

2010 Annual School Report Lake Munmorah Public School

NSW Public Schools – Leading the way



Our school at a glance

Students

There were 517 students enrolled at Lake Munmorah Public School in 2010. This represents a 3.3% drop in enrolments from the previous year. It is anticipated that student enrolments will continue to decline in 2011 as has been the trend since 2005, (see page 3).

Staff

The teaching and administrative staff of Lake Munmorah Public School (LMPS) are a dedicated, cohesive team who work hard to provide a variety of quality teaching and learning programs.

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

Significant programs and initiatives

The school offered a number of exciting programs to provide students with additional educational support throughout 2010. These programs included the National Partnerships Program, a class enrichment program for identified Stage 2/3 students, a dance and drama program, Aboriginal Education program, environmental program and various sporting programs.

Student achievement in 2010

A total of 58 Year 3 students and 86 Year 5 students sat for the National Assessment Plan Literacy and Numeracy (NAPLAN) in 2010.

Messages

Principal's message

Lake Munmorah Public School (LMPS) has a long tradition of quality and excellence in a caring school environment. Our mission is to **'Believe and Achieve'**. We continue to work with a common purpose of creating an environment that is safe and challenging. LMPS is a school where children strive for excellence through the provision of a stimulating and well balanced teaching and learning program.

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.

Peter Chapman

P & C and/or School Council message

This year LMPS P&C Association started the year with a completely new Executive Committee. It was a steep learning curve for the new Executive but what we lacked in experience we made up for in enthusiasm and biscuits! The focus of the year was to 'find our feet', raise some funds for the school, encourage community involvement, and have fun along the way.

Were we successful? We think so but you can be the judge....

- we started the year by providing a free morning tea at the Infants Easter Hat Parade in a bid to introduce ourselves and to encourage new people to become involved
- in an effort to raise money and assist the school in building community relations, we cooked more steaks, sausages and onions than we care to remember
- we ran a successful Mother's Day stall and Infants Father's Day stall and raffle. In addition, other fundraising activities were undertaken such as a Lipstick Drive and a Pie Drive
- members of the P&C had the opportunity to undertake professional learning with the School Executive at the *Communicating with your School Community* workshops
- the Uniform Committee canvassed parental and community opinion on the issues relating to the quality, supply and cost of the uniform
- the P&C addressed and had input on the on the ongoing problems with parking around the school, and the playground – or lack thereof and,
- a P&C Notice Board was purchased and mounted outside the school office.

A busy year but one which was rewarding to those involved in the P&C and LMPS as a whole. We thank the LMPS staff for their tremendous efforts in particular, Mrs Fisher in the Office, Ms. Sherelle Jardine-Harris for the Family Fun Night and Ms. Trehane for her commitment to the P&C.

I extend a personal thank you to the Executive team and the members of the P&C who work so hard. We look forward to welcoming many new members next year, whether that is just to attend meetings or provide your name as a possible helper at events.

Thank you to everyone for a great year.

Ruth Middleton President of the P&C Assoc.

Student representative's message

We were very pleased to be handed down the role of School Captains.

This year has been great for us. We have been involved in many different activities. We have enjoyed our time at Lake Munmorah Public School and we thank the teachers and staff for helping us along the way.

We both wish the 2011 School Leaders the very best of luck.



Hannah Regan and Grant Robertson

School context

Lake Munmorah Public School (LMPS) is located between the southern shore of Lake Macquarie and the northern shore of Lake Munmorah and is part of the Lakes Learning Community of schools. Distinctive features of LMPS include a strong, comprehensive teaching and learning program that offers support for its 500 students ranging from pre-schoolers, entering through an early intervention unit, to the 19 mainstream classes.

LMPS offers a dynamic and caring educational environment. It is an open, accessible school that seeks and acts upon its community's wishes gleaned through discussions with focus groups, the P&C Association and from wider consultation

via our school improvement and planning processes. Our shared goal is to always strive for the highest standard of education by employing flexible structures to achieve the best outcomes for our students.

As a result of a recent NAPLAN analysis, it was agreed that LMPS join our local partner primary schools in the National Partnership Program 2009 – 2011. The specific curriculum intervention agreed for LMPS was to implement the ***Focus on Reading 3-6 program***.

A dedicated team of teachers and school support staff ensure that our service delivery is always of the highest standard and that student learning outcomes occur within the diverse range of opportunities that are offered to students. Collectively, our teachers, students, parents and local businesses make up our School Learning Community (SLC). Within this large organisation, however, each child retains their individuality, strengths and interests. It is our aim to recognise, explore, promote, and strengthen these characteristics so that, with the involvement of the SLC, the school will strive for better educational outcomes for all of our students.

Program Achieve, a curriculum resource designed for schools to teach students how to realise success and develop social, emotional and behavioural wellbeing underpins the core values of the school. Positive student behaviour is recognised and acknowledged through a reward system when a student demonstrates a commitment to any one of the five core school values: Quality Work, Confidence, Persistence, Organisation and Getting Along.

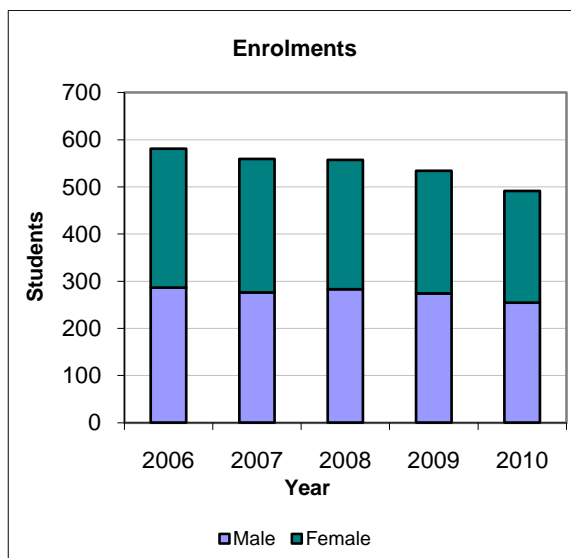
Members of the Lake Munmorah SLC play an active role in all aspects of school life. Together, we have formed a belief statement that we hold as a true reflection of daily life at our school. We believe that our students experience success in a caring, encouraging and safe environment.

We look forward to the continued development of our SLC and we will continue to encourage and support open and honest communication throughout each of our endeavours.

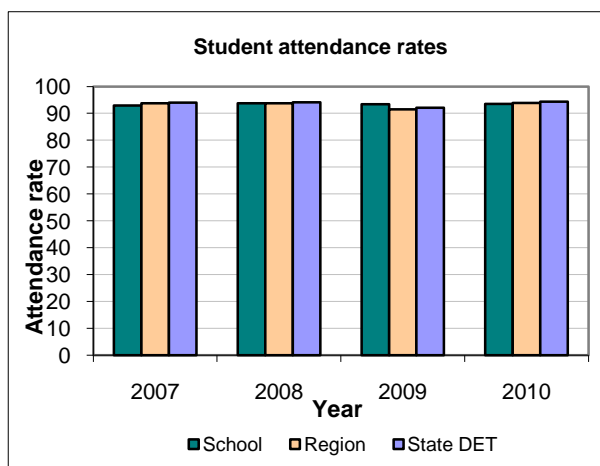
Student information

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

Student enrolment profile



Student attendance profile



Management of non-attendance

Attendance rates at LMPS are generally very good. Our attendance rate is equal to or better than that of the region and the state over the past two years. The attendance of some students, however, is of a concern. Measures put in place to address attendance issues include; contacting parents or carers after two consecutive unexplained absences; the Deputy Principal contacting the parent to seek an explanation and to remind the parents of the school attendance requirement; contact with the home being made by the Home School Liaison Officer who will outline the parent's responsibilities in ensuring their child attends school regularly.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

Structure of classes

| Roll Class | Year | Total per Year | Total in Class |
|------------|------|----------------|----------------|
| K AQUA | K | 20 | 20 |
| 1 RED | 1 | 22 | 22 |
| 1/2 JADE | 1 | 11 | |
| 1/2 JADE 1 | 2 | 14 | 25 |
| YELLOW | 1 | 20 | 20 |
| 1 PURPLE 2 | 1 | 23 | 23 |
| ORANGE | 2 | 23 | 23 |
| 2 GREEN | 2 | 23 | 23 |
| 3T | 3 | 30 | 30 |
| 3 CH | 3 | 29 | 29 |
| 4T | 4 | 30 | 30 |
| 4J | 4 | 30 | 30 |
| 4/5C | 4 | 17 | |
| 4/5C | 5 | 14 | 31 |
| 5H | 5 | 31 | 31 |
| 5R | 5 | 29 | 29 |
| 5/6K | 5 | 12 | |
| 5/6K | 6 | 19 | 31 |
| 6RO | 6 | 31 | 31 |
| 6B | 6 | 28 | 28 |
| K LIME | K | 21 | 21 |
| K BLUE | K | 20 | 20 |

Staff information

Staff retention

This year we will lose some very valued members of staff. Miss Booth, Deputy Principal and Mrs Hawkins, Assistant Principal, will both be taking leave leading up to retirement. Another member of the Executive team, Mr O'Neill, has been appointed as Principal to Mt Kuring-gai PS.

Mrs Ramsey has accepted a transfer to Hamilton North PS, Mrs Cox, to Kotara South PS and Ms Pross to Narara PS. We wish all the above the very best in their new schools.



Staff establishment

| Position | Number |
|--|--------|
| Principal | 1 |
| Deputy Principal(s) | 1 |
| Assistant Principal(s) | 4 |
| Head Teachers | 0 |
| Classroom Teachers | 15 |
| Teacher of Emotional Disabilities | 0 |
| Teacher of Mild Intellectual Disabilities | 0 |
| Teacher of Reading Recovery | 2 |
| Support Teacher Learning Assistance | 1 |
| Teacher Librarian | 1 |
| Teacher of ESL | 1 |
| Counsellor | 0.45 |
| School Administrative & Support Staff | 5 |
| Total | 31.045 |

Two permanent members of staff are from an Indigenous heritage.

Teacher qualifications

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

| Qualifications | % of staff |
|--------------------------|------------|
| Degree or Diploma | 100% |
| Postgraduate | 0.821% |

Financial summary

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

A full copy of the school's 2010 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.

| | |
|--------------------------------|-------------------|
| Date of financial summary: | 30/11/2010 |
| Income | \$ |
| Balance brought forward | 204 736.56 |
| Global funds | 258 574.26 |
| Tied funds | 230 824.31 |
| School & community sources | 85 788.22 |
| Interest | 10 905.59 |
| Trust receipts | 17 679.01 |
| Canteen | 0.00 |
| Total income | 808 507.95 |
| Expenditure | |
| Teaching & learning | |
| Key learning areas | 37 520.86 |
| Excursions | 34 140.21 |
| Extracurricular dissections | 27 294.50 |
| Library | 9 235.17 |
| Training & development | 1 290.59 |
| Tied funds | 287 373.46 |
| Casual relief teachers | 64 895.78 |
| Administration & office | 57 596.10 |
| School-operated canteen | 0.00 |
| Utilities | 37 088.49 |
| Maintenance | 18 836.91 |
| Trust accounts | 22 194.52 |
| Capital programs | 18 181.82 |
| Total expenditure | 615 648.41 |
| Balance carried forward | 192 859.54 |

School performance 2010

Achievements

Arts

A number of opportunities, associated with the arts, were offered to the students of LMPS.

- The Drama GATS group, instructed by Mrs Pilgrim, participated in this year's *Panasonic*

Kid Witness News Award. The Lake Munmorah team came away as triumphant state champions with their film "At or in the sea – What's it to be?"

- The senior dance troupe, taught by Mrs Caban, performed at the Laycock Street Theatre as part of the Central Coast Dance Festival. Many hours of training and rehearsal went into the dance, '**Woman on a Mission**'. The troupe's performance highlighted the performing arts talent within LMPS.
- The junior dance group, taught by Miss McBay, performed at school functions.
- Year 6 students were invited to trial for the LMPS debating team and compete in the NSW Premiers Debating Challenge.
- The 2010 primary choir, taught by Mrs Terrill, performed regularly at school functions including the Family Fun Night and Presentation Day.

Sport

2010 provided many highlights for students at LMPS. The school participated in football (soccer), rugby league, netball, cricket, basketball and touch football. Mr Kember, Mr McSweeney, Ms Rhodes and Mr Rowe, had the pleasure of coaching the teams for their respective knockouts.

- The girl's basketball team participated in a gala day, reaching the final.
- The boy's cricket team advanced to round 4 of the NSWPSA knockout.
- LMPS netball team had a successful year reaching Rd 6 of their knockout.
- The Rugby league team and girl's touch football lost in the first round while the boy's touch football made it to Rd 3.
- The senior boy's soccer team made it through to round 5 of the knockout.

This year saw a phenomenal amount of interest in trialling for the girl's soccer knockout team. Over fifty girls attended selection/training. All the girls that trialled were extremely well behaved, cooperative and enthusiastic. Their efforts and

attitude reflected well upon themselves and the values of the school.

The team progressed to the third round before being defeated by Bateau Bay.

Throughout the year our school contributed many boys and girls in Wyong Zone sporting teams. Students represented in swimming, athletics and cross country at Sydney North carnivals, as well as in PSSA sporting teams including cricket, netball, rugby league, basketball, football and touch football.

Our school also had a representative in the Sydney North rugby league team, and a competitor at the State Athletics Carnival.

Lake Munmorah competed at the Wyong Zone Athletics carnival with an incomplete team due to wet weather preventing us from completing field events at the school carnival. Four students were selected to represent the Wyong Zone at the Sydney North carnival, and one student, Alyssa Lee-Peterson, progressed to represent Sydney North at the NSW PSSA State Athletics carnival.

The Swimming Carnival was held at Swansea, the Cross Country was held at Pt Wolstoncroft and the Athletics Carnival was held at Doyalson-Wyee RSL grounds. Congratulations must go to all members of Macquarie house, the champions of all carnivals (again) this year!



Students were also given the opportunity to participate in a variety of sports and fitness activities at school including a Commonwealth Games Day during Term 4. The Lake Munmorah Commonwealth Games was a day filled with activities, culture and teamwork. Thanks to all the people and students involved. Lake Munmorah really embraced the games, well done to Tonga the winning team.

What a year it was of sport for the infants' students. Rotating activities, on a weekly basis, improved our skills, fitness and enjoyment in a range of different sports.

Munmorah Public School took advantage of the Premiers Sporting Challenge funds and purchased much needed equipment including high jump mats and sporting kits.

A big thank you to all staff, students and members of the community for your involvement in all sporting endeavours at our school this year. LMPS staff looks forward to your participation again in 2011.

Mr D Rowe, Ms S Rhodes, Mr A McSweeny, Mr C Kember

Multicultural education

The philosophy of multi-culturalism is embedded in all key learning areas, K-6. Our students are encouraged to embrace the differences between cultures in an endeavour to enrich the lives of all and to create peace and harmony.

Mrs Narelle Batten, school ARCO, (Anti Racism Community Officer), attended meetings in term one to support our school initiatives of tolerance, understanding and equity.

Academic

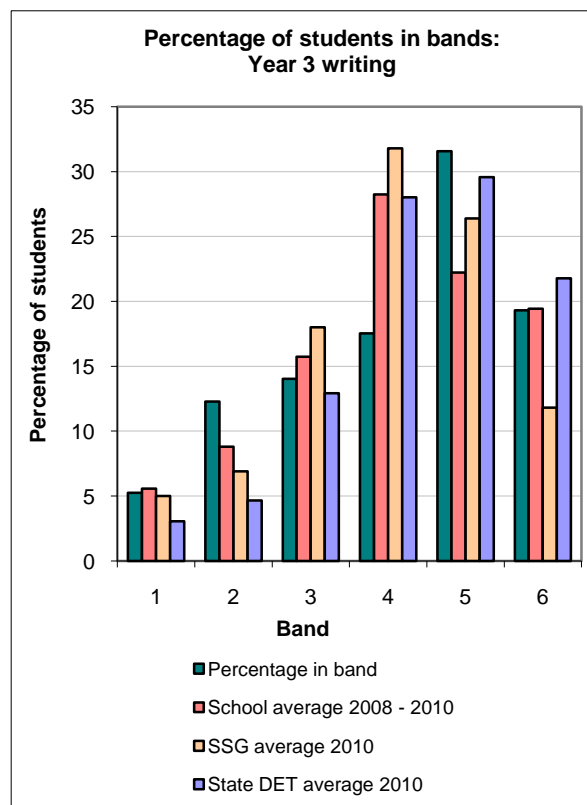
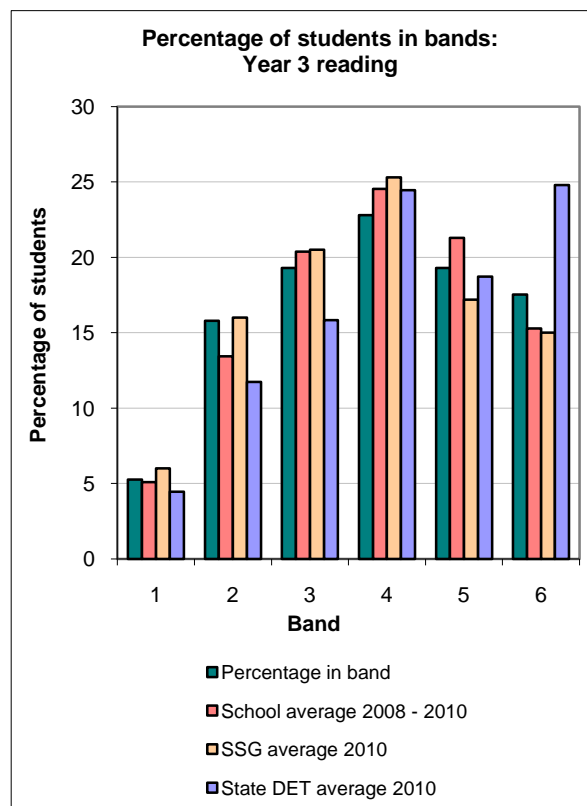
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

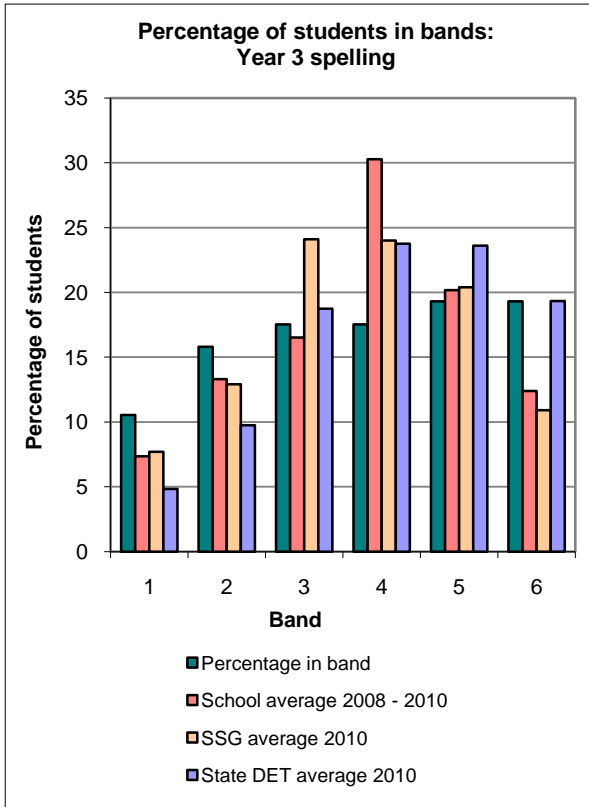
The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

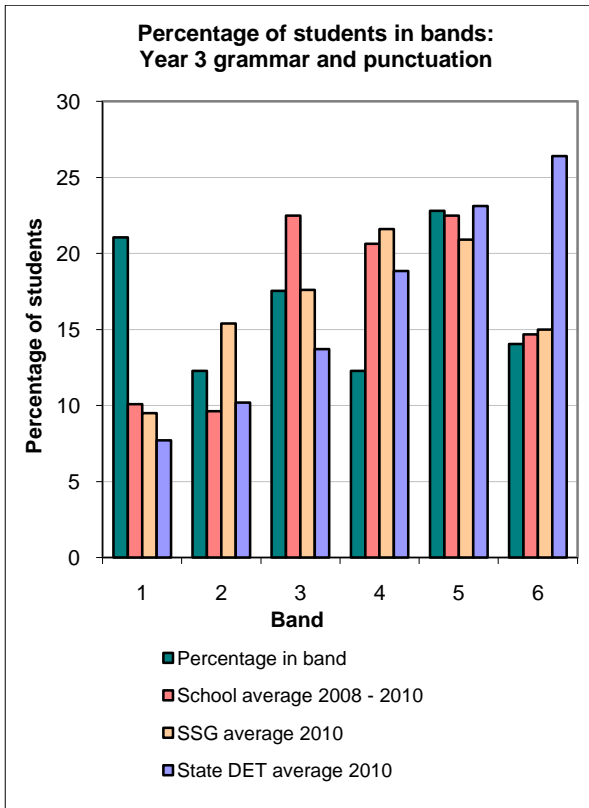
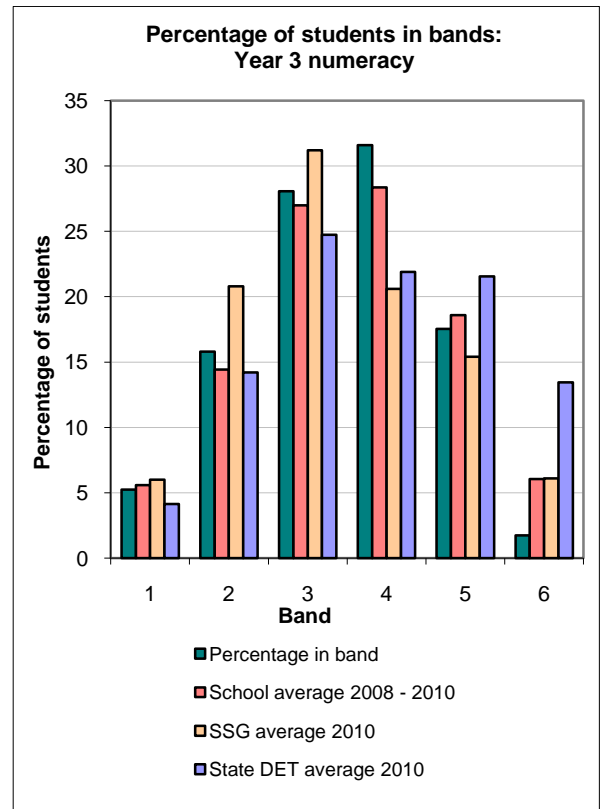
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Literacy – NAPLAN Year 3

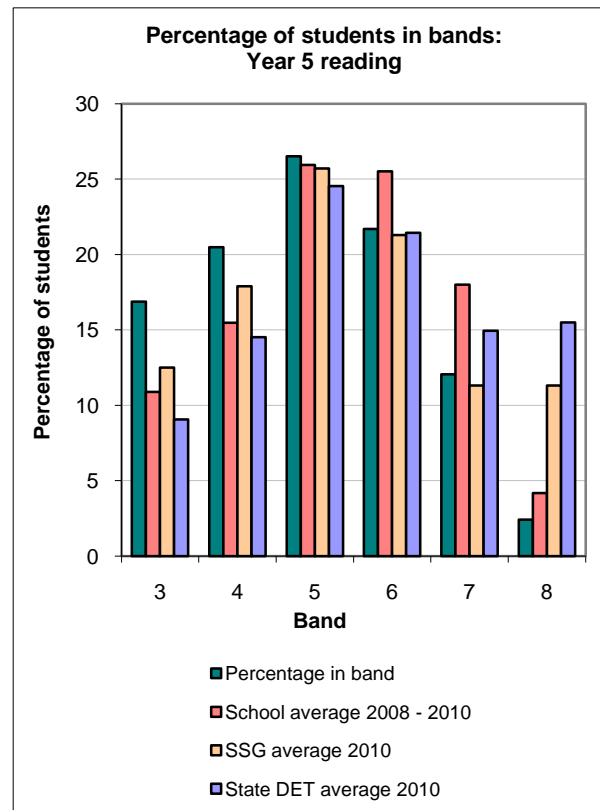


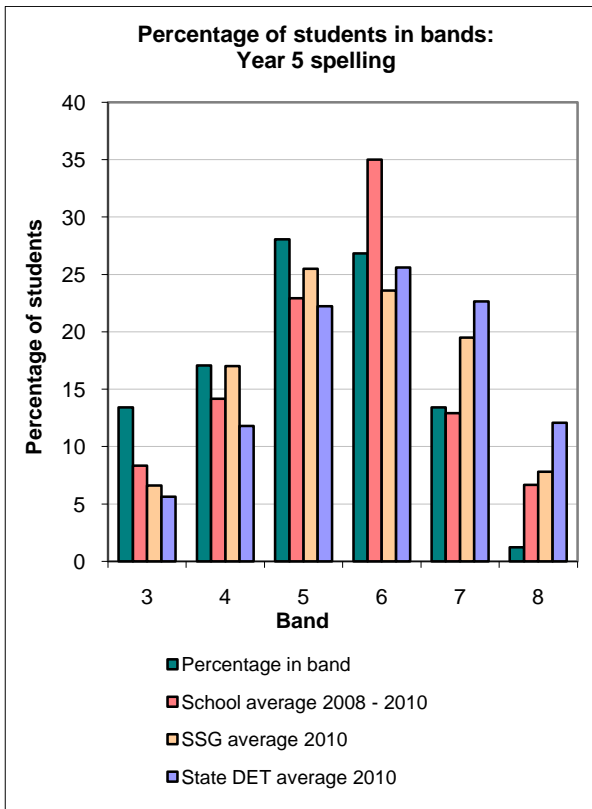
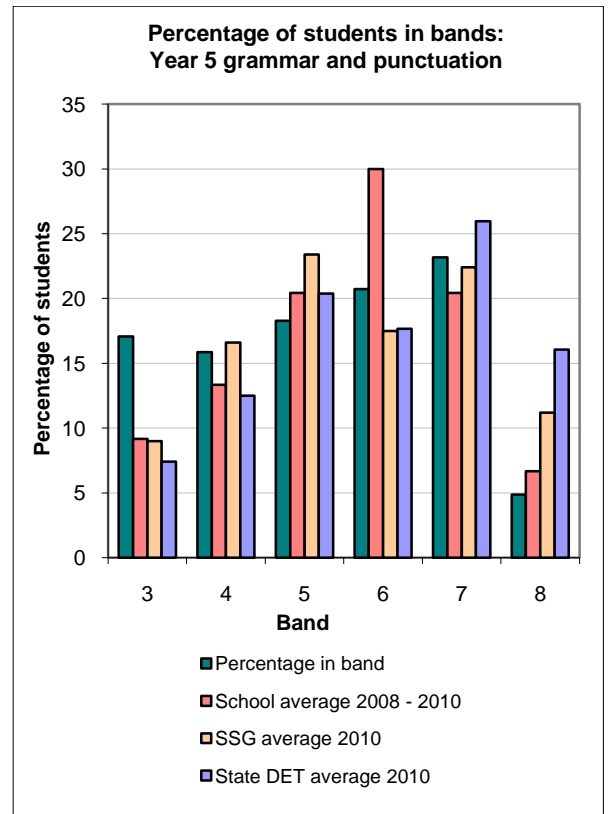
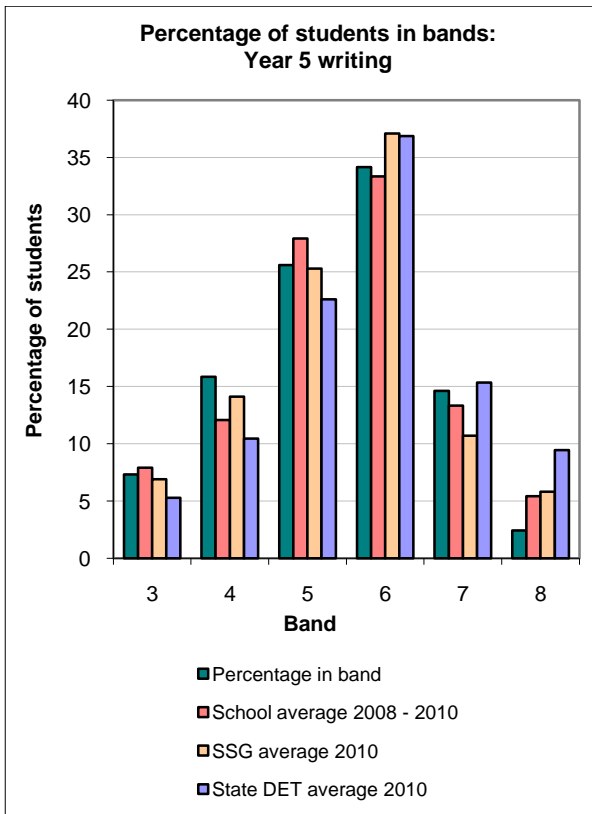


Numeracy – NAPLAN Year 3

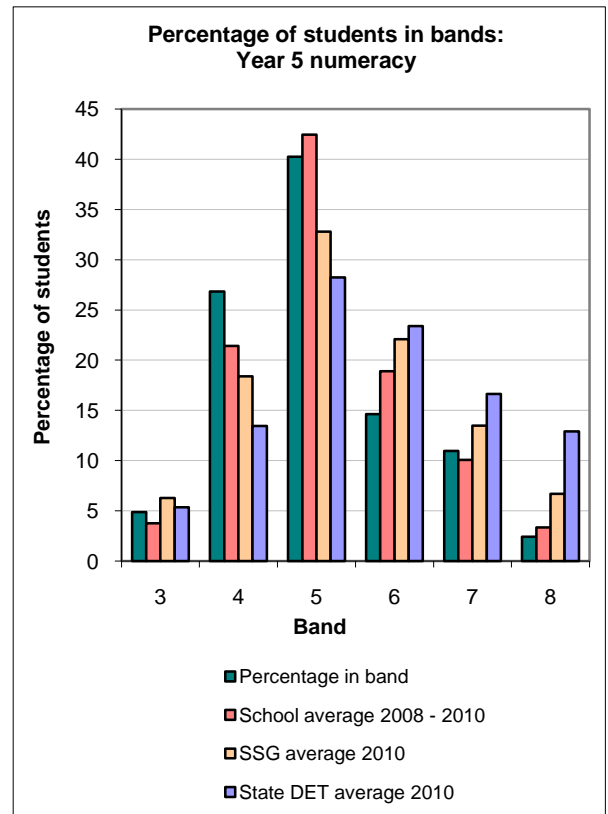


Literacy – NAPLAN Year 5

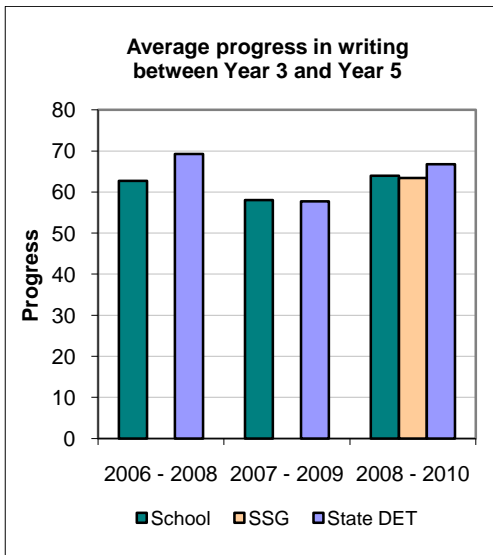
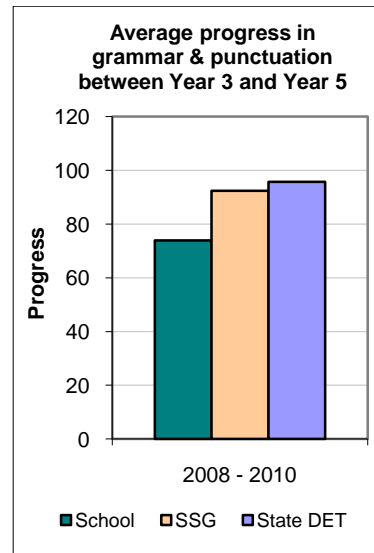
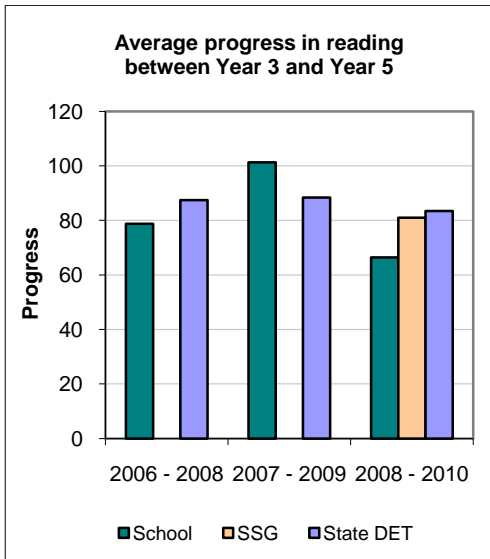




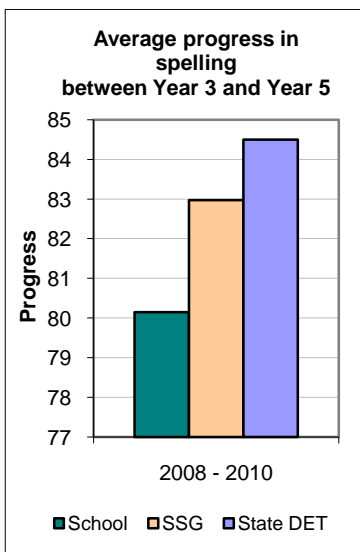
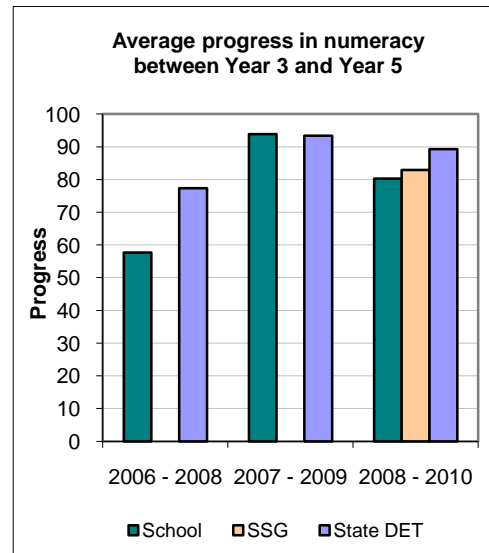
Numeracy – NAPLAN Year 5



Progress in literacy



Progress in numeracy



Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2010

| Percentage of Year 3 students achieving at or above minimum standard | |
|--|----|
| Reading | 93 |
| Writing | 93 |
| Spelling | 88 |
| Punctuation and grammar | 78 |
| Numeracy | 93 |

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010

| Percentage of Year 5 students achieving at or above minimum standard | |
|--|----|
| Reading | 83 |
| Writing | 93 |
| Spelling | 87 |
| Punctuation and grammar | 83 |
| Numeracy | 95 |

Note: Because exempted students are included with students not meeting the minimum standard the percentages above will not necessarily correspond with those reported in the band percentage tables .

Significant programs and initiatives

Aboriginal education

In 2010, LMPS continued to promote Aboriginal awareness, education and cultural within the school community. Personalised Learning Plans (PLPs) were completed in Term 1. Each PLP is inclusive of individual student learning goals.

To celebrate NAIDOC Day our Aboriginal students attended the Bilby Bash held annually at Budgewoi Public School. The students and community members were invited to experience traditional art projects, bush tucker food, AFL and basketball skills. The day was a great success.

An extensive Aboriginal mural, involving many students was begun in 2009. Upon its completion in 2010, the Rainbow Serpent mural was placed along the wall of the hall, opposite the office.

An initiative of our Local Management Group (LMG) witnessed LMPS Aboriginal students

participating in the annual Aboriginal culture celebration, at Mannering Park Public School. Students engaged in many activities including arts, craft and traditional dance. The Gibalee was a great success.

Two members of staff regularly attended monthly meetings of the local AECG. One member of staff attended the course “Leading the Articulation of Aboriginal Cultural Immersion into Effective Teaching and Learning in the Hunter Central Coast Region.” The teacher organised a presentation to the staff during a National Partnership Program (NPP) meeting and discussed how the explicit teaching of reading to Aboriginal students could be enhanced.

The Muri Bulbi (Aboriginal Education Consultative Group) invited Aboriginal families and staff to attend the final AECG meeting for the year. A number of Indigenous students received recognition for the contribution they had made to our school throughout the year.

A number of interviews were held during November for the Year 6 Aboriginal students to collaborate with their parents, establish personal goals and prepare for their transition to high school.

Respect and responsibility

At LMPS, the main student welfare program is *Program Achieve - You Can Do It*. The main purpose of this program is to support schools, communities and homes to optimise the social, emotional, and academic development of all students. Children at LMPS are instructed the ‘5 keys to success’.

On regular occasions, lessons on how parents can encourage these keys to success in the home setting are published in the school newsletter. These editorials explain to parents the theory behind the *You Can Do It* program giving parents specific strategies that will enable them to support their children in the achievement of the 5 keys to success.

The keys, Confidence, Persistence, Organisation and Getting Along are implemented. Quality Work is taught but not rewarded as is Resilience. Throughout the program children are taught different ways of thinking that helps eliminate the negative barriers to learning.

The program's reward system allows each class teacher to award ten certificates weekly, two for each key skill, to children who have displayed the appropriate behaviours. When a child receives three awards in one of the skills they are rewarded with a pencil in the same colour of the skill they have achieved. If a child attains all five pencils in one year they are awarded an "Achieved" badge at the School Presentation Ceremony. This badge may be worn every day and a child may receive more than one badge in their time at LMPS.

Since the implementation of the program in 2009 there has been a significant reduction in planning room notifications by approximately 65-70%. This year only 184 notifications were recorded. On the contrary, the positive reward notifications have risen this year to 1500, with an expected 22 children achieving the highest honour, that of the badge.

National Partnership Program

In 2009, LMPS accepted an invitation to participate in the Smart Schools National Partnership Literacy and Numeracy program. The focus of this initiative is increased leadership and teacher capacity to improve student outcomes. As a result of this commitment LMPS implemented the Stage 2 and 3 Focus on Reading (FoR) program. Throughout the course of this initiative LMPS has established partnerships with other regional and local Central Coast schools in implementing the FoR program.

The terms of reference of the program were to review, report on and make recommendations about:

- The effectiveness of the school's quality systems in the implementation of Focus on Reading 3-6 (FoR 3-6)

- The effectiveness of FoR 3-6 in supporting the teaching of reading to improve student outcomes



The findings of this Internal Review will inform our future directions in the teaching of reading and the quality systems that support teaching and learning, (see pages 13 and 14).

Connected learning

Over the past 10 years, LMPS has maintained a strong commitment to the introduction of technology. With an additional 6 units installed this year, LMPS now has an Interactive Whiteboard installed in all but one permanent classroom.

One classroom has been fitted out as a Connected Classroom. This room has been utilized by a number of teachers and students throughout the year. Direct video links have allowed for online lessons on a variety of subjects, excursions and conversations with students and staff in other schools.

Video conferencing has been a feature of Teacher Professional Learning since our inclusion in the National Partnership Program (NPP). Teachers and in-school facilitators have utilised the connected classroom to explore many aspects of the NPP program.

Plans now exist for the establishment of two Technology based classrooms where the students will not only have access to the Connected Classroom, but, will have their teaching and learning program enhanced through the use of individual Netbooks. Technology and its many uses will be a daily feature within these classrooms.

Other programs

Support Teacher Learning

In 2010, 46 students participated in the special reading and Multilit programs. Phonics, sight words, vocabulary, reading skills and comprehension strategies are all components of the programs.

Sixteen parent helpers trained as tutors for Multilit for which we are most grateful. Developing reading skills in a one on one situation ensured that the tutors had a most rewarding experience. Additional tutors will be sought in 2011.

Thank you to parents who did that “little bit extra” with their children in the reading group. Reading every night as practicing sight words has certainly helped children improve their reading fluency. We can't stress enough the importance of reading every single night.

Environmental

LMPS students and teachers have managed to work around our builders and continue to learn about and improve our environment. Classes have studied animal growth and change, water pollution, waste disposal and how human activity can affect nature.

Our SRC students assisted Kindergarten on Tree Planting Day in Term 3. This year we planted more mature trees on the oval to provide shade near the goal posts. We are happy to report that they are growing well and have reached the top of the protective barriers.

Mrs Ryder has continued to have a green thumb in the vegetable patch. Each afternoon students from primary classes sow, maintain and harvest seasonal vegetables. K Lime and 1/2 Jade are regular visitors to the vegetable patch and have shared in the ‘fruits of their labour’. Mrs Hubbard has also used the vegetables in her canteen. It is hoped that our vegetable patch will continue to ‘grow’ and more students will take an interest in the gardens. Plans are underway to expand our

vegetable patch to include a variety of fruit trees.

Significant achievements include 4/5C results for *Murder Under The Microscope*. The class participated in this on-line mystery where the students were given clues and they had to research and nominate the victim and villain. After many hours of research, investigations and discussions the class reached the conclusion that the weedy sea dragon was the victim of chemical pollution and rising water temperatures. The class entered their findings and received word that they came 20th. This is an amazing achievement as it is an Australian wide competition and potentially thousands of schools were involved.



Congratulations also to Jordan Amos and James Blake who received recognition with gift vouchers from a local nursery for their winning tree drawings in the Express Advocate competition. James donated two plants to LMPS. They will be the first trees planted to begin the regeneration of the building area. Thank you James!

1 Purple and K Lime entered the MOOVE community grant choosing to present a short video asking for some money to improve our gardens. They re-worked an Australian classic to sing “Home Among the Gumtrees”. Unfortunately, we were unsuccessful on this occasion but we had great fun singing and filming our submission.

Once the dust and hammers have settled we can start the exciting task of regenerating the area

around the new building.

Progress on 2010 targets

Target 1

To improve literacy outcomes for all students.

This was the first year of full implementation of the **National Partnership Focus on Reading 3-6 program**. All Year 3-6 teachers were engaged in intensive training in the 3 modules; reading, comprehension and vocabulary.

Our results included:

- in reading, 60% of students in Year 3 achieved at Band 4 or higher in the 2010 NAPLAN test with 93% of students achieving the National benchmark
- in reading, 63% of students in Year 5 achieved at Band 5 or higher in the 2010 NAPLAN test with 83% of students achieving the National benchmark
- 100% of Year 3 and Year 5 Aboriginal students achieved minimum expected growth
- Year 5 (Girls) are 3 scale scores above the state average growth in the test aspect of Writing
- average progress in numeracy for matched students in Year 5 equalled the state and was above that of the like school group
- Best Start assessments were completed on all Kindergarten children at the commencement of the year
- 90% of Kindergarten students achieved independent RR level 6. 80% of Year 1 students achieved independent RR level 16. 44% of Year 2 students achieve independent RR 26
- 16, Year 1 students were enrolled in the Reading Recovery program. Eleven students graduated from the program at the end of the year.

Target 2

To improve numeracy outcomes for all students

The teaching of numeracy will always be a major focus at LMPS. All teachers explicitly teach working mathematically, number, patterns and algebra, data, space and geometry, and measurement.

Our achievements include:

- 52% of students in Year 3 achieved at Band 4 or higher in the NAPLAN test with 93% of students achieving the national benchmark
- 68% of students in Year 5 achieved at Band 5 or higher in the NAPLAN test with 95% of students achieving the national benchmark

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum.

In 2010 all schools participating in a regional strategic intervention undertook a rigorous internal review of the progress they have made on their 2010 targets. Under the stated Terms of Reference, LMPS reviewed, reported on and made recommendations about:

- The effectiveness of the school's quality systems in the implementation of the Focus on Reading 3-6 (FoR 3-6) program and,
- The effectiveness of FoR 3-6 in supporting the teaching of reading to improve student outcomes

Terms of Reference - One

The effectiveness of the school's quality systems in the implementation of Focus on Reading 3-6 (FoR 3-6).

Findings and conclusions

- 14% of student reports do not display FoR 3-6 language and themes
- 12% of For 3-6 staff do not explicitly teach reading and directed comprehension strategies in curriculum areas other than their literacy session
- 12% of FoR 3-6 staff do not explicitly teach metacognitive comprehension strategies throughout the weekly curriculum.

Future directions

- Revise school policy so that it clearly outlines the mandatory reporting requirements
- School programming policy to clearly define the FoR 3-6 literacy requirements throughout the curriculum.
- Stage supervisors moderate all teaching programs for evidence of FoR 3-6 strategies in all curriculum areas.

Terms of Reference - Two

The effectiveness of FoR 3-6 in supporting the teaching of reading to improve student outcomes.

Findings and conclusions

- Year 5 growth significantly below 2008 – 2009 (NAPLAN) Investigation into change of growth data is required
- Boy's growth significantly below that of girls (NAPLAN). A need for specific 'boy's literacy' project.
- Significant percentage (17%) of Year 5 students failing to meet national minimum standards in reading (NAPLAN)

Future directions

- Audit and evaluate 2008/9 teaching programs and NAPLAN preparation procedures.
- Principal and school executive to conduct a literature and knowledge search to determine possible 'Boy's Education' strategies that could be implemented.
- STLA, school executive and teaching staff to develop collaborative intervention strategies for at risk students.

While the National Partnership program is primarily focused on improving the knowledge, skills and understandings of students in literacy and numeracy, there is a dual focus of enhancing

the leadership capacity in each participating staff member.

Information provided by selected staff at the Leadership for School Improvement Conference, 2009 was measured against 25 organizational statements as provided by the Professional Learning and Leadership Directorate. Each measure was rated against a scale of 1-4, of which 1 being the least capacity and 4 being the highest leadership capacity. A comprehensive set of practical improvement strategies aligned to the leadership statements were produced.

Findings and conclusions

- 20% of responses were below minimum expected standard
- 0% of responses were ranked at the lowest level of performance
- 80% of responses were at or above minimum expected standard

Future directions

- Senior school executive to analyse and prioritise responses programs to address measures ranked as below that of minimum expected standard
- Senior school executive to moderate performance in measures ranked above minimum standard for consolidation and sustainability
- Executive team to continue professional learning in change management and practices of excellence in organisational change theory and sustainability.

Educational and management practice

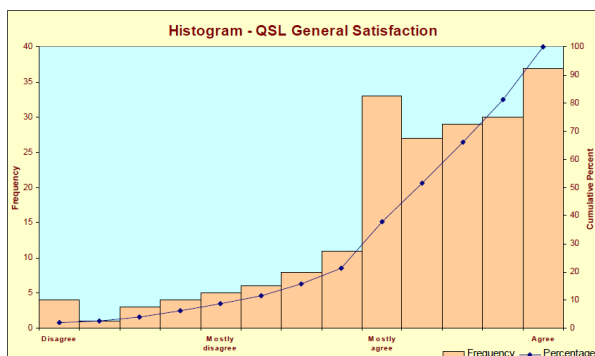
Educational Management has four main focus areas: school improvement; student management; staff management; and organisational management. The focus area of student management focuses on catering for student needs, interests and abilities.

Background

During Term 3 we wanted to know how students felt about their life at LMPS. The Quality of School

Life (QSL) survey was distributed to over 200 students in Years 2, 4 and 6. The survey contained 40 questions with responses ranging from disagree to agree centering on eight major areas within the school setting.

Findings and conclusions



Consistent positive results were recorded across the spectrum with only a 20% negative result indicated. The poorest responses were recorded in the area of Adventure. Only 50% of students surveyed stated they liked to do extra work, with a further 54% indicating that they go excited about the work they did.

Future directions

Teachers will need to motivate students, ensuring lessons are relevant and interesting. Tasks set for attention at home will need to be relevant, interesting, challenging and rewarding for students.

Curriculum

All schools participating in a regional strategic intervention were required to undertake a rigorous internal review of the progress they have made on their 2010 targets. This included all schools involved in the Literacy Numeracy National Partnerships.

A detailed response to the findings of the review is outlined on pages 13 and 14 of this report.

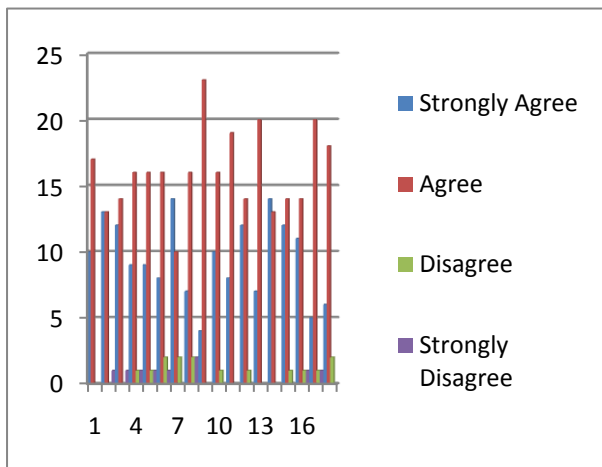
Parent, student, and teacher satisfaction

In 2010 all parents were offered the opportunity to complete the Parent Satisfaction Survey. A disappointing 16 surveys or 7.3% were returned. Opinions were sought in answer to a variety of statements pertaining to the school and its activities. The statements and responses are presented below.

1. LMPS is an attractive and well-resourced school e.g. classrooms, library and grounds.
2. The school is a friendly school that is tolerant and accepting of all students.
3. The students are the school's main concern.
4. The school has supportive student programs.
5. The school teachers and promotes core values.
6. Fair discipline exists within the school.
7. Student achievements are recognized through the school award system, Program Achieve.
8. The school promotes its uniform policy.
9. The school offers challenging programs for its students.
10. The school maintains a focus on literacy and numeracy.
11. A wide range of extracurricular programs e.g. sport, music, drama, debating are offered.
12. LMPS has competent teachers who set high standards of achievement.
13. There is good student access to computers and strong technology programs and resources.
14. The school office responds to enquiries and requests in a friendly and prompt manner.
15. The school newsletter is informative.
16. The school newsletter keeps the community informed about coming events and school achievements.

17. The Annual School Report provides important information about the school, its priorities and achievements.
18. The school website is a useful resource.

Findings and conclusions



Of the 350 surveys sent home to parents, 28 surveys were returned. This represents a disappointing response rate of 8%.

Of the surveys returned, results indicated that parents are very satisfied with the school and the progress their children are making. The school, they believe, provides a broad and challenging range of programs which cater for the needs and interests of their children in a school environment that is warm, friendly and inviting.

Some concern was expressed over the school promoting its uniform policy and whether fair discipline exists within the school.

Future directions

A number of areas were identified by parents for future development:

- teaching discipline and respect
- continue to develop creative and performing arts programs and,
- the promotion of positive community awareness and involvement.

Professional learning

In 2010 LMPS received funds to facilitate teacher professional learning. Target areas were identified and addressed supporting the professional learning of staff within focus areas. These included:

- Beginning teacher support
- Use of Information communication Technologies for teaching and learning
- Literacy
- Numeracy
- Quality Teaching
- Syllabus Implementation
- Leadership and Career Development and
- Welfare and Equity including Anaphylaxis training for all staff.

These activities were in addition to normal school-based development conducted at weekly staff meetings, school development days and activities provided by outside agencies.

Average expenditure for training each teacher was approximately \$700.

School development 2009 – 2011

2010 witnessed the second year of implementation of the School Plan 2009-2011. This plan was developed through a very rigorous process of consultation where it was agreed that LMPS join our local partner primary schools in the National Partnership Program. The focus for LMPS would become Reading.

Targets for 2011

LMPS inclusion and commitment to the National Partnerships Program will continue and expand in 2011.

Target 1

To improve literacy outcomes for all students.

Strategies to achieve this target include:

- the expansion of the **Focus on Reading 3-6** program featuring in all aspects of our teaching and learning program

- teacher professional learning focusing on the consolidation of the **comprehension, reading and vocabulary** modules
- implementation of the **Best Start** program for 2011 Kindergarten children
- ongoing benchmarking of student reading levels, identifying students in need, to receive assistance from the STL
- continuation of the **Reading Recovery (RR), STL and SLSC programs**
- the continuation of **Multilit**

Our success will be measured by:

- 96.4% of Year 3 students will read at and above the minimum standard
- 96.0% of Year 3 students will achieve at or above the minimum standard in writing
- 92.8% of Year 5 students will read at and above the minimum standard
- 93.6% of Year 5 students will achieve at and above the minimum standard in writing
- 41.8% of Year 3 students will achieve proficiency (Bands 5 and 6) in reading
- 43.2% of Year 3 students will achieve proficiency (Bands 5 and 6) in writing
- 36.0% of Year 5 students will achieve proficiency (Bands 7 and 8) in reading
- 21.5% of Year 5 students will achieve proficiency (Bands 7 and 8) in writing
- 100% of Year 3 and Year 5 Aboriginal students will achieve minimum expected growth in NAPLAN
- average progress in reading for matched students (Year 3 and Year 5) will match both state and like school group averages
- average progress in writing for matched students (Years 3 and 5) will match state average and equal that of the like school group
- 75% of Kindergarten students achieve independent Reading Recovery level 6. 75% of Year 1 students achieve independent Reading Recovery level 16. 75% of Year 2 students achieve independent Reading Recovery level 26
- 16, Year 1 students will be engaged in the Reading Recovery program

Target 2

LMPS has endeavoured to cater for a wide range of students' mathematical abilities through the introduction of the **Go Maths** program.

To improve numeracy outcomes for all students.

Strategies to achieve this target include:

- a continuation of the implementation of the **Go Maths** program into Kindergarten and consolidation in Years 1 and 2
- a focus on areas for development identified in each Stage following specific item analysis of NAPLAN results using SMART data
- teacher professional learning that will focus on areas of student need following specific item analysis of NAPLAN using SMART data
- on-going assessment of student progress. Teachers to plan learning experiences that provide opportunities to develop understanding of earlier concepts
- the percentage of LMPS students achieving minimum expected growth in NAPLAN between Year 3 and Year 5 will equal or exceed that of the state percentage
- the percentage of LMPS Aboriginal students achieving minimum expected growth in NAPLAN between Year 3 and Year 5 will equal or exceed that of the state percentage.

Our success will be measured by:

- 94.1% of Year 3 students will achieve at and above the minimum standard in numeracy
- 96.8% of Year 5 students will achieve at and above the minimum standard in numeracy
- 34.8% of Year 3 students will achieve proficiency (Bands 5 and 6) in numeracy
- 27.2% of Year 5 students will achieve proficiency (Bands 7 and 8) in numeracy
- average progress for matched students in Year 5 will equal or exceed both state and like school group averages
- average growth for all LMPS students will equal or exceed the state and like school group growth
- average growth for all LMPS Aboriginal students will exceed the growth recorded for the state and the like school group.

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.

Peter Chapman Principal

Jo Booth Deputy Principal

Glenn O'Neill Relieving Deputy Principal

Narelle Batten Relieving AP/RR Teacher

Mrs Ruth Middleton President P&C Assoc

Mrs Kylie Twyford Parent

Darren Rowe Teacher/Sports Coordinator

Tracey Caban Teacher/Dance Coordinator

Violet Cox Teacher/Art Coordinator

School contact information

Lake Munmorah Public School

Carters Road, Lake Munmorah. 2259

Ph: (02) 43581171

Fax: (02) 43588625

Email: lakemunmor.p.schools@det.nsw.edu.au

Web: www.lakemunmor.p.school.det.nsw.edu.au

School Code: 2362

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:

<http://www.schools.nsw.edu.au/asr>