The first La Perouse Public School was opened in 1868. The school is well established with an experienced staff and well informed community.

La Perouse Public School has a long and proud history and a close connection with the community in La Perouse. Some unique features of the school population are the significant Aboriginal population and an increasing number of students from non-English speaking backgrounds.

Our small population allows us to individualise learning for all students and foster a small community school atmosphere which encourages strong parent/community partnerships. The school provides quality teaching and learning in a caring and welcoming environment supported by staff members who are enthusiastic and value a team approach to their work.

Priorities include achieving enhanced student outcomes through a focus on literacy, numeracy and student welfare. Strong links with the community assist with the implementation of curriculum across all Key Learning Areas and have enabled the development of a successful Creative Arts program utilising the skills and knowledge of parents, family and local community artists.

The dedicated staff deliver a personalised curriculum that meets the specific needs of all students through the development of personalised learning plans for all. High expectations drive improvement in student outcomes. The school actively promotes the development of self-motivated learners who behave with consideration and mutual respect for all.

La Perouse Public School has a rich, proud history, and provides a quality learning environment where students, staff and parents work collaboratively, and with high expectations, to achieve the shared goals of the community. Unsurpassed staff commitment and enthusiasm ensure the school offers high quality, academically rigorous, personalised learning programs targeting the interests and abilities of students. Our community is diverse, culturally rich, and welcoming to all students and families.

In everything we do we believe in challenging the status quo. We believe in thinking creatively. The way we challenge the status quo at La Perouse Public School is by focusing strongly on supporting the literacy, numeracy and wellbeing needs of all students and offering a wide range of innovative academic, cultural, creative and sporting opportunities. We have a mix of early career and experienced teaching staff, all of whom are committed to a safe, supportive and caring environment.

We are constantly improving. Through the Positive Behaviour for Learning (PBL) program we create a respectful, inclusive and positive culture that promotes the ideals of Public Education by preparing young people to participate as informed and responsible citizens within our egalitarian, democratic society. We create a respectful, inclusive and positive culture where students are nurtured and supported to achieve their personal best.

Our school is recognised as offering diverse and successful educational programs in literacy, numeracy, creative and performing arts and gifted and talented education. Strong staff commitment and enthusiasm enable the school to offer stimulating Personalised Learning Plans catered specifically to the interests and abilities of all students.

La Perouse is a centre for innovation. We have developed a range of exciting and productive initiatives this year including our sister school relationship with Maroubra Junction PS and our whole school approach to literacy through our successful relationship with MultiLit. This year I was fortunate enough to be awarded a principal's
award for excellence and this was because of rapid success in raising student learning outcomes in reading across the school. Additionally, we’ve created a relationship with the Australian Catholic University who have worked diligently with staff and students to deliver science and mathematics extension programs for those requiring it.

We were fortunate during the year to have Yvonne Clarke appointed to our school as Instructional Leader for a 2 year period as she has a wealth of teaching knowledge and experience across all KLAS. Yvonne has a particular interest in mathematics and has pushed all students and staff members to challenge their thinking about the way in which we teach it. We look forward to another professionally rich year ahead of us as Yvonne continues with her outstanding work at La Perouse PS.

Our learning environments are well resourced and include classrooms with WIFI connectivity, integrated iPad technology, a modern library, a purpose built children’s kitchen, school hall, vegetable gardens and a computer research area.

At La Perouse Public School everyone is welcome and valued. We provide an environment where students, staff and parents work together to achieve the shared goals of the community.

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.

Dace Elletson
Principal

Parents’ and Citizens’ Association message

Each month, a small but dedicated group of parents, carers and teachers meet together to discuss the various issues relating to our school. This includes school policies, fundraising, road and bus safety and other matters as they arise. We encourage and support new parents to attend our meetings, to hear what is happening at our school, and give their views and suggestions.

This year we have raised enough money to purchase a new oven for use in cooking activities within the canteen and contributed towards fundraising efforts to send Tymekqwa Duckett to the Australian Indigenous Netball competition. Money was also donated to subsidise the purchase of Year 6 shirts, we contributed towards the Burri Burri camp, and sent the Girawaa class off for a day of ten-pin bowling.

Our P&C has offered financial assistance to students who reach state and national level in sporting events and this year we fund raised and contributed towards sending our very own Tymekwa Duckett to the Australian Under 12 Indigenous Netball competition. We’re very proud of her!

The P&C will continue to work together to improve our school environment by continuing its fundraising efforts in 2015. We are hoping to increase participation from more families in our school and community.

Kellie Tonnet
P & C President

Student information

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

Student enrolment profile

La Perouse Public School has been experiencing a declining enrolment trend for the past 12 years. An analysis of the past 5 years indicates numbers steady between 43 and 50 students. Students are drawn predominantly from the immediate Little Bay and Phillip Bay area.
Student attendance profile

Although attendance is below state average there has been a gradual upward trend for the past three years. The significant improvement in 2014 was attributable to the school bus being driven by the new school principal once a week. On the days when this occurred, an average of 97% attendance is recorded.

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
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<th>2011</th>
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<td>94.3</td>
<td>94.2</td>
<td>94.7</td>
<td>94.8</td>
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</tbody>
</table>

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

Of the members of staff, the school had no teachers who are Aboriginal. The Aboriginal Education Officer and two of the School Learning Support Officers are Aboriginal.

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>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>75%</td>
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<tr>
<td>Postgraduate</td>
<td>25%</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>25%</td>
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</table>

Professional learning and teacher accreditation

Professional learning took on a variety of forms in 2014 as relationships between schools and across networks developed. The sister school relationship with Maroubra Junction PS allowed for the exploration of the elements of Harmony Day and student leadership.

Combined Staff Development Days saw the exploration of the new English and mathematics syllabuses as well as the completion of a number of mandatory training requirements.
Staff Development Days were combined with Mascot PS and staff satisfaction, feedback and value were rated as high or very high across the 3 schools.

In 2014, one teaching staff member gained accreditation at proficiency.

Moving forward into 2015, staff professional learning goals as measured by the collaborative development of Teacher annual review schedule include:

- Improved knowledge of the new syllabuses, 21st century fluencies and multi modal approaches to teaching.
- Deeper knowledge and skill in leading and delivering targeted programs running throughout the school ie Reading Recovery, MultiLit to enable consistency of teaching K-6.
- Explicit teaching of writing, grammar and punctuation and spelling.
- Coaching from both teaching principal and Instructional Leader in the literacy and numeracy KLAs.
- Deeper understanding and successful implementation of positive student wellbeing programs and strategies.

Beginning Teachers

Currently, there are no beginning teachers permanently appointed at La Perouse Public School.

Financial summary

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

The amount set by the school’s community for annual voluntary contributions remained at $40 per student or $60 for a family, irrespective of number.

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.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
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<tbody>
<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>
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<td>School &amp; community sources</td>
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<td>Interest</td>
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<tr>
<td>Trust receipts</td>
<td>380.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>428,577.01</td>
</tr>
</tbody>
</table>

| **Expenditure**          |            |
| Teaching & learning      |            |
| Key learning areas       | $9,840.64  |
| Excursions               | 4,895.55   |
| Extracurricular dissections | 11,365.21  |
| Library                  | 0.00       |
| Training & development   | 1,540.37   |
| Tied funds               | 125,711.60 |
| Casual relief teachers   | 10,237.34  |
| Administration & office  | 70,787.14  |
| School-operated canteen  | 0.00       |
| Utilities                | 29,036.06  |
| Maintenance              | 6,484.11   |
| Trust accounts           | 380.00     |
| Capital programs         | 0.00       |
| Total expenditure        | 271,355.40 |
| Balance carried forward  | 157,221.61 |

School performance 2014

Throughout 2014 there has been an increased focus on the development of school based assessment measures to reliably track student progress across KLAs. The inherent difficulties evidenced in analysing small numbers of students against NAPLAN data measures are fully recognised.

Academic achievements

NAPLAN

In the National Assessment Program, the results across years 3 and 5 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).

NAPLAN Year 3 - Literacy
In 2014, 6 students in year 3 sat for some or all aspects of NAPLAN (Literacy). In 2014, one student received a Band 6 in reading, an achievement that was recorded in 2013 for the first time in the past 5 years. Error analysis indicates that writing, and in particular grammar and punctuation is an area requiring additional attention. This will form part of the discussion when forward planning and developing targets for the new school management plan which will finalised and implemented in 2015.

NAPLAN Year 3 - Numeracy
In 2014, 6 students in year 3 sat for some or all aspects of NAPLAN (Numeracy). There was a concentration of students (4) in bands 3, 4 and 5, with 2 students receiving a Band 1.

In 2015 more hands-on approach to the teaching of mathematics with coaching from the Instructional Leader will drive the development of staff capacity to raise student learning outcomes in numeracy.

NAPLAN Year 5 - Literacy
In 2014, 7 students in year 5 sat for some or all aspects of NAPLAN (Literacy). In reading, 4 of the 6 students achieved above individual expected growth targets. Writing is an area of concern, particularly grammar and punctuation and spelling with all students placed in Bands 4, 3 or lower. Teacher professional learning will be directed towards the analysis of writing data and the development of a grammar and punctuation scope and sequence and expert teaching strategies in 2015.

NAPLAN Year 5 - Numeracy
In 2014, 7 students in year 5 sat for some or all aspects of NAPLAN (Numeracy). Data indicates that 1 student in year 5 achieved in the proficiency bands in NAPLAN numeracy. 3 of 7 students achieved above individual expected growth targets however. Error analysis for individuals confirms that measurement and thinking mathematically are areas to be targeted in 2015.

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

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

Significant programs and initiatives
Student Mentoring
The mentoring program with Gracepoint Kids Hope continued for the younger students and this year, students in years 5 and 6 participated in a trial mentoring program organised, coordinated and implemented by the YWCA. These programs focus on building confidence and strengthening positive relationships through activities that develop better interpersonal skills, new friendships and a greater awareness of others. Such activities included:

- Group problem solving whereby each member of the group held key information, but no one group member could solve the problem without the help of ALL members.
- Challenging stereotypes through debate and discussion in role-play situations.

Instructional Leadership
In September, 2014, an Instructional Leader’s position was allocated to our school. This is a Department of Education and Communities initiative to enhance literacy and numeracy outcomes for all students by focusing on student performance in Kindergarten to Year 2 years.

Mrs. Yvonne Clarke was appointed to this position, following a merit selection process. Her role as Instructional Leader has provided an opportunity to further consolidate initiatives in place and to continue to nurture a collaborative culture which has become evident in our school.

Yvonne, in collaboration with Dace Elletson, Principal, plans professional development as a way to provide opportunities for our classroom teachers to fulfill more ambitious teaching goals. Teachers thus further develop their skills in personalised learning and the use of diagnostic, school-based assessment data.

Data is collected on each student in literacy and numeracy each 5 weeks. By collecting, analysing and evaluating this data, tailored learning support
in literacy and numeracy for students is planned, adapted and implemented. This support links directly to each student’s PLP that is planned in collaboration with parents and the community.

There is a strong focus on evidence-based decision making. As a staff, we collaboratively decide which students need intervention and the type of intervention needed. Over 50% of the K-2 students are now at stage appropriate (or higher) levels for both literacy and numeracy.

**Extension Science**

For the second year running La Perouse Public School partnered with the Australian Catholic University to participate in the MyScience program.

MyScience is a primary school science and technology program that aims to stimulate interest and enhance capacities of primary science teachers and students in conducting authentic scientific investigations.

It is a student centred approach which challenges and supports students to investigate scientifically, using and demonstrating their understanding of conducting a Fair Test, whilst being mentored by real scientists.

Students had to research an area of interest, devise a way to investigate their topic, conduct the research and collate data, write a report and then explain their research and present their findings to other students. The program also supports the professional development of teachers through the professional development workshops it offers.

Following an invigorating afternoon tea the program provided for intensive tuition in small groups once a week on a Monday afternoon from 3.15 to 4.15pm. Students enthusiastically participated in a variety of problem solving activities and investigations. The year culminated in a fun maths session making and decorating ginger bread houses after exploring the mathematical concepts within its construction.

In 2015 The Australian Catholic University would like to expand this program and offer a number of math workshops for parents as well to empower them to support their child’s learning at home.

**Channel 9**

Our ongoing relationship with Channel 9 is something that we’re extremely proud of. During 2014 we have worked extremely hard to develop further relationships through Sonja Mole and have been lucky to be involved in a number of exciting opportunities.

In Term 1 we had representatives from Baseball Australia at the school and were featured on the Weekend Today show after the Sydney Blue Sox were here. What a terrific opportunity and who would have predicted the talents within our school?.

In term 3 we had international rap artist will.i.am visit the school with his The Voice grand finalists, ZK. The entire school community was beside themselves with excitement and we were thrilled when our students and school were featured as a package on the Grand Final of The Voice, 2014! What an amazing day!

**Baseball Clinic**

Students went out oval to meet with 2 Australian’s top baseball players and also junior baseball players (club in Blacktown).

First, students had the basic rules explained to them – players gave their own personal story as to how they became involved in the game.

Students then split into 2 teams to play a mini game. All students had their chance at both hitting and fielding. They followed rules – stay in line while batting (otherwise lose) also they followed team tradition - every time a player cross home base all batters waiting to bat had their hands out for a high five.
The junior team members were constantly directing and assisting La Perouse students and reminding them of the rules.

Many students showed unknown talents and definitely had a natural ability especially when hitting. Some students were aware of baseball while others had not had an opportunity to play before. All feedback from students was positive with many of them expressing interest in playing the sport more often and learning more about the sport.

At the conclusion of the Channel nine interview all La Perouse students received a pack that had baseball information and equipment.

Cooking

La Perouse Public School has given students an experience which has provided them with positive, fun experiences with food and which aims to help increase the likelihood that they will taste and enjoy those foods both at home and at school. Via cooking classes in our purpose built kitchen, students work together collaboratively to prepare such dishes as fruit muffins, slices, vegetarian pizza and smoothies.

In 2014 students learnt fundamental cooking skills and techniques, which incorporate measurement, planning and research about recipes from Australia and other countries. Students wrote out each recipe before cooking and they were given personalised and explicit feedback to help with independent goals in the kitchen.

Research shows that incorporating cooking into the curriculum has positive benefits such as:

- Students trying healthy foods;
- Students feel like they are accomplishing and feel they would be able to contribute to home cooking;
- Incorporating a cross curriculum approach such as using numeracy, literacy and PD/H/PE. (Collister, 2007)


Homework Club

As a new initiative in 2014 La Perouse Public School was involved in connecting students to a Homework Club on Tuesday afternoons from 3.15pm to 4.15pm. Homework Club was held in our Girawaa classroom for all students from Kindergarten to Year 6. Instead of students going home to do homework, they were given the opportunity to stay at school and gain assistance from staff to complete their homework and class assignments. In this time students were given the chance to be assisted with their reading, writing, mathematics and spelling in order to achieve their individual targets in each of these areas.

La Perouse Public School staff collected data, which represents the attendance of students that came to homework club. Figure 1.0 shows the average amount of students per month who attended in 2014.

<table>
<thead>
<tr>
<th>2014 Average Homework Club Attendance</th>
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<tbody>
<tr>
<td>Students</td>
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<tr>
<td>0</td>
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<tr>
<td>10</td>
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<td>20</td>
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PLP Meetings

Personal Learning Plans have been developed for all students at La Perouse Public School. The PLP process is integral to our schools focus on increasing learning targets and engaging in positive behaviour for learning.

PLPs have been a fantastic way for teachers to engage with parents in setting personal learning and behaviour targets for students. This year, all parents were invited to have PLP meetings with teachers and engage in crucial conversations.
about their children’s learning. We have had an over 10% increase in parents attending and filling out evaluation forms. From this information, we have found that families are requesting a PLP meeting each term.

PLPs are a fluid document, which grows and changes as the students change. It is through the PLP process that staff and families have seen significant achievement both academically and through welfare measures.

**Multicultural Education - Harmony Day**

Students visited our sister school, Maroubra Junction PS to join in a variety of activities celebrating the rich cultural diversity of our communities. Some of the activities students were able to participate in included dance instruction in a fusion of Aboriginal and hip hop dance styles, Indonesian mask making, a small group trivia competition with all the questions being about different cultures, the making of a really long friendship chain and playing basketball together. The day was topped off with a good old Aussie barbeque.

**Kindy** – joint activity where partners coloured images of Harmony Day.

**Year 1** – team activities – untangle the circle, hand in hand, write on their own hand prints words they think/associate with Harmony Day (acceptance, friendship, understanding, and difference).

**Year 4** – created a friendship band. Each link had words and images with representations of what harmony day means.

**Year 5** – talked about Indonesian culture. Made traditional Indonesian masks.

**Year 6** – Trivia – questions that looked at countries around the world (sport, dance, famous peoples, traditions).

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**Aboriginal Education - NAIDOC**

NAIDOC is always a time of reflection at La Perouse PS and this year was no different as we celebrated and honoured all Aboriginal and Torres Strait Islander men and women who fought in defence of Country.

The day was a roaring success with over 30 dignitaries participating in a formal assembly to open the day. It is here that we proudly highlighted and recognised the role that Aboriginal warriors played in shaping cultural identity, and we celebrated and honoured their priceless contribution and sacrifice for our nation.

After sharing a communal lunch that served almost 200 people, Year 6 students from Maroubra Junction PS joined with the rest of La Perouse PS students and staff and rotated through a cycle of activities for 2 hours that included story-telling, cooking, gardening and cultural understanding around traditional Aboriginal artifacts and hunting techniques.

Feedback on the day across both schools and the community was resoundingly positive. The celebration of the legacy of those fallen, as well as the strength, unity and cultural identity of current generations of Aboriginal people was an extremely positive framework for the day.

**Swim Scheme**

This year all students from La Perouse Public School participated in the swimming scheme. The 2 week program, held at Des Renford Pool, allowed students to engage in a daily 45 minute session. The scheme focused on pool and water safety and aimed to get students to be more independent, confident swimmers.

In the past, only students from grades 2-6 had participated in the program, however, this year we were able to include all of our students. The swim program is an integral component of our sports curriculum, providing students with the necessary skills to be safe around the water. The intensive 2 week program allowed students to have specific coaching based on ability saw all students improve in their swimming skills.

The program would not have gone ahead if it weren’t for the schools P&C and Drummoyne Public School who helped fundraise so that all students had the opportunity to participate.
Learning and Support

Reading Recovery has been operating in this school for 18 years. It runs from 9.00am–11.00am Monday to Friday for the whole year. The 2014 allocation at La Perouse PS was 1 student per day. Recognising the value and need for a greater allocation the school funded a further 3 students per day.

This year 5 students entered the program, 4 from kindergarten and one carry over from the previous year. 5 students in year one, completed the reading recovery program. Further tier 2 and 3 support will be needed in 2015 for these students to maintain the gains made and continue their development in reading and writing.

In 2014 the Reading Recovery program was further complimented with whole school phonics based programs, (prelit and minilit) providing tier 2 and 3 literacy support to students based on assessed needs. The program, run by teachers or SLSO on a daily basis, provided the foundation for setting student literacy targets and goals resulting in a strong improvement in student’s reading levels across the school.

A number of students identified with the greatest literacy needs in stage 3 also attended the Exodus Program daily for 2 terms where they received intensive tier 2 literacy support for 2 hours each day, resulting in accelerated improvements in reading and writing levels for those students.

School Planning and evaluation 2012-2014

NSW Public Schools conduct evaluations to support the effective implementation of the school plan. The processes include:

- Focus group surveys – including students, staff and parent community.
- NAPLAN analysis.
- School based assessment data – eg PM Benchmark, PLAN data.
- Staff surveys and collection of data.

School Priority 1 – Literacy

A range of data (including NAPLAN) will demonstrate diminished gap between achievement levels for La Perouse Public School students and all students across the state/nation with particular attention to the achievement gap between Aboriginal students and non-Aboriginal students across the state/nation.

Evidence of achievement of outcomes in 2014

- Close the gap between Year 3 Aboriginal student performance and the state average in reading from 20.9% in 2013 to 17.91% in 2014.
- Close the gap between Year 3 Aboriginal student performance and the state average in writing from 78.8% in 2013 to 70.92% in 2014.
- 50% of ALL year 5 students in 2014 will have individual value added growth in reading that is at or above their expected growth compared to 75% in 2013.
- 25% of ALL year 5 students in 2014 will have individual value added growth in writing that is at or above their expected growth compared to 20% in 2013.
- 50% of Year 1 students will reach Reading Recovery level 18 by the end of 2014.
- 50% of Year 2 students will reach Reading Recovery level 22 by the end of 2014.

Strategies to achieve these outcomes in 2014

- Best start and NAPLAN data used to improve literacy achievement of all students.
- PLAN data reported on each 5 weeks and discussed with principal in order to drive teaching and learning.
- Reading and writing data guides teaching and learning programs as a result of collaborative reflection and feedback amongst other teaching staff.
- Students identified through data analysis are targeted and participate in individual or small group instruction in ES1/S1.

School Priority 2 – Numeracy

A range of data (including NAPLAN) will demonstrate diminished gap between achievement levels for La Perouse Public School students and all students across the state/nation with particular attention to the achievement gap between Aboriginal students and non-Aboriginal students across the state/nation.
Evidence of achievement of outcomes in 2014

- Increase the gap between Year 3 Aboriginal student performance and the state average in numeracy from +65.8% in 2013 to +72.38% in 2014.
- Close the gap between Year 3 non-Aboriginal student performance and the state average in numeracy from 91.6% in 2013 to 82.44% in 2014.
- Close the gap between Year 5 Aboriginal student performance and the state average in numeracy from 55.2% in 2013 to 49.68% in 2014.
- Close the gap between Year 5 non-Aboriginal student performance and the state average in numeracy from 2.8% in 2013 to 45.45% in 2014.
- 85% of ALL year 5 students in 2014 will have individual value added growth in numeracy that is at or above their expected growth compared to 80% in 2013.

Strategies to achieve these outcomes in 2014

- Best start and NAPLAN data used to improve numeracy achievement of all students.
- PLAN data reported on each 5 weeks and discussed with principal in order to drive teaching and learning.
- Numeracy data guides teaching and learning programs as a result of collaborative reflection and feedback amongst other teaching staff.
- Students identified through data analysis are targeted and participate in individual or small group instruction in ES1/S1.
- Work samples are collected each term for staff to reflect upon and adjust teaching and learning programs as a result of collaborative reflection.

School Priority 3 – Attendance

Improved attendance rates will reflect student engagement in learning and achievement of personal goals.

Evidence of achievement of outcomes in 2014

Student attendance rate improves by 1% over the course of the year from 89.6% to 90.6%

Home School Liaison Officer caseload reduces from 3 to 2 cases over the course of 2014

Strategies to achieve these outcomes in 2014

- Attendance targets are places within the structure of each students PLP
- Increased major incentives are of a higher frequency, rather than each semester. Incentives occur each term
- The PCYC bus run operates on a limited timetable (Tues and Thurs each week) with the principal driving on one day
- The Learning Support Team take an active role in monitoring absences and encouraging parents to send students to school frequently (verbally and through written means)
- AEO phone home program and ensure that it will now include calling when students are late on more than two occasions.

Parent/caregiver, student, and teacher satisfaction

Parent Satisfaction

In 2014, parents were surveyed in March and August in an effort to streamline the PLP process and make it more engaging and relevant for parents. It was absolutely vital to engage parents in our reading reform agenda through the PLP process and, at their behest, PLPs have been improved so that they now occur termly with parents. Reading targets are a critical point of discussion and have led to increased parent satisfaction and engagement with the PLPs and their child's learning journey.
**Student Satisfaction**

During 2014, we embarked on a path of whole school reading reform. In less than a year we improved student reading data so that against PM Benchmarking measures, we had a **48.67% improvement** in students achieving age appropriate reading and comprehension outcomes.

All students now have explicit, individualised reading and/or comprehension targets and are able to articulate the target they need to achieve as well as the success criteria, in order to advance to the next reading level.

**Teacher Satisfaction**

In November 2013 *The National School Improvement Tool* was used to benchmark staff, and to review and reflect on efforts to improve the quality of classroom teaching and learning in reading. In September 2014 the *tool* was used again to ascertain growth and improvement over an approximate 12 month period.

Teachers clearly indicate an improvement in confidence and skill when teaching reading, and in delivering explicit, quality reading instruction.
Future Directions

2015-2017 School Planning Process

In 2014, the school undertook a comprehensive evaluation process which started with the group development of an agreed Statement of Purpose. This agreement is aspirational in nature and purpose, and details the community held vision for the school moving into the future. Staff, parents and community members all contributed to the development of this statement which was later ratified by the P&C, parents, the AECG and the Aboriginal Alliance after a 2 month consultation period. Further data collection was undertaken across the school to review current practices and collect evidence.

Staff feedback was gathered through the National School Improvement Tool (2013 and 2014), School Excellence Framework Survey (2015), informal and formal staff meetings, staff conferences (2013 and 2014), and one-on-one coaching opportunities. Student academic results, attendance and welfare data was examined thoroughly at a whole school and individual class level.

Every student in the school was interviewed and posed a series of futures focused questions in one-on-one conferences. Strengths, weaknesses, ideas for improvement and individual student vision for the school set the theme for questions.

Parent input was gathered informally through anecdotal conversation and feedback, formal surveys, one-on-one parent interviews, an extraordinary meeting chaired by the AECG, Parents and Citizens office bearers and school executive staff, and feedback and reflection.

In March 2015, the draft School Management Plan and 2015 Milestones document was discussed with the eastern Suburbs AECG President and Vice President and forwarded to the Aboriginal Alliance for further feedback and ratification prior to final publication.

In all data collection, the strengths, opportunities and areas for development across the school were considered and reflected upon. The outcome of this was the development of three key strategic directions which will form the basis for a shared commitment to future development across the school and its community.

These are:
1. Learning
2. Relationships
3. Community

The La Perouse Public School Plan 2015-2017 sets clear improvement measures and is considered of all stakeholders. It forms the basis of the schools improvement and development efforts for the next three years, together with other schools, and in partnership with parents and the community.

Strategic Directions for 2015

Each strategic direction provides details of the purpose (why), people and processes (how), and products and practices (what) that are to be realised through the implementation of the plan in 2015.

Learning

- Ongoing reflection via Performance & Development Plans indicates improved understanding of assessment, quality pedagogy and systematic curriculum delivery across all KLAs.
- In December 2015, 2 out of 5 staff choose outstanding ‘Systematic Curriculum Delivery’ on the National School Improvement Tool compared to 1 out of 5 in 2014.
- In December 2015, 1 out of 5 staff choose ‘excelling’ in the learning element ‘learning and development’ (School Excellence Framework), compared to 0 out of 5 in January 2015.
- In December 2015, 20% of all year 3 and 5 students will match or better the NAPLAN scaled scores of NSW DEC in numeracy compared to 0% in 2014.
- In December 2015, 65% of all students will have reached and/or exceeded PM Benchmark targets (including comprehension), from a baseline of 45% in 2014.
In December 2015, 40% of all students will achieve expected exit outcomes across all areas of literacy measured using PLAN compared to 24% in 2014.

In December 2015, 5 out of 5 staff will choose outstanding or high against ‘Differentiated Teaching and Learning’ on the National School Improvement Tool compared to 4 out of 5 in 2014.

Ongoing reflection via Performance & Development Plans indicates improved understanding of assessment, quality pedagogy and systematic curriculum delivery across all KLAs.

In December 2015, 5 out of 5 staff choose outstanding or high against ‘A Culture that Promotes Learning’ on the National School Improvement Tool compared to 80% in 2014.

In December 2015, 3 out of 5 staff choose ‘excelling’ in the teaching elements of ‘Effective classroom practice and ‘Collaborative Practice (School Excellence Framework), compared to 2 out of 5 in January 2015.

Annual School Report outlining achievements for 2015 and projections for 2016

Performance and Development Plans developed for 2016 after consideration of end of year data across all measures, staff targets, school plan targets, progress towards 2015 targets etc.

EARS and TARS developed for 2016 after consideration of end of year data across all measures, staff targets, school plan targets, progress towards 2015 targets etc.

Relationships

- Discussion amongst staff evidences use of a variety of positive behaviour strategies, personalised reward systems and supportive methods of behaviour management
- Decrease the number of negative reports entered onto ESR welfare in 2015 by 10%, from a baseline of 545 to the new target of 490 by December 2015.
- Increase the number of positive reports entered onto ESR welfare in 2015 from a baseline of 8, to the new target of 100 by December
- In December 2015, 20% of staff will select ‘excelling’ on the School Excellence Framework survey in Elements 1 and 2, compared to 0% in January 2015.
- Decrease the number of negative reports entered onto ESR welfare in 2015 by 10%, from a baseline of 545 to the new target of 490 by December 2015.
- Increase the number of positive reports entered onto ESR welfare in 2015 from a baseline of 8, to the new target of 100 by December 2015.

Community

- In December 2015, 2 out of 5 teachers will rate collaborative practice as ‘excelling’ on the school excellence framework survey compared to 1 out of 5 in January 2015.
- In December 2015, 2 out of 5 teachers will rate School-Community Partnerships as ‘outstanding’ on the National School Improvement Tool compared to 1 out of 5 in January 2015.
From a base of 45, the school will grow in enrolments by 10% to 50, after consideration of year six students exiting at the end of 2015 and ongoing positive promotion in the local community by all stakeholders.

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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Beverly Park – LST Coordinator
Rodney Jarius – Classroom Teacher
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School Performance 2014

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http://www.schoo...