School context statement

Our Vision

To provide a place where families and school work together to prepare our children for their future.

Leura Public School serves the garden 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 has 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 1.8% of our school community identifies as being of Aboriginal or Torres Straight Islander background.

Our school provides for a vast array of student learning needs. Our support programs cater for Gifted and Talented students as well as those that require assistance to meet outcomes consistent with their age. This is done in class and as a withdrawal program for groups or individuals.

Principal’s Message

This year I bid a fond farewell to Leura Public School. Over the past four years I have enjoyed getting to know the community and working with staff, families and students for school improvement.

The hardworking P&C have been integral in enabling these programs to come to fruition. The long awaited environmental sculpture project is approaching completion with the final installation of the giant dragonfly to be completed early next year. Our classrooms are equipped with updated reading materials and iPads for learning thanks to some intensive fundraising initiatives. New playground equipment suitable for the older grades is ready to be installed early next year.

This year saw the introduction of before and after school care on the school grounds - a much long awaited and needed community resource.

Staff, parents and the community have worked together to strengthen programs in sport, environmental education, Aboriginal education, technology and creative arts.

Over the past few years, we have seen the school take on a new look with a full exterior paint job, landscaping, removal of dangerous trees, resurfacing of playground areas and removal of weather screens under the COLA that were rotting. A new garden was completed at the school entrance and is testimony to our school values of Respect, Responsibility and Resilience.

In Term 4, in response to an invitation to come in at ground level in school planning, a group of families attended workshops to look at future directions. The newly worded school vision came out of this and I hope this relationship will continue into the future.

Leura is always a hive of activity and I wouldn’t have had it any other way.

Deborah Getley
Principal

P&C Message

2014 has been another busy year for Leura Public School P&C Association. This year we ran a lot of small, individual activities rather than one large event, which for our relatively small core group has meant a lot of work, but with big rewards. The majority of funds raised by the P&C are being put towards new play equipment for the Primary area of the playground. Together with the school we aim to have this installed in Term 1 of next
year. We have also helped provide funds for the Stage 3 excursion and for school resources.

Fundraising activities for 2014 included: Australia Day at the Alex, Ride Safely to School day, the school disco, Mothers’ and Fathers’ Day stalls, the Easter Bake Sale, cupcake stall at the Athletics Carnival, sausage sizzle and pizza days, markets BBQ, and Art Cards. Members of the P&C have also helped out with many school activities such as Newcombe Ball Gala Day, the Walkathon, Harmony Day and the Indigenous Literacy Foundation Great Book Swap.

The P&C again supported the running of Special Ethics Education classes as an alternative to non-Scripture on Tuesday mornings. Thanks to our volunteer Ethics coordinator Cara McDonald and all the parents who give their time each week to teach these classes.

There are two major P&C initiatives which occur continuously throughout each year – the Uniform Shop and the Leura First Sunday Monthly Markets. The teams who keep these activities running do a wonderful job. The markets each month are the big fundraiser for the P&C and ensure that our other activities are also able to operate. The wider school community enjoy the variety of approx. 80 stalls and there is also opportunity for local musicians (some from school families) to participate and share their talents to a different audience.

We were pleased to be able to re-open the school canteen in Term 4 of this year. Thanks to the canteen manager, and all the volunteers who have helped serve, pick up pies and bake yummy goodies to sell – the children have thoroughly enjoyed being able to order their lunch as well as buy things over the counter. It’s a great service to be able to offer as part of the Leura School experience.

Each month there is a small but dedicated group of parents who take care of the Hanging Swamp which borders our school. Along with the general weeding and gardening which takes place, it has also been a wonderful opportunity for the students to participate with some hands on work and to learn more about the natural habitat of our little part of the world. Learning at Leura is not confined to the classroom.

Lastly, this year has seen the Sculpture Project coming to completion with the installation of the burrowing frog in the COLA and in early 2015 the giant dragonfly will be installed. This project has been ongoing for a number of years and we look forward to the children being able to fully enjoy all aspects of the sculpture project.

On behalf of the P&C I would like to thank the numerous parents of Leura who have given their time and resources in a multitude of ways to benefit the school community this year. The P&C values any and all contributions, even the smallest gesture can make a big difference and as parents, we all have the best interests of our children at heart.

The P&C Executive for 2014:
• President – Di Kipp
• Vice President – Cara McDonald
• Treasurer – Alison Tuck-Lee
• Secretary (minutes) – Natalie Martin
• Publicity Officer – Belinda Ottmann
• Fundraising – Beck Williams

This small but wonderfully effective group are always at meetings and always help out in many more ways than their ‘title’ suggests.

Finally, on behalf of the P&C, I would like to offer our thanks to all Leura Public school staff – working together we continue to achieve great things.

Di Kipp
P&C President
**Student Message**

We have been together on a learning journey for quite some time now. It has been our privilege to get to know each and every one of you through this time.

You all have special skills and talents and throughout the time that we have spent with you we have enjoyed discovering them all. Some of you are amazing and creative artists, some of you excel in sport, while some of you work towards your personal best in class and achieve your best results.

We have gone through many challenging experiences together. Some of these have been good and some have been tough. In 2013, the Blue Mountains bush fires occurred and you all supported one another through what was a very tough time. Times like these prove that we live in a strong community.

We know that so many of you have thrived throughout the learning experiences at Leura and have all made amazing friendships that will last a life time. We will miss you all and there will always be a special place in our hearts for you.

**Eliza and Daniel – School Captains**

**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 enrolments have fluctuated in recent years. Due to numbers remaining below 300 over the past two years, the school has been reclassified to a P4 level.

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**Student attendance profile**

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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.

Three classroom teachers and one Assistant Principal retired during 2014. The new Assistant Principal was employed through merit selection at the end of Term 1. One new classroom teacher was employed through an interested pool of the graduate recruitment program. One position was
abolished due to declining numbers and one has yet to be filled. Due to school reclassification, the Principal was transferred and a new Principal will take up the position in 2015.

Workforce composition

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<th>Position</th>
<th>Number</th>
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<td>Principal</td>
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<tr>
<td>Assistant Principal(s)</td>
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<tr>
<td>Classroom Teacher(s)</td>
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<tr>
<td>Teacher of Reading Recovery</td>
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<tr>
<td>Learning and Support Teacher(s)</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>School Administrative &amp; Support Staff</td>
<td>2.522</td>
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<td><strong>Total</strong></td>
<td><strong>17.137</strong></td>
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</table>

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

There is currently no staff of Aboriginal background at Leura Public School.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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<tbody>
<tr>
<td>Degree or Diploma</td>
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<tr>
<td>Postgraduate</td>
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Professional learning and teacher accreditation

The school currently has one temporary part time teacher undergoing maintenance of accreditation and one graduate teacher seeking accreditation at proficiency level.

A total of $10,978 was spent on professional learning this year.

**All staff** were involved in mandatory training in:
- Child Protection updates
- CPR
- Emergency Care; as well as:
- Count Me In Too on-line
- NSW syllabus implementation

**Support and RFF staff attended:**
- Speech Inclusion in mainstream classrooms
- Network meetings
- Administration of CELF language screening test
- Reading Recovery training
- NCCD collection information
- New Reading Recovery Teacher information
- Recorder workshop
- Primary Proms workshop
- Pulse workshop
- Upper Mountains Music Festival workshop
- Sculpture workshop

**Teaching staff also attended:**
- Debating workshop
- Kidsmatter – Component 1 & 2
- Circle Time
- PBL training and PBL Annual Conference
- Teacher Accreditation at Proficient level
- Driving Curriculum – Science/Maths
- Aboriginal perspectives
- Best Start Training

**SASS attended:**
- Core Financial Literacy and Consultative Decision Making
- Implementation of Parent online payments
- LMBR information sharing
- Network meetings
- Skoolbag training
- Strategies to assist students experiencing difficulty in the classroom.

**Executive staff attended:**
- Network meetings
- Improving communication workshop
- Managing professional learning
- New School Planning workshop

**Principal attended:**
- National Principals’ Conference
- Ethics briefing
- School Planning briefing
- PPA network meetings
- Police Principals’ Forums
- Blue Mountains Principals’ forum
The Upper Blue Mountains Community of Schools joined together in Term 2 for a day with Andrew Fuller – Clinical Psychologist. This day was followed up with a workshop for parents in the evening.

In Term 3, all staff from 7 of the primary schools met to collaborate and initiate discussion around the new school planning model.

**Beginning Teachers**

At the beginning of Term 2, a graduate teacher was employed on a Kindergarten class through merit selection.

The GTIL funding has been used to release this teacher for a further two hours per week as well as her supervising teacher for one hour per week.

The beginning teacher and her mentor met once per fortnight to set and evaluate learning tasks and goals according to the NSW teaching standards. Opportunity was afforded for the teacher to visit an array of classrooms and also have her lessons observed and measured. This enabled significant professional reflection and dialogue around the standards.

The teacher also attended workshops re accreditation requirements, Aboriginal Education, and Best Start implementation.

This program will continue into 2014.

**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>Global funds</td>
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<td>School &amp; community sources</td>
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<td><strong>Total income</strong></td>
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| **Expenditure**           |            |
| Teaching & learning       |            |
| Key learning areas        | 23714.97   |
| Excursions                | 22439.72   |
| Extracurricular dissections| 55586.95  |
| Library                   | 3822.35    |
| Training & development    | 261.83     |

| Tied funds                | 78356.56   |
| Casual relief teachers    | 61661.28   |
| Administration & office   | 68618.29   |
| School-operated canteen   | 0.00       |
| Utilities                 | 38905.46   |
| Maintenance               | 13741.93   |
| Trust accounts            | 14697.29   |
| Capital programs          | 14992.00   |
| **Total expenditure**     | 396798.63  |
| **Balance carried forward**| 0.00      |

A full copy of the school’s 2014 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 2014**

**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](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**

**Music**

In 2014, students at Leura Public School took part in weekly music lessons. They had the opportunity to participate in a number of ensembles, and they enjoyed a professional operatic performance in their own school hall. In Term 3 the Instrumental Music Program began, culminating an inaugural end-of-year music concert, featuring the newly formed LPS Band.
Each class progressed along the continuum of learning based on the Kodaly method of music instruction, concentrating on singing and music literacy. As the year progressed, students played xylophones, ukuleles and recorder to expand their performing experience. In the last weeks of term, students improvised to create their own composition, Swamp Song, to contribute to whole-school learning through Swamp Care. Each class wrote a section, which was videoed and is waiting compilation into a DVD/assembly item.

From Term 3 (via the Instrumental Music Program) Band rehearsals began. Small ensembles of singers and instrumentalists were then formed specifically for the end-of-year concert.

**Festival of Instrumental Music** – recorder ensemble of 10 students attended rehearsals in the city and performance in Sydney Opera House.

**Primary Proms** – 25 students auditioned successfully to attend 2 rehearsals followed by a performance in Sydney Town Hall.

**Pulse!2014** – Western Sydney extravaganza featured 16 successful LPS candidates rehearsing 3 times in Jamisontown followed by performance in the Sydney Opera House.

Mrs Mann was co-Music Director of **Upper Blue Mountains Music Festival** in Katoomba. 19 LPS Stage 3 students rehearsed 4 times throughout the year in Katoomba, culminating in 2 performances of massed choir and individual items.

27 students took part in the newly formed instrumental program learning a variety of instruments from 3 specialist music tutors. This culminated in a band forming in Term 3, which performed in Term 4 to great acclaim at the fundraiser music concert.

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**Visual Arts**

In 2014, our school was involved in numerous, exciting and successful visual arts projects.

For Harmony Day a whole school, collaborative project involving the recycling of common household items resulted in the creation of colourful plastic panels that were reused in a number of artistic ways. An entry into the Blue Mountains Waste to Art exhibition incorporated some of the pieces and the Winter Magic festival organisers were also pleased to display bunting that was created from this artwork in the local community.

Following on from successful involvement in the Community Fire Stories Art Project last year, our school entered a whole school artwork into the ArtStreet competition in the Katoomba 2014 Winter Magic Festival. We took out the Junior prize award for this spectacular collection. It is now on display in the school walkway.

A major achievement this year was being awarded third place in the NSW School’s Reconciliation Art Challenge. All Stage 3 students were involved in the creation of this beautiful artwork that has been professionally framed and lives in the Principal’s office.

Once again, in 2014, we submitted four outstanding artworks for the Operation Art exhibition. One of these entries, a mixed media artwork by a Stage 3 student, was selected for the Westmead Children’s Hospital permanent collection. It has been on exhibition at the NSW Art Gallery and is currently touring regional galleries throughout NSW. Of the other three entries, one was selected for the Royal Commission (hangs in their building for a year and then will be given to regional hospitals). This particular artwork was also chosen by the DEC Secretary (formerly known as the Director General), Dr Michele Bruniges AM, to adorn her personal greeting card this year and features on the front cover of this report. Another entry was
selected for inclusion into a resource CD for inspiring teaching ideas.

For the second consecutive year an artwork from our school was selected for the Nagoya Art Exchange. A Year 3 student will have her work permanently on display in Japan.

Leura PS was a participant in the Aboriginal Artist in Residence program organised by Mountains Outreach Community Service (MOCS) for the second year running. A selection of Stage 2 students attended a workshop with a local Aboriginal artist and some TAFE students to produce stunning art pieces.

A collaborative artwork was selected for inclusion in next year’s multicultural calendar. Our K/1 students’ lovely artwork will be featured in the month of July.

The year ended with the Music/Art showcase in December. Artworks from all grades on a music theme, as well as significant achievements from individuals and groups were on display during the concert. This activity replaced the Principal’s Art competition that had run in previous years.

**Sport**

In 2014, Leura Public School participated in numerous sports and activities.

At the start of Term 1, the annual swimming carnival was held at Lawson Pool, with 8 students progressing to District level.

At the Soccer Gala Day, two teams won the championship and one team was runner up. Our school also had two champion teams at the Upper Blue Mountains Basketball Gala Day. We also participated in the AFL Gala Day held at Katoomba Falls Reserve.

In Term 2 we held our annual cross-country carnival. 45 students participated in the District Cross Country Carnival at Blackheath, 7 students competed in the Regional carnival and 2 went on to represent Western Sydney Region in NSW State.

After holding the school annual athletics carnival in Term 3, 37 students participated at District level, where an outstanding four records were broken by Leura Public School students. A Year 6 student became overall Senior Champion. 8 students progressed to Western Sydney Region and one student was successful in making it to State.

In term 4, we hosted the Newcombe Ball Gala Day, on behalf of the Upper Blue Mountains Community of Schools. This event focuses on sportsmanship and leadership and is a great day of friendly games. Katoomba High School students assisted with umpiring.

Other sports programs run this year have been Footsteps Dance for Years K-2, Athletics for Years 3 – 6 and Sports in Schools for all students during Term 3. The School hosted an after school AFL Clinic in Term 1 and the younger grades were visited by Western Sydney Wanderers for a soccer clinic.

During Term 3, the K – 2 Sports Day was once again organised in the school grounds and well attended by the community.
**Significant programs and initiatives – policy**

**Aboriginal education**

In 2014 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.

All classes took part in a special presentation this year by our visiting elders Aunty Carol Cooper and Jacinta Tobin. Together they shared much of their knowledge about local indigenous language and history. This visit was the very beginning of a new totem project that the school will embark upon with elders in 2015.

This year, all students took part in commemorating ANZAC day, with a focus on the various roles our Australian Aboriginal ex-servicemen and servicewomen played.

Students from Stage 2 took part in this year’s ‘Aboriginal Artists in Schools’ project. They bought in personal, natural aspects from their home environment and worked with a visiting indigenous artist to create their own artworks. These were later exhibited at Lawson Primary School.

Leura Public embarked on the personal goal setting of our indigenous students, through the ‘Personal Learning Pathways’ program. As part of this process, an individual plan for student success is created by working in partnership with families, students and teachers.

Students from Stage 3 contributed to a group piece of artwork, for the art component of this year’s ‘Reconciliation Challenge’. Together they created ‘Patchwork’, a mixed media interpretation on the theme of ‘Our Journey’. The piece won Leura Public 3\textsuperscript{rd} place in the challenge.

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 and anti-racism**

In Term 1, the SRC partnered with Greenaid to raise awareness and funds for countries overseas in need of basic living resources. Over $6000 was raised to support developing countries by selling band aids with the word ‘better’ printed across the front.

During Harmony Day, activities were organised to reinforce this concept. There was ‘build a well’, ‘build a house’ as well as the favourites of cultural dance and boules. We wore orange, the colour of harmony, and had a wonderful picnic lunch with our many visitors.

This also coincided with the launch of Kidsmatter using the theme – ‘Every face has a place’. Each child made a paper plate face, which was hung in the corridor outside the Year 2 rooms.

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 progressed to the next level.

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.

Multicultural perspectives were also a feature of art lessons during the year. As a result, a collaborative piece was selected for the 2015 calendar.
Environmental education

Paper recycling continues to be successfully promoted throughout the school and many classes compost their Crunch ‘n’ Sip scraps for the veggie garden.

The kitchen garden was well attended, with classes nurturing their own plot and harvesting the benefits. A competition was held and won by 2 classes, 5/6D and 2J.

A great strength in environmental education at Leura Public School is the care of the hanging swamp. Every class had the opportunity to visit the swamp this year and participate in bush care under the supervision of our P&C Swamp Care group and Local Council bush care Rangers. Replanting, weed and litter control, not to mention soccer ball retrieval were enjoyed by students, teachers and community members.

The three endangered species found in our hanging swamp were officially adopted by the school as PBL mascots and student drawings were used as the figures. The 2 current sculptures of lizard and frog will be joined by the giant dragonfly next year.

The swamp will continue to feature as a unique part of our school’s heritage.

Reading Recovery

Reading Recovery is an intensive 1:1 support program for a limited number of Year 1 students who are most in need of assistance with reading and writing skills. They receive a half-hour lesson each day for approximately 16 - 20 weeks. Lessons include learning how to problem solve at difficulty in reading, monitoring reading to maintain meaning and structure and how to independently write sentences with correct structure and spelling. Many parents are keen to know whether or not their child will make it on to the program, as it has an average 90% success rate.

Throughout 2014, ten Year 1 students entered the Reading Recovery program. Reading levels at the start of their programs varied from 1 – 7. All students exited the program on level 18 or 19, except for one who was referred to the Learning Support Team for continued support. The skills learned in their lessons will allow them to be independent workers back in their classrooms during literacy lessons, particularly in guided and independent reading and writing activities. Reading Recovery will continue at Leura Public School throughout 2015, with a new teacher trained to take over delivery of the program.

Positive Behaviour for Learning (PBL)

Our PBL program has been greatly supported during the initial phase of implementation. The school values of Respect, Responsibility and Resilience were further reinforced by the weekly teaching of lessons and concentration on a value. There were several new members on the implementation team this year, many of whom attended the annual conference.

Level awards proved to be popular, with nearly 200 students attaining their level 3 award, bringing them a book prize and afternoon tea with the Principal.

The expectation matrix was reviewed, with some re-wording, and the procedures for dealing with inappropriate behaviour were further refined and made consistent.

Taking pride of place at our school entrance is our values garden. The pencils, emblazoned with the school values, stand proudly to welcome you into the school. The pencil sculpture features on the front cover of this report.

We embarked on the implementation of Kidsmatter alongside PBL to further reinforce positive relationships and school culture, with Component 2 of the training completed.

As part of this program, we ran Student Principal 4 a Day (SP4D). Year 6 students applied via a written submission and two successful applicants (we had an Assistant Principal also), were selected according to their understanding and application of our school values. They had the opportunity to run assembly, visit classrooms, discuss environment and canteen issues with
community members and supervise an evacuation drill.

Significant programs and initiatives – equity funding

Aboriginal background
During 2014, Leura PS had 6 students who identified with an Aboriginal background. The funding of $1,278 was used to supplement assistance given in class by a School Learning Support Officer. (SLSO)

Socio-economic background
Total funds received were $9,811. These funds were used to supplement the employment of the SLSO to support literacy and numeracy programs in all classrooms five days per week.

Learning and Support
Total funds received were $11,530 with a teacher allocation of 0.7. Funds were used to employ the SLSO who worked with small groups and individuals in class as well withdrawal. Priority for students was decided at Learning Support meetings conducted fortnightly.

Literacy and numeracy programs
Funding in this area was used to purchase licences and resources for Mathletics, Reading Eggs and Literacy Pro.
This funding also supplemented time for teachers to engage with the professional learning in the Count Me In Too online initiative as well as update the school resources necessary for implementation.

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 data
- Tracking and analysis of PLAN data
- Review of school programs and initiatives
- Kidsmatter and PBL surveys.

School planning 2012-2014:

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 achievement of outcomes in 2014:

- 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 during 2014.
- Stage teams collaborated with consistent judgment on where to place students on literacy and numeracy continuums.
- 10% above State in Reading proficiency achievement in NAPLAN in for Year 3.
- 5% above State in Numeracy proficiency achievement in NAPLAN for Year 5.
- 7% above State in Reading proficiency achievement in NAPLAN for Year 5.
- 0% of students below minimum standard in Year 3 Spelling
- 0% of students below minimum standard in Year 5 Grammar & Punctuation.
• PLAN data suggests greater than 85% of students achieving Stage appropriate outcomes across Literacy and Numeracy.

Strategies to achieve these outcomes in 2014:

• Whole staff involved in Count Me In Too online
• 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

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 achievement of outcomes in 2014:

• All staff engaged in TPL to support implementation of English, Maths and Science Syllabuses.
• Scope and Sequence for English and Science in line with new syllabuses drafted, ready for implementation in 2015
• Count Me In Too resources audited and updated for classroom implementation.
• More English units written, resourced and implemented in classrooms.
• Assessment practices reviewed and adjusted to inform student learning.
• 100% of students tracked on PLAN data base.
• iPads used in all classrooms to support student learning

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, assess, resource and evaluate English units that support the NSW English curriculum.
• All classroom teachers will use PLAN (Planning Literacy and Numeracy) to record progress of individual students and use this to inform teaching programs.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school through the Kidsmatter survey.

Seventy families responded to the survey. The results are presented below.

• 78% agreed or strongly agreed that the school respects and values their beliefs and wishes.
• 100% stated that the school provides a safe and caring environment
• 72% felt they could participate in decisions that affect their child at school
• 78% were satisfied with the way the school communicates
• 94% felt the school made them welcome
• 89% felt that the teacher cared about their child
• 84% were comfortable talking to their child’s teacher
• 83% were happy with how their child was progressing
Students were generally happy at school and felt that they were well supported in their learning. They particularly enjoyed the opportunities given to them to try a variety of sports as well as musical and artistic paths.

They felt that the playground was a safe place and that the Play Pals program was appreciated by both the Play Pals themselves and the students they assisted.

A group of students suggested that the technology in the school could be expanded and work more efficiently.

Staff felt supported in syllabus implementation and expressed a desire to expand and share resources throughout the school as well as between schools.

Staff were positive about the PBL and Kidsmatter programs and felt that the positive atmosphere of the school had improved greatly.

**Future Directions**

**2015-2017 School Plan**

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school's website from the beginning of Term 2 2015.

**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 President
Eliza & Daniel – School Captains
Sarah Mann – Music Teacher
Katrina McDougall – Art Teacher
Rachael Weir – Dance coordinator & class teacher
Daniele Aldred – Sport coordinator & Class teacher
Stephen Atkinson – Assistant Principal
Deborah Getley - Principal

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**School contact information**

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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: