

2009 Annual School Report Lidcombe Public School

NSW Public Schools – Leading the way

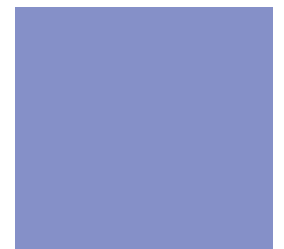
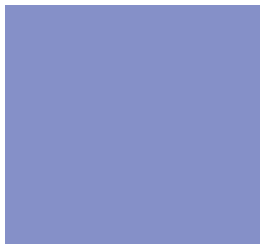
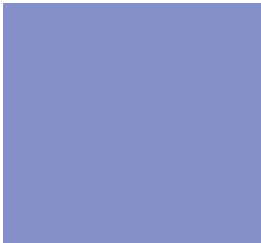
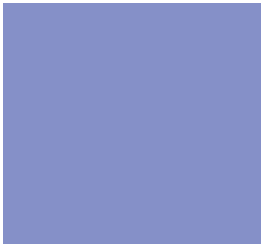


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A proud moment for Lidcombe PS – our Principal, Assistant Principal Special Education and P & C President receiving an Auburn Local Business Award on behalf of Lidcombe Public School (refer page 11)

Messages

Principal's message

As a proud school within the Department of Education and Training, Lidcombe Public School strives to meet the needs and values of its immediate local community within the context of NSW government priorities. We are fortunate in having a wonderful, supportive community full of richness and diversity – many cultures, many religions, many languages and many different backgrounds. Learning and living in harmony has a strong emphasis within our school and it reflects the strong emphasis placed on harmony within the homes. The success of our students is a credit to each and every family.

The reputation of Lidcombe Public School is one of innovation and continuous improvement. Successful schools can only occur if the team of teachers and administrative staff within that school are committed, dedicated professionals who view student learning as their first priority. The energy and expertise of the Lidcombe Public School staff in this regard is second to none.

Lidcombe Public School is continuing to lead the way in its implementation of *Positive Behaviour Interventions and Support* (PBIS). Our expertise and success are increasingly sought by other schools across both South Western Sydney and the state. We constantly receive extremely positive feedback about the tone of our school and the mutual respect shown by students, staff and our community.

2010 will begin to see the transformation of our school both physically and professionally as we embark on two major Commonwealth programs – an investment of \$3,000,000 into refurbishing the majority of our classrooms through *Building the Education Revolution* (BER) and an investment of approximately \$2,000,000 into enhancing the professional capacity of our staff over the next four years through the *National Partnerships on Low SES School Communities*. These are unique opportunities that can only enhance the existing potential of our school as we move forward into the future.

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.

Miss Mary Peacock

P&C message

The Parents & Citizens Association meets twice a term and actively supports the school in its communication, decision-making and fundraising ventures. We continue to have a strong partnership with the school executive and staff.

In 2009 the P & C raised approximately \$12,000 through various fundraising activities including Mothers and Fathers Day stalls, International Food Stalls, the 'Sock It To You' Fundraiser, sausage sizzles, our annual Family Fun Night and hamper raffle and the selling of icy poles at Break 2. The money raised has been spent in many ways - to support the maintenance of the toilet air freshener systems, to subsidise the cost of buses for the Athletics Carnival, the provision of Fun Run prizes, 'GREEN' event novelties and individual whiteboards, wet-weather classroom games, new dictionaries, numeracy and literacy games and many other classroom resources.

The P & C hosted a morning tea to celebrate our teachers on World Teachers Day. It also provided food and beverages for the Kindergarten Graduation Ceremony and the final Kindergarten 2010 Orientation Program. We also trialled a 2nd hand uniform stall and continued the Playtime Sessions for an 11th year.

Our P & C is an integral part of Lidcombe Public School and we look forward to working together with the community and staff to help our children achieve further success and happiness.

Mrs Julie Rush, P & C President

Student representative's message

It has been an honour to be the school captains of Lidcombe Public School. It has been an exhilarating experience and we are proud to have had the privilege of representing you.

We have had the opportunity to participate in many special events and work with interesting people who have influenced us to become better leaders. The students raised more than \$3 500.00 for the Victorian Bushfire Appeal and established a new native garden with the support of Bunnings, Lidcombe. We used the money raised from the Cross Country Fun Run to purchase new sporting equipment for all students.

Thank you to all of the teachers who work at Lidcombe. We are leaving with more knowledge and confidence and, we're definitely taller than when we began here, all those years ago.

Edward Huang and Irene Dao, School Captains, 2009

Our school at a glance

Students

In March 2009 Lidcombe Public School had an enrolment of 553 students. 30 students were enrolled in classes for students with mild and moderate intellectual disabilities.

89% of our students were from language backgrounds other than English with 39 different languages represented across the school. The main language groups were:

- Arabic 15%
- Chinese 26%
- Korean 8%
- Pacific Islander 7%
- Turkish 7%
- Vietnamese 6%

Staff

We had 46 teaching staff working in either a full-time or part-time capacity during 2009. This included seven members on the school leadership team, eighteen classroom teachers and nineteen specialist staff. Further details are on page 6.

Throughout 2009 the school gained another teacher entitlement due to increased student enrolments.

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

Throughout 2009 our school was fortunate in having nine school administration and support staff (SASS) to support class learning and the general organisation and management of the school. A full-time School Learning Support Officer works in each special education class.

Significant programs and initiatives

Best Start

Lidcombe Public School implemented Best Start for its second year in 2009. All kindergarten students were individually assessed in aspects of literacy and numeracy in Term 1. Student results were used to inform teacher planning and classroom learning. Refer page 10.

Positive Behaviour Interventions and Support (PBIS)

PBIS has been implemented at Lidcombe Public School for four years. It promotes positive social behaviour through a systematic whole school approach involving explicit teaching of behaviour expectations. Some of our achievements are listed on page 11 and page 12 of this report.

Student achievement in 2009

In 2009 all students in Year 3 and Year 5 in NSW public schools sat for the National Assessment Program Literacy and Numeracy (NAPLAN) tests. The tests assessed skills in literacy (Reading, Spelling, Writing, Grammar and Punctuation) and numeracy (Number Patterns and Algebra, Measurement, Data, Space and Geometry).

Literacy – NAPLAN Year 3

In 2008, our overall Year 3 literacy results were consistent with the state average. 48% students demonstrated proficiency in literacy (Band 5 or 6). Overall reading and writing achievement matched the state average. Girls in Year 3 outperformed boys in both reading and writing. The overall Year 3 performance in spelling exceeded the state average.

Numeracy – NAPLAN Year 3

Our overall Year 3 numeracy results were consistent with the state average. 45% students demonstrated proficiency in numeracy (Band 5 or 6). There was a strong upward trend from 2008-2009.

Literacy – NAPLAN Year 5

In 2009, our overall Year 5 literacy results showed a slight upward trend. 19% Year 5 students demonstrated proficiency in literacy (Bands 7 and 8). Average school growth in literacy exceeded the state by 11 points.

Numeracy – NAPLAN Year 5

Overall performance is consistent with the state average. 37% Year 5 students demonstrated proficiency in numeracy (Bands 7 and 8). Average school growth in numeracy exceeded the state by 7.4 points.



Staff analysing data to inform planning

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.

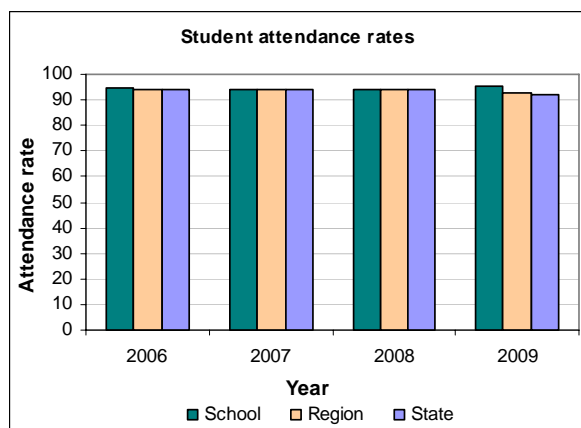
Student enrolment profile

The school has averaged an enrolment of 557 students for the last five years. There has consistently been a slightly higher ratio of boys to girls.

	2005	2006	2007	2008	2009
Male	305	284	293	294	286
Female	248	256	274	277	267

Student attendance profile

Daily attendance at Lidcombe exceeds the state average by 3.7%.



Management of non-attendance

In consultation with the Home School Liaison Officer, Lidcombe Public School implements the NSW Department of Education and Training *School Attendance Policy* to manage non-attendance. Whole school attendance rates have increased from 94.4% in 2008 to 95.4% in 2009. The Deputy Principal proactively supports class teachers in monitoring student attendance through regular checking of class attendance rolls and liaison with the Assistant Principals accountable for each stage of students.

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 2009 class size audit conducted on Wednesday 18 March 2009.

Roll Class	Year	Total per Year	Total in Class
1E	1	23	23
1J	1	23	23
1R	1	24	24
2/1C	1	11	26
2/1C	2	15	26
2N	2	27	27
2S	2	27	27
K BLUE	K	20	20
K PURPLE	K	20	20
K RED	K	20	20
K YELLOW	K	21	21
S2G	3	16	30
S2G	4	14	30
S2I	3	17	31
S2I	4	14	31
S2L	3	17	31
S2L	4	14	31
S2R	3	17	30
S2R	4	13	30
S2S	3	16	31
S2S	4	15	31
S3B	5	13	26
S3B	6	13	26
S3L	5	13	28
S3L	6	15	28
S3M	5	12	26
S3M	6	14	26
S3T	5	13	28
S3T	6	15	28
S3W	5	12	25
S3W	6	13	25

Structure of classes

Kindergarten classes were organised on the basis of student ages with an equal number of younger and older students in each class. Years 1-2 were organised as parallel classes based on a mixture of academic ability in each class. Years 3-6 were organised as stage-based classes with a mixture of academic ability in each class.

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

The staffing establishment at Lidcombe Public School is determined at state level by the number of students enrolled in the school. Lidcombe Public School manages two itinerant regional personnel who do not physically work at the school.

Position	Number
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Assistant Principal (Student Support)	1
Classroom Teachers	17
Teacher of Mild or Moderate Intellectual Disabilities	3
Teacher of Reading Recovery	0.71
Support Teacher Learning Assistance	1.6
Teacher Early School Support	0.4
Teacher Librarian	1
Teacher of ESL	4.2
Community Languages - Arabic	0.6
Community Languages - Chinese	1.2
Community Languages - Turkish	0.6
Counsellor	0.6

There are no Indigenous personnel within the school's current staffing arrangements.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools. The school has a broad range of experience amongst its staff ranging from early career teachers to teachers with over 30 years experience.

Qualifications	% of staff
Degree or Diploma	79
Postgraduate	21

Financial summary

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

Date of financial summary:	30/11/2009
Income	\$
Balance brought forward	544 791.93
Global funds	297 938.35
Tied funds	95 396.02
School & community sources	144 035.98
Interest	17 708.51
Trust receipts	27 425.14
Canteen	0.00
<i>Total income</i>	<u>1 127 295.93</u>
Expenditure	
Teaching & learning	
Key learning areas	32 785.18
Excursions	26 369.26
Extracurricular dissections	72 350.59
Library	7 609.57
Training & development	509.07
Tied funds	118 269.80
Casual relief teachers	87 451.88
Administration & office	56 905.09
School-operated canteen	0.00
Utilities	50 169.44
Maintenance	48 928.50
Trust accounts	143 318.98
Capital programs	47 494.53
<i>Total expenditure</i>	<u>692 161.89</u>
Balance carried forward	<u>435 134.04</u>

Of the balance carried forward into 2009 the school held \$147,864.04 in trust for South Western Sydney Region, Department of Education and Training. The school is custodian of this money and does not have access to spend as it desires. Lidcombe Public School's balance carried forward into 2009 was therefore \$396,927.89.

A full copy of the school's 2009 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.



Building the Education Revolution changes the look of Lidcombe

School performance 2009

Lidcombe Public School continues to be recognised for its innovative practices and professional capacity to participate in state and regional initiatives, In 2009 Lidcombe PS staff members were selected to:

- host Learning Circles for student teachers from University of Western Sydney;
- contribute to the Premier's Inquiry into Bullying of Children and Young People;
- share its best practice as a PBIS demonstration school across the region;
- participate in regional PBIS decision making and future planning; and
- participate in regional Communications Committee decision-making and future planning

Achievements

Arts

The arts program provides students with opportunities to engage, create, appreciate and perform. In 2009:

- all students performed in the school's annual community celebration. The 2009 theme was "Out of this World". Performance items included speeches, acting, dancing and singing.
- 40 Year 1-4 students participated in a singing group organised by two teachers as a lunchtime activity. The singing group was invited to perform at the Dooleys Christmas Fair at Silverwater. All proceeds were donated to The Children's Hospital at Westmead; and
- students in the Special Education Unit participated in a series of both drama and visual art lessons coordinated by Auburn Council.



Healthy eating is promoted through authentic teaching and learning programs

Sport

An integral part of the K-6 curriculum, sport teaches students skills and values whilst providing them with rigorous fitness opportunities to maintain a healthy lifestyle. In 2009:

- 42 girls and 65 boys were selected for Primary Schools Sports Association (PSSA) teams. The junior soccer and senior newcombe ball teams reached the semi final stage and both girls' oztag teams competed in the grand final. The junior girls oztag team won the 2009 competition;
- 117 students represented Lidcombe PS in swimming, athletics and cross-country at district level.
- 24 Lidcombe PS students represented Auburn PSSA at the respective zone carnivals. Three students were awarded as Auburn District PSSA champions;
- six students represented the school in district rugby league, netball and soccer teams;

Other

- 250 students completed the Premiers Reading Challenge. Fourteen students received Gold Certificates to mark their 4th year of participation;
- School Captain, Edward Huang, represented Lidcombe PS as a Public Education Ambassador within South Western Sydney region;
- Emily Luu received the Auburn Pictorial Review's School Citizen of the Year award;
- 21 students competed in the Mathematics Olympiad. Two students scored in the top 10% of all entrants in Australia and New Zealand and eight students scored in the top 25%;
- 126 students participated in the ICAS English competition and were awarded three high distinctions, six distinctions, seventeen credits and 100 participation certificates; and
- 127 students participated in the ICAS Mathematics competition and were awarded six high distinctions, thirteen distinctions, 33 credits and 75 participation certificates.

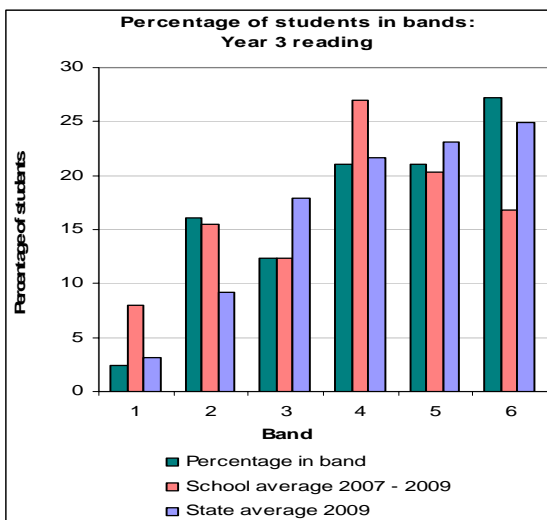
Academic

In the National Assessment Program, the results across the Years 3 and 5 literacy and numeracy assessments are reported on a scale from Band 1 to Band 8.

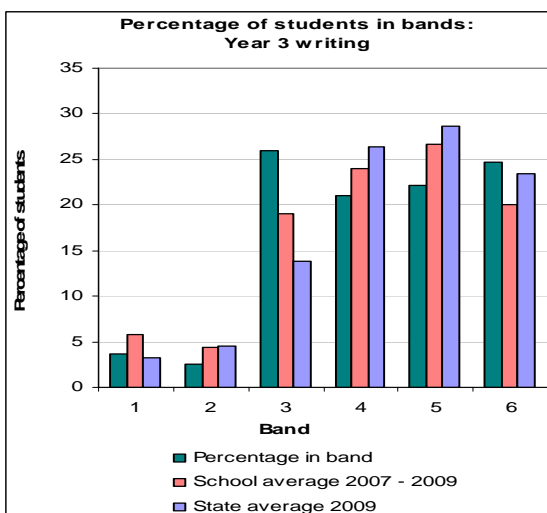
The achievement scale represents increasing levels of skills and understandings demonstrated in the assessments.

Literacy – NAPLAN Year 3

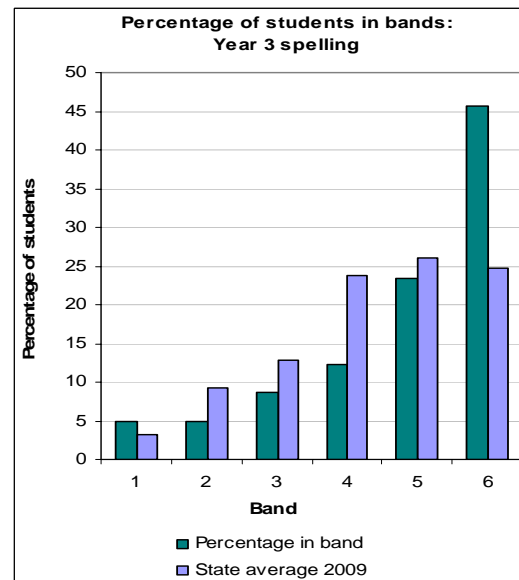
86 Year 3 students completed the NAPLAN literacy tests inclusive of one student in the mild intellectual disability (IM) class. The Year 3 achievement scale ranges from Band 1 (lowest) to Band 6 (highest).



98% Year 3 students performed at or above the minimum standard in reading. 48% students achieved proficiency (Bands 5 or 6).



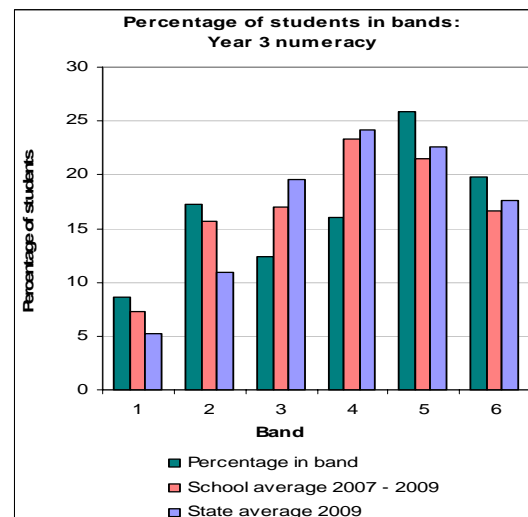
98% Year 3 students performed at or above the minimum standard in writing. 47% students achieved proficiency (Bands 5 or 6).



95% Year 3 students performed at or above the minimum standard in spelling. 69% students achieved proficiency (Bands 5 or 6).

Numeracy – NAPLAN Year 3

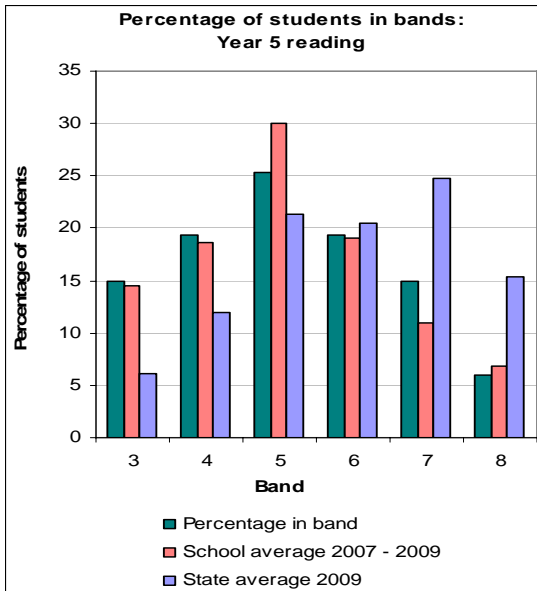
86 Year 3 students completed the NAPLAN numeracy tests inclusive of one student in the mild intellectual disability (IM) class. The Year 3 achievement scale ranges from Band 1 (lowest) to Band 6 (highest).



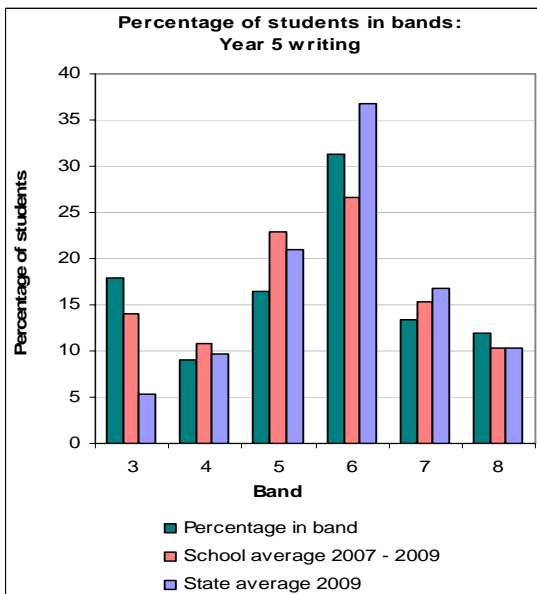
91% Year 3 students performed at or above the minimum standard in numeracy. 46% students achieved proficiency (Bands 5 or 6).

Literacy – NAPLAN Year 5

69 Year 5 students completed the NAPLAN literacy tests inclusive of three students in the IM (mild intellectual disability) class. Year 5 ranges from Band 3 (lowest) to Band 8 (highest for Year 5).



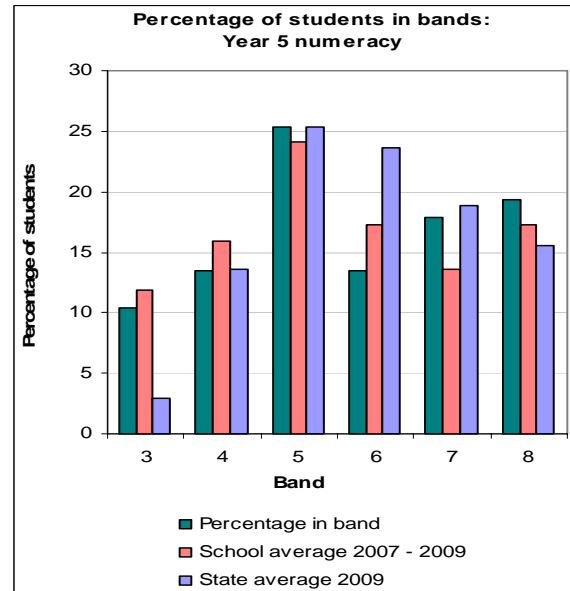
85% Year 5 students performed at or above the minimum standard in reading. 40% students achieved Bands 6, 7 or 8.



82% Year 5 students performed at or above the minimum standard in writing. 56% students achieved Bands 6, 7 or 8.

Numeracy – NAPLAN Year 5

69 Year 5 students completed the NAPLAN numeracy tests inclusive of three students in the IM (mild intellectual disability) class. Year 5 ranges from Band 3 (lowest) to Band 8 (highest for Year 5).



90% Year 5 students performed at or above the minimum standard in numeracy. 50% students achieved Bands 6, 7 or 8.

Progress in literacy

Average growth in literacy between Year 3 2007 and Year 5 2009 was above state average with progress in writing greater than growth in reading.

Reading

	2005 - 2007	2006 - 2008	2007 - 2009
School	109.9	85.9	75.8
LSG	90.8	83.5	89.8
State	86.6	87.5	88.4

Writing

	2005 - 2007	2006 - 2008	2007 - 2009
School	113.7	67.8	90.5
LSG	80.1	73.7	64.8
State	76.1	69.3	57.7

Progress in numeracy

Consistent with the previous five years, the average growth in numeracy between Year 3 2007 and Year 5 2009 exceeded the state average.

	2005 - 2007	2006 - 2008	2007 - 2009
School	125.6	104.8	102.6
LSG	86.6	80.1	100.4
State	80.4	77.3	93.4

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 Commonwealth data below differs slightly from that stated on pages 8 and 9 as it includes those students formally exempted from the NAPLAN assessments. The percentages of students achieving at or above these standards are reported below.

Percentage of Year 3 students achieving at or above the minimum standard in 2009

Percentage of Year 3 students achieving at and above minimum standard	
Reading	94
Writing	93
Spelling	92
Punctuation and grammar	90
Numeracy	88

Percentage of Year 5 students achieving at or above the minimum standard in 2009

Percentage of Year 5 students achieving at and above minimum standard	
Reading	83
Writing	80
Spelling	93
Punctuation and grammar	87
Numeracy	87

Significant programs and initiatives

Best Start

Lidcombe Public School implemented Best Start for its second year in 2009. All kindergarten students were individually assessed in aspects of literacy and numeracy in Term 1. Student results were used to inform teacher planning and classroom learning. In addition:

- Best Start data was tracked and professional dialogue occurred across Kindergarten and Year One;
- the K-6 continuum was trialled across the school in the aspect of Reading Comprehension; and
- professional development occurred for all staff in the development of early learning plans based on the aspect of Reading Texts.



Celebrating our community's multilingual diversity

Multicultural education

Lidcombe Public School embraces its enrolment of 89% students with language backgrounds other than English (LBOTE). The school actively promotes an inclusive and racism-free learning and working environment.

- English as a Second Language is taught K-6 by specialist ESL teachers;
- students who are new arrivals to Australia from language backgrounds other than English are included in a targeted learning program taught by an English as a Second Language (ESL) teacher. This intensive withdrawal program targets reading, writing and talking and listening in English;
- Arabic, Chinese and Turkish Community Language lessons operate to assist native speakers of each language to maintain their home language; and
- in recognition of the increased percentage of students from Pacific Islander backgrounds, the school established Pacific Islander cultural groups in 2009 for Stage 2 and Stage 3 students to further develop their literacy and information skills. A community morning tea was held during which our Pacific Islander students shared their research in various ways to their peers and family members.

Aboriginal education

All students at Lidcombe Public School are provided with learning opportunities focused on Aboriginal history, heritage and current issues.

- 'Welcome to Country' occurs at each week's K-6 assembly and at significant school events;
- Aboriginal education is embedded in classroom practice as part of COGs units (refer Key Evaluations - HSIE page 13); and
- the progress of individual Aboriginal and Torres Strait Islander students is monitored and documented by class teachers and the school's Learning Support Team.

Respect and responsibility

The promotion of respect and responsibility is inherent in all school policies and practices. 'Safety, Learning and Respect' are the school rules and behaviour expectations are clearly articulated and taught in all school settings as part of our commitment to the *Positive Behaviour Interventions and Supports* (PBIS) program.

The PBIS Committee meets twice per term under the auspices of the Learning Support Team. At these meetings the PBIS team monitors student behaviour and recommends targeted interventions for students at risk. In 2009:

- an average 97% students K-6 were 'green' each term;
- 100% Stage Three students were successful in being invited to 'Jigsaw Day', a special day to reward students for remaining 'green' throughout the year;
- anti-bullying lessons were developed and trialled in each stage for implementation in all school settings in 2010; and

The Student Engagement Committee purchased signage to promote school expectations and provided teacher professional learning in a range of student welfare initiatives.

The Student Representative Council (SRC) provided leadership and decision-making opportunities for all students K-6 through its fortnightly meetings. The students coordinated fundraising events and hosted whole school 'green' events to reward positive student behaviour.

The school introduced an "Approaching Your School" series of guidelines to best inform parents of the appropriate ways of contacting the school.

Other programs

Environmental Education

All students work towards achieving the environmental education outcomes as part of the stage COGS units (refer HSIE page 14).



Kindergarten enjoyed their trip to the farm.

The Eco-Kids Club, consisting of 27 students and supported by two teachers and one School Learning Support Officer met each fortnight to maintain and improve the school environment. In 2009 an emphasis on Reduce, Reuse and Recycle resulted in:

- repatriation and general upkeep of school gardens;
- production, organisation and marketing of a worm compost stall at school;
- establishment of a new native garden with assistance and resources from Bunnings, Lidcombe; and
- participation by Stage Two and Eco-Kids students in Auburn Council's Waste Watchers' program.

A lunchtime gardening club involving twenty Stage Three students and one teacher planted herb and vegetable gardens in the school enabling students to understand the importance of eating healthy, chemical free, organic food.

Community Access



Enjoying an excursion to Sydney Olympic Park

100% of the 31 Special Education students, three teachers and three SLSOs participated in a wide range of opportunities and experiences to promote student independence in accessing the facilities in their local community. In 2009 these included:

- excursions to Featherdale Wildlife Park and to Olympic Park sponsored by Auburn Council;
- participation in Variety Club events;
- participation in a series of 10-week drama and visual arts workshops organised by Auburn Council;
- participation in bike safety training under the supervision of NSW police; and
- participation in a Cubby House building project sponsored by Lend Lease.

The Special Education Unit was recognised in 2009 by the receipt of an Auburn Local Business Award for making a difference for its students.

Progress on 2009 targets

Our school develops an Annual Management Plan identifying areas of development for our school. This plan incorporates agreed targets and is endorsed by the School Education Director. Our progress towards achievement of the 2009 targets is outlined below:

Target 1: To increase by 6% the number of Year 5 students achieving Proficiency (Bands 7 and 8) in reading (NAPLAN)

Our achievements include:

- an 8% increase in the number of Year 5 students achieving proficiency in reading from 13% in 2008 to 21% in 2009

Target 2: To increase by 7% the number of Year 3 boys achieving Proficiency (Band 5 or Band 6) in overall numeracy (NAPLAN)

Our achievements include:

- a 17% increase in the number of Year 3 boys achieving proficiency in numeracy from 24% in 2008 to 41% in 2009

Target 3: Kindergarten students use interactive technologies to consolidate and extend their learning

Our achievements include:

- all kindergarten students directly using interactive whiteboard technology in weekly literacy and numeracy sessions following installation of a connected classroom;
- team teaching between class teachers and the technology coordinator; and
- ongoing professional development led by the Connected Learning Committee. All teachers have a better understanding of using information technology resources, interactive whiteboards and connected classroom technologies.

Target 4: All students clearly articulate behavioural expectations in classroom settings

Our achievements include:

- all teachers implementing cooperatively planned, explicit lessons to ensure student understanding of the school rules, resulting in 97% of students remaining green throughout the year;
- school timetabling enabling the PBIS Committee to plan and monitor student progress;

- all specialist staff team teaching with class teachers to develop consistent class management strategies and expectations;
- PBIS SET data resulting in 100% of participants – teachers and students stating the school rules and awards; and
- 35 members of the teaching staff completing the school modified PBIS Classroom Systems Checklist. 100% of participants agreed that expected student behaviours and routines in the classroom are taught. This is consistent with data collated in 2008.

Target 5: All students participate in rich authentic differentiated learning tasks and processes

Our achievements include:

- 100% of Stage 2 students building a three dimensional model city which demonstrated changes in the local environment;
- all students receiving explicit teaching and learning sequences in critical aspects of reading following a series of professional development strategies led by the Quality Teaching Committee and stage team leaders;
- all Stage 3 students and teachers undertaking an authentic design task led by two teachers who participated in the Middle Years Science and Technology project. Students designed and built structures that could retain heat; and
- ongoing professional development in scientific processes of fair testing and using technology to collect data and draw conclusions.



Stage 3 students demonstrate leadership and role-modelling through a 'buddies' program with the younger children.

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 2009 our school carried out evaluations of school culture and Human Society and Its Environment (HSIE).

Educational and management practice

Background

The *SchoolMap Best Practice Statements – School Culture* was adapted and used as the key evaluation tool. 37 staff members responded to a written survey seeking comment on the culture of the school.

Findings and conclusions

- 98% believed that the staff understand and respond to the context of the community in which they work;
- 95% believed that school leaders have a positive influence on the school;
- 100% believed the school recognises and celebrates achievement;
- 95% agreed that meeting the needs of the students is the school's main priority;
- 94% believed staff support what is happening at the school;
- 97% stated they are proud of their school;
- 92% believed the school culture supports a sense of ownership of the school;
- 97% believe the school encourages students to achieve their best;
- 98% believed the school encourages everybody to be a lifelong learner;
- 92% believe the school's curriculum caters for the learning needs of all students;
- 100% believed the school is continually finding ways to improve what it does; and
- 95% believed that when necessary, the school makes important changes to what it does.

Positive comments about the school's culture were also received in the *Quality of School Life* responses obtained from parents. Refer to page 14.

Future directions

Better inform the school community about teaching and learning pedagogy and school routines, policies and procedures.

Curriculum

Human Society and Its Environment (HSIE) was selected for evaluation in 2009. Evaluation of this curriculum area was ongoing. It incorporated professional dialogue, student reporting data and an analysis of classroom practice.

Background

Human Society and Its Environment (HSIE) is a key learning area in which students develop knowledge, understandings, skills, and values and attitudes about people and their social and physical environments. Learning within HSIE is organised into four strands:

- Change and Continuity
- Cultures
- Environments
- Social Systems and Structures

Findings and conclusions

- teacher programming documents indicated that all teachers plan and teach 60-90 minutes HSIE per week. This is consistent with Board of Studies recommendations;
- Connected Outcomes Groups (COGS) units are used K-6 as the basis of teaching and learning programs. A two-year cycle of COGS units is used to ensure coverage of all outcomes throughout each stage. The same units are repeated each year in Kindergarten;
- Aboriginal Education is embedded within COGS units;
- excursions and within-school performances are organised to further develop student learning in HSIE. These have included:
 - an overnight excursion to Canberra
 - visits by community helpers such as the police, fire brigade and the local baker
 - an Indigenous Experience focus day; and
 - walks within the local Lidcombe area;
- student engagement is increased by rich tasks such as the Stage 2 students building "Green Town", a model city demonstrating changes in the local environment; and
- technology and print resources have been purchased through both the library and stage budgets to support learning in HSIE

Future directions

Maintain the existing curriculum focus and embed the requirements of the national curriculum into future planning.

Parent, student, and teacher satisfaction

In 2009 the school invited the parents of kindergarten and Year 6 parents to give their opinions about the school. These parents were invited to complete a Quality of School Life survey.

Positive feedback was received from 85 respondents in relation to all aspects of the school's operations. Some of the responses are highlighted below:

- 94% parents feel welcomed in the school;
- 94% believed the school provided helpful information about their child's progress;
- 92% felt comfortable talking to their child's teacher about their child's progress;
- 87% agreed teachers at this school provide a stimulating and challenging environment;
- 95% believed the school has a safe and secure environment;
- 91% agreed that the school has high expectations of its students;
- 85% stated the school is always looking for ways to improve what it does;
- 98% believed that the school regularly praises and rewards students when successful;
- 92% believed that students are the school's main focus; and
- 94% were happy that their child attends Lidcombe Public School.

Professional learning

Lidcombe Public School has a strong focus on professional development at all levels. Whole school, group and individual professional development is coordinated through the school's executive team and committee structures. Teacher professional learning provided through the committee structures in 2009 included:

- catering for Gifted and Talented Students;
- PBIS playground activities and supervision;
- catering for student needs through differentiation of the curriculum; and
- strategies to address Anti-Bullying.
- Science & Technology/ MYST and high order activities;
- NAPLAN analysis and numeracy;
- Literacy Conference feedback - writing and explicit reading strategies;
- reading comprehension; and

- Best Start and the planning of explicit reading lessons.
- using TALE;
- teaching connected learning activities; and
- using an interactive whiteboard and video conferencing facilities.

Stage/specialist teams meet for professional dialogue at least once per week during school time through coordinated timetabling of RFF and Community Language programs. These meetings targeted student welfare, Occupational Health and Safety and literacy and numeracy development.

In addition to whole school professional development, nominated staff participated in professional learning that targeted school priorities.

Early career teachers continued to meet as a professional network throughout the year.

School development 2010 – 2013

Our school priority areas for 2010-2013 reflect our participation in the National Partnerships for Low SES Communities and are aligned to the priorities of the Department of Education and Training. They have been developed following an in-depth situational analysis involving students, staff and parents. Our priorities for 2010 are:

Literacy;
Numeracy;
Connected Learning;
Engagement; and
Teacher Quality.



Students enjoying a game of cricket – Pacific Islander style

Targets for 2010

Target 1: To decrease the number of Year 3 students at and below minimum standard in reading by 6% and to decrease the number of Year 5 students at and below minimum standard in reading by 5% (NAPLAN)

Strategies to achieve this target include:

- targeting teachers with expertise in reading to professionally develop their colleagues;
- further development of individual learning plans in literacy for Aboriginal students and students attracting funding support;
- focused support for those students achieving at or below the minimum standard in reading (NAPLAN); and
- use of interactive technologies.

Our success will be measured by:

- analysis of Best Start, Reading Recovery and NAPLAN data.

Target 2: To increase by 7% the number of Year 3 boys achieving proficiency in overall numeracy (NAPLAN)

Strategies to achieve this target include:

- systematic and explicit teaching of numeracy in accordance with *Mathematics K-6* syllabus; and
- ongoing professional development through timetabled stage/team meetings

Our success will be measured by:

- analysis of NAPLAN data; and
- analysis of school-based assessment and reporting data.

Target 3: All K-2 students use interactive technologies to improve their reading skills and engagement

Strategies to achieve this target include:

- installation of interactive whiteboards in Block A and Block D following BER refurbishments;
- integration of computer technologies into classroom practice;
- facilitating student skills in visual literacy and reading comprehension; and
- school-based and regional professional learning.

Our success will be measured by:

- installation of interactive technology and analysis of student work samples;

- data tracking to monitor student achievement in reading texts and comprehension; and
- documentation of how staff participation in professional learning is applied to student learning in classrooms

Target 4: To better inform the parent community about school policy and procedures and how to support their children at school

Strategies to achieve this target include:

- employment of a Community Engagement Officer;
- provision of school-based parent training sessions that reflect school targets and priorities; and
- participation in regional PBIS training focused on *Family Systems*.

Our success will be measured by:

- increased parental involvement in school decision-making; and
- analysis of parent responses to school surveys.

Target 5: All students participate in rich authentic differentiated learning tasks and processes in Reading

Strategies to achieve this target include:

- professional learning targeting the school leadership team (Assistant Principal, Deputy Principal and Assistant Principals) in Action Learning, Coaching and Forward Feedback;
- classroom-based capacity building and learning for all teachers through modelling, team teaching, shared planning and resource development; and
- staff participation in school-based and regional professional development courses that are focused on improving student outcomes and enhancing teacher knowledge and skills in reading.

Our success will be measured by:

- analysis of classroom teaching and learning programs; and
- monitoring of ongoing professional dialogue.

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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Lesley Petri Assistant Principal
Carlene Barrett Assistant Principal
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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:

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



Promoting safety, learning and respect at all times is a school priority