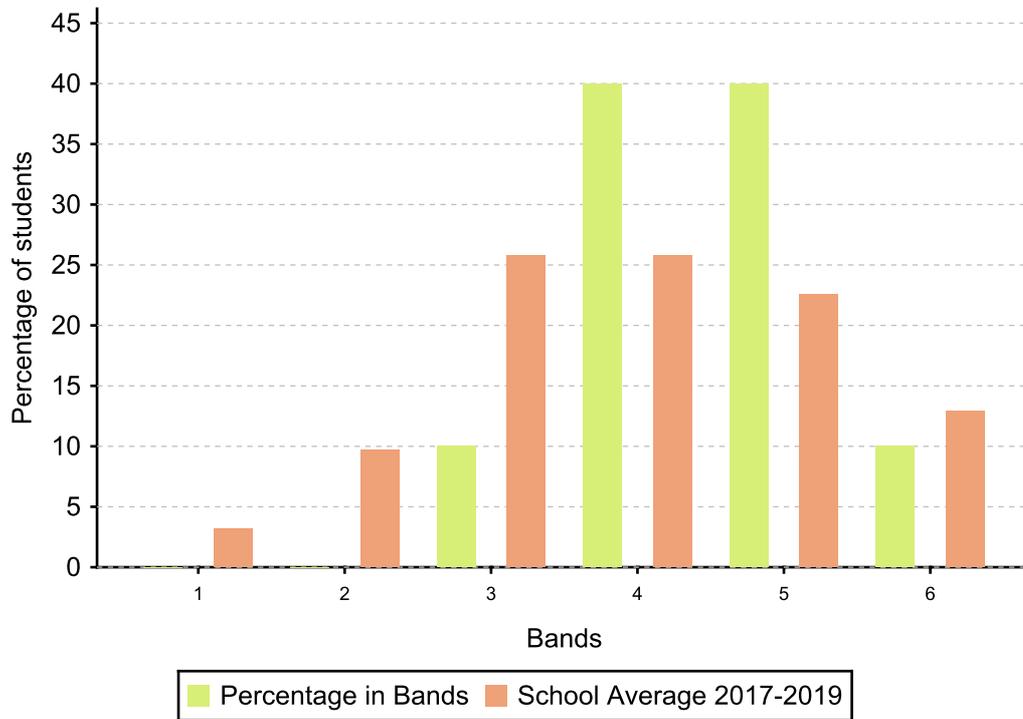
Band	3	4	5	6	7	8
Percentage of students	10.0	10.0	30.0	10.0	40.0	0.0
School avg 2017-2019	13.9	19.4	22.2	22.2	19.4	2.8

Percentage in bands:
Year 5 Writing



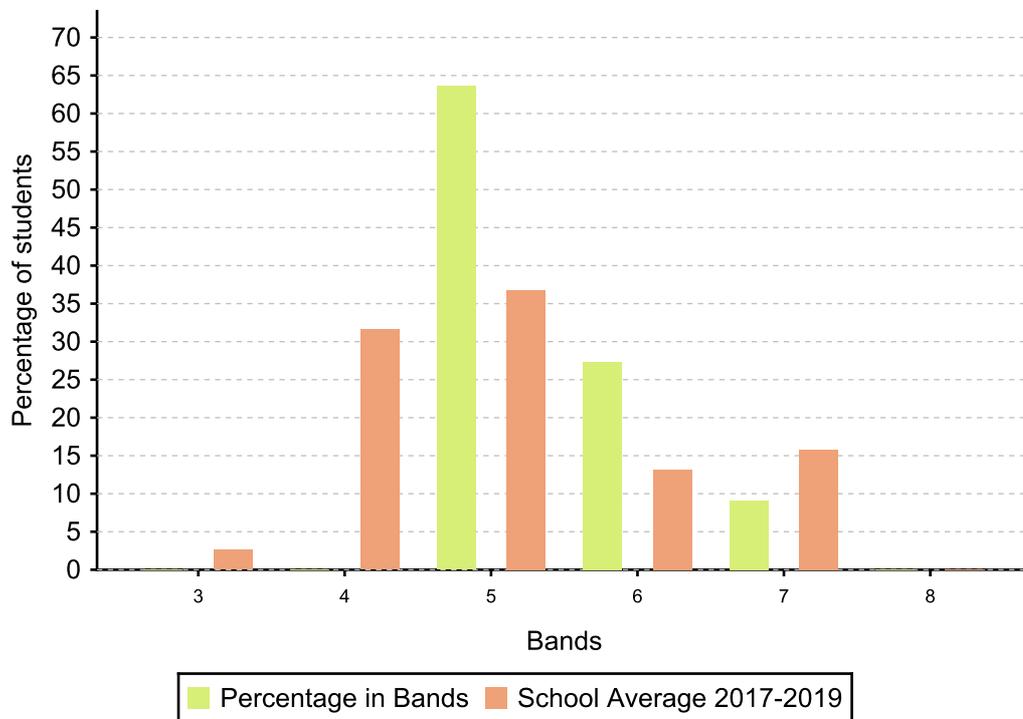
Band	3	4	5	6	7	8
Percentage of students	10.0	10.0	40.0	20.0	10.0	10.0
School avg 2017-2019	13.9	25	27.8	22.2	5.6	5.6

**Percentage in bands:
Year 3 Numeracy**



Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	10.0	40.0	40.0	10.0
School avg 2017-2019	3.2	9.7	25.8	25.8	22.6	12.9

**Percentage in bands:
Year 5 Numeracy**



Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	63.6	27.3	9.1	0.0
School avg 2017-2019	2.6	31.6	36.8	13.2	15.8	0

Parent/caregiver, student, teacher satisfaction

In 2019, the school surveyed the community in school satisfaction. In the School Satisfaction Survey:

100% of the returned surveys indicated that the teachers expect their child to do their best.

100% of parents believe the school is well maintained.

88% of parents surveyed believe that the school looks for ways to improve.

94% of parents believe that their child's learning needs are being met at the school.

80% of respondents believe that behaviour is managed well at the school.

88% of parents indicate they feel comfortable talking to their child's teacher about their concerns.

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.

97% of students said that they believe schooling is useful in their everyday life and will have a strong bearing on their future.

91% of students believe they exhibit positive behaviour at school.

90% of students indicate that teachers tell them what is expected of them in their learning.

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 and have appreciated the opportunity to work closely with the Deputy Principal Instructional leader and the Principal to support their teaching.

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.