Leura Public School
Annual School Report

respect  responsibility  resilience
Our school at a glance

Students

Leura Public School caters for students from Kindergarten to Year 6 living in the area of the mountains known locally as ‘Leura Village’. School enrolment for 2012 was 313, with a larger cohort in the K – 2 grades. Whilst many of our families are from diverse cultural backgrounds, most have English as their first language. Approximately 1% of our student enrolment is of Aboriginal heritage.

Staff

Our school has a very experienced staff, with a large number having been at the school in excess of 10 years. We have 1 Principal, 3 Assistant Principals and 11 classroom teachers, 2 of which worked part time in 2012. Support staff include a Teacher Librarian, a Learning and Support Teacher, a Reading Recovery teacher and a School Counsellor.

Our administrative staff include our School Administration Manager, in charge of the office as well as one full time and one part time School Administration Officer. We also employ four part time Learning Support Officers.

A General Assistant (GA), looks after our school grounds and performs minor maintenance tasks.

Student achievement in 2012

In May of each year students in Years 3 and 5 undertake the National Assessment of Literacy and Numeracy (NAPLAN). In 2012, Leura Public School was the highest achieving school in Reading improvement across all Blue Mountains schools. Other highlights were:

- Year 3 boys improved by 55 scale scores from the 2011 data in the test aspect of Reading.
- This group were also 57 scale scores above the state average in the test aspect of Grammar & Punctuation.
- Year 5 girls were 64 scale scores above the state average growth in the test aspect of Reading.

Messages

Principal’s message

Leura Public School is perched on the mountain ridge overlooking the Grose Valley in the heritage listed Blue Mountains, west of Sydney. Our school is proud of its history, being 106 years old, and has cultural and historical links with the environment and the arts, which strongly reflect the values of the community at large.

There’s always so much happening here at Leura Public School. Visiting performances and programs, excursions to local and exotic places, choirs, dance groups, art competitions and exhibitions, public speaking, sport representation ……to mention only a few.

At Leura Public School we create a robust learning environment by providing challenging and differentiated learning experiences, designed to enrich and stimulate. Our families are core to this, supporting their children in their learning, working closely with class teachers, volunteering their time to support their own and other children in the many areas of school life.

Our ultimate purpose at Leura Public School is to create a culture of learning and support where every student is empowered to reach their full potential academically and socially. To this end, we hope to build respectful, resilient and responsible global citizens who can make a positive impact on 21st century Australia.

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

After a sodden start to the school year, commemorated by the ‘Under Water Disco’ in early March, it has been full steam ahead, with the P&C involved in a variety of activities across the school.

We were pleased to commence Ethics classes this year, with classes now held for both Stages 2 and 3. Fully trained members of our parent body are our volunteer ethics teachers, who give their time generously to take these classes.

The P&C again supported the Indigenous Literacy Program by participating in the Great Book Swap. This event not only promotes awareness of indigenous literacy issues, but is also a fun way for our children to share their love of reading.

Numerous fundraising initiatives have been held throughout the year, with our major fundraiser being the Spring Auction in September, which was organised by the environment committee with the support of local businesses. The auction, in conjunction with the ceramics workshops raised in excess of $15000, and ensured the 5 phases of the sculpture trail project are now fully funded and all are due for completion in 2013. Phases 1 and 2, the tiled walls at the entrance to the Hanging Swamp, and the stone amphitheatre, were completed this year and are already well utilised and enjoyed by the children.

Other fundraising efforts included the summer and winter discos, Mothers’ and Fathers’ Day stalls, the Easter bake sale, Education Day cupcake stall, and BBQs at the athletics carnival, election day, Newcombe Ball Gala Day and Penrith Bunnings. We also raised funds through Christmas art cards and calendars and the walkathon.

In 2012, funds raised by the P&C have been used to provide classroom resources, particularly reading resources, and to recoup some of the lost art supplies after our art room suffered at the hands of vandals. We also replaced the hazardous old trestle tables and helped fund the Year 6 Farewell. Going forward into the new year we are hoping to contribute some of these funds into much needed information technology resources.

P&C Executive and core organisers for 2012 have been:
President : Cara McDonald
Vice Presidents: Danielle Roberson and Julie Fendall
Secretary: Janice Price
Publicity Officer: Belinda Ottman
Fundraising Coordinator: Justine Plummer.
Uniform Shop: Rachel Miller
Homework Club: Nancy Wheeler
Markets: Di Kipp
Swamp Care: Lisa Scott-Smith
Environment Committee: Nikki Martignago
Canteen Coordinator: Vikki Wilmot-Sharpe

Our outgoing treasurer, Neil McLachlan, has been serving as P&C Treasurer longer than anyone can care to remember. It is with great respect that I would like to offer our deepest gratitude for his years of service to the P&C and to Leura Public School.

Finally, I’d like to acknowledge the parents of Leura who have given their time and resources in many different ways to benefit the school community this year. Each of us has varying ability or time to give, but as parents we all have the interests of our children at heart.

Cara McDonald – P&C President

Student representative’s message

The Student Representative Council met each fortnight. All classes from year 3 – 6 were represented. The reps had to speak with their classes each fortnight so that we could bring their suggestions to our meetings.

We had a pajama day and raised $386 for the Starlight Foundation. It was funny seeing people in their warm ugg boots and dressing gowns at school – even the teachers. Animal print mufti day raised $307 to support orang-u-tangs in Indonesia. A very popular crazy hair day, together with a competition to vote on what colour our uniform shop lady should dye her hair, meant that we sent $604 to the Leukemia Research Foundation- it was purple by the way.

At each meeting we also discussed things that needed to be done around the school. Mr van Gemert fixed the fence for us so that our handballs wouldn’t keep disappearing into the hanging swamp and he also repainted the circles
under the COLA so we could use them for dodge ball during fitness.

We finished the year by raising funds for ourselves. The $235 raised on ‘Sports Fun Day’ is a start to saving up for some stenciling on the playground to play games on.

*Eliza- Year 4 representative*

*Morgan – Year 5 representative*

**School context**

**Student information**

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

**Student enrolment profile**

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<td>Male</td>
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<td>142</td>
<td>127</td>
<td>125</td>
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<td>178</td>
<td>156</td>
<td>159</td>
<td>165</td>
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**Student attendance profile**

<table>
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<tr>
<th>Year</th>
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<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<td>K</td>
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<tr>
<td>1</td>
<td>93.6</td>
<td>94.5</td>
<td>92.4</td>
<td>92.1</td>
<td></td>
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<tr>
<td>2</td>
<td>95.2</td>
<td>95.2</td>
<td>93.4</td>
<td>94.6</td>
<td></td>
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<tr>
<td>4</td>
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<td>92.9</td>
<td>92.3</td>
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<tr>
<td>5</td>
<td>93.8</td>
<td>93.3</td>
<td>93.7</td>
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<tr>
<td>6</td>
<td>93.8</td>
<td>95.1</td>
<td>91.6</td>
<td>94.3</td>
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<tr>
<td>Total</td>
<td>93.6</td>
<td>93.9</td>
<td>94.6</td>
<td>93.3</td>
<td>93.5</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.

**Staff information**

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

**Staff establishment**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
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<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
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<tr>
<td>Classroom Teachers</td>
<td>10</td>
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<tr>
<td>Teacher of Reading Recovery</td>
<td>0.42</td>
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<td>Support Teacher Learning Assistance</td>
<td>0.7</td>
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<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Relief from face to face teacher</td>
<td>0.8</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.822</td>
</tr>
<tr>
<td>Total</td>
<td>20.542</td>
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</table>

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

**Staff retention**

The school appointed two new full time positions through merit selection; one classroom teacher and our School Administration Manager. The temporary part time School Administration Officer position was also made permanent by staffing. At the end of the year one of the Assistant Principals gained a promotions position.
to Deputy Principal. No staff left as a result of transfer or retirement.

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

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
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<tr>
<td><strong>Income</strong></td>
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<tr>
<td>Balance brought forward</td>
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<td>Global funds</td>
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<td>Tied funds</td>
<td>89,748.00</td>
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<tr>
<td>School &amp; community sources</td>
<td>130,412.40</td>
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<tr>
<td>Interest</td>
<td>5,386.02</td>
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<tr>
<td>Trust receipts</td>
<td>11,223.00</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td><strong>Total income</strong></td>
<td>479,835.08</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | 27,974.35  |
| Excursions                 | 28,026.01  |
| Extracurricular dissections| 59,464.78  |
| Library                    | 6,761.41   |
| Training & development     | 2,097.29   |
| Tied funds                 | 62,640.47  |
| Casual relief teachers     | 51,532.85  |
| Administration & office    | 56,009.90  |
| School-operated canteen    | 0.00       |
| Utilities                  | 34,767.53  |
| Maintenance                | 4,234.35   |
| Trust accounts             | 9,576.00   |
| Capital programs           | 0.00       |
| **Total expenditure**      | 343,084.94 |
| **Balance carried forward**| 136,750.14 |

A full copy of the school’s 2012 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 2012

Achievements
Arts

Dance
Four teachers, three dance groups and many, many parents were integral to the success of our blossoming dance culture at Leura. Students from years 1 – 6 were given performance opportunities in dance in 2012. All groups shined at the Blue Mountains/Nepean Dance Festival held at ‘The Joan’ in Penrith, as well as the Upper Mountains Dance Festival held at Katoomba High School. Our dancers and choreographers once again did an outstanding job in their professionalism, performance and commitment to the task at hand.

Choir & Music
The three very successful school choirs performed under the expert conductorship of our very talented choir teachers to the delight of all who attended their performances. Stage 2 sang in grandeur at the Sydney Town Hall as part of the NSW Primary Proms Concert series held at the end of Term 3. Sydney Opera House was the venue for the Western Sydney ‘Pulse’ Concert, where our Stage 3 choir performed outstandingly to a packed house. The large Stage 1 choir impressed everyone at school assemblies and special school occasions. At the end of the year they did a collaborative performance with our very talented Stage 3 choir.

Stage 3 students also sang at the Upper Blue Mountains Music Festival, performing a variety of pieces that reflected connections with our own Blue Mountains, as well as our Aboriginal and multicultural heritage. A number of Leura students were also selected as soloists for these concerts, while others provided foyer entertainment playing violin.

Leura School also provided compères for some of these performances. At Pulse, a year six student had the task of introducing acts from a variety of schools across the region as well as some international acts from China. He rose to the challenge most admirably. Two of our students, expertly hosted the Upper Blue Mountains Music
Festival and were wonderful ambassadors for our school.

All students continued to enjoy music lessons presented as part of the release from face to face program throughout the school. The school used vouchers earned by the community from Woolworths to supplement music resources for this program.

Visual Arts

The visual arts program at Leura PS continues to grow from strength to strength. All entries into Operation Art this year were recognised and included in several initiatives around the state, including the teachers resource CD, regional gallery tour and the Nagoya Art Exchange project.

During art classes, students made works for the Primary Colours project and the Reconciliation Art Challenge. At the end of the year, a group of year 6 students created paper lanterns that were used in the ‘World’s Biggest Classroom’ on display at the School Spectacular at the Sydney Entertainment Centre. To carry on a Leura tradition, each student in Year 6 made a tile depicting something about themselves, that is now cemented in place for all to see on the walls surrounding the COLA.

The Principal’s Art Competition was held in Term 4, and this year students had free choice of subject and media. The fruits of our art program over the years were evident as students produced a wide variety of pieces, from printing techniques to collage, all showing originality and creative flair. All entries received a certificate and were displayed in an art exhibition in the school hall. There were prizes in each year for winners and highly commended, with an extra category of ‘special mention’ included this year. The winning works went on display in the office foyer and will replace last years’ entries in the Principal’s office during 2013.

All students continued to enjoy visual art lessons presented as part of the release from face to face program throughout the school. The school used vouchers earned by the community from Woolworths to supplement art resources for this program.

Sport

Sport and fitness are an integral part of Leura Public School’s curriculum. Fitness takes place four times a week and Stage sport/skill sessions once a week.

Each year the school runs sports carnivals in swimming, cross country and athletics. We then compete with the Upper Blue Mountains or Blue Mountains PSSA at district level.

Our school also participated in several gala days, including Milo Cricket, basketball, indoor soccer and touch football. Leura organised the annual Newcombe Ball Gala Day for schools in the Upper Mountains Learning Community.

Several students were selected to represent Sydney West at State championship level. One year 5 girl, competing in high jump, gained 5th place at the NSW State Athletics Carnival in her age division.

The Premier’s Sporting Challenge was run from Kindergarten to year 6, with students awarded Gold level school wide. The grant from this program was used to supplement the implementation of ‘Sports in Schools’, which was trialled in Term 3 in 2012.

Footsteps Dance for K-2, Little Athletics for Years 3 – 6 and gymnastics school wide, were other sports programs enjoyed by students this year.

Academic

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.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 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.
Significant programs and initiatives

Aboriginal education

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.

On National Flag day, a ceremony was held to commemorate the Australian flag. We took this opportunity to invite a local elder to tell the story of the Aboriginal flag. These two flags are now a permanent fixture in our school hall for all assemblies K – 6.

During the ‘Bush Trackers’ project, Stage 2 students were taken by an Aboriginal guide to Leura Cascades. They gained insight into the significance of this area to local Aboriginal tribes and had the opportunity to discover how the Aboriginal people of the past would have used the bush to survive.

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 was a new addition to our school calendar this year. The whole school community made flags to represent their cultural heritage and these were used to adorn our corridors during the week. Parents were invited to share in activities on the day that ranged from soccer (the universal sport), to hand printing a massive school banner depicting harmony nationwide.

The school participated in the Multicultural Perspectives Public Speaking competition and sent four students to compete in the district competition after an interclass competition held at school.

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

Environmental education

Under the National Solar Schools Program, the school was awarded a $15 000 grant to install solar panels. This will take effect early next year.

The P&C playground enviro/art project had a significant boost with the installation of the sandstone block amphitheatre and associated landscaping. Several of the tiles made for the wall were entered into the Pittwater Ceramic Art/Environment competition. Leura Public School was awarded ‘Best Overall Teaching Institution’.

Stage 2 participated in ‘Bush Trackers’ - a joint project run by NSW National Parks & Wildlife and Blue Mountains Families Alliance. After being taken on a bushwalk to Leura Cascades the students recorded their responses in poetry, prose and art. These were then collated into a brochure aimed at getting parents and kids back to engaging with the beautiful environment that is on our doorstep. These brochures have been distributed throughout tourist information centres in the area.

Stage 3 were involved in the ‘Climate Clever Energy Savers’ project. They conducted an audit of the school’s energy spending and devised ways we could reduce our carbon footprint. They embarked on an awareness campaign to encourage people to open blinds and turn off lights.

The whole school was visited by the ‘Beach to Bush’ education program. They learned about water safety and ways to look after our waterways.

School Clean Up Day, Ride 2 School Day and Walk to School Day were also significant events on our calendar and well supported by the community.

The P&C continued to support swamp care and the kitchen garden for the benefit of all classes.
Positive Behaviour for Learning

After 5 years of PBL implementation, it was time to review the award system. A three tiered system was consulted and trialed in term 4. Level 1 awards are given out weekly to any student displaying behaviour synonymous with the values of respect, responsibility and resilience. These accumulate into level 2 and level 3 awards. Level 3 awards are presented at a Principal’s Assembly, with the child receiving a book award and the family invited to afternoon tea with the Principal.

Values awards are still given out at K-2 and 3-6 assemblies fortnightly and People’s Choice and the Principal’s Award also continue.

The procedural fairness guide was revised, with explicit actions for teachers and executive staff.

The school began consultation on the anti-bullying action plan. This document will be finalised for publishing during 2013.

The expectations matrix was further refined and staff devised lessons to explicitly teach the expected behaviours in all settings across the school.

Library

Our Library collection continued to grow with funds raised through the voluntary school contribution as well as a $30000 donation from the School of Harmonic Studies.

The Premier’s Reading Challenge had a record number of participants, with several receiving diamond level, presented at the end of the year.

Our Book Week Parade was held in conjunction with the walk-a-thon, with funds being used for reading resources school wide. The book fair was also held in conjunction with this.

Our Library is arguably the hub of learning in our school, with students enjoying literacy enhancement, technology learning and voluntarily choosing to use it as an alternative to the playground at lunchtimes. All classes visit the technology lab weekly to build computer skills to support classroom studies.

This year, classroom Lexile Library collections were also set up for Years 3 and 4 classes to support independent reading.

Gifted and Talented

The International Competitions and Assessment for Schools (ICAS) were well represented in English, Maths, Science, Writing, Spelling, Science and Computers. A good selection of students received credits, distinctions and high distinctions.

A selection of students in Years 1 & 2 showing advanced reading skills were placed on the Lexile Framework along with Years 3 & 4, to assist with independent reading in the classroom.

Stage 2 classes undertook the ‘Young Inventors’ challenge. The machines they built were displayed and judged in the hall. The winning group was awarded medals.

The Gifted and Talented committee met regularly to ensure that class programs included strategies to cater for gifted and talented students in the classroom environment. Identification criteria was also a priority and will continue next year.

Progress on 2012 targets

Targets in 2012 for Literacy and Numeracy stated that achievement in NAPLAN would be equal to or above the average of State and Region.

We also looked at improving curriculum implementation of 21st century teaching and learning by using best practice in teaching, assessment and feedback.

Target 1 – Literacy

In 2012 the school’s aim in literacy was to:

- increase % Year 3 students at proficiency in Reading from 48% in 2011 to 53% in 2012;
- increase % Year 5 students at proficiency in Reading from 33% in 2011 to 38% in 2012; and
- have 95% of students achieving year level expectations in reading.
Our achievements include:

• 69% of Year 3 students achieved at proficiency in Reading (target exceeded);
• 40% of Year 5 students achieved at proficiency in Reading (target met);
• 93 % of Year 2 students achieved Year level expectations in Reading;
• Year 3 boys improved by 55 scale scores from the 2011 data in the test aspect of Reading;
• This group were also 57 scale scores above the state average in the test aspect of Grammar & Punctuation; and
• Year 5 girls were 64 scale scores above the state average growth in the test aspect of Reading.

Target 2 – Numeracy

In 2012 the school’s aim in numeracy was to:

• increase % of Year 3 students at proficiency in number from 38% in 2011 to 42% in 2012;
• increase % of Year 5 students at proficiency in number from 26% in 2011 to 32% 2012; and
• raise the % of students achieving greater than or equal to expected growth in overall numeracy from 57.5% in 2011 to 63% in 2012

Our achievements include:

• 34% of Year 5 students achieved at proficiency in Numeracy (target met);
• 60.4% of students achieved greater than or equal to expected growth in overall numeracy; (Although this was an increase from 2011 it fell slightly short of the stated target.) and
• implementation of ‘Leading Maths Learning’ K-2, where teachers tracked progress along the Numeracy Continuum in Early Arithmetic Strategies.

Target 3 – teaching, assessment and feedback

In 2012 the school’s aim was to:

• have 100% of teachers agree that Positive Behaviour for Learning has a positive impact on school climate;
• improve % of students achieving year level outcomes from 90% in 2011 to 95% in 2012; and
• ensure ICT is embedded into teaching strategies in all classrooms.

Our achievements include:

• 95% or above of students in year 6, 2 and 1 achieving year appropriate outcomes in Science & Technology, HSIE, PD/H/PE and Creative Arts;
• all staff successfully implementing strategies put in place by PBL team, with positive impacts on student understanding of expected behaviour; and
• Increased use of connected learning and mentoring of authentic ICT activities in all classrooms.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of Mathematics learning in the classroom.

Background

In 2012, the staff trained in the implementation of explicit teaching of problem solving strategies in maths - ‘Newman’s Prompts’. This strategy was to be used in all classrooms and incorporated into weekly maths lessons.

Findings and conclusions

All teachers agreed that they had explicitly taught appropriate problem solving strategies in their classrooms. Most students agreed with this; with 56% of parents also agreeing and 41% unsure.

Even though the teaching was evident, it was quite apparent from all three groups that only a small percentage of students had the confidence to outwardly ask questions about things that they did not understand.

The question relating to relevant and authentic subject matter being used for problem solving was inconclusive and varied across the groups; parents being split between the 3 categories of agree, disagree and unsure; teachers agreeing that they attempt to do so and students leaning more to the ‘uninteresting’ side.
Future directions
The school will consolidate the learning and implementation of the Newman’s strategy in 2013. Professional learning will include workshops on how to incorporate this into weekly maths lessons. Best Practice mentoring of the teaching of problem solving will be built into the professional learning culture of the school.

The school will consult with the parent community on how best to keep them informed of how this is happening in the classroom.

Parent, student, and teacher satisfaction
In 2012 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

The survey responses largely indicated positive parent satisfaction with the school. However, some of the areas had a high incidence of ‘unsure’ responses. Eg teacher professional learning.

It will be a school commitment to find an appropriate medium where families can feel informed about school initiatives and planning and are better suited to give constructive feedback.

The changes in the PBL award system were favourably received and 92% of families saw the school as positively promoting the values of respect, responsibility and resilience. Both students and staff agreed with this.

Parents were split between feeling informed about their child’s learning and not being given enough information. Teachers felt that they had ample opportunities to communicate with families re classroom learning. Families of the younger grades appreciated the more informal weekly contact that this area of the school afforded naturally at pick up times.

Some of these problems may be alleviated with the proposed upgrade of the school website, with the inclusion of more current school information.

Professional learning
All staff engaged in a variety of professional learning throughout the year. This included:

• maths problem solving,
• using Literacy and Numeracy Continuums,
• ‘Every Student Every School’ implementation modules,
• English second language learners in the classroom.
• Child Protection Policy implementation
• Anti-bullying planning
Other learning undertaken included:
• Autism training
• Best Start Literacy
• Synthetics Phonics
• Adobe Connect
• Using iPads in the classroom
• Live Life Well @ School
• Lexile Framework
• Dance in PE lessons
• Choir and Operation Art teacher workshops
• ‘Leading Maths Learning’ Regional initiative.

The School executive collaboratively undertook an on-line learning module titled ‘Understanding Educational Change’.

The Principal attended Regional and State Principal Conferences, as well as a workshop on building effective teams.

The SAM attended network meetings and the annual School Administration Manager Conference.

School planning 2012—2014
The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.
School priority 1
Outcome for 2012–2014
Literacy achievement remains above state and regional level.

2013 Targets to achieve this outcome include:
1. To increase the % of students at proficiency in writing:
   • Year 3 - from 59% in 2012 to 63% in 2013  
   • Year 5 - from 21% in 2012 to 26% in 2013
2. To increase the % of students at proficiency in reading:
   • Year 3 - from 69% in 2012 to 71% in 2013  
   • Year 5 - from 40% in 2012 to 45% in 2013

Strategies to achieve these targets include:
• analysis of data to tailor learning programs responsive to student need;
• ensuring quality teaching elements are embedded into writing programs;
• understanding and implementation of Literacy Continuum K-6;
• implementing K-2 phonics program; and
• extending Lexile Framework into Year 5.

School priority 2
Outcome for 2012–2014
Numeracy achievement is above state and regional level.

2013 Targets to achieve this outcome include:
1. To increase % of students at proficiency in number from:
   • Y3 – 32% in 2012 to 36% in 2013  
   • Y5 - 34% in 2012 to 38% in 2013
2. To raise the % of students achieving greater than or equal to expected growth in overall numeracy from 60.5% in 2012 to 63% in 2013

Strategies to achieve these targets include:
• analysis of data to tailor learning programs responsive to student need;
• development whole school approach to Quality Teaching pedagogy in maths lessons; and
• understanding and implementation of Numeracy Continuum K-6;

School priority 3
Outcome for 2012–2014
Curriculum implementation of 21st century teaching and learning is student centred and underpinned by best practice in teaching, assessment and feedback.

2013 Targets to achieve this outcome include:
1. Authentic and evidence based assessment practices are used school wide to report on and inform learning;
2. All staff engage in professional learning to embed Quality Teaching pedagogy; and
3. Technology tools are used to enhance authentic learning in classrooms.

Strategies to achieve these targets include:
• class assessment is aligned with Literacy and Numeracy Continuums;
• development of iPad usage for students;
• staff sharing and mentoring programs;
• cyclic upgrade of hardware; and
• all staff participating in TPL to implement the new NSW Syllabus
**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.

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at:  