

2010 Annual School Report Lidcombe Public School

NSW Public Schools – Leading the way

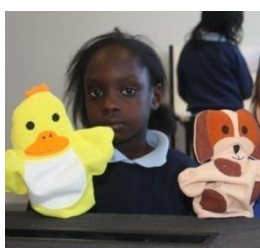


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Messages

Principal's message

2010 was celebrated as a year of change at Lidcombe Public School and an opportunity to showcase the school's strengths as a dynamic, innovative school that is always moving forward.



Farewell Miss Peacock (above) and Mrs Pearce (right).

Lidcombe PS was placed on the National Partnership Low SES School Communities program. This unique opportunity facilitated a changed teaching role for the assistant principals and enabled them to focus on building teacher capacity in improving student reading within each classroom K-6. This 'BOOSTing' initiative was very highly regarded by the Department of Education and Training and became a nominated case study for sharing with schools across NSW.

The school's success in implementing the critical aspects of Literacy and Numeracy in the early years was acknowledged by the region and the school was awarded the status of a Best Start Lighthouse School responsible for sharing its best practice with seven other regional schools.

The school was also the recipient of a Director General's School Achievement Award for modelling and sharing "Dynamic, Innovative and Sustainable Practice".

The Commonwealth Government's Building the Education Revolution (BER) program resulted in

the complete refurbishment of 23 classrooms, refurbishment of the school library, the delivery of new classroom furniture and the creation of clean, modern facilities. Interactive whiteboards have been installed in each classroom using school finances and the teachers are looking forward to implementing this technology for learning with the students in 2011.

The energy and expertise of the Lidcombe PS staff and its willingness to embrace educational change for the benefit of all students is second to none.

Sadly the end of the year often brings with it the loss of some familiar faces. At the end of 2010 the school farewelled many staff members who moved on to new journeys in their lives. In particular, I wish to acknowledge and thank Mary Peacock and Gwenda Pearce who both officially retired at the end of the year. Both have played a significant role in driving initiatives and guiding change over many years at Lidcombe PS.



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.

Michael Duffy, Relieving Principal

P & C message

2010 has been a year of change at Lidcombe. We have seen many physical changes to our school thanks to the Building the Education Revolution program. We said farewell to Mary Peacock, our principal of 13 years. This was a major change for Lidcombe but we look forward to welcoming our new principal who will be able to rely on the support of the staff and community in building on the strong foundations already in place.

During 2010, the P & C undertook a number of fundraising activities including Mothers and Fathers Day Stalls, an Election Day Sausage Sizzle, International Food Stalls on "Birds of a Feather" Day, Family Fun Night and our Hamper Raffle. Through these activities we have been able to continue to fund the costs of the air freshener systems in the children's toilets as well as subsidise the Athletics Carnival. Both the Easter Bunny and Santa Claus came to our school bearing gifts. The P & C also contributed \$16,000 to purchase two mobile Interactive Whiteboards for two of our demountable class rooms.

The success of a child's education is brought about by many things – leadership, teachers, buildings, the grounds, the facilities but also support from the people around them. Research shows that parental involvement in education makes a huge difference - children learn better, do better and even stay at school longer. We encourage you to be part of your child's education here at Lidcombe.

Julie Rush, P & C President



"Parental involvement in education makes a huge difference."

Student representative's message

During this spectacular year at Lidcombe Public School we have had the most uplifting time. As

captains we have accomplished many valuable jobs and had fun along the way with our excellent leadership team and fellow Stage 3 students. Lidcombe is a warm and welcoming school, rich in history. It has been an honour to be captains.

This year we have seen changes to our school, with refurbishments to most of the school's classrooms. Stage 3 ran a very successful Challenge Expo Day making a huge \$2700. Some of these funds have been used to buy two outdoor clocks which will be mounted on the back of the hall and on the end of G Block. No one will have an excuse to be late to lines now!

With the leadership team, we have helped out with many of this year's Green events from discos to movie nights. We've been busy at times but recognise that's part of the job as a student leader.

Our seven years at Lidcombe have come to an end. Our time here has been a pleasure and, on behalf of the entire leadership team, we wish good luck to the new leaders of Lidcombe Public School.

Adam Yoon and Adla Mhajer, School Captains



Public education ambassador's report

In 2010, I was chosen to represent Lidcombe Public School as the school's Public Education Ambassador. This gave me the chance to meet 249 other ambassadors at the University of Western Sydney. This was a great opportunity to experience many activities and learn about what it means to be an ambassador. I was presented with my award at the South Western Sydney Regional presentation. I am honoured to have been Lidcombe's Public Education Ambassador.

Adla Mhajer, Public Education Ambassador

Our school at a glance

Students

In March 2010 Lidcombe Public School had an enrolment of 551 students. 24 students were enrolled in classes for students with mild and moderate intellectual disabilities.

91.3% of our students were from language backgrounds other than English with 44 different languages represented across the school. The main language groups were:

- Arabic 14%
- Chinese 24%
- Korean 11%
- Pacific Islander 9%
- Turkish 7%
- Vietnamese 5%

Staff

We had 46 teaching staff working in either a full-time or part-time capacity during 2010. This included seven members on the school leadership team, eighteen classroom teachers and nineteen specialist staff. Further details are on page 6.

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

Throughout 2010 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

Lidcombe Public School has an outstanding reputation as an innovative school with a strong focus on continual improvement in maximising student learning outcomes through high quality teaching practice. In 2010, our school received a Director General's Award for Dynamic, Innovative, Sustainable Practice in recognition of its ongoing initiatives particularly in Best Start, Positive Behaviour Interventions and Supports (PBIS) and the National Partnership Low SES Program.

Student achievement in 2010

In 2010 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 2010, 29% students achieved proficiency (Bands 5 or 6) in reading and 55% achieved proficiency in writing. The overall Year 3 performance in spelling and grammar and punctuation was consistent with the state average.

Numeracy – NAPLAN Year 3

Our overall Year 3 numeracy results were consistent with statistically similar groups of schools (SSG). 26% students demonstrated proficiency in numeracy (Band 5 or 6). Year 3 girls generally outperformed the boys.

Literacy – NAPLAN Year 5

In 2010, our overall Year 5 literacy results showed an upward trend in reading, spelling, grammar and punctuation. 19% Year 5 students demonstrated proficiency in reading (Bands 7 and 8). Average school growth in reading exceeded the state DET by 26.8 points.

Numeracy – NAPLAN Year 5

Overall performance was consistent with the state average. 26% Year 5 students demonstrated proficiency in numeracy (Bands 7 and 8). Average school growth in numeracy exceeded the state by 14.4 points.



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.

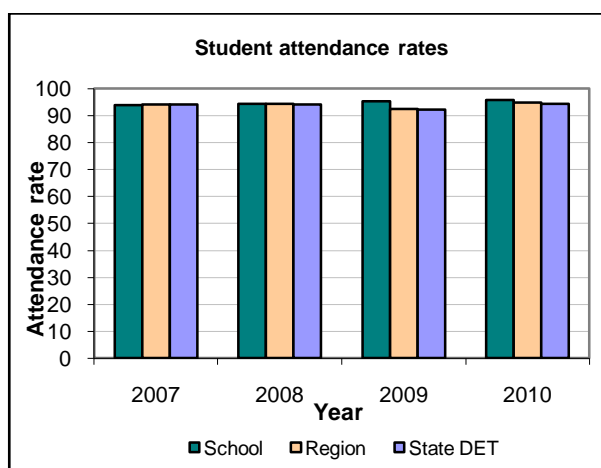
Student enrolment profile

The school experienced an enrolment growth of twenty students in 2010. There has consistently been a slightly higher ratio of boys to girls over the last five years.

	2006	2007	2008	2009	2010
Male	284	293	294	286	305
Female	256	274	277	267	268

Student attendance profile

Daily attendance at Lidcombe Public School has improved by 2% since 2007 and exceeds the state average by 1.4%.



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 93.8% in 2007 to 95.8% in 2010. 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. Daily attendance is also encouraged through the school's merit award system.

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.

Roll Class	Year	Total per Year	Total in Class
K BLUE	K	17	17
K RED	K	19	19
K PURPLE	K	19	19
K YELLOW	K	19	19
1S	1	23	23
1W	1	22	22
1C	1	22	22
1E	1	23	23
2S	2	26	26
2B	2	28	28
2N	2	26	26
S2B	3	11	30
S2B	4	19	30
S2R	3	13	30
S2R	4	17	30
S2G	3	13	30
S2G	4	17	30
S2S	3	13	29
S2S	4	16	29
S2L	3	13	30
S2L	4	17	30
S3M	5	12	26
S3M	6	14	26
S3L	5	15	27
S3L	6	12	27
S3S	5	12	25
S3S	6	13	25
S3T	5	15	28
S3T	6	13	28
S3W	5	13	26
S3W	6	13	26

Structure of classes

A mixture of gender, academic and social ability exists within each class. 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. Years 3-6 were organised as stage-based classes.

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	1.0
Deputy Principal	1.0
Assistant Principal(s)	4.0
Assistant Principal (Special Education)	1.0
Classroom Teachers	20.79
Teacher Early School Support	0.4
Teacher of Mild or Moderate Intellectual Disabilities	2.0
Teacher of Reading Recovery	0.815
Support Teacher Learning Assistance	1.6
Teacher Librarian	1.0
Teacher of Community Languages	2.4
Teacher of ESL	3.8
Counsellor	0.6
School Administrative & Support Staff	7.082
Community Engagement Officer	1.0
Total	48.487

There is one Indigenous person within the school's current staffing arrangements.

Staff retention

Staff mobility at Lidcombe Public School is low with most changes due to staff being on approved maternity leave or leave without pay for personal reasons. Five additional teachers have been employed under the National Partnership Low SES program. Two staff members have accepted temporary higher duties at other schools in 2011. Two staff members retired after many years of continuous service at Lidcombe.

Teacher qualifications

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

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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:	30/11/2010
Income	\$
Balance brought forward	435134.04
Global funds	278624.36
Tied funds	331008.54
School & community sources	119994.48
Interest	25162.61
Trust receipts	16349.05
Canteen	0.00
Total income	1206273.08
Expenditure	
Teaching & learning	
Key learning areas	43562.83
Excursions	27848.88
Extracurricular dissections	47648.38
Library	7987.99
Training & development	1981.76
Tied funds	170730.22
Casual relief teachers	99681.72
Administration & office	51487.10
School-operated canteen	0.00
Utilities	51903.18
Maintenance	25971.11
Trust accounts	19066.71
Capital programs	4986.68
Total expenditure	552856.56
Balance carried forward	653416.52

Of the balance carried forward into 2010 the school held \$31,189.62 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 2010 was therefore \$403,944.42.

A full copy of the school's 2010 financial statement is tabled at the annual general meetings of the School's P & C Association. Further details concerning the statement can be obtained by contacting the school.

School performance 2010

Lidcombe Public School is proud of its outstanding reputation and, throughout the year, the school continued to shine as an exemplar to others. In 2010 Lidcombe Public School:

- received a Director General's School Achievement Award 2010 for its:
 - improved student engagement in learning through quality teaching practice;
 - enhanced resilience, social and emotional well-being for all students; and
 - strengthened teacher capacity to improve student learning in all aspects of the curriculum (emphasis on Reading).
- was awarded a 'School Environment Award' presented at the Auburn Community Pride Award ceremony at Auburn Town Hall.
- shared its teaching practice and school organisation, structures and systems with thirteen student teachers from Korea at the invitation of the Department of Education and Training. Feedback from the Korean teachers indicated that they *"particularly liked the positive attitude and behaviours in the classrooms, well organised lessons, mutual respect between teachers and students, and the energy of teachers which facilitated student learning"*.
- was selected to participate in the Department of Education and Training's Principal for a Day program. The Education Account Director for Adobe Systems Pty Ltd, Wayne Weisse, was our guest for a day. He visited classrooms and gave a presentation on Adobe's educational and administrative software applications to the school executive and School Education Director. We look forward to our continued professional association with Adobe in 2011.

Achievements

Arts

The arts program provides students with opportunities to engage, create, appreciate and perform. In 2010:

- all students performed in the school's annual community celebration. The 2010 theme was "Birds of a Feather". Performance items included speeches, acting, dancing and singing; and
- 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 Dooley's Christmas Fair at Silverwater.

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 2010:

- 68 girls and 62 boys were selected for Primary Schools Sports Association (PSSA) teams. The junior girls oztag team and the junior boys soccer teams reached the semi final stage and the senior girls oztag team competed in the grand final. The junior girls netball team won the 2010 competition;
- 91 students represented Lidcombe PS in the swimming, athletics and cross-country carnivals at district level;
- 24 Lidcombe PS students represented Auburn PSSA at zone carnivals. Five students were Auburn District champions;
- eight students represented the school in district touch football, rugby league, netball and soccer teams; and
- a student represented Sydney West Region (SWPSSA) in athletics (shotput) whilst another represented SWPSSA in rugby league. One talented student represented SWPSSA in netball and touch football.

Other

- 124 students completed the Premier's Reading Challenge;
- Suvrashree Rimal received the Auburn Pictorial Review's School Citizen of the Year award; and
- 29 students competed in the Mathematics Olympiad. Two students scored in the top 10% of all entrants in Australia and New Zealand. Nine students scored in the top 25%.

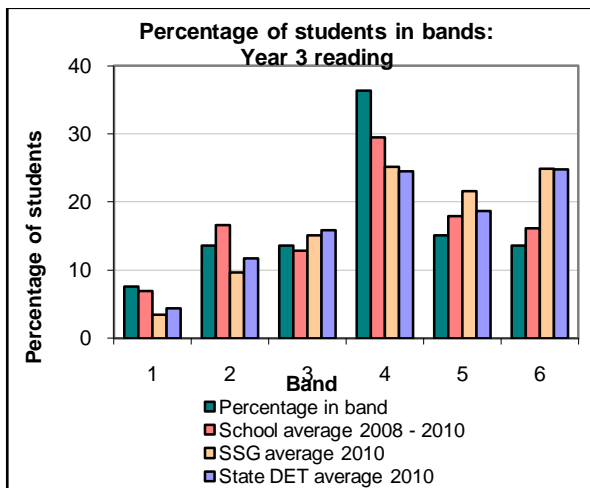
Academic

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.

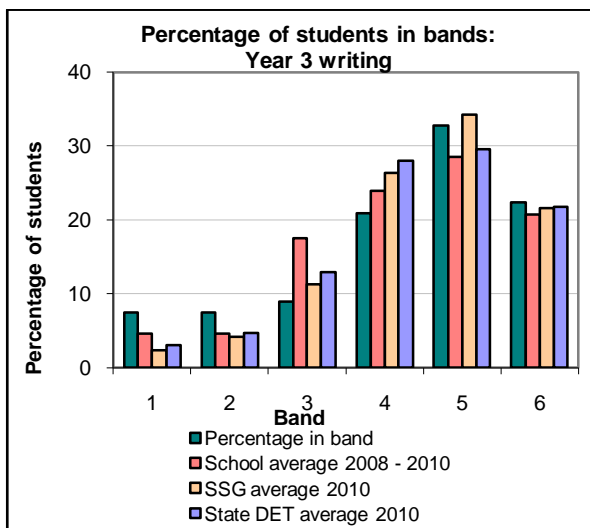
The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Literacy – NAPLAN Year 3

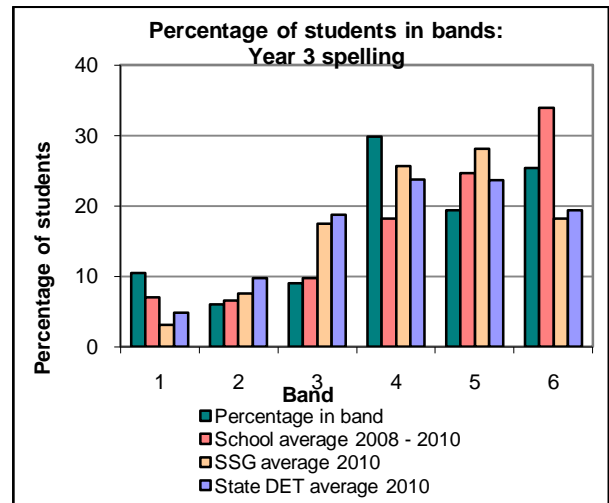
67 Year 3 students completed the NAPLAN literacy tests inclusive of three students in the mild intellectual disability (IM) class. The Year 3 achievement scale ranges from Band 1 (lowest) to Band 6 (highest). The following graphs compare Lidcombe Public School's performance against both Statistically Similar School Groups (SSG) and the state DET.



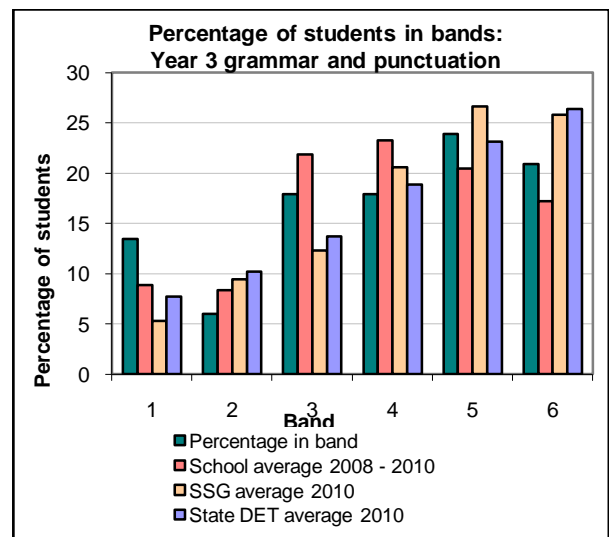
92.4% Year 3 students performed at or above the minimum standard in reading.



92.5% Year 3 students performed at or above the minimum standard in writing. 55% achieved proficiency at Band 5 or Band 6.



89.5% Year 3 students performed at or above the minimum standard in spelling. 44% achieved proficiency at Band 5 or Band 6.

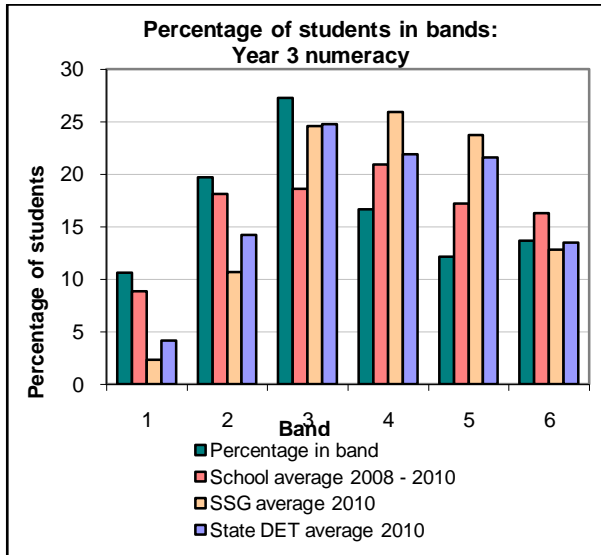


86.6% Year 3 students performed at or above the minimum standard in spelling. 44% achieved proficiency at Band 5 or Band 6.



Numeracy – NAPLAN Year 3

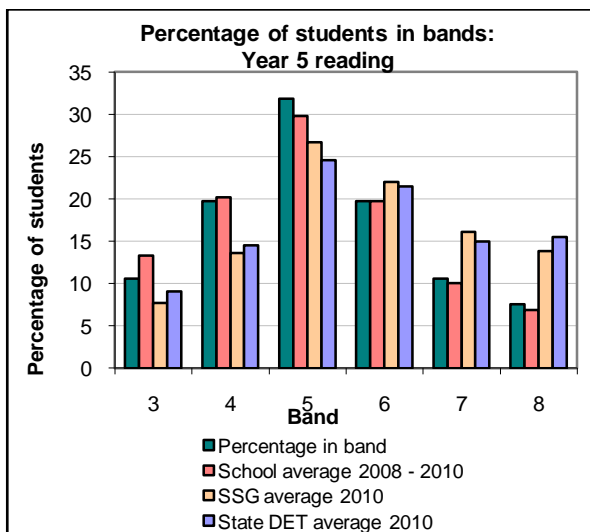
66 Year 3 students completed the NAPLAN numeracy tests inclusive of three students in the mild intellectual disability (IM) class. The Year 3 achievement scale ranges from Band 1 (lowest) to Band 6 (highest).



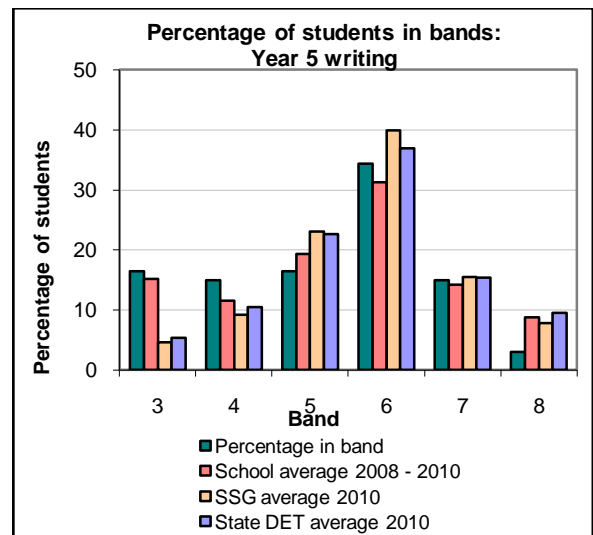
89.4% Year 3 students performed at or above the minimum standard in spelling. 25.7% achieved proficiency at Band 5 or Band 6.

Literacy – NAPLAN Year 5

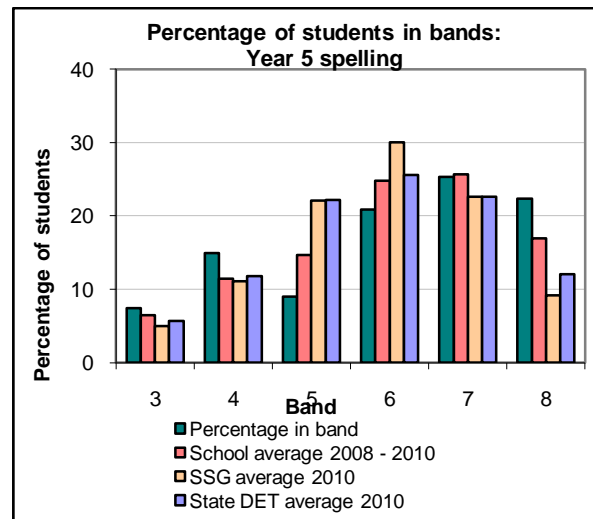
67 Year 5 students completed the NAPLAN literacy tests inclusive of four students in the IM (mild intellectual disability) class. Year 5 ranges from Band 3 (lowest) to Band 8 (highest for Year 5).



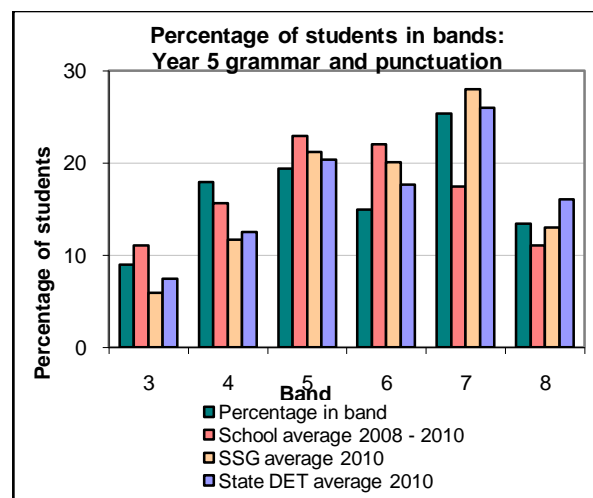
89.4% Year 5 students performed at or above the minimum standard in reading.



83.6% Year 5 students performed at or above the minimum standard in writing.



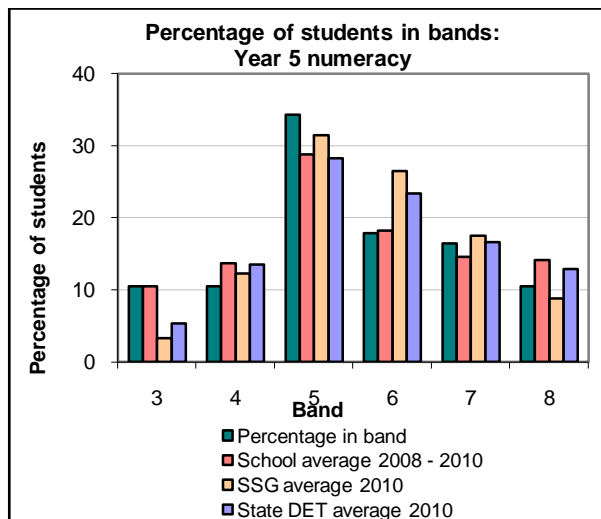
92.5% Year 5 students performed at or above the minimum standard in spelling.



91% Year 5 students performed at or above the minimum standard in grammar and punctuation.

Numeracy – NAPLAN Year 5

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



89.5% Year 5 students performed at or above the minimum standard in numeracy.

Progress in literacy

- Reading

	2006 - 2008	2007 - 2009	2008 - 2010
School	85.9	75.8	110.2
State DET	87.5	88.4	83.4

- Writing

	2006 - 2008	2007 - 2009	2008 - 2010
School	67.8	90.5	59.8
State DET	69.3	57.7	66.8

- Grammar and Punctuation

	2008 - 2010
School	121.5
State DET	95.7

- Spelling

	2008 - 2010
School	108.0
State DET	84.5

Average growth between Year 3 2008 and Year 5 2010 in reading, grammar and punctuation and spelling exceeded the DET state average to a significant extent.

Progress in numeracy

Consistent with previous years, the average growth in numeracy between Year 3 2008 and Year 5 2010 exceeded the state average.

	2006 - 2008	2007 - 2009	2008 - 2010
School	104.8	102.6	102.5
State DET	77.3	93.4	89.3

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	88
Writing	88
Spelling	86
Punctuation and grammar	83
Numeracy	86

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	78
Spelling	86
Punctuation and grammar	85
Numeracy	83



Significant programs and initiatives

Aboriginal education

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

- 'Acknowledgement of 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; 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.

Best start

Lidcombe Public School was identified as a Best Start Lighthouse School in 2010 in recognition of its high quality classroom and school practice.

Early Stage One and Stage One teachers demonstrated their most successful teaching and organisational strategies including:

- sharing data of student achievement and weaknesses within stage teams and with all teaching staff K-6;
- using markers from the 'Critical Aspects' to prioritise and focus explicit instruction for teaching and learning programs;
- setting quantitative targets across Early Stage One; and
- analysing data from formative assessment to set directions for teaching and learning and to measure student performance.

As a Best Start Lighthouse school, students and staff also demonstrated CMIT groups and organisation for the seven network schools.



Multicultural education

Lidcombe Public School embraces its enrolment of 91.3% students with language backgrounds other than English (LBOTE). The school actively promotes an inclusive and racism-free learning and working environment. Multicultural education is embedded in all aspects of teaching and learning.

- 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; and
- Arabic, Chinese and Turkish Community Language lessons operate to assist native speakers of each language to maintain their home language.

Community Language and English as a Second Language (ESL) teachers work with all staff and the community to celebrate cultural diversity and understanding as evidenced by their participation at parent information sessions, Multiculture Cafes, Chinese New Year celebrations, the Multicultural Food Fair and in acting as interpreters.

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 data and recommends targeted interventions for students at risk. In 2010:

- an average 97.9% students K-6 were 'green' each term; and
- anti-bullying lessons and "Stop Walk Talk" strategy were implemented in all school settings.

The Student Engagement committee organised the implementation of anti-bullying lessons. The committee created an Anti-Bullying information leaflet which is available to all parents, new students and teachers.

The Student Engagement committee also engaged in professional dialogue and consultation with staff in preparation for the implementation of PBIS classroom settings in 2011.

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.

National partnership program

Lidcombe Public School was placed on the National Partnerships Low SES School Communities in late 2009 with 2010 being its initial year of implementation. The National Partnerships program has six key reform areas as follows:

- incentives to attract high-performing teachers and principals;
- adoption of best practice performance management and staffing arrangements that articulate a clear role for principals;
- school operational arrangements that encourage innovation and flexibility;
- providing innovative and tailored learning opportunities;
- strengthen school accountability; and
- external partnerships with parents, other schools, businesses and communities and the provision of access to extended services.

As a first priority, financial resources were directed to teacher quality reforms:

- actions to improve the availability of high quality teaching; and
- professional development for school executive and teachers to help them use and analyse student data to cater to student needs.

During 2010, this initial year of National Partnerships implementation, a focus has been placed on the development of school leadership capacity and the enhancement of whole-school teaching practice in reading:

Each executive team member:

- was released from full-time classroom duties to participate in professional development activities one day per week and to work in a team-teaching capacity in reading groups and class observations four-days per week with each of the teams they supervise;
- engaged in an action learning program with an external coach;
- collected and analysed relevant data to track and reinforce progress in student learning;
- formally reported on progress at regular collegial meetings and reflected upon their leadership practice;
- read and discussed relevant professional articles and attended conferences to deepen their professional knowledge and understandings.

Each teacher:

- team taught reading groups with an executive staff member and support personnel;
- implemented explicit and systematic lessons in guided, shared and modelled reading;
- collected, tracked and analysed student data including Best Start and NAPLAN; and
- participated in weekly professional dialogue relating to reading instruction.

In addition:

- a Community Engagement Officer was employed to better inform the parent community about school policy and procedures and how to support their children at school; and
- eighteen interactive whiteboards were purchased through the Low Socio-Economic Status National Partnerships program.

Connected learning

Student access to technology was enhanced by:

- interactive whiteboards (IWBs) and accompanying Apple laptop computers being installed in twenty-two classrooms following the BER refurbishment. Two additional mobile interactive whiteboards were purchased for demountable classrooms by the school P & C;
- eleven Apple Mac computers funded by the DET Technology for Learning program and seven digital cameras being purchased to update the technology room and classrooms; and
- an additional connected classroom being installed in the technology room as part of the BER program.

Staff members were surveyed on their proficiency in applying technology to teaching and learning to better inform 2011 planning:

- 54.3% of staff rated their confidence and ability to implement technology as a teaching tool as 'high' or 'very high';
- none of the staff rated their confidence and ability to implement technology as a teaching tool as 'low'; and
- 45.7% of staff would like to improve their skill level in using interactive whiteboards for teaching and learning.

Environmental education

All students work towards achieving the environmental education outcomes as part of their stage COGs units. In addition:

- a lunchtime gardening club involving thirty Stage 2 students and one teacher, planted flowers and other plants. They also worked hard to maintain the existing grounds, providing general care and maintenance of the school gardens;
- Stage 3 students participated in Auburn City Council's Waste Watcher's program;



- members of the Student Representative Council (SRC) participated in National Tree Day in Schools by planting native shrubs and two citrus trees in and around our school vegetable garden. The plants were donated by Bunnings, Lidcombe. The Community Officer from Bunnings worked with the children on the day; and
- the School Community Engagement Officer worked once per week with a parent group who expressed their interest in caring for the environment and working together in the school garden.

Community access

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 facilities in their local community. In 2010 these included:

- weekly shopping excursions to the local supermarket to buy ingredients for their cooking program;
- participation in a 10 week Tai Chi Qigong program with a qualified instructor organized by Auburn Council. Tai Chi Qigong movements encourage good posture, deep breathing, poise, balance and coordination;
- participation in bike safety training under the supervision of NSW police;
- events organised by the Variety Club, such as an excursion to Sydney Aquarium and the Variety Club Christmas Party;
- attending the Auburn City Council Transport Expo. This was an opportunity for the students to meet their local transport providers in a relaxed and friendly atmosphere. The highlight for the students was participating in a rail safety workshop run by two State Rail Transit Officers. The workshop reinforced many skills needed for their future independent train travel; and
- an excursion to the Powerhouse Museum sponsored by Auburn City Council and organised as an activity for International Day of People with a Disability.

Progress on 2010 targets

Our school develops an Annual Management Plan identifying areas of development. This plan is available on the school website and incorporates agreed targets endorsed by the School Education Director. Our progress towards achievement of the 2010 targets is outlined below:

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)

Our achievements include:

- maintained number of Year 3 students at and below minimum standard in 2010 NAPLAN reading. However, targeted reading support for students from the 2009 cohort resulted in 3% less students achieving at or below minimum standard in school-based testing; and
- a decrease of 3% of Year 5 students at and below minimum standard in 2010 NAPLAN.

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

Our achievements include:

- 18% Year 3 boys achieving proficiency in overall numeracy (NAPLAN). This is below the anticipated target.

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

Our achievements include:

- interactive technologies being installed in all classrooms by the end of 2010;
- an additional connected classroom being installed into the technology room;
- all staff participating in professional development activities which introduced TaLe reading resources based on the four roles of the reader. These were subsequently used as learning objects by students in all stages; and
- a K-6 teaching and learning focus on the development of student skills in visual literacy and reading comprehension.

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

Our achievements include:

- employment of a Community Engagement Officer resulting in regular attendance by parents at information sessions, and community interest groups hosted by the school;



- the formation of a school Communication Team to examine the effectiveness of the school's communication with the community. This resulted in a focus group and parent survey completed by 41% of families; and
- 100% increase in the average attendance at all P & C meetings.

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

Our achievements include:

- all staff being led through a process of deeper understanding of Bloom's Taxonomy and subsequent involvement in professional dialogue to share and enhance teacher knowledge;
- all students being surveyed on the types of reading topics that most interest them. This was to inform future purchases of reading materials; and
- participation by students in lessons and activities to develop real life problem solving skills evidenced in stage/team planning and teaching and learning programs.

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 our school carried out evaluations of Leadership and Mathematics.

Educational and management practice

Background

A major priority of the 2010 School Management Plan was to improve the staff leadership capacity and the quality of teaching and learning (especially reading) in all classrooms in a quality professional learning culture through targeted learning, enhanced quality teaching skills, action learning, coaching and a focus on forward feedback. Therefore, leadership was selected as the focus area in 2010. This report is informed by:

- comparisons made between school leadership and the lessons from the paper: *“Schools that achieve extraordinary success: how some disadvantaged Victorian schools ‘punch above their weight’”* by Vic Zbar, Ross Kimbar and Graham Marshall;
- a reading focus survey implemented as part of the Teacher Annual Review Schedule (TARS); and
- an external facilitator’s report on executive professional learning in 2010.

These documents are available in the National Partnership on Low SES School Communities Situational Analysis Report for Lidcombe Public School 2010.

Findings and conclusions

- all executive members understand and implement the school’s vision (focus on reading) and ownership of that vision is explicit and shared;
- all staff and leaders focus on the key priority of improving reading across the school;
- a strong focus on building teacher capacity is strengthened by the executive action learning program;
- the school builds teaching and leadership expertise using data to drive teaching and learning programs, supported by specialist resources including staff with expertise;

- 100% teachers use data to inform their organisation for reading and spend time with their lowest students on most days;
- 78% teachers reported changes in their teaching practice as a result of team teaching with the executive including an increased focus on critical aspects, SMART data, four literacy resources and increased confidence in using professional judgement; and
- the principles of the executive action learning are based on critical self reflection using the Leadership Capability Framework, using clear leadership goals, realistic actions and quality data.

Future directions

Extend the executive action learning process with an external facilitator into 2011;

Extend and model the process of action learning through stage/team meetings with the executive acting as the facilitators; and

Continue to provide opportunities for all staff to share professional expertise and to facilitate the implementation of school priorities.



Students, executive team members and the community engagement officer share literacy acquisition strategies with parents.

Curriculum

Mathematics K-6 was selected for evaluation in 2010. Evaluation of this key learning area was ongoing. It incorporated professional dialogue, student reporting data and an analysis of classroom practice.

Background

The aim of the Mathematics K–6 syllabus is to develop students' mathematical thinking, understanding, competence and confidence in the application of mathematics, their creativity, enjoyment and appreciation of the subject, and their engagement in lifelong learning. Learning within Mathematics is organised into five strands:

- Number;
- Patterns and Algebra;
- Data;
- Measurement; and
- Space and Geometry.

Findings and conclusions

Teacher programming documents indicate that:

- Working Mathematically outcomes are explicit in the content taught;
- all students complete 4.5 – 6 hours of mathematics instruction per week. This is consistent with Board of Studies recommendations;
- Best Start Numeracy and the Count-Me-In-Too program form the basis of number lessons Early Stage One and Stage One. All planning is based on the NSW Mathematics K-6 syllabus;
- each week students study outcomes from the number strand as well as from one other strand. Links to learning in other key learning areas are built into the learning sequence;
- group work and the use of concrete materials are used to support learning. Specialist staff and technology are used to reinforce concepts and to practise skills;
- an ongoing focus exists on developing each student's capacity to use the language of mathematics; and
- a strong focus exists on the teaching and learning of number facts and times tables in Stage Two and Stage Three.

Regular stage/team meetings occur to:

- collaboratively determine the stage learning sequence in Mathematics, the evidence required for teachers to provide students with feedback on their learning and how well students are achieving in relation to stage outcomes;
- share professional expertise, analyse student achievement and provide a differentiated range of small group opportunities catering for student abilities across all strands,
- collaboratively determine new and additional resources required to support mathematics teaching and learning; and
- identify students for problem solving enrichment experiences such as participation in the Mathematics Olympiad competition.

Future directions

Maintain the existing curriculum focus on Knowledge and Skills and Working Mathematically.

Communication initiative

A school Communication Team was formed in 2010 to reinforce the school's image and reputation. The team examined how perception can override reality and the importance of promotion and effective communication to the community. Achievements include:

- formation of a Communication Team comprising the relieving principal, an assistant principal, a school administrative officer and the community engagement officer;
- development of a new banner statement representative of our school – A dynamic, innovative school always moving forward;
- analysis of our own and a partner school's strengths and weaknesses in presentation;
- a community focus group forum and survey to elicit community perceptions about the school; and
- review of all school communication devices including school newsletters and the website.

Parent, student, and teacher satisfaction

In 2010 the School Communication Team surveyed school families about their perceptions of the school. The survey was informed by a forum attended by invited parents and local business representatives and facilitated by the school's Community Engagement Officer.

41% families responded. Of these, 29% respondents were male, 71% were female. More than 16 language groups were represented in the responses.

More than 95% respondents agreed that:

- the school has a positive and friendly atmosphere where visitors feel welcomed;
- teachers and executive staff are responsive to parent enquiries;
- there is regular communication about upcoming events; and
- parents understand how to approach the school to discuss their children's needs.

More than 90% respondents agreed that:

- the school is well resourced;
- the school provides regular, easy to understand information about student progress and student welfare policies;
- there are effective programs to assist their children in learning how to get along with others;
- the school is successful in teaching literacy and numeracy; and
- teachers help students to achieve their best.

80% respondents agreed that the school has excellent technology resources and there are opportunities for students to participate in a range of sports and team competitions.

76% agreed that students are always well presented in school uniform.

61% respondents agreed that there is a range of extra activities such as music, dance and choir.

Professional learning

\$22,193 was committed to professional learning. Whole school, group and individual professional development was coordinated through the executive team and committee structures.

- \$482.45 was the average expenditure on professional learning per teacher;
- 100% teachers participated in five School Development Days focused on student data analysis, quality teaching and learning, anaphylaxis training, technology, ESL and occupational health and safety.

Other whole-school professional learning activities in 2010 included:

- a strong focus on best practice in ESL pedagogy:
 - sessions led by the Community Language and ESL teachers focused on how students develop literacy in their home languages and how this understanding is applied to the teaching of English;
 - the regional ESL consultant worked with all executive staff to build their leadership capacity in supporting classroom and ESL teachers in increasing student acquisition of English language; and
 - two ESL teachers trained as "Teaching English Language Learners" (TELL) facilitators;
- a focus on applying Bloom's Taxonomy to reading comprehension; and
- training in the TaLe website and software applications.

Nominated staff members participated in external professional learning that targeted school priorities.

Two new scheme teachers achieved accreditation with the NSW Institute of Teachers with a third teacher currently completing the required documentation. Two new scheme teachers were maintaining accreditation at the level of Professional Competence. One teacher completed accreditation at the level of Professional Leadership.

School development 2010-2013

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 2011 are:

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

Targets for 2011

Target 1: To decrease the number of Year 3 students at and below minimum standard by 6% to 12% in NAPLAN Reading and to decrease the number of Year 5 students at and below minimum standard by 5% to 29% in NAPLAN Reading.

Strategies to achieve this target include:

- developing and implementing targeted learning plans in Reading;
- targeting teachers with literacy expertise to develop the capacity of colleagues; and
- ESL professional learning to develop a shared, consistent knowledge and understanding of second language acquisition.

Our success will be measured by analysis of Best Start, Reading Recovery, NAPLAN and ongoing school data

Target 2: To increase by 7% the number of Year 3 boys achieving Proficiency in overall numeracy (NAPLAN) and for 93% Year 3 students to achieve at or above minimum standard

Strategies to achieve this target include:

- systematic and explicit teaching of numeracy in accordance with Mathematics K-6 syllabus;
- ongoing professional development through timetabled stage meetings; and
- ESL teachers' facilitation of classroom lesson planning and delivery.

Our success will be measured by analysis of NAPLAN, school based assessment and reporting data.

Target 3: All K – 6 students use interactive technologies to improve their literacy skills and engagement

Strategies to achieve this target include:

- continued installation of interactive whiteboards and other technology resources to facilitate student skills in visual literacy and reading comprehension; and
- participation in school-based and external professional learning.

Our success will be measured by:

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

Target 4: All students clearly articulate behavioural expectations in classroom settings (PBIS) and to further inform the parent community about school policy and procedures and how to support their children at school.

Strategies to achieve this target include:

- continued implementation of effective classroom engagement, management and organisation strategies to maximise learning;
- participation in school-based and regional PBIS training; and
- informing parent groups of best practices reflecting school priorities.

Our success will be measured by:

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

Target 5: All students participate in quality teaching and learning experiences in Reading that focus on the four key literacy resources (code-breaking, meaning-making, text-using and text-analysing) and all teachers embed ESL and technology in quality teaching and learning experiences in literacy

Strategies to achieve this target include:

- development, implementation and evaluation of professional learning through executive leadership of stage and specialist teams using action learning and coaching; and
- participation in school-based and external professional learning focused on improving student outcomes.

Our success will be measured by:

- analysis of classroom teaching and learning programs; and
- monitoring of 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.

Lindy Bryant	Deputy Principal (Rel)
Lesley Petri	Assistant Principal
Carlene Barrett	Assistant Principal
Lesley Petri	Assistant Principal
Debbie Sage	Assistant Principal
Lisa Shortland	Assistant Principal
Ian Milligan	Quality Teaching C'tee
Vanessa Scelzi	Quality Teaching C'tee
Luci Woolaston	Connected Learning C'tee
Joanne Sturdy	Connected Learning C'tee
Karen Geloven	Student Engagement C'tee
Peter Evans	Student Engagement C'tee
Sara Touchard	Sport Coordinator
Judith Willmott	School Administrative Manager
Julie Rush	President, P & C Association & Community Engagement Officer
Michael Duffy	Principal (Rel)



School contact information

Lidcombe Public School
Mills Street, Lidcombe NSW 2141

Ph: 9649 7576

9649 6527

Fax: 9749 1197

Email: lidcombe-p.school@det.nsw.edu.au

Web: www.lidcombe-p.schools.nsw.edu.au

School Code: 2394

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>

