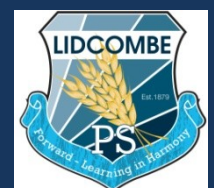




# Lidcombe Public School

## Annual School Report

2011



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## Our school at a glance

### Students

Lidcombe Public School's greatest asset is its students.

Our students bring a mix of rich cultural diversity and a solid values structure to this school. Students with a language background other than English account for about 91% of our school's population. Three students in our school identify as Aboriginal.

At the end of 2011, our school enrolment was 555 and Lidcombe Public School had 24 classes.

### Staff

The teachers, support staff and office staff of Lidcombe Public School are highly regarded, professional individuals who work with parents and the wider community to provide an exciting and comprehensive educational experience for the children in our care.

At Lidcombe Public School, we had 58 permanent and part time staff members during 2011.

The teaching staff included seven executive, 24 classroom teachers, eleven specialist support staff and a school counsellor three days a week.

Both parents and teachers are well supported by our thoroughly professional and supportive administration team. Our teaching staff, meticulous, dedicated and committed, meet the professional requirements for teaching in NSW public schools.

### 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. We are seen throughout our district as a dynamic and innovative school, a leading school with the success of our Best Start, Teaching English Language Learners (TELL), Language, Learning and Literacy program (L3), Positive Behaviour Interventions and Supports



(PBIS) and the National Partnership Low SES Program.

## Student achievement in 2011

In 2011 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)

## Messages

### Principal's message

Lidcombe Public School has served the local community for 132 years, having been established in 1879. The school has established a reputation for providing quality education and the pursuit of excellence which emphasises: the development of strong literacy and numeracy skills; a commitment to positive student welfare; and home/school partnerships encouraging effective learning.

Our aim is to enhance and maintain a positive, co-operative, educational environment that produces literate, numerate, well-educated citizens. Students will have the capability, independence and confidence to make a positive contribution to our society.

Our school motto is "Forward – Learning in Harmony". To support this, our staff, students and community identify with a series of core values that underpin school policies and practices. They include:-

- Lidcombe Public School provides a stimulating and innovative educational environment in which students are supported in realising the full extent of their abilities.
- Students, parents, staff and the community work collaboratively to ensure positive self-esteem and high expectations.
- We expect and encourage students to become active, responsible learners and mature contributing members of an ever changing society.
- Students demonstrate respect for themselves and others, for education,

property, laws, traditions and the environment.

- As teachers, we are committed to lifelong learning for ourselves and the students.

Our involvement in major funding programs were finished as of early 2011, and we were indeed most fortunate to have had the opportunity to use this funding to dramatically improve the look of our school. The Commonwealth Government's "Building the Education Revolution" (BER program) helped us with the refurbishment of every classroom within A, C, D and G Blocks, as well as putting smartboards into all of our classrooms. Also in 2011, we upgraded our playground areas underneath our COLA and the Basketball/Netball court and improved the amount of shade available to our students by putting in shade sails in 3 different playground areas. Overriding all of this, was the fact that we spent over \$30 000 on new reading resources for the students to keep them enthused about learning to read.

As part of the Principal's Building Priority Program (PBPP), we had extensive work performed on all our toilet blocks in Block G (both ends), Block D and Block I. Work included replacing toilet bowls, cisterns, tiling, partitions and urinals. Two of our main toilet areas also received a coat of paint.



As a school, we strive to provide a balanced and comprehensive curriculum that caters for students, as well as extra-curricular activities that provide a range of opportunities for the interests and talents of our students. I am very proud of the achievements of our students in academic, cultural and sporting domains throughout the year. In 2011 these opportunities

have ranged from participation of our choirs at Dooleys annual Christmas show, participation of 98% of our students in wonderful “Green” events for great behaviour culminating in a wonderful program at the end of the year, “Multicultural for a Day”, Stage 3 Challenge Expo and our whole school participation in speaking competitions. There was also involvement in a wide range of sporting opportunities which included regular PSSA sport on Fridays and record numbers of students representing our school in District or Area teams.

The success of Lidcombe P.S. can be attributed to a very hard working and talented staff, well organised and supportive parent organisations (P&C) and initiatives (parent groups run by our Community Engagement Officer, Julie Rush), an appreciative local community, tremendously supportive parents who want the best possible educational experiences for their children, and a wonderful group of students who are always willing to ‘have a go’ and accept new challenges.

I would like to thank the school community for their encouragement over the last year. To the students, I would like to acknowledge and thank them for their wonderful attitude to personal best learning and creating a very positive atmosphere.

I am also indebted to the great staff we have, and am very appreciative and proud of all that they do to make our school a better place.



Congratulations to our major award winners as well for 2011. The perpetual Dickeson-Meader scholarship for \$500 was won by Martin Ly (S3D). Our Fred Deery RSL Peace and Friendship award was won by Aditya Vijayaraghavan (1W), the Former Lodge, Jonathan Green awards for excellence in Literacy and Numeracy were won

by Astha Malik (S3S – Literacy) and Benjamin Lam (S3J - Numeracy). The School Citizenship Award was won by Isaac Vati (S3W). The Sportsperson of the Year award (The Peter James Savage Memorial Award) was won by Phillip Fanene Tupai (S3S), and the Library Monitor of the Year Award was won by the Cherise Hoang (S2R). The major award for the Maths Olympiad was awarded to Christine Lai (S3D) for the highest total score for the school. My two special Principal’s awards were won by Fenix Jaitong (KY), who worked so very hard during 2011 and Ibrahim Taha (S3D), whose presence on a stage when speaking in front of an audience makes me think he has prime minister written all over him.

It is with pleasure that I present my first annual school report at Lidcombe P.S., acknowledging the exemplary achievements of Lidcombe Public School, students, staff and parents in 2011.

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.

**Matthew Lewis**

**Principal**



### **P & C message**

Strong partnerships between schools, families and the community are paramount in helping improve educational outcomes for children. The P & C plays an important role in encouraging these partnerships and supporting the school.

2011 has been another busy year for Lidcombe Public School P & C. Our major fundraisers included Family Fun Night and Hamper Raffle and our International Food Stalls on Animals Alive Day. Along with these fundraisers we have also had Mother's and Father's Day Stalls, an Election Day Sausage Sizzle and a Bunnings BBQ. These activities have raised approximately \$11,000.00 for the school.

This money has enabled us to donate \$1,000 to the library to purchase a range of books including bilingual and fiction books for our stage 2 and stage 3 children. We also provided \$2,000 towards the cost of buses for all stages this year to help give our children the opportunity to go on excursions which enhance the learning already being done in the classroom. As well, all 2012 kindergarten children have been presented with new library bags. The P & C is also subsidising the cost of "Multicultural for a Day", the last Green event for 2011 by \$5 per student which totals approximately \$2,500-00.

As the year comes to a close we have approximately \$10,000 in our account which stands us in good stead for 2012.

A major initiative in 2011 saw the P&C take on the challenge of running the School Uniform Shop. This has proved popular with our parents to date and we look forward to this being a highly successful venture in the years to come.

Of course, none of these things would be possible without the continued support of our great community. To all the parents and families, and all those who have helped out in some way during the year, on behalf of the P&C Committee I offer you our sincere thanks for everything you do.

On behalf of the P & C I would like to take this opportunity to thank Mr. Lewis and all the hard working staff at Lidcombe Public School for the great job they are doing. Your dedication and commitment to our children is hugely appreciated and we look forward to continuing our close working relationship.

I would also like to thank the P&C executive, Melissa Pene, Sonia Lopes, Lulu Aaron and Arzu

Andeder for their hard work throughout 2011, your support is greatly appreciated.

I encourage all of you to consider the best way you can be involved in your children's education in 2012.

**Julie Rush**

**P&C President**

### **Student Representative's message**

2011 has come to an end and we've done many enjoyable and helpful things to support our school with the SRC. We organised fundraising and learned how to run an SRC meeting and take minutes. We used the school server to create an SRC chat page where we could share our ideas for the school.

This year Lidcombe Public School raised a total of \$1374 for the Schoolaid Flood Relief, \$1484 for the Japan/ New Zealand Disasters and \$970 with a pink mufti day for Breast Cancer Awareness. We also raised a considerable amount of money through our Stage 3 Challenge Expo Day which has been used for school resources.

During the year the SRC designed and printed colourful posters to tell the students about playground activities and later we designed a survey to assess the results of the activities.

The leadership team proudly helped with many Green events this year including a disco, the Drumming Workshop and "Multicultural for a Day".

As captains, we both have accomplished many things. We've developed more confidence in public speaking and leadership qualities through running the school assemblies. We have worked with our fellow students to make things happen. We've enjoyed our time at Lidcombe Public School and, with the leadership team, and wish good luck to the new leaders for 2012.

**Ben Lam and Christine Lai**

**School Captains**





## Public Education Ambassador's report

In 2011 I was privileged to represent my school as Public Education Ambassador. I was given the opportunity to meet other ambassadors at two prestigious events. I experienced various activities that taught me how to be a responsible member of the community. I have learnt many leadership skills and met many people who have inspired me deeply.

On Thursday 4<sup>th</sup> August 2011, I attended the South West Sydney Regional Ambassador's Day at Sydney Olympic Park. The day started with a welcome to country by Uncle Greg Simms, an Aboriginal elder, followed by a congratulatory address by Tom Urry, the regional director. Mario Fenech spoke about violence against women and how it is unacceptable. Annabelle Williams, an Australian paralympian, told us about her life and her struggles living without a left hand. I personally found this speech quite inspiring because it proves you can do anything to which you set your mind.

I was awarded a certificate and badge at the South Western Sydney Regional presentation. It has been an honour to be Lidcombe Public School's Public Education Ambassador.

**Astha Malik**

**Public Education Ambassador**

## 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.

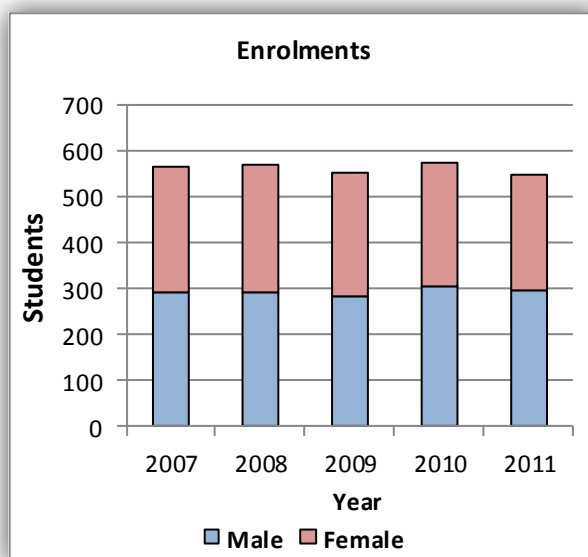
### Student enrolment profile

In 2011, the year closed with 555 enrolments, higher than the semester one figures actually show. In Kindergarten we had 74 students, 71 in Year 1, 88 in Year 2, 76 in Year 3, 70 in Year 4, 81 in Year 5, and 71 in Year 6. We also had 24 students enrolled in our special education unit.

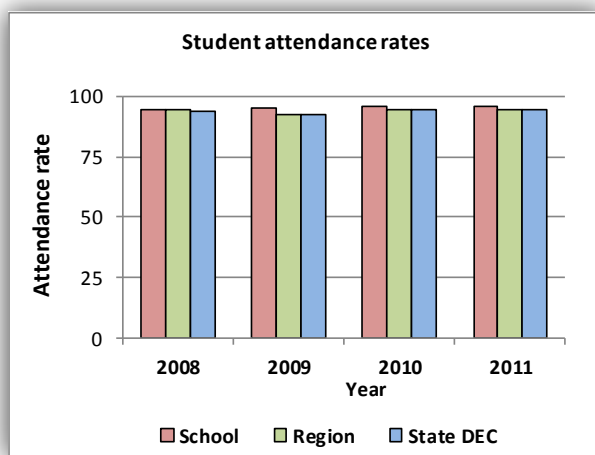


### Student Enrolment

Gender	2007	2008	2009	2010	2011
Male	293	294	286	305	295
Female	274	277	267	268	254



## Student attendance profile



School attendance (95.5% in 2011) is consistent with previous years and higher than region (94.6%) and state (94.3%) averages. As Lidcombe P.S. has a warm, enjoyable and safe atmosphere we are confident that our attendance rates will exceed what we have achieved in previous years.

School	Year	2008	2009	2010	2011
	K		95.2	96.7	93.2
1		95.0	94.8	96.4	
2		94.9	95.2	95.5	
3		94.8	95.3	96.3	
4		96.9	96.2	95.9	
5		96.1	96.2	96.3	
6		95.8	96.5	94.8	
<b>Total</b>		<b>94.4</b>	<b>95.4</b>	<b>95.8</b>	<b>95.5</b>

## 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. The Learning Support Team proactively supports class teachers in monitoring student attendance through regular checking of class attendance rolls and liaising with the executive accountable for each stage of students. Daily attendance is also encouraged through the school's merit award system and open, transparent communication with the school community.

## Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

Class Sizes				Total	In
Roll class	Year	Total per year	Total	class	
K BLUE	K	19	19		
K PURPLE	K	17	17		
K RED	K	18	18		
K YELLOW	K	20	20		
1-2T	1	9	23		
1M	1	22	22		
1S	1	20	20		
1W	1	21	21		
1-2T	2	14	23		
2K	2	24	24		
2L	2	26	26		
2S	2	24	24		
S2B	3	15	29		
S2J	3	14	29		
S2R	3	17	30		
S2S	3	15	29		
S2T	3	15	29		
S2B	4	14	29		
S2J	4	15	29		
S2R	4	13	30		
S2S	4	14	29		
S2T	4	14	29		
S3D	5	17	31		
S3H	5	15	30		
S3J	5	15	30		
S3S	5	18	30		
S3W	5	16	31		
S3D	6	14	31		

S3H	6	15	30
S3J	6	15	30
S3S	6	12	30
S3W	6	15	31

## Structure of classes

A variety of criteria is used to form classes at Lidcombe Public School. Please note, these criteria are not in order of importance.

- Friendship – students who need support from a close friend.
- Friendship – students who are too friendly and are best separated to ensure productive work practices.
- Behaviour Problems – students who are best separated.
- Learning Difficulties – students who are experiencing difficulties are spread between available classes so specialist support staff can most effectively meet their needs.
- Personalities – in some special cases the personalities of both the students and teachers are considered before a decision is made regarding the placement of a student.
- Gender Balance – where possible a balance of boys and girls is maintained in each class.
- Siblings – where siblings are one grade apart, where possible, they are not placed in multi-age classes (composite) where they will be sharing the same friendship groups.

As well as the above criteria, all classes have been formed to be as academically balanced as possible.

## Staff establishment

Position	Number
Principal	1.0
Deputy Principal(s)	1.0
Assistant Principal(s)	4.0
Assistant Principal(s) Special Education	1.0

Classroom Teachers	21.0
Teacher Early School Support	0.4
Teacher of Mild Intellectual Disabilities	3.0
Teacher of Reading Recovery	1.615
Support Teacher Learning Assistance	1.6
Teacher Librarian	1.0
Teacher of Community Languages	2.4
Teacher of ESL	3.6
Counsellor	0.6
School Administrative & Support Staff	7.082
Community Engagement Officer	1.0
<b>Total</b>	<b>50.297</b>

Please note that this figure does not include the part time staff members who teach release from face to face. The National Education Agreement requires schools to report on Indigenous composition of their workforce, of which we have one member of staff of Aboriginal descent. (This includes the positions we created under the Low SES National Partnership funding.)

## Staff retention

Staff mobility at Lidcombe Public School is going through some changes due to transfers, 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.





## Teacher qualifications

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

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:	30/11/2011
<b>Income</b>	<b>\$</b>
Balance brought forward	653376.52
Global funds	302994.08
Tied funds	121581.73
School & community sources	144462.36
Interest	29205.83
Trust receipts	13090.40
Canteen	0.00
Total income	<u>1264710.92</u>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	66925.37
Excursions	38299.48
Extracurricular dissections	91137.42
Library	15992.61
Training & development	2475.78
Tied funds	239701.63
Casual relief teachers	111784.34
Administration & office	136225.39
School-operated canteen	0.00
Utilities	63556.10
Maintenance	28231.19
Trust accounts	35672.24
Capital programs	175067.49
Total expenditure	<u>1005069.04</u>
<b>Balance carried forward</b>	<u><u>259641.88</u></u>

A full copy of the school's 2011 financial statement is tabled at the annual general meeting of the P&C Association. Further details

concerning the statement can be obtained by contacting the school.

## School performance 2011

### Achievements

#### Arts

- All students performed in the school's annual community celebration. The 2011 theme was "Animals Alive". 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 Dooley's Christmas Fair at Silverwater.
- The senior choir ensemble (16 students) performed at the opening of the newly refurbished Lidcombe Fire Station.

#### 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. 59 girls and 53 boys were selected for Primary Schools Sports Association (PSSA) teams consisting of netball, girls and boys oztag, soccer and newcombe ball. The junior and senior soccer and netball teams competed in the semi finals. The senior girls oztag team competed in the grand final. The junior girls oztag team and the senior boys oztag team won their 2011 competitions. Other highlights for 2011 were:-

- 73 students represented Lidcombe PS at Auburn zone level in swimming, athletics and cross country.
- Two students represented the school for Auburn Zone rugby league at the Sydney West Regional trials.
- Four students represented the school for Auburn Zone football (soccer) at the Sydney West Regional trials.
- Eight students were awarded as Auburn district champions in swimming, cross country and athletics.

- 29 Lidcombe PS students represented Auburn PSSA at swimming, athletics and cross country regional carnivals.
- One student participated in the Sydney West rugby league 11 years team at the NSWPSA state carnival.



- One student participated in the Sydney West rugby union team at the NSWPSA state carnival.
- One student participated in the Sydney West Regional basketball team at the NSWPSA state carnival.
- One student qualified represented Sydney West Region at the NSWPSA Swimming Championships.



## Other

- 28 students participated in the Australasian Problem Solving Mathematical Olympiad. One student scored in the top 10% of all entrants across Australia and New Zealand. Nine students scored in the top 25%.

- Students in K-6 were encouraged to participate in the Premier's Reading Challenge. In total 195 students were successful this year. This was an increase of 60% participation from last year. Participation rates were highest in the K-2 classes. This year thirteen students received a gold certificate for four successful years in the Challenge.
- Lidcombe P.S. shared its teaching practice and school organisation, structures and systems with ten teachers from Fiji at the invitation of the Department of Education and Communities and the University of Western Sydney. Feedback from the Fijian 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*"; and
- Yusuf Yatkin received the Auburn Pictorial Review's School Citizen of the Year award.

## Academic

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

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

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

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



## Literacy – NAPLAN Year 3

In 2011, 33% students achieved proficiency (Band 5 or 6) in reading and 53% achieved proficiency in writing. The overall Year 3 performance in spelling was consistent with the state, but grammar and punctuation was slightly below local school group average.

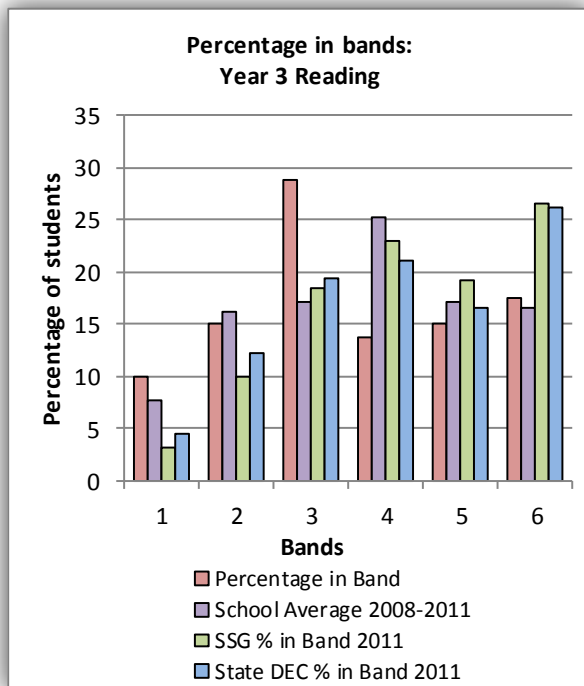
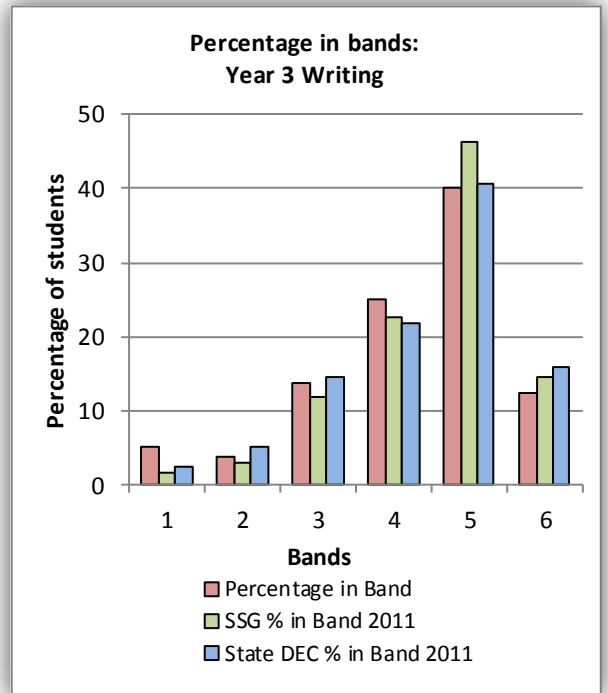
### Year 3 NAPLAN Reading

	School	SSG	State DEC			
<b>Average score, 2011</b>	387.6	421.7	415.6			
<b>Skill Band Distribution</b>						
Band	1	2	3	4	5	6
Number in Band	8	12	23	11	12	14
Percentage in Band	10.0	15.0	28.8	13.8	15.0	17.5
School Average 2008-2011	7.7	16.2	17.2	25.3	17.2	16.5
SSG % in Band 2011	3.2	9.9	18.4	22.9	19.2	26.5
State DEC % in Band 2011	4.6	12.2	19.4	21.1	16.6	26.2



### Year 3 NAPLAN Writing

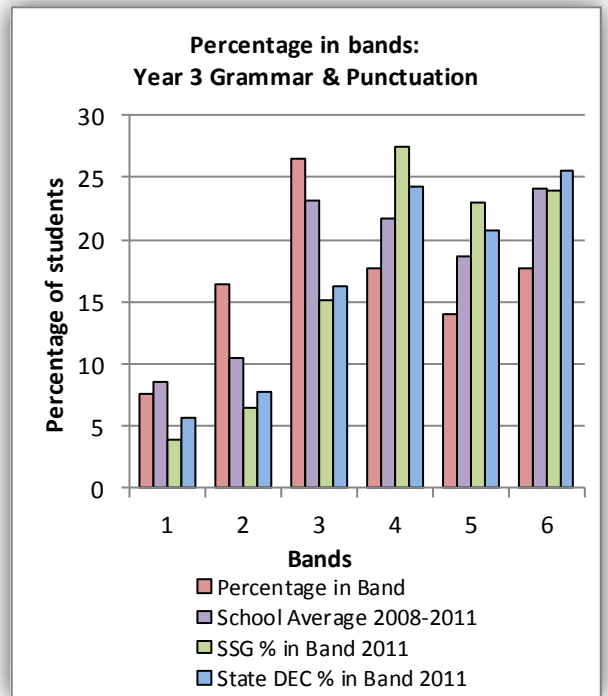
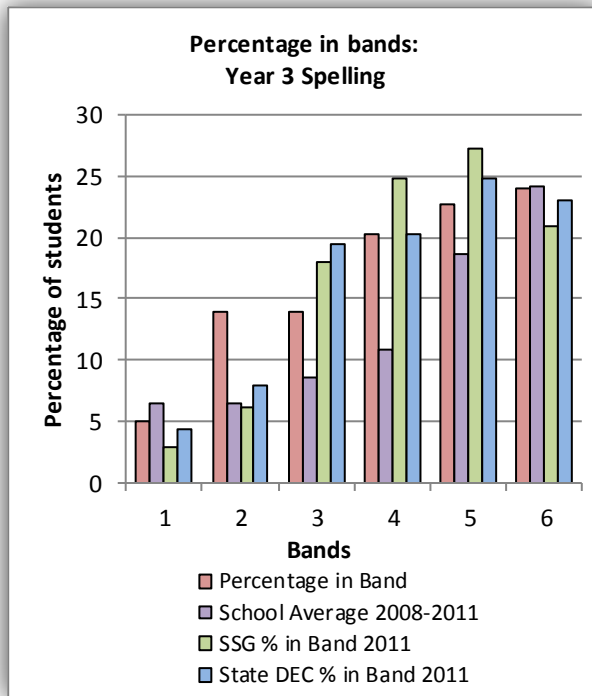
	School	SSG	State DEC			
<b>Average score, 2011</b>	412.0	428.9	422.4			
<b>Skill Band Distribution</b>						
Band	1	2	3	4	5	6
Number in Band	4	3	11	20	32	10
Percentage in Band	5.0	3.8	13.8	25.0	40.0	12.5
SSG % in Band 2011	1.7	2.9	11.9	22.7	46.4	14.4
State DEC % in Band 2011	2.5	5.0	14.4	21.7	40.7	15.8



### Year 3 NAPLAN Spelling

	School	SSG	State DEC			
<b>Average score, 2011</b>	408.5	418.4	415.5			
<b>Skill Band Distribution</b>						
Band	1	2	3	4	5	6
Number in Band	4	11	11	16	18	19
Percentage in Band	5.1	13.9	13.9	20.3	22.8	24.1
School Average 2008-2011	6.5	6.5	8.5	10.9	18.7	24.1
SSG % in Band 2011	2.9	6.2	18.0	24.8	27.2	20.9
State DEC % in Band 2011	4.4	7.9	19.4	20.3	24.8	23.1





**Year 3 NAPLAN Grammar and Punctuation**

	School	SSG	State DEC
<b>Average score, 2011</b>	399.6	426.7	422.9

Band	1	2	3	4	5	6
Number in Band	6	13	21	14	11	14
Percentage in Band	7.6	16.5	26.6	17.7	13.9	17.7
School Average 2008-2011	8.5	10.5	23.1	21.8	18.7	24.1
SSG % in Band 2011	3.9	6.4	15.2	27.5	23.0	24.0
State DEC % in Band 2011	5.6	7.8	16.2	24.2	20.7	25.5

**Numeracy – NAPLAN Year 3**

Our overall Year 3 numeracy results show trend data consistent with local school group. 23% students demonstrated proficiency in numeracy (Band 5 or 6). For data, measurement, space and geometry performance was consistent with state average.

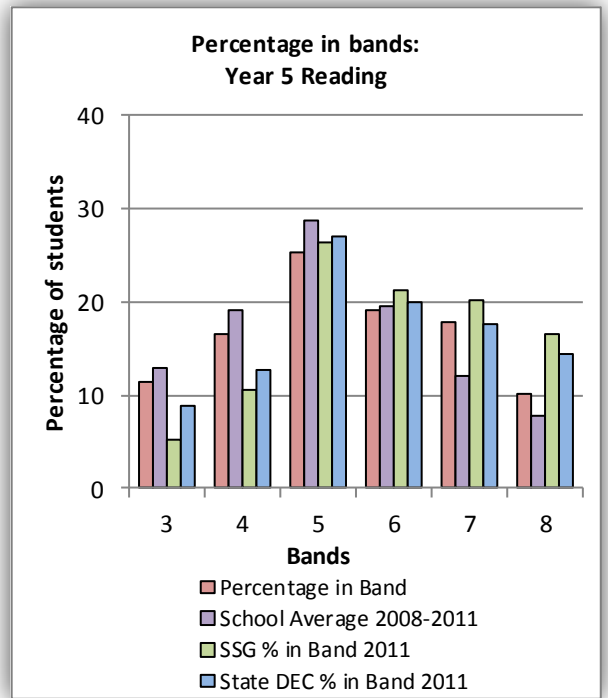
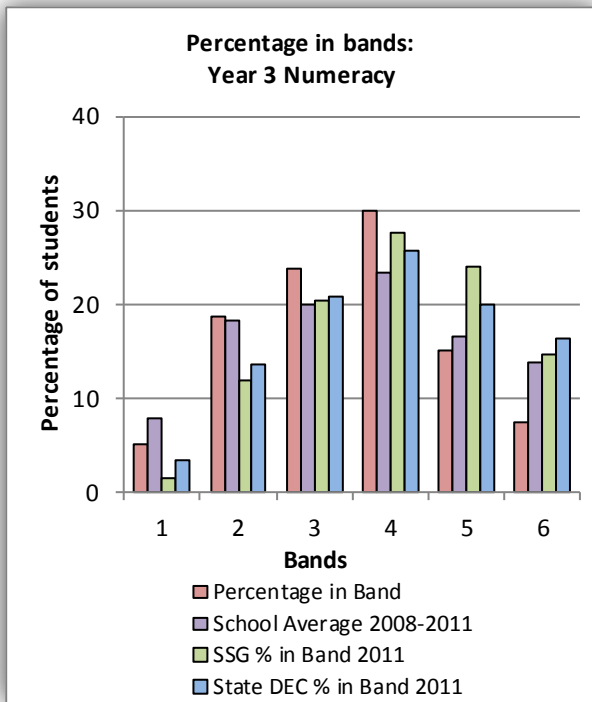
**Year 3 NAPLAN Numeracy**

	School	SSG	State DEC
<b>Average score, 2011</b>	375.8	405.1	400.9

Band	1	2	3	4	5	6
Number in Band	4	15	19	24	12	6
Percentage in Band	5.0	18.8	23.8	30.0	15.0	7.5
School Average 2008-2011	7.8	18.3	20.0	23.4	16.6	13.9
SSG % in Band 2011	1.5	11.9	20.4	27.5	24.1	14.7
State DEC % in Band 2011	3.5	13.6	20.8	25.7	20.0	16.4





### Literacy – NAPLAN Year 5

In 2011, our overall Year 5 literacy results show an upward trend, contrary to both region and state results. 28% students achieved proficiency (Band 7 or 8) in reading. 53.5% of students achieved greater than or equal to expected growth. 30% students achieved proficiency in writing. Year 5 performance in spelling is significantly above state average and grammar and punctuation shows a sharp upward trend. ‘



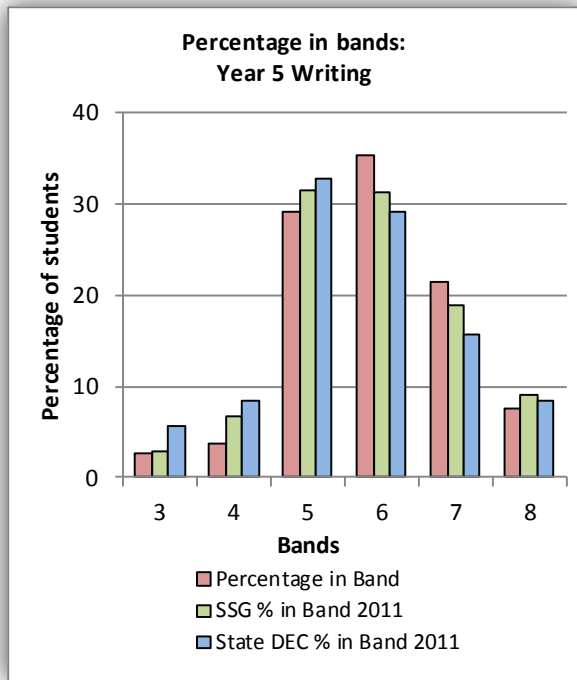
#### Year 5 NAPLAN Reading

	School	SSG	State DEC			
<b>Average score, 2011</b>	473.4	500.4	489.0			
<b>Skill Band Distribution</b>						
Band	3	4	5	6	7	8
Number in Band	9	13	20	15	14	8
Percentage in Band	11.4	16.5	25.3	19.0	17.7	10.1
School Average 2008-2011	12.8	19.2	28.6	19.5	12.1	7.7
SSG % in Band 2011	5.1	10.6	26.4	21.2	20.2	16.5
State DEC % in Band 2011	8.8	12.6	27.0	19.9	17.5	14.3

#### Year 5 NAPLAN Writing

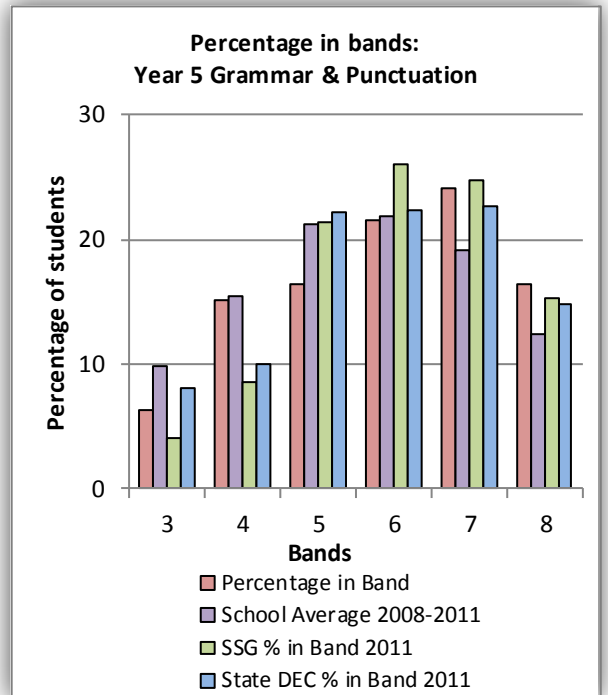
	School	SSG	State DEC			
<b>Average score, 2011</b>	500.5	497.1	486.6			
<b>Skill Band Distribution</b>						
Band	3	4	5	6	7	8
Number in Band	2	3	23	28	17	6
Percentage in Band	2.5	3.8	29.1	35.4	21.5	7.6
SSG % in Band 2011	2.9	6.6	31.4	31.2	18.8	9.1
State DEC % in Band 2011	5.6	8.4	32.7	29.2	15.7	8.4





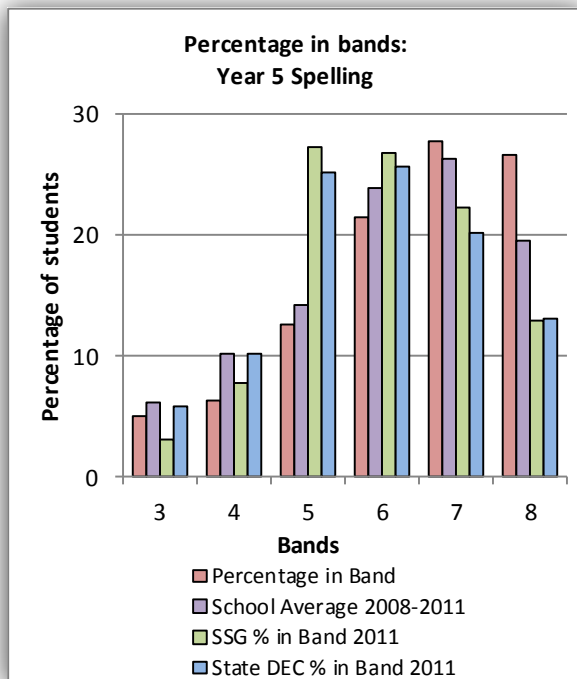
**Year 5 NAPLAN Grammar and Punctuation**

	School	SSG	State DEC			
<b>Average score, 2011</b>	505.1	511.3	500.7			
<b>Skill Band Distribution</b>						
Band	3	4	5	6	7	8
Number in Band	5	12	13	17	19	13
Percentage in Band	6.3	15.2	16.5	21.5	24.1	16.5
School Average 2008-2011	9.8	15.5	21.2	21.9	19.2	12.5
SSG % in Band 2011	4.0	8.5	21.4	26.0	24.8	15.3
State DEC % in Band 2011	8.0	10.0	22.1	22.4	22.6	14.8



**Year 5 NAPLAN Spelling**

	School	SSG	State DEC			
<b>Average score, 2011</b>	522.9	500.2	493.7			
<b>Skill Band Distribution</b>						
Band	3	4	5	6	7	8
Number in Band	4	5	10	17	22	21
Percentage in Band	5.1	6.3	12.7	21.5	27.8	26.6
School Average 2008-2011	6.1	10.1	14.1	23.9	26.3	19.5
SSG % in Band 2011	3.1	7.7	27.3	26.8	22.3	12.9
State DEC % in Band 2011	5.8	10.1	25.2	25.7	20.2	13.1



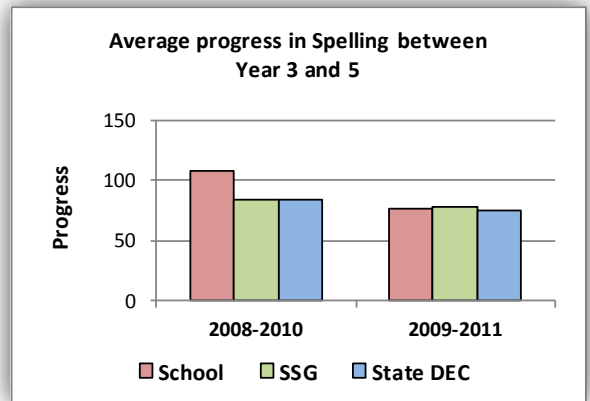
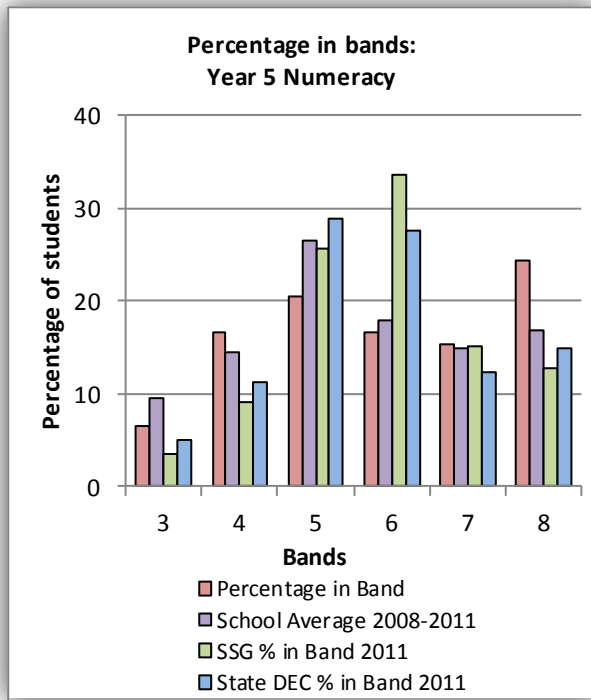
**Numeracy – NAPLAN Year 5**

Our overall Year 5 numeracy results show trend data above state average. 39% students demonstrated proficiency in numeracy in Band 7 or 8 (33% state). In number, patterns and algebra boys performance was 10% above state average.

**Year 5 NAPLAN Numeracy**

	School	SSG	State DEC			
<b>Average score, 2011</b>	504.3	499.8	495.9			
<b>Skill Band Distribution</b>						
Band	3	4	5	6	7	8
Number in Band	5	13	16	13	12	19
Percentage in Band	6.4	16.7	20.5	16.7	15.4	24.4
School Average 2008-2011	9.4	14.5	26.6	17.8	14.8	16.8
SSG % in Band 2011	3.6	9.1	25.7	33.7	15.1	12.8
State DEC % in Band 2011	5.0	11.3	28.8	27.6	12.4	14.8





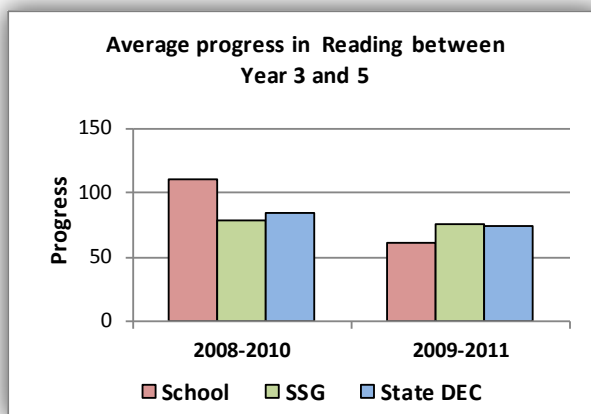
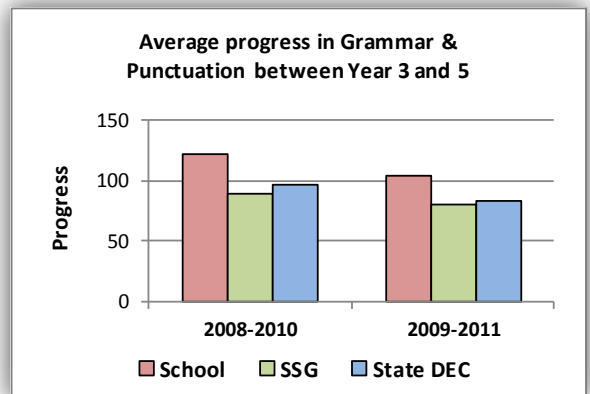
**Average progress in Spelling  
between Year 3 and 5\***

	2008-2010	2009-2011
<b>School</b>	108.0	77.1
<b>SSG</b>	83.5	77.4
<b>State DEC</b>	84.5	75.4

### Progress in literacy

**Average progress in Reading  
between Year 3 and 5\***

	2008-2010	2009-2011
<b>School</b>	110.2	61.6
<b>SSG</b>	79.2	75.6
<b>State DEC</b>	83.7	74.0



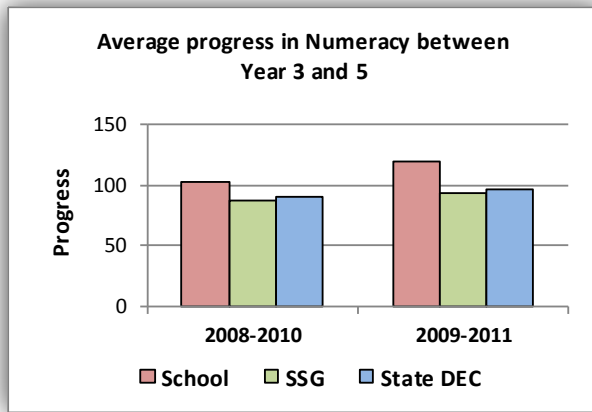
**Note:** Average progress for Writing 2009-2011 is **not** displayed due to the change in the Writing scale from Narrative to Persuasive.

**Average progress in Reading  
between Year 3 and 5\***

	2008-2010	2009-2011
<b>School</b>	110.2	61.6
<b>SSG</b>	79.2	75.6
<b>State DEC</b>	83.7	74.0

**Average progress in Numeracy  
between Year 3 and 5\***

	2008-2010	2009-2011
<b>School</b>	102.5	119.3
<b>SSG</b>	87.0	93.2
<b>State DEC</b>	89.6	95.8



### 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 achieving at or above minimum standard (exempt students included)	
Reading	88.9
Writing	93.8
Spelling	93.8
Grammar & Punctuation	91.3
Numeracy	93.8

Percentage of Year 5 students achieving at or above minimum standard (exempt students included)	
Reading	87.5
Writing	96.3
Spelling	94.9
Grammar & Punctuation	93.7
Numeracy	92.4

## 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 and a Personalised Learning Plan is designed and implemented for each student.

### Multicultural education

Lidcombe Public School embraces its enrolment of 90.8% students with language background 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, talking and listening in English;

The school's priority in 2011 was to build teacher capacity and increase teachers' understandings of effective ESL pedagogy to improve language and literacy outcomes for all students. All teaching staff and the community engagement officer participated in the Teaching English Language Learners (TELL) course facilitated by the school's ESL (English as a second language) team. This professional learning was actively supported by the school executive and South Western Sydney Regional ESL/Multicultural consultant.



The 2011 ESL allocation was reduced from 3.8 to 3.6. The difference (0.2 or 1 day) ESL teacher was purchased by the school using 2011 Low SES National Partnerships funding to ensure successful facilitation of the TELL course in 2011.

In 2011 the school focused on improving the students' literacy performance by targeting Talking and Listening in each stage, using the ESL Scales and the Critical Aspects continuum to track student achievement.

- Early Stage 1- Language, Learning and Literacy (L3 –planning to write) and bilingual book reading.
- Stage 1- Talking and Listening through *Discovery Learning*, a program developed by the Stage 1 team to develop students' language skills. The ESL teacher who worked with the Stage 1 team published an article

about *Discovery Learning* in "ATESOL NSW Newsletter" to share with other schools.

- Stage 2 and 3- presented speeches and held speech competitions



\$1000 worth of ESL resources were purchased from school funds to support teaching and learning programs.

Arabic, Chinese, Korean and English as a Second Language (ESL) teachers work with all staff and the community to celebrate cultural diversity. This year the school has funded a Korean community language class because of a perceived community need. Celebrating cultural diversity is evidenced by the teachers' participation at parent information sessions, Multicultural Cafes, Chinese New Year celebrations, the Multicultural Food Fair and in acting as interpreters.

### **Best Start and Language, Learning and Literacy**

During 2011, Early Stage One and Stage One continued to implement the Best Start initiative.

- Every kindergarten student was assessed using the Best Start assessment in literacy and numeracy as they began school.
- Early Stage One and Stage One teachers used the Early Literacy Continuum to track student progress in literacy.
- Kindergarten teachers completed thirty hours of professional development over two terms and implemented the Language, Learning and Literacy (L3) intervention targeting text reading and writing.



- Kindergarten teachers taught reading and writing in short, sharp, explicit lessons, often in small groups of three students. They collected and analysed student achievement data every five weeks.
- Stage One teachers used an action learning model to analyse student achievement using the Best Start Literacy continuum to track and measure student growth. The Stage One teachers planned, implemented, assessed and reflected in five-week cycles.

### **National Partnership programs**

Lidcombe Public School was placed on the National Partnerships Low SES School Communities in late 2009 with 2010 being its initial year of implementation. 2011 was a year of challenges and change with a new principal starting and quickly having to learn what the partnership was all about. 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 2011, we continued a focus on the development of school leadership capacity and the enhancement of whole-school teaching practice in reading:

Each Assistant Principal member:

- was given a changed teaching role to enable them to focus on building teacher capacity to improve literacy outcomes. The focus for 2011 was talking and listening (L3 for Early Stage 1). In each classroom (K-6), the Assistant principal “boosted” quality Literacy teaching by coaching and mentoring teacher colleagues in explicit, best teaching practice, informed by student data;
- engaged in an action learning program with an external coach;
- collected and analysed relevant data to implement the teaching and learning cycle, track individual student achievement 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:

- explicitly taught talking and listening lessons to groups of students 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 two interactive whiteboards were purchased through P&C Committee funding.

### **Other programs**

#### **Respect and Responsibility**

The PBIS (Positive Behaviour Interventions and Supports) expectations matrix was extended

from covering non-classroom settings to cover expectations related to in-class settings and transitions. Collaboratively developed lesson plans were created to cover expectations within the following areas:

- Signals
- Entering and exiting the classroom
- Chairs

All students were provided with a free hat to protect them whilst playing and learning outdoors.

Visual cartoon-style Safety Learning Respect signage was developed to emphasise appropriate behaviour in non-classroom settings according to the Lidcombe PBIS Expectations Matrix:

- K-6 'Joffa Cartooning' workshop by professional cartoonist.
- Weekly lunchtime activity for participating students to design the signs for conversion into professionally created proofs.



A variety of whole school 'Green' events were held to promote and acknowledge positive student behaviour:

- "Art Attack" which encouraged experimentation through a variety of mediums including; collaged murals, mask creation, newspaper statues and construction;
- African Drumming workshop in which all students received an individual drum;
- K-2 and 3-6 school discos; and
- "Multicultural for a Day". This included a series of exciting multicultural experiences for students.

## Connected Learning

The connected learning committee purchased new printers, software and internet resources to support and extend student skills in visual literacy and comprehension. (PM software, Targeting Persuasive Texts, ABC Reading Eggs subscription, Springboard Comprehension, Springboard Mega Pack)

Additional cabling was installed to improve access to the internet in several parts of the school.

A part time technology support teacher worked with each class teacher and stage team during the year to enhance understanding of the use of the interactive whiteboard (IWB) as a teaching tool to enhance literacy and numeracy skills and student engagement. This resource was funded from 2010 Low SES National Partnerships funding.

Members of the technology committee demonstrated and shared with their stage teams how they used technology to enhance student learning of stage specific content/skills.

These strategies resulted in:

- an increase in the proportion of staff who indicated they had average to high skills and ability to use interactive whiteboards in the classroom (2010: 49%, 2011: 67%)
- 87.5% of staff indicated they have average to high ability to implement technology as a teaching/learning tool.
- Students indicated that they used technology mostly for research (74%), writing (62%), learning games (62%), mathematics (56%) and reading (53%)

## Kindergarten Transition Program

The Kindergarten Transition program operated over four weeks during November, Term 4, 2011. Students starting school in 2012 visited with their parents for a one hour session each week. An evening meeting was also held especially to provide opportunities for those parents unable to come to daytime sessions.

During these sessions the students visited classrooms and worked with current kindergarten teachers and students on simple play and literacy activities. At the same time,

parents attended information sessions. Topics included:

- The timeline for starting school
- The Best Start Assessment (presented by a Regional Literacy/Numeracy Leader)



- How to prepare both you and your child for school.
- A school tour.
- The importance of regular attendance.
- How reading, writing and number skills are taught at school.
- Being 'green' at Lidcombe. Positive behaviour strategies.
- The Parents & Citizens Association.
- Food at school.
- Homework – Helping your child at home.
- L3 – Language, Learning and Literacy.
- A Day at School – routines and organisation.

## Library Program

Library expenditure was significant in increasing resources in these areas:

- Titles to support student participation in the Premier's Reading Challenge.
- Bilingual titles to support ESL students.
- Titles to encourage and appeal to reluctant readers.

This year the library committee introduced new initiatives to increase parent and community involvement:

- A committed group from the school community assisted in the library on Wednesday mornings with labelling and covering new resources.
- The library was opened to students and parents/relatives to use and borrow from the library on Friday mornings

## Public Speaking Competition

By preparing and delivering a two to three minute speech for the Lidcombe Public Speech Contest, participants have learnt skills that will assist them with talking and listening, school projects, social skills and working in groups. The contest has afforded students an opportunity to:

- Gain new public speaking skills.
- Fine-tune existing English skills.
- Enhance self-esteem.

In 2011, Stage 2 and Stage 3 students have been assisted by their teachers in focused talking and listening sessions to plan, draft, edit and deliver speeches to their Stage 2 and Stage 3 peers. Students have also been given additional support through "Boost Groups" where teachers were able to concentrate more time and guidance on a one-to-one basis. The preparation process involved the students deciding on two out of 10 topics which they then communicated to the teacher. They were then supplied with scaffolds to assist them in deciding on one topic, suitable vocabulary, brainstorming and finally a rough draft.

After editing collaboratively with a teacher, the students used palm cards to scribe the main points. Students were given ample time to practise their speeches, first with a partner, then in their groups before delivering this speech to their class as a whole. The duration of the first prepared speech in Term 2 was two and a half minutes and this has been progressively lengthened to meet competition standards of three minutes in Term 4. All students were made aware of the stipulated criteria which the teachers used to assess their speeches. The students who were judged to have delivered the top two speeches progressed to the Lidcombe Public Speech Competition Finals. In each term, Stage 2 hosted a separate finals speech



competition to Stage 3 both of which took place in our school hall. Three judges were invited to adjudicate and using the same criteria as the class teachers arrived at the top three winners of the Lidcombe Public Speech Competition.



It was apparent from the reaction of our students that they derived great satisfaction from being a part of the competition and the skills and content learnt during the planning of the speeches have also translated into improvements in the writing of text types. This was also a great opportunity for teachers to evaluate their teaching by listening to our students' speeches. The result has been true collaborative learning.

Students were also excited to have had an opportunity to perform for their peers, teachers and families, and, in some cases, be rewarded. The event was organised by the Stage 2 and Stage 3 teachers.

### **Opportunity Class Test**

Opportunity classes cater for gifted and talented students in Years 5 and 6 only. All Lidcombe Public School students in Year 4 had the opportunity to apply for placement in an opportunity class for 2012. There were 23 students who sat the Opportunity Class Placement Test and 13% (three) were successful.

### **International Competitions**

Lidcombe Public School Year 3 – 6 students have the opportunity to enter international competitions in English and Mathematics. All students received an assessment of their answers. In English 124 students entered. One

student was awarded a High Distinction, five students gained Distinctions and 22 students received Credit. In Mathematics 117 students participated and they were awarded three High Distinctions, seventeen Distinctions and 20 Credit certificates.



### **Community Access**

100% of the 30 Special Education students, three teachers and three SLSO's participated in a wide range of opportunities and experiences to promote student independence in accessing the facilities in their local community. In 2011 these included:

- weekly shopping excursions to the local supermarket to buy ingredients for our cooking program;
- participation in a ten week Tai Chi Qigong program with a qualified instructor organised by Auburn Council. Tai Chi Qigong movements encourage good posture, deep breathing, poise, balance and coordination;
- South West Community Transport implemented a six week travel training program with an experienced Travel Training educator and coach. Our coach designed a travel training program which incorporated travel by bus, train, ferry and walking. The program was sponsored by Auburn City Council;
- attending the Variety Club Christmas Party for 5000 children at Darling Harbour Exhibition Centre;

- an excursion to Calmsley Hill City Farm with Early Stage 1 inclusive of our Multi-categorical class;
- an excursion to NSW Parliament House with Stage 3 inclusive of our IM class;
- an excursion to the Auburn Centre for Community to celebrate International Day of People with Disability organised by Auburn City Council.

## Environmental Education

All students work towards achieving the environmental education outcomes as part of the stage COGs (Connected Outcome Groups) units. In addition:

- Two lunchtime gardening clubs were held on different days throughout each week and across Early Stage 1, Stage 1 and Stage 2. The combined groups involved approximately thirty students. The ES1 - Stage 1 group worked mainly on general care and maintenance and plant identification. The Stage 2 group mainly focused on the school vegetable garden through composting, planting, maintaining and then harvesting their crop. They held a morning vegetable stall and sold their vegetables and herbs to parents and teachers. The vegetables grown included beetroot, lettuce, rocket, beans, carrots, cabbage and herbs such as parsley, rosemary and lemon thyme. Money raised went towards buying vegetables for the next crop.
- Early Stage 1 and Stage 1 participated in Auburn City Council's Waste Watcher's program, the Mechanics of Organics. This program demonstrated organic waste recycling techniques, such as mulching, composting and worm farming. Our students discovered that these techniques are easy ways to take carbon out of the air, and reduce our greenhouse gas emissions.



## Progress on 2011 targets

### 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.**

Our achievements include:

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

Our success was 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**

Our achievements 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 was 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

Our achievements 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 was 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.

Our achievements include:

- continued implementation of effective classroom engagement, management and organisation strategies to maximise learning including Microskills, classroom expectations lessons and induction of new staff
- one staff member participated in regional PBIS coach training
- The PBIS team attended a regional showcase day to share strategies with other schools
- The school staff informed parent groups of best practices reflecting school priorities throughout the year

- The school participated in a PBIS case study conducted by the University of Western Sydney
- New "Safety Learning Respect" signage was developed by students with a professional cartoonist
- New school logo was introduced, involving school community



### 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

Our achievements include:

- Ongoing development, implementation and evaluation of professional learning through executive leadership of stage and specialist teams using action learning and coaching.
- All teaching staff participated in TELL (Teaching English Language Learners) training
- Employment of a part time technology mentor and a fulltime reading recovery trained mentor to work with executive and teachers
- All staff participated in professional learning activities related to the *Four Roles of the Reader* led by the Quality Teaching Committee
- Staff members were shown effective strategies in the area of literacy

instruction for ESL students and developed skills to assist in the intervention of those students who required additional assistance in reading.

- Early Stage 1 team were trained in L3.

## 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 2011 our school carried out evaluations of Learning and National Partnership.

## Educational and management practice

### Area 1: Learning

#### Background

In 2011 the school used the SchoolMap Best Practice Statements to survey staff, parents and students about Learning. All parents and teachers were given respective surveys at staff meetings, P&C meetings and via the school newsletter to complete the survey. Six classes (two from each stage in Stages 1, 2 and 3) were also asked to complete the survey.

#### Findings and conclusions

150 students (K-6), 22 parents and 40 staff responded to the respective surveys.

- 100% of staff stated that they always or usually provide learning opportunities within a stimulating and secure environment. This correlated with 77% of parents and 93% of students who stated that the classroom is an interesting place to learn.
- 100% of staff stated that they always or usually provide a balance of independent and group learning activities. This was supported by 86% of parents and 76% of students.
- More than 70% of parents and students stated that the school community has high expectations of students. More than 80% of staff agreed with this perception.

- 92% of staff stated that the school always or usually supports communication about student learning between home and school. More than 50% of students and parents answered with 'sometimes' or 'rarely' to this statement.
- 60% of parents and 66% of students indicated that students always or usually reflected on their own learning or engaged in self-assessment strategies.

#### Future directions

Maintain current focus on self-reflection and explicit teaching and provide more explicit communication about this to students and parents.



## National Partnership – Low SES Communities

### Background

Lidcombe Public School was placed on the National Partnerships Low SES School Communities in late 2009 with 2010 being its initial year of implementation. 2011 was a year of challenges and change with a new principal starting and quickly having to learn what the partnership was all about. 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.

### Findings and conclusions

The National Partnership has provided the school community with a raft of options not available to most schools via funding. Through our school based assessment data and external assessment data, we have:

- 25% of Year 3 students in bands 1 and 2.
- 27% of Year 5 students in bands 3 and 4.
- 33% of Year 3 students achieved proficiency. An increase of 4%.
- 28% of Year 5 students at proficiency – an increase of 9%.
- 53.5% of Year 5 students achieved or exceeded minimum growth. (67.3% in 2010).
- 73.3% boys achieved or exceeded minimum growth (63.8% in 2010).
- 4% increase in data, measurement and space & geometry.
- 7% decrease in number, patterns and algebra.
- Parent forums on ESL, talking & listening, and reading held by Literacy Committee, executive and specialist staff. PBIS information sessions led by CEO at Multiculture Café mornings.
- Higher attendance at P&C meetings maintained.
- 98% of students have remained green throughout the year.
- Community Engagement Officer joined PBIS team and conducted meetings with parents about student welfare and anti-bullying procedures.
- 76% Year 3 students at or above minimum standard. Increase of 2% since 2010.
- Opportunities provided to teachers for professional dialogue and access to regional literacy consultant.
- Ongoing professional learning for executive staff in Action Learning.

- Initial Best start assessment:- 4% of ES1 students on RR level 1. After 15 weeks on L3 31% were at RR level 9+.
- 21% Stage 1 students at RR level 24+
- Increase from 17% to 42% of Year 3 students in top two bands.
- Increase from 47% to 68% of Year 4 students in top two bands.
- 53.3% of Year 5 students achieved greater or expected growth in NAPLAN.
- Technology mentor met with teams at planning days re: Interactive Whiteboards.
- TELL (Teaching English Language Learners) modules and follow up by executive and ESL specialists in teams.



### Future directions

- TELL ESL strategies to be embedded into every classroom or support program throughout the school.
- Action learning and reflection to guide explicit teaching of reading and talking and listening against Best Start and Critical Aspects continuum.
- Reading Recovery and Technology mentors to support students in above
- Assistant Principal (Special Education Unit) to guide teachers in planning IEPs
- “BOOST” groups to address specific student needs identified by school and NAPLAN data supported by ESL, STL and Assistant Principal.
- Decrease the number of Year 3 students in the lowest 2 skill bands in Numeracy to less than 18%.

- Increase the number of Year 5 in bands 7 and 8 in Numeracy to more than 43%.
- Decrease the number of Year 5 students in the lowest 2 skill bands in Numeracy to less than 18%.
- More than 68% of Year 5 students achieving or exceeding minimum growth in NAPLAN Numeracy
- A technology team is formed from members of each of the six stage/specialist teams. Each member of the technology team is given support days and executive mentorship to lead their staff to embed interactive technologies in their programs.
- Community Engagement Officer to communicate, coordinate and gather feedback to and from parents
- Leadership team and teachers with expertise meet parent groups and inform them about best practices reflecting school priorities.
- Create and develop lessons on classroom settings.
- Ongoing student welfare analysis
- Implementation of effective classroom engagement, management and organisation procedures.
- Provision of onsite professional learning of available PBIS systems.
- CEO to better inform parent community.
- Embed ESL, interactive technology and rich, authentic, differentiated learning tasks in literacy.
- Stage teams explicitly refer to the four key literacy resources in planning and assessment dialogue and teaching and learning programs.
- Implementation of new Technology team structure, so that all teams actively implement interactive technology.
- Ongoing dialogue and capacity building to implement rich authentic differentiated learning tasks.
- Consolidation of TELL strategies in teaching and learning programs.
- Evidence of above in all teaching and learning programs.
- Student initiated work samples.

## Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

### Satisfaction Survey

The school and P and C Association developed a school satisfaction survey that was sent to all school families through the school newsletter. 24 families completed the survey:

- All respondents agreed that the students are the school's main concern and student achievement is recognised throughout the school. Families are kept informed by the school newsletter. The school responds to enquiries and requests in a prompt and friendly manner.
- 96% of respondents agreed that the school maintains a focus on literacy and numeracy and the annual school report provides important information about the school.
- 92% of respondents agreed that the school is an attractive and well resourced school. The school teaches and promotes core values. Parents value the school website.



- 88% of respondents agreed that the school has supportive welfare programs, promotes its uniform policy and has competent teachers who set high standards. There is good student access to technology programs and resources.
- 79% of respondents agreed that the school offers challenging programs for its students and a wide range of extracurricular

programs are offered. The fortnightly newsletter is valued.

## Professional learning

Professional learning is recognised as a major contributing factor for improving learning outcomes of students by providing opportunities for developing skills, knowledge and understandings, professional discourse, interaction, critical reflection, analysis and collaborative planning. Professional Learning funds were accessed to cover costs associated with participation in professional learning workshops, school development days, conferences, team planning, improving school structures and courses within and beyond the school. The activities were in line with our school targets in the 2011 School Plan.

## School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department's planning documents.

### School priority 1 - Literacy

#### Outcome for 2012–2014:

#### Improved literacy outcomes for all students.

#### 2012 Targets to achieve this outcome include:

- 34% of **Year 5** students at proficiency standard (Bands 7 & 8) in NAPLAN reading.
- Decrease the number of **Year 5** students in the lowest 2 skill bands in reading to less than 22%.
- 38% of **Year 3** students at proficiency standard (Bands 5 & 6) in NAPLAN reading.
- Decrease the number of **Year 3** students in the lowest 2 skill bands in reading to less than 18%.
- 60% of **Year 5** students achieving or exceeding minimum growth in NAPLAN reading.
- Increase the proportion of kindergarten students at instructional reading Levels 9+ to 40%

- Increase the proportion of kindergarten students with a writing vocabulary of 50+ words to 20%

#### Strategies to achieve these targets include:

- Continue the action learning model with stage assistant principals continuing in their role as “boosters”, to facilitate best practice in using interactive technologies and ESL pedagogy to increase students achievement of reading, writing, talking and listening.
- All staff develop a shared knowledge and understanding of NAPLAN/SMART and Best Start data and its consistent use across all stages and in every classroom to identify and meet the needs of individual students and groups of students and inform teaching and learning programs and strategies.



- Maintain a whole school strategic approach and develop effective training systems for the early identification and intervention for all those students whose relative performance is below expectation in literacy and numeracy.
- Provide appropriate and targeted professional learning that provides all staff with the knowledge, skills, understandings and resources necessary to support the effective implementation of the school improvement plan.
- Trial the new Board of Studies English Curriculum and its assessment strategies.

## School priority 2 - Numeracy

**Outcome for 2012–2014:**

**Improved Numeracy outcomes for all students**

**2012 Targets to achieve this outcome include:**

- 82% **Year 3** students at or above minimum standard in numeracy
- Increase the number of **Year 5** in bands 7 and 8 in numeracy to more than 43%.
- Decrease the number of **Year 5** students in the lowest 2 skill bands in numeracy to less than 18%.
- Increase the number of **Year 3** in bands 5 and 6 in numeracy to more than 27%.
- Decrease the number of **Year 3** students in the lowest 2 skill bands in numeracy to less than 18%.
- More than 68% of **Year 5** students achieving or exceeding minimum growth in NAPLAN numeracy.

**Strategies to achieve these targets include:**

- Develop programs to facilitate the teaching of mathematics with a particular focus on enhancing student understanding of mathematical language.
- Develop and implement a whole school strategic approach for the early identification and intervention for the early grades, ie. Re-implementation of Count Me in Too and Counting On.
- Trial the new Board of Studies Mathematics Curriculum and its assessment strategies.



## School priority 3 – Engagement and Attainment

**Outcome for 2012–2014:**

**Improved levels of students engagement for all students**

**2012 Targets to achieve this outcome include:**

- To promote quality learning for the whole school community through proactive programs that promote student engagement and resilience for all students, but particularly for boys; support for 'at risk' learners in all grades and at all levels (Students with disabilities, Refugee, Aboriginal, ESL and OOHC students); enhanced parent participation and learning; and build teacher capacity in the use of technology to enhance student learning.
- To develop an inclusive, positive and safe school culture.
- All students clearly articulate behavioural expectations in classroom settings (PBIS).
- Continue to inform the parent community about school policy and procedures and how to support their children at school.

**Strategies to achieve these targets include:**

- Employ a Community Engagement Officer with responsibility for: developing positive parent activities, forums, workshops (ie. processes to strengthen parent/family engagement in school life etc) to increase



student achievement, and increase the involvement of parents in school activities.

- Provide opportunities for all teachers to increase their understanding and confidence with the use of technology, especially the use of interactive whiteboards and therefore improve student engagement in 21<sup>st</sup> century learning, as a tool to engage students in rich, authentic, differentiated tasks.
- Liaise with local Aboriginal groups to promote awareness of Aboriginal culture throughout our school community. (eg. In school cultural performance for NAIDOC week).
- Implementation of effective classroom engagement, management and organisation strategies and techniques to minimise the potential effect of disruptive students and student learning.
- Create and develop lessons on student safety (eg. Cyber safety, school safety procedures, WHS procedures).

## **School priority 4 – Leadership and Management**

### **Outcome for 2012–2014:**

#### **Ensure maintenance of accreditation and professional development for all staff.**

##### **2012 Targets to achieve this outcome include:**

- Maintain our focus on orientating and developing our New Scheme Teachers through the accreditation process.
- Develop a database that recognises when our teachers have been accredited as teachers and when they should be thinking about the next level of accreditation, professional accomplishment.
- To improve our school systems to ensure that all staff are consulted about school direction through participation in the Team Leadership for School Improvement process. (TLSI)

##### **Strategies to achieve these targets include:**

- Create a New Scheme Teachers group and organise meetings around their orientation to our school as well as the accreditation process. New teachers to the school who are not NST's can attend the meetings that are pertinent to school orientation.
- Develop a database of when staff have been accredited and monitor when they will need to provide evidence for the next level of accreditation, professional competence.
- Advocate to staff to apply for accreditation for professional accomplishment or professional leadership to further their careers.
- Embark on the Team Leadership for School Improvement process. Analytical Framework completed Term 4, 2011 to inform the 3 year plan to improve the level at which all staff contribute to school improvement.
- School leadership team work with an external facilitator in action learning to provide mentoring and modelling to build the capacity of all classroom teachers, specialist staff and early career teachers.
- Strengthen school accountability by releasing key staff to engage in the Evaluation process for National Partnership.

## **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.

Vanessa Scelzi	Classroom Teacher
Joyce Ellis	Classroom Teacher
Carla Wells	Classroom Teacher
Anneliese Dennis	Classroom Teacher
Rita Ranasinghe	Classroom Teacher
Jessica Spence	Classroom Teacher

Moy Ly	Classroom Teacher
Matt McCarron	Classroom Teacher
Yasmin Ibrahim	Classroom Teacher
Robert Leonard	Classroom Teacher
Lesley Petri	Assistant Principal
Carlene Barrett	Assistant Principal
Debbie Sage	Assistant Principal
Lisa Shortland	Assistant Principal
Garth Hulley	Rel. Assistant Principal
Julie Rush	Community Engagement Officer / P&C President
Michael Duffy	Deputy Principal
Matthew Lewis	Principal

### School contact information

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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>

