School context

Leura Public School serves the vibrant village community of the upper Blue Mountains. We have students from Kindergarten to Year 6. Our school has served generations of Leura dwellers for over 100 years and enjoys strong traditional support from families that have made the area their home.

Most of our families, although from diverse cultural backgrounds, use English as their first language. Whilst we enjoy a strong Aboriginal heritage in the area, only 1% of our school community identifies as being of Aboriginal or Torres Straight Islander background.

School programs reflect priorities of our school community. So, along with rigorous and effective teaching of literacy and numeracy, we also pride ourselves on quality education in the arts and environment.

The teaching and support staff at Leura make up an experienced group of professionals, who provide a robust learning environment for the great diversity of students in their daily care.

Principal’s message

Another pleasurable year spent at Leura with lots going on. The P&C have been particularly conscientious this year and have managed to raise many dollars towards the implementation of technology, in particular iPads and AV equipment for the hall. Families are integral to the learning at Leura and provide unmitigated support in the form of helping in classrooms, being members of school planning committees, at P&C fundraising events, at working bees and as reading tutors, to mention only a few.

We have been able to once again provide many opportunities for our students with great success, offering rewarding experiences for individuals and groups. For the first time we were invited to perform in the School Spectacular and the Festival of Instrumental Music at the Opera House. One of our Year 6 students represented NSW in AFL in Darwin.

2013 saw the bicentenary of the crossing of the Blue Mountains by Blaxland, Lawson and Wentworth. We enjoyed many activities associated with this including watching the re-enactment as they passed by our school, attending Mt York as the walkers arrived and having ‘Crossings – the play’ visit our school. All students received a ‘holey dollar and dump’ as a souvenir of the crossing bicentenary. Best of all, our school partnered with the Garden Club to launch a new strain of daisy to commemorate the bicentenary. The garden club donated several of these limited edition plants to our school, which now grow proudly in our values garden.

Academic achievements in NAPLAN include Year 5 boys showing a marked improvement in Writing from 2012. This group also showed much better than average growth for Reading. Year 3 girls also scored significantly higher than the State average in Reading. This attests to the great teaching going on in our classrooms. Well done one and all at Leura!

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Deborah Getley - Principal

P & C message

2013 has been another busy year at Leura Public School. The P&C always seem to achieve so much in just a short space of time.

As always, fundraising has played a major part in P&C activities. This year, our focus was on raising funds for information and technology resources. We kicked off the year with the annual Australia Day Family Fun Day at the Alex hotel, which would not be possible without the wonderful support of the Blackburn family. They also supported our school by hosting our fun Trivia Night mid-year. Throughout the year events and activities have included: Mothers’ and Fathers’ Day gift stalls, a school disco, BBQs held on Election Day, Newcombe Ball Gala Day and the
Walkathon, as well as numerous cake stalls and raffles.

The monthly markets, as well as being a major fundraiser, are also a lovely community event. We are very fortunate to have such great community support behind us. This year we also took part in hosting the ‘Best in Show’ - dog show as part of Leura Fair.

There are many local businesses which assist us in our fundraising efforts and we sincerely thank everyone for their contributions, no matter how big or small.

Because of all that hard work and dedication, P&C were able to help the school purchase two class sets of iPads which I hear the children are enjoying immensely as well as new AV equipment for the hall, which with impeccable timing, was installed and ready for presentation day!

There are so many ways in which parents behind the scenes have volunteered their time, resources and services to benefit the school. Some provide classroom assistance by helping with reading groups, sharing their musical and artistic talents, or providing learning support. There are parents teaching Ethics classes, distributing lunches, running the uniform shop, Homework Club, School Banking Program, and taking care of the hanging swamp which borders our school. The P&C values each and everyone who support our endeavours to enhance and complement the wonderful work of all the staff of Leura Public School.

The P&C executive this year have been:

President Rachel Miller
Vice Presidents Di Kipp
Danielle Roberson
Justine Plummer
Secretary Danielle Handsipker
Treasurer Alison Tuck Lee
Publicity Officer Belinda Ottmann

It is amazing to see what can be achieved when we all work together.

Di Kipp

P&C Vice President.

Student information

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

Student enrolment profile

Student enrolment has fluctuated over the last few years. During 2012 a significant number of families relocated to other areas of NSW, interstate and overseas resulting in a drop in enrolment numbers for 2013.

![Student Enrolment Graph](Image)

Student attendance profile

Student attendance is slightly below Region and State but not significantly so. No particular patterns have been identified.

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<td>94.3</td>
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Management of non-attendance

Parents/carers of students who do not attend school must supply justification for the absence within two days. A doctor’s certificate may accompany sick leave but is not necessary. If the family does not supply a reason, first contact will be made by the school via a letter home. If habitual or unexplained absences exist, the school executive will contact the family to resolve the issue. Unresolved issues will be referred to the Home School Liaison Officer or the Child Well Being Unit.

An exemption from school attendance for up to 100 days may be applied for, and approved by the Principal, when circumstances exist that prevent the child from attending school. If a child is representing the school in some capacity it is not considered an absence.

Workforce information

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

Workforce composition

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<tr>
<th>Position</th>
<th>Number</th>
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<td>Principal</td>
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<tr>
<td>Assistant Principals</td>
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<tr>
<td>Classroom Teachers</td>
<td>9</td>
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<tr>
<td>Teacher of Reading Recovery</td>
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<tr>
<td>Learning and Support Teacher</td>
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<tr>
<td>Teacher Librarian</td>
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<tr>
<td>School Counsellor</td>
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<tr>
<td>RFF music</td>
<td>0.2</td>
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<tr>
<td>RFF Art</td>
<td>0.2</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.43</td>
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<td>Total</td>
<td>18.63</td>
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</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce. At present, no staff members are of Aboriginal or Torres Straight Islander heritage.

Teacher qualifications

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

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<th>Qualifications</th>
<th>% of staff</th>
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<tr>
<td>Degree or Diploma</td>
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<td>Postgraduate</td>
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<tr>
<td>NSW Institute of Teachers Accreditation</td>
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Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

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<td><strong>Income</strong></td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
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<td>School &amp; community sources</td>
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<td>Interest</td>
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<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
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<tr>
<td><strong>Total income</strong></td>
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</tr>
</tbody>
</table>

| **Expenditure**             |            |
| Teaching & learning         |            |
| Key learning areas          | 46 383.45  |
| Excursions                  | 23 741.00  |
| Extracurricular dissections | 62 855.57  |
| Library                     | 4 357.58   |
| Training & development      | 15 006.07  |
| Tied funds                  | 51 577.71  |
| Casual relief teachers      | 51 685.16  |
| Administration & office     | 51 577.72  |
| School-operated canteen     | 0.00       |
| Utilities                   | 28 224.38  |
| Maintenance                 | 12 421.34  |
| Trust accounts              | 12 052.09  |
| Capital programs            | 0.00       |
| **Total expenditure**       | 359 822.07 |
| **Balance carried forward** | 144 746.64 |

A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.
School performance 2013

Academic achievements

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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO to access the school data.

Other achievements

Sport
Leura Public School offers many opportunities in the sporting field that cater for a variety of interests and talents. Every year we run swimming, cross country and athletics carnivals and all students are encouraged to participate no matter what level of achievement.

The Special Swimming Scheme ran at the end of the year at Katoomba Aquatic Centre. Students from Year 2 to Year 4 participated and were able to improve their swimming ability just in time for the summer season.

In Term 2 during Friday sport time, K-2 students were engaged in the Footsteps Dance program. Years 3 – 6 were coached by Little Athletics in preparation for the carnival in Term 3.

Sports in Schools ran a sports skills program in Term 3 for all students, offering a vast array of equipment to develop students’ skills.

Our school once again hosted a Newcombe Ball Gala day for the schools in the Upper Blue Mountains Learning Community. This day encourages participation and just having a go. The Shield was presented to the school that demonstrated the best sportsmanship during their games.

Our senior boys team won the Upper Blue Mountains Milo Cricket Gala Day. They went on to play at the Regional finals in Blacktown.

We had 8 teams playing at the Indoor Soccer Gala competition. One of the U8 teams won their age group and gained gold medals. The boys U9 team came second and won silver medals. Two of our children received trophies for being voted the ‘best and fairest’ players.

The Year 3/4 girls team won the Basketball Gala Day, receiving a plaque and medals. This team was made up mainly of Year 2 students.

Two of our Year 6 students did outstandingly well in their chosen fields, with one representing Western Sydney Region in basketball and another being chosen for the NSW AFL team to play in Darwin. A sister duo also represented the Blue Mountains at the Regional basketball comp.

We received a diamond award in the Premier’s Sporting Challenge, which is supported by our daily fitness program. With a grant from Live Life Well at School, we were able to update some of our equipment, install a basketball shute in the K-2 playground, launch Crunch ‘n’ Sip school wide and revamp our fitness program.

The arts

Dance
Three of our talented teachers choreographed routines for our Stage 1, Stage 2 and Stage 3 dance groups. These groups performed during September at the Joan Sutherland Performing Arts Centre in Penrith, as part of the Blue Mountains/Nepean Dance Festival. They had a second performance opportunity in October at the Upper Blue Mountains Dance Festival held at Katoomba High School. Our dancers, dress makers and choreographers once again did an outstanding job in their professionalism, performance and commitment to the task at hand.
**Choir & Music**

Our 3 school choirs were very busy this year with a wealth of performance opportunities provided for them. Stage 2 sang at the Sydney Town Hall in the Primary Proms Kakadu concert. Stage 1 melted our hearts with the most beautiful singing at the Upper Blue Mountains Music Festival held at Katoomba PS. Several of our students performed as soloists at this concert and two of our school leaders hosted the official evening with great finesse.

In a new adventure for our school, a group of Stage 3 students were invited to perform in the massed choir of the NSW School Spectacular at the Sydney Entertainment Centre. This was a wonderful experience for our students and left them with a feeling of true stardom, with their faces televised for all to see.

A small group of committed, talented recorder players performed at the Festival of Instrumental Music at the Sydney Opera House in Term 3. This group attended practice lessons before school every Tuesday and performed outstandingly on the day.

During August, the school was visited by Oz Opera performing ‘The Magic Flute’. Students engaged with and thoroughly enjoyed the experience.

Music lessons this year, moved out of the hall and into a classroom, which has now become a ‘music’ room. With the purchasing of sets of new instruments, including guitars, ukuleles and a variety of tuned and untuned percussion, students can enjoy many performance opportunities as part of their weekly lessons.

**Visual arts**

In 2013, our school became part of a special project being run by the Blue Mountains World Heritage Institute, called ‘Community Fire Stories’. This project was commissioned in order to raise community awareness about the importance of having a bush fire plan. With Leura School burning to the ground in the 1957 fires, we were in a prime position to be central to the project. Some of our students were featured in the documentary produced, but most importantly, each class created an artwork to illustrate part of a story retold by an ex-pupil of the school who had experienced the approaching fire in 1957. The works were displayed at the premiere of the documentary film being shown at the Edge Cinema in Katoomba. This montage is now on display at the Blue Mountains Heritage Centre.

In 2013, we submitted four Operation Art entries. A watercolour of a teddy bear from a budding artist in Kindergarten won the major ANSTO Junior award for Operation Art. His work was exhibited at the NSW Art Gallery, and is touring regional galleries throughout NSW. Its final resting place will be at the Westmead Children’s Hospital.

A Year 4 student had her work selected for the Nagoya Art Exchange. Her work will be on display permanently in Japan. As this is an exchange program, our school now has 3 pieces of art done by Japanese students for our own exhibition. One of our Year 5 students participated in the Western Sydney Art Initiative at Glenmore Park HS. He created several pieces that went on public exhibition at the Penrith Office of Dept of Education and Communities in Term 4.

Leura PS was a participant in the Aboriginal Artist in Residence program organised by Mountains Outreach Community Service (MOCS). A selection of Stage 2 students attended a workshop with a local Aboriginal artist and some TAFE students to produce art pieces. These were exhibited in art show at Lawson PS. Many students participated in the Reconciliation Art Project.

**Environmental education**

_School Clean Up Day, Ride 2 School Day and Walk 2 School Day are always significant events on our calendar and well supported by the community. Our P&C made sure everyone who rode or walked to school on these days was provided with some brekky treats of muffins, hot cross_
buns, juice and hot chocolate. The Police Youth Liaison Officer visited to deliver lessons on road safety.

Our kitchen garden was revitalised with each class taking care of a prime patch of real estate in the vegie plot. We have lettuce, cabbage, silverbeet, strawberries, parsley, sage, rosemary but no thyme. The compost heap is also thriving due to classes recycling scraps from Crunch ‘n’ Sip.

Under the National Solar Schools Program, our administration block roof was adorned with solar panels. The school now has live links to a website that can track the energy output and consumption of these panels supplying some of our power.

Swampcare continued to be an integral part of our school environment program. Each month, on a Thursday, a group of parents venture into the hanging swamp adjacent to the school to do weed and litter control. The council gained a grant this year to regenerate some of the native bush plants in the swamp. Several classes as well as the SRC, assisted with the planting. Later in the year, Stage 3 students were invited to become part of the swamp carers. Several have taken up this responsibility protect this delicate local environment.

**Debating**

The Upper Blue Mountains Learning Community started an inter-school debating challenge this year. We kicked off with a workshop held at Katoomba High School. Six primary schools were involved in the competition, with 5 rounds held over Terms 2 and 3. The final was held at the High School in Term 4 between Blackheath and Leura. Leura were competition champions winning the argument against the topic that the best things in life are free. All debaters are looking forward to next year’s competition.

**Significant programs and initiatives**

**Aboriginal education**

In 2013 we continued to incorporate Aboriginal perspectives into classroom programs across all learning areas. Recognition of Aboriginal identity, history and culture was particularly integrated within local area studies in HSIE. This has enabled engagement with Aboriginal culture across all stages. Stage 2 studied an Aboriginal place of significance in conjunction with learning about European settlement. They visited the Blue Mountains Cultural Centre and a local site known as ‘The Gully’.

During the celebrations of the bicentenary of the Crossing of the Blue Mountains, the impact on local tribes and their occupation of the area was a significant aspect of the learning and understanding.

Once again, the school supported the Indigenous Literacy Project by participating in ‘The Great Book Swap’. This activity was the finale in a week of study in classrooms about indigenous culture and the stories surrounding our Aboriginal heritage.

The ‘Aboriginal Artist in Schools’ program enabled a selection of our year 4 students to work on pieces to be displayed at a local art show at Lawson Public School.

Aboriginal perspectives and the study of our cultural heritage are included in all aspects of curriculum study in all Stages. Acknowledgement of Country is included in all official functions.

**Multicultural education**

Harmony Day continued this year, with the students participating in Aboriginal dance, sports, making paper chains and sharing refugee stories by Anh Do. Parents assisted with the construction of a giant rainbow serpent made from circles decorated by every student and parent in the school on the day. We wore orange, the colour of
The school participated in the Multicultural Perspectives Public Speaking competition and sent four students to compete in the district competition after inter-class selections held at school. One student in Year 5 was Highly Commended.

Stages 2 and 3 visited sites that are significant in other cultures as part of inclusive HSIE units being studied.

Our school continues to support anti-racism through the appointment of an anti-racism contact officer. Teachers deliver anti-racism messages during PBL and anti-bullying lessons.

**Student welfare**

**Positive Behaviour for Learning (PBL)**

Our new award system continued and by the end of the year, just about half of the school had received a level 3 award, a book prize and consumed many cakes at the award afternoon tea with the Principal.

Several staff members attended a PBL expo and came back with some new and vibrant ideas. A competition was held to design a PBL mascot in line with the three endangered species that live in our hanging swamp. There was a great response from students and the winners will be announced early in 2014.

Weekly PBL lessons to explicitly teach expected behaviours in line with our 3 values of respect, responsibility and resilience continued in all classrooms.

The Play Pals program commenced in Term 2 in response to small issues happening on the K-2 playground. Stage 3 students assist the teacher on duty by dealing with ‘all the little’ things. This has created a nurturing and inclusive culture, and offers more leadership opportunities for our older students. Data collected from the Play Pals forms are also used to track otherwise elusive patterns of behaviour before they become oppressive.

**Anti-bullying**

Towards the end of 2012, the Principal in consultation with a group of interested parents began extensive work on updating the school’s anti-bullying plan. This plan outlines the strategies and procedures used by the school to:

- communicate with parents about what bullying is
- promote anti-bullying behaviour
- give students clear strategies to deal with a bully
- let parents know the procedures to follow if they feel their child is being bullied; and
- provide support to anyone involved in an incident of bullying

The plan is now complete and available on our website for comment.

All classes took part in the National Day of Action Against Bullying in March. The whole school was photographed in the shape of a smiley face.

The subject of Peer Support in 2013 was ‘relationships’. This provided another forum to support anti-bullying messages.

**School planning and evaluation 2012—2014**

**School evaluation processes**

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Analysis of NAPLAN and internal school quantitative data
- Parent, Teacher and Student surveys, meetings, forums and discussions
• Tracking of students on Literacy and Numeracy Continuums

School planning 2012—2014: progress in 2013

School priority 1

Literacy and Numeracy

Outcomes from 2012–2014

1. In depth analysis of student needs, using diagnostic data, will effectively inform teaching and learning programs in Literacy and Numeracy
2. Literacy and Numeracy achievement is commensurate with or above state and regional level

Evidence of progress towards outcomes in 2013:

• Analysis of NAPLAN data by school Literacy and Numeracy teams and subsequent use of data to assist with IEPs, small group support and whole school planning for 2014
• Executive staff trained in using Planning for Literacy and Numeracy (PLAN) software, which tracks student progress on Literacy and Numeracy continuums for Yrs 3 -6.
• Average progress in Writing and Spelling was above state.
• 100% of Year 5 students achieving at or above minimum standard in Reading, Spelling and Numeracy. Writing - 95.5% Grammar & Punctuation – 90.9%
• 100% of Year 3 students achieving at or above minimum standard in Reading, Spelling and Grammar & Punctuation. In Writing and Numeracy greater than 97%
• Year 5 boys showed a marked improvement in Writing from 2012. This group also showed much better than average growth for Reading.
• Year 3 girls scored significantly higher than the State average in Reading.

Strategies to achieve these outcomes in 2014

• Whole staff involved in Count Me In Too online

• Continued creation and sharing of English units of work across the learning community
• Tracking student progress on PLAN software
• Synthetic Phonics extended to Years 1 & 2
• Use of Reading Eggs, Mathletics and Lexiles to supplement class programs
• Adobe Connect sessions to support syllabus implementation
• Database of standardised testing results

School priority 2

Curriculum and Assessment

Outcomes from 2012–2014

1. Curriculum implementation of 21st century teaching and learning is student centred and underpinned by best practice in teaching, assessment and feedback.
2. Syllabus implementation reflects the breadth of NSW Syllabus for the National Curriculum.

Evidence of progress towards outcomes in 2013:

• All staff engaged in professional learning for NSW English Syllabus implementation
• Numeracy committee assessed learning needs of staff for implementation of new Maths syllabus
• Creation of English units that address outcomes in the new English syllabus
• K – 2 staff using Literacy and Numeracy continuums to track student progress and inform reporting strategies
• Standardisation of programming expectations across all stages. Class program sharing and collaboration
• Learning and Support teacher trained in CELF (language) screener. Speech pathologist engaged to support students with language difficulties
• Literacy and Numeracy facilitator working with staff to understand and implement new outcomes in English syllabus
• Staff training and subsequent use of iPads in classrooms to support learning in literacy and numeracy

**Strategies to achieve these outcomes in 2014:**

• Whole school staff training in Count Me in Too on-line
• Adobe connect sessions to support Maths syllabus implementation and subsequent assessment and reporting practices
• Workshops on consistent and effective assessment and reporting practices
• Using assessment *for, as and of* learning as best practice
• All classroom teachers will plan, teach, assess, resource and evaluate English units that support the new NSW English Curriculum
• All classroom teachers will use PLAN (Programming Literacy & Numeracy) to record progress on the Literacy and Numeracy Continuum for all students

**Professional learning**

In 2013, a little over $15,000 was spent on professional learning. Courses undertaken by all staff included:

• anaphylaxis training
• CPR and emergency care
• Child protection
• The Learner and the New Curriculum
• familiarisation of the NSW syllabus for the Australian Curriculum
• Creativity in the classroom
• Disability Standards modules

• creating units of work for the new English Syllabus
• using on-line Board of Studies programming tool
• using iPad apps in the classroom

Other courses attended by individuals or small groups were:

• Ignite the Spark – gifted and talented conference
• Managing Challenging Behaviour
• creating an engaging environment in your classroom
• 21st Century learning and the new curriculum
• STLIS – supporting technology learning in schools
• PBL conference and new team member training
• Live Life Well @ School
• Recipe for Success – (autism support)
• language screening training (CELF)
• Learning and Support teacher network meetings
• implementation of *Synthetic Phonics* in Kindergarten

**Professional learning for the school executive**

included:

• State Principals’ Conference
• Western Sydney Principals’ Conference
• Assistant Principal network meetings
• Keep Them Safe – child wellbeing
• Kidsmatter Principals’ Briefing
• School Administrative Manager (SAM) network meetings
• SAM conference
• Planning for Literacy and Numeracy (PLAN) software implementation

**Parent/caregiver, student, and teacher satisfaction**

**Student Learning**

In 2013, the school sought the opinions of parents, students and teachers about the school. In particular we asked questions about learning at school in general, with an aim to providing an optimum learning environment for all students.

Their responses are presented below.
Program evaluations

Writing, spelling and grammar

Background

Over the last few years one of our school priorities has been to improve student performance in the writing strand of English. Associated with this is looking at ways we teach spelling, grammar and punctuation across the school. The results of this survey will assist future planning for improvement in this area.
Findings and conclusions

Most areas surveyed attracted an overall positive response. Some pertinent points are listed below.

- It is evident that the whole community values the importance of correct spelling, grammar and punctuation, however, there seems to be a disagreement about whether it is included in homework or not.

- There is some agreement between the 3 groups on the use of up to date resources. It should be noted here that one parent suggested upgrading readers and another made a comment about technology not working consistently.

- The student group responded less positively to being engaged than the parent/teacher groups did. This was also evident when considering the variety of activities offered by the school.

- Whilst 100% of teachers felt they provided appropriate support in class in general, the parent/student groups were less positive. A similar pattern also emerged re catering for individual needs and creativity and inspiration in writing lessons.

Future directions

The positive feedback from this survey is heartening, however, it is evident that there is room for improvement in some areas.

- An audit of resources used needs to be undertaken and provision in planning and budget needs to be applied.

- Teacher professional learning in using classroom strategies that are inspirational and creative will be undertaken. This may include sharing of ideas, research and peer mentoring.

- Strategies to communicate with students and parents about how the teacher is supporting and differentiating learning will be investigated.

- Clear connections to spelling grammar, punctuation and how they are used in children’s writing will need to be more consistent and explicit.

- Through the SRC, students will be asked about co-curricular programs that they feel would interest them that could be viably included in our school’s offerings.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Di Kipp                         P&C Vice President
Katrina McDougall              Art Teacher
Sarah Mann                     Music Teacher
Justine Jinks                  Class teacher & sports coordinator
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Peter McGill                   Assistant Principal & PBL coordinator
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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: