



Education &  
Communities

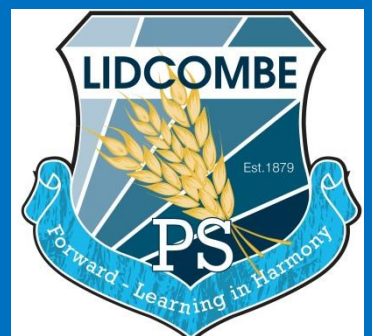
Public Schools NSW



# Annual School Report



## Forward - Harmony



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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 2012, our school enrolment was 553 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 59 permanent and part time staff members during 2012.

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, Language, Learning and Literacy program (L3), Positive Behaviour Interventions and Supports (PBIS) combined with our student welfare program, the National Partnership Low SES Program and our Community Engagement initiative.

## Student achievement in 2012

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 133 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.

One of our major achievements this year has been a sensory garden for our Special Education Unit. Using funds from the CDSE grants (community grants through Dooleys) and extra assistance from Bunnings warehouse, we have a special play area as well as a lovely garden, that was planted out by our Special Education students. Within this garden are also some wonderful murals depicting the 4 seasons, also painted by the students.



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 2012 these opportunities have ranged from participation of our choirs at the Dooleys annual Christmas show, Bunnings special events and a role for the choir in Strathfield Musical Society's "Joseph an the Technicolour Dreamcoat", participation of 98% of our students in wonderful "Green" events for great behavior, Stage 3 Challenge Expo, our whole school participation in speaking competitions and our participation in Regional programs such as the Premier's Spelling Bee, Premier's Reading Challenge and the Premier's Sporting Challenge. 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 2012. The perpetual Dickeson-Meader scholarship for \$500 was won by Calvin Iturra (S3D). Our Fred Deery RSL Peace and Friendship award was won by Arianne Milan (S3H), the Former Lodge, Jonathan Green awards for excellence in Literacy and Numeracy were won by Kaylee Vuong (S3D – Literacy) and Nikki Ha (S3W - 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 Monique Steel (S3D). The major award for the Maths Olympiad was

awarded to Jason Dang (S3W) for the highest total score for the school. My two special Principal's awards were won by Andi Zhu (KB), who worked so very hard during 2012 and Alison King (S3H), whose skills in every subject area and unparalleled dedication have realized outstanding results in year 6.

It is with pleasure that I present my second annual school report at Lidcombe P.S., acknowledging the exemplary achievements of Lidcombe Public School, students, staff and parents in 2012.

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 and/or School Council message**

2012 has been a very busy time for the P&C, and I would like to start by giving my sincere thanks to all those parents, family members and friends who have volunteered their time and energy to support the P&C in 2012.



The last 12 months have seen us do very well with our fundraising efforts. Fundraisers included Family Fun Night and Hamper Raffle, International Food Stalls on Read All About It Day, Mother's and Father's Day Stalls, Election Day Sausage Sizzle, Book Fair and Bunnings BBQ. These activities have raised around \$15,000-00 for the school. All of the profits raised from the above activities are directed back into the school through the P&C. With a balance of around

\$31,000 in our account, I am sure that in collaboration with Mr Lewis and the executive we can look forward to putting this money to good use in 2013!

The Uniform Shop has now been running successfully for 18 months and congratulations must go to Melissa and Kelly for their dedication to the uniform shop this year. They have done a great job and volunteered their time freely to offer this service to our families.

The P & C organised a Sausage Sizzle and Mufti Day earlier in the year in support of Refugee Week. This was completely funded by the P & C and through the United Nations Refugee Agency the \$1400 raised was put towards a water distribution point, a feeding kit to feed 50 seriously malnourished children and 2 family emergency survival kits which included mattresses, a kitchen, a stove and mosquito nets.

Members have also represented the P&C on a number of merit selection panels, assisting in the selection of various staff for the school.

As with every year, we need to praise the time and effort put into the P&C and School by our Principal, Mr Lewis and Deputy Principal, Mr Michael Duffy. They both give freely of their time to attend all our meetings and discuss any issues we raise and we do not take for granted the important opportunity this provides for contact between parents/carers and the school executive.

I would also like to take this opportunity to acknowledge my executive team in the P&C. These are vice presidents, Melissa Pene & Gloria Hwang, Secretary, Sonia Lopes & Treasurer Arzu Andeder. These people have voluntarily worked tirelessly in their duties supporting and maintaining an association which supports your childrens' school.

Finally, your attitudes toward school send a strong message to your children. If you are involved and they see that you value the school experience, school will be important to them. This translates into better attitudes, better attendance, and potentially greater success for your children. Also, a welcoming environment for all parents is important to nurture so that

everyone feels connected to the school in some way. Please come along and experience our school and P&C in 2013. With the input and help of parents, carers, and community, we can continue to keep our school great.

**Julie Rush**

**P&C President**

### **Student representative's message**

As captains we both have accomplished many things. We've developed more confidence in running presentations, for example ANZAC day and the whole school assemblies each week. We also went to represent Lidcombe Public School at the Student Leadership IMPACT Conference at Sydney Olympic Park with the rest of the leadership team. We act as role models and support the SRC members. We have helped the SRC with charity work, making posters for Celebration Day, running school surveys regarding behaviour in the playground and classrooms as well as demonstrating anti-bullying behaviours in the school. We both appreciate having been chosen as school captains and enjoyed the opportunities presented to us.

**Kaylee Vuong and Adem Deojee**

**School Captains**

### **School context**

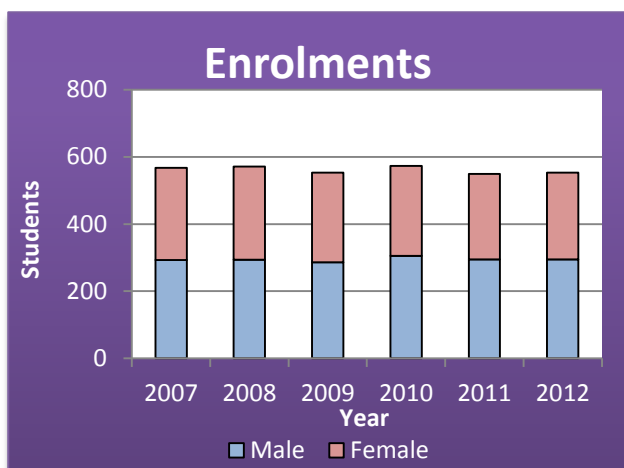
#### **Student information**

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

#### **Student enrolment profile**

Gender	2007	2008	2009	2010	2011	2012
Male	293	294	286	305	295	295
Female	274	277	267	268	254	258





In 2012, the year closed with 553 enrolments, higher than the semester one figures actually show. In Kindergarten we had 74 students, 71 in Year 1, 78 in Year 2, 70 in Year 3, 79 in Year 4, 69 in Year 5, and 81 in Year 6. We also had 24 students enrolled in our special education unit.

### Student attendance profile

Year	2008	2009	2010	2011	2012
K		95.2	96.7	93.2	95.0
1		95.0	94.8	96.4	94.3
2		94.9	95.2	95.5	95.7
3		94.8	95.3	96.3	95.2
4		96.9	96.2	95.9	95.5
5		96.1	96.2	96.3	95.0
6		95.8	96.5	94.8	95.0
<b>Total</b>	<b>94.4</b>	<b>95.4</b>	<b>95.8</b>	<b>95.5</b>	<b>95.1</b>

School attendance (95.1% in 2012) 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 maintain its rating of 95% and over.

### 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 2012 Class Size Audit conducted on Monday 21 March 2012.

Roll class	Year	Total per year	Total In class
K BLUE	K	18	18
K PURPLE	K	19	19
K RED	K	18	18
K YELLOW	K	19	19
1C	1	23	23
1G	1	23	23
1S	1	23	23
2J	2	20	20
2L	2	21	21
2S/A	2	23	23
2/3R	2	12	23
2/3R	3	11	23
S2G	3	12	30
S2G	4	18	30
S2I/B	3	15	29
S2I/B	4	14	29
S2J	3	15	30
S2J	4	15	30
S2S/P	3	13	29
S2S/P	4	16	29
S2T	3	14	30
S2T	4	16	30
S3D	5	14	30
S3D	6	16	30
S3H	5	14	30



<b>S3H</b>	6	16	30
<b>S3M</b>	5	14	30
<b>S3M</b>	6	16	30
<b>S3S</b>	5	14	30
<b>S3S</b>	6	16	30
<b>S3W</b>	5	13	30
<b>S3W</b>	6	17	30

We also had 15 students (in years 3 to 6) in 3/6K, 8 students (years 1 to 6) in 1/6S and 7 students (years K to 4) in K/4J. These were classes in our special education unit.

### 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 information

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

### Staff establishment

Position	Number
Principal	<b>1.0</b>
Deputy Principal(s)	<b>1.0</b>
Assistant Principal(s)	<b>4.0</b>
Assistant Principal(s) Special Education	<b>1.0</b>
Classroom Teachers	<b>21.0</b>
Teacher Early School Support	<b>0.4</b>
Teacher of Mild Intellectual Disabilities	<b>3.0</b>
Teacher of Reading Recovery	<b>1.615</b>
Support Teacher Learning Assistance	<b>1.6</b>
Teacher Librarian	<b>1.0</b>
Teacher of Community Languages	<b>3.0</b>
Teacher of ESL	<b>3.6</b>
Counsellor	<b>0.6</b>
School Administrative & Support Staff	<b>7.082</b>
Community Engagement Officer	<b>1.0</b>
<b>Total</b>	<b>50.897</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 has increased at Lidcombe Public School with 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 2012.

## Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	92
Postgraduate	34

## 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	30/11/2012
<b>Income</b>	\$
Balance brought forward	259641.88
Global funds	321960.50
Tied funds	274858.16
School & community sources	141056.58
Interest	12698.26
Trust receipts	8644.50
Canteen	0.00
<b>Total income</b>	<b>1018859.88</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	48460.78
Excursions	2867.00
Extracurricular dissections	83992.57
Library	7865.57
Training & development	3141.13
Tied funds	150294.79
Casual relief teachers	120269.76
Administration & office	94605.76
School-operated canteen	0.00
Utilities	74688.08
Maintenance	45889.87
Trust accounts	17682.10
Capital programs	67122.13
<b>Total expenditure</b>	<b>716879.54</b>
<b>Balance carried forward</b>	<b>301980.34</b>

A full copy of the school's 2012 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

## School performance 2012

### Achievements

#### Arts

- All students performed in the school's annual community celebration. The 2012 theme was "Read About It". Performance items included speeches, acting, dancing and singing;
- 40 Year 1-5 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, Bunnings Lidcombe and performed in a play "Jason and the Technicolour Dreamcoat", arranged by a local dramatic arts group.

#### 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 2012:

- Lidcombe entered 18 teams in all Primary Schools Sports Association (PSSA) competitions, consisting of 216 players. Lidcombe participated in League Tag, AFL, Cricket, Newcombe Ball, Soccer, Netball, Tee Ball and Softball.



- Lidcombe was successful in winning the Junior Girls League Tag, the Senior Mixed



Newcombe Ball and the Senior Girls Softball Competitions.

- ✚ Lidcombe was the Champion School for the Percentage Trophy at the Auburn Zone Swimming Carnival. 22 Lidcombe students competed at the carnival and 3 of the students were crowned aged champions. 10 students went on to represent Auburn Zone at the South Western Sydney Regional Carnival
- ✚ Lidcombe was the Champion School at the Auburn Zone Cross Country Carnival. 40 Lidcombe students competed at the Carnival. 2 students were crowned age champions. 9 students went on to represent Auburn Zone at the South Western Sydney Regional Cross Country Carnival.
- ✚ Lidcombe was the Champion School at the Auburn Zone Athletics Carnival. 45 students competed at the carnival and 2 of the students were crowned age champions. 14 Lidcombe students qualified for the South Western Sydney Regional Carnival. 1 student went on to represent Sydney South West Region at the State Athletics Carnival.
- ✚ A total of 107 students represented Lidcombe Public School in the Swimming, Athletics and Cross Country carnivals at district level. 33 Lidcombe students represented Auburn PSSA at regional carnivals. 7 students were Auburn District champions.
- ✚ Two students represented the school for Auburn Zone Soccer at the Sydney West Regional trials.
- ✚ Lidcombe entered teams in the Soccer, Netball and Boys and Girls League Tag State Knockouts.
- ✚ 4 students from Lidcombe Public School were nominated for awards at the Auburn Council's Sports Stars ceremony.
- ✚ 1 student (Nadine Araujo) won the award for Junior Sports Star of the year.

## Other

- ✚ 30 students participated in the Australasian Problem Solving Mathematical Olympiad. Five students scored in the top 10% of all entrants across Australia and New Zealand. Six students scored in the top 25%.

- ✚ Students in K-6 were encouraged to participate in the Premier's Reading Challenge. In total 165 students were successful this year. This was an decrease of 8% 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.
- ✚ Juraea Turner 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)

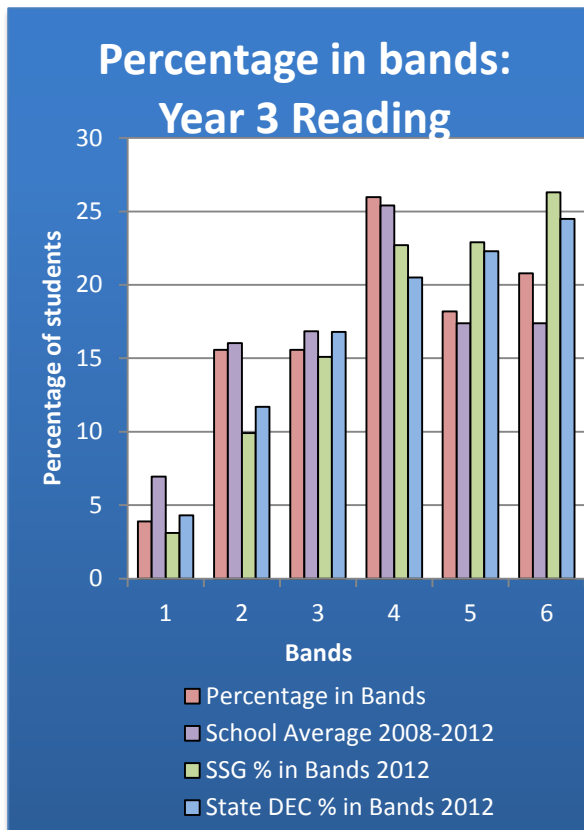
### Student NAPLAN Performance Year 3 Literacy

#### Year 3 NAPLAN Reading

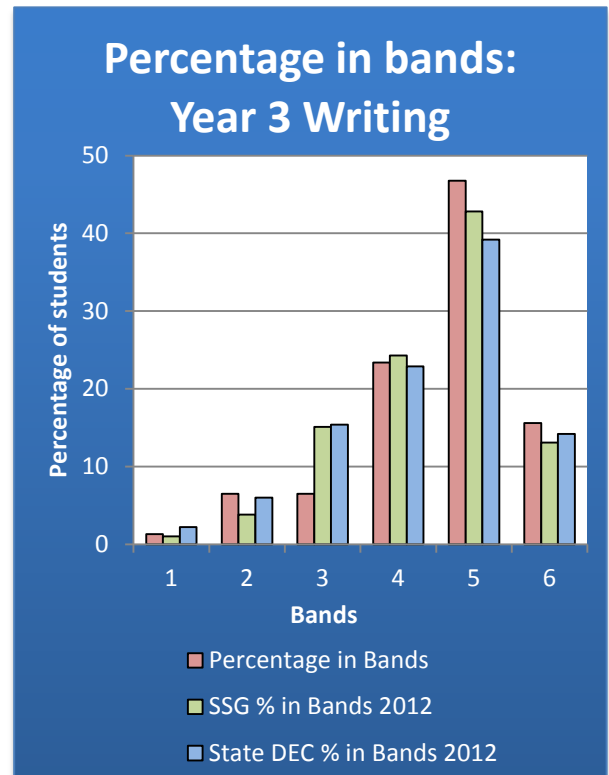
	School	SOG	State DEC			
<b>Average score, 2012</b>	409.0	427.7	419.6			
<b>Skill Band Distribution</b>						
Band	1	2	3	4	5	6
Number in Bands	3	12	12	20	14	16
Percentage in Bands	3.9	15.6	15.6	26.0	18.2	20.8
School Average 2008-2012	7.0	16.0	16.8	25.4	17.4	17.4
SOG % in Bands 2012	3.1	9.9	15.1	22.7	22.9	26.3
State DEC % in Bands 2012	4.3	11.7	16.8	20.5	22.3	24.5

#### Reading

- performance showing a slight upward trend compared to 2011
- 94% students achieved above minimum standard
- 20% students in Bands 1 and 2 (14% in state)
- 39% students in Bands 5 and 6 (50% in state)
- areas for further development- inferring (uses background knowledge to infer and reason), make predictions about plot and locating information.



paragraphs, consistently uses capital letters and full stops, composes persuasive texts using content specific vocabulary.



#### Year 3 NAPLAN Writing

	School	SSG	State DEC			
<b>Average score, 2012</b>	427.6	423.9	418.7			
<b>Skill Band Distribution</b>						
Band	1	2	3	4	5	6
Number in Bands	1	5	5	18	36	1
Percentage in Bands	1.3	6.5	6.5	23.4	46.8	15
SSG % in Bands 2012	1.0	3.8	15.1	24.3	42.8	13
State DEC % in Bands 2012	2.2	6.0	15.4	22.9	39.2	14

#### Year 3 NAPLAN Spelling

	School	SSG	State DEC			
<b>Average score, 2012</b>	448.7	427.1	422.9			
<b>Skill Band Distribution</b>						
Band	1	2	3	4	5	6
Number in Bands	2	4	7	17	17	30
Percentage in Bands	2.6	5.2	9.1	22.1	22.1	39.0
School Average 2008-2012	5.9	8.1	14.0	22.1	20.2	29.6
SSG % in Bands 2012	2.7	6.9	16.5	23.1	22.3	28.5
State DEC % in Bands 2012	4.2	8.6	14.2	25.1	19.3	28.6

#### Writing

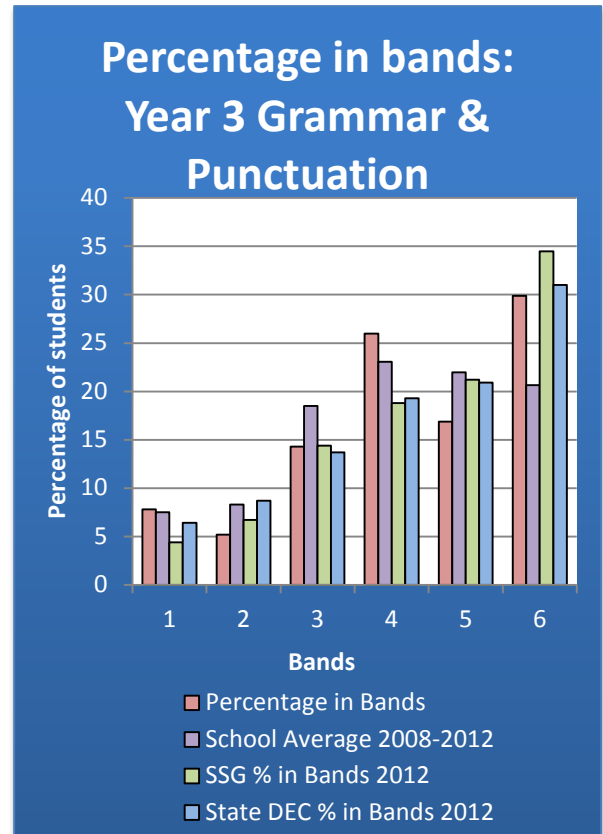
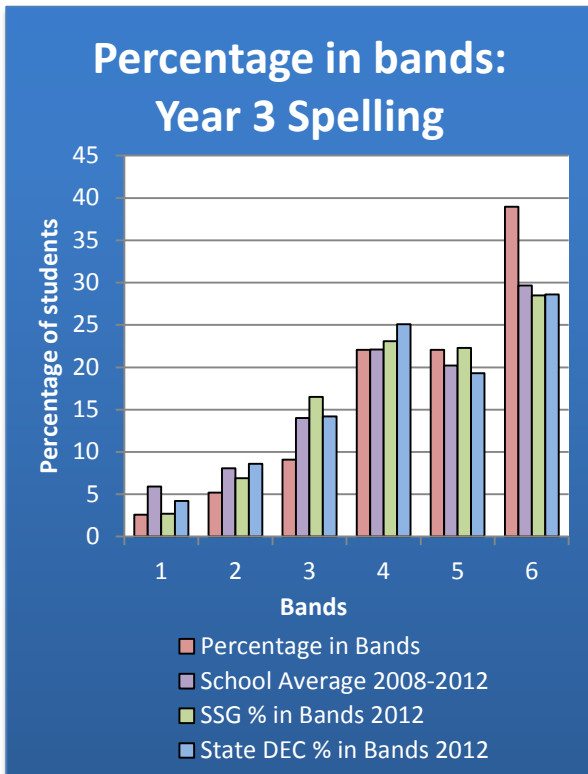
- performance is 3 points above state and 13 points above region
- 8% students in Bands 1 and 2 (8% in state)
- 63% students in Bands 5 and 6 (57% in state)
- 96% of students performing above minimum standard
- increase of 6 students (10%) in Bands 5 and 6 from 2011.
- areas of strength: demonstrates awareness of the intended audience by attempting to orient the reader.
- areas of further development: spells high frequency words and words containing less common digraphs and letter combinations, writes complex texts using

#### Spelling

- Performance showing a slight upward trend compared to 2011 and is above state.
- 8% of students in Bands 1 and 2 (11% in state)
- 61% students in Bands 5 and 6 (50% in state)
- 95% of students performing above minimum standard
- areas of strength- spells a three syllable word with the elided vowel –e, spells a one syllable word with affricative ending,

spells a two syllable word with the ending  
-ance

- areas for further development- past and present tense of regular and irregular verbs



### Student NAPLAN Performance Year 3 Numeracy

#### Year 3 NAPLAN Grammar and Punctuation

	School	SSG	State DEC			
<b>Average score, 2012</b>	418.1	435.6	426.0			
<b>Skill Band Distribution</b>						
Band	1	2	3	4	5	6
Number in Bands	6	4	11	20	13	23
Percentage in Bands	7.8	5.2	14.3	26.0	16.9	29.9
School Average 2008-2012	7.5	8.3	18.5	23.1	22.0	20.6
SSG % in Bands 2012	4.4	6.7	14.4	18.8	21.2	34.5
State DEC % in Bands 2012	6.4	8.7	13.7	19.3	20.9	31.0

#### Year 3 NAPLAN Numeracy

	School	SSG	State DEC			
<b>Average score, 2012</b>	402.0	409.5	400.2			
<b>Skill Band Distribution</b>						
Band	1	2	3	4	5	6
Number in Bands	3	12	13	19	14	15
Percentage in Bands	4.0	15.8	17.1	25.0	18.4	19.7
School Average 2008-2012	7.0	17.8	19.4	23.7	17.0	15.1
SSG % in Bands 2012	2.2	8.0	20.8	28.8	23.1	17.1
State DEC % in Bands 2012	4.8	10.6	21.1	26.9	19.9	16.6

#### Grammar and Punctuation

- performance showing a slight upward trend moving towards state
- 13% students in bands 1 and 2 (12% in state)
- 47% students in Bands 5 and 6 (56% in state)
- 90% of students performing above minimum standard
- areas for further development: identifies past and present tense of regular and irregular verbs in a simple sentence

#### Overall Numeracy

- performance showing upward trend nearly on par with state.
- 20% students in Bands 1 and 2 (13% in state)
- 38% students in Bands 5 and 6 (39% in state)
- 94% of students performing above minimum standard
- areas of strength: Data- interprets information in a column graph, Subtraction- uses face value of coins to find a total and then calculates change, Position- Follows directions on a simple

plan, P&A- interprets a rule to determine the first value in a pattern, Length- reads a chart in cm and mm to determine a height

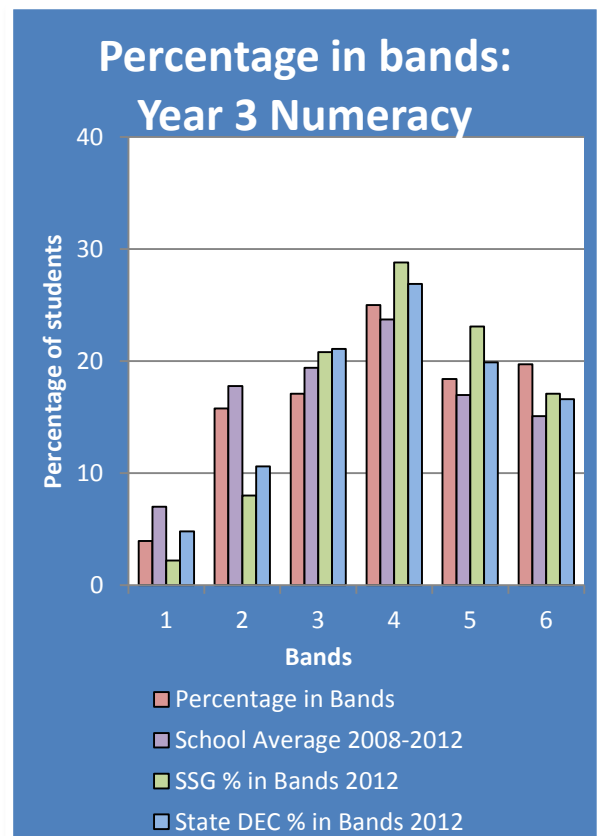
- areas for further development; recalls the number of minutes in half an hour, interprets a calendar to solve a problem

#### Patterns, Number and Algebra

- performance showing upward trend passing above state
- 17% students in Bands 1 and 2 (12% in state)
- 56% students in Bands 5 and 6 (44% in state)
- areas of strength- Division- uses working mathematically to solve a multi-step problem, addition- solves money problem and calculates the total amount, Subtraction- uses face value of coins to find a total, then calculates change, Subtraction- determines the correct process to solve a word problem, Chance- determines the most likely outcome in a simple experiment

#### Data, Measurement, Space and Geometry

- performance showing upward trend but is still below state
- 19% students in Bands 1 and 2 (13% in state)
- 35% students in Bands 5 and 6 (42% in state)
- areas of strength: Data- interprets information in a column graph, Position- Follows directions on a simple plan,
- areas for further development: recalls the number of minutes in half an hour, interprets a calendar to solve a problem, Length- reads a chart in cm and mm to determine a height



#### Student NAPLAN Performance Year 5 Literacy

##### Year 5 NAPLAN Reading

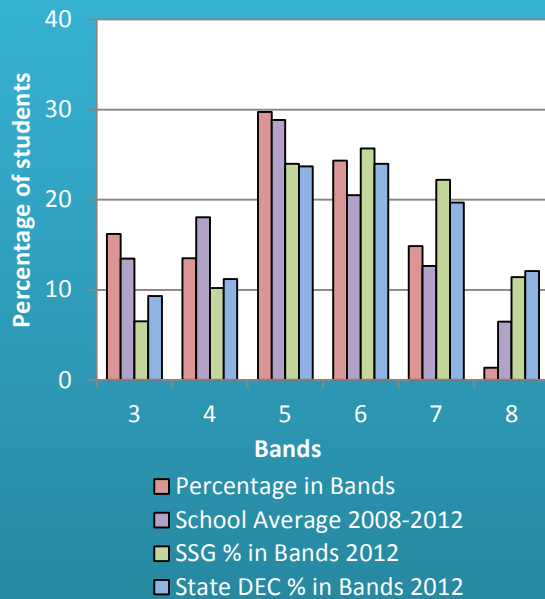
	School	SSG	State DEC			
<b>Average score, 2012</b>	458.3	498.3	492.4			
<b>Skill Band Distribution</b>						
Band	3	4	5	6	7	8
Number in Bands	12	10	22	18	11	1
Percentage in Bands	16.2	13.5	29.7	24.3	14.9	1.4
School Average 2008-2012	13.5	18.1	28.8	20.5	12.7	6.5
SSG % in Bands 2012	6.5	10.2	24.0	25.7	22.2	11.4
State DEC % in Bands 2012	9.3	11.2	23.7	24.0	19.7	12.1

##### Reading

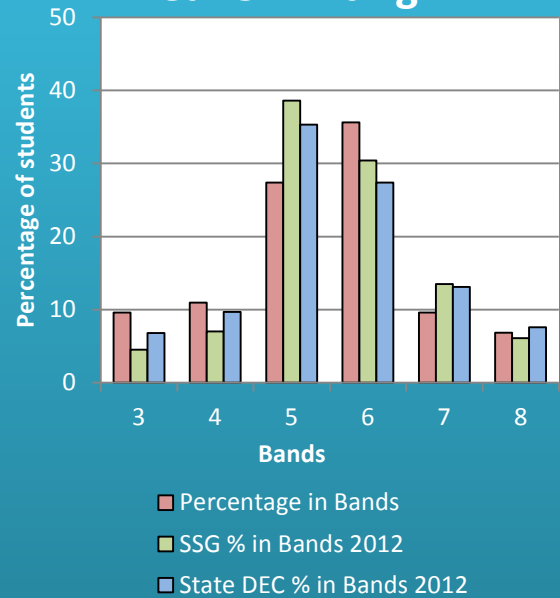
- performance showing a slight downward trend compared to 2011
- 83% students achieved above minimum standard
- 30% students in Bands 3 and 4 (18% in state)
- 18% students in Bands 7 and 8 (35% in state)
- areas for further development: Comprehension- inferential and applied knowledge questions



## Percentage in bands: Year 5 Reading



## Percentage in bands: Year 5 Writing



### Year 5 NAPLAN Writing

	School	SSG	State DEC			
<b>Average score, 2012</b>	473.8	483.0	479.8			
<b>Skill Band Distribution</b>						
Band	3	4	5	6	7	8
Number in Bands	7	8	20	26	7	5
Percentage in Bands	9.6	11.0	27.4	35.6	9.6	6.9
SSG % in Bands 2012	4.5	7.0	38.6	30.4	13.5	6.1
State DEC % in Bands 2012	6.8	9.7	35.3	27.4	13.1	7.6

### Year 5 NAPLAN Spelling

	School	SSG	State DEC			
<b>Average score, 2012</b>	511.3	505.9	502.9			
<b>Skill Band Distribution</b>						
Band	3	4	5	6	7	8
Number in Bands	8	6	4	16	21	19
Percentage in Bands	10.8	8.1	5.4	21.6	28.4	25.7
School Average 2008-2012	7.0	9.7	12.4	23.5	26.7	20.8
SSG % in Bands 2012	3.1	9.5	19.9	28.3	27.0	12.3
State DEC % in Bands 2012	4.7	12.5	18.4	25.5	23.0	15.8

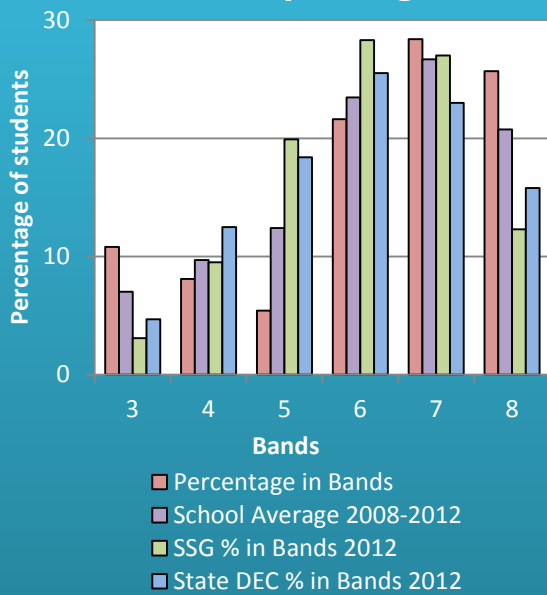
### Writing

- 23% students in Bands 3 and 4 (14% in state)
- 17% students in Bands 7 and 8 (23% in state)
- 89% of students performing above minimum standard
- decrease of 12% in Bands 7 and 8 from 2011.
- areas of strength: most items answered on state average
- areas of further development: consistently attempts at spelling using a multi-strategy approach

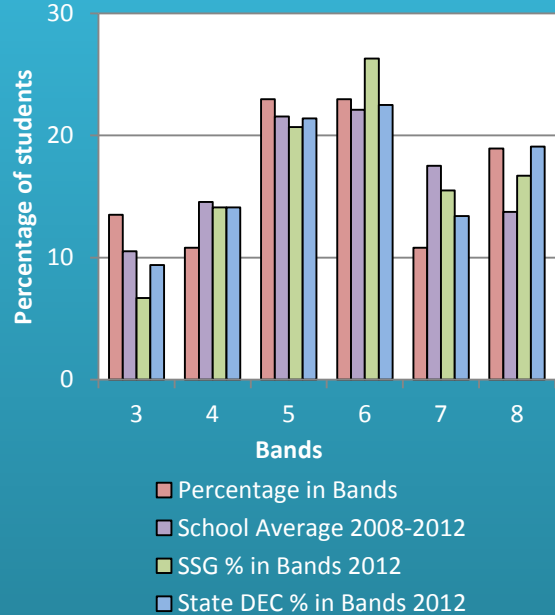
### Spelling

- performance showing downward trend compared to state on an upward trend.
- 19% of students in Bands 3 and 4 (15% in state)
- 54% students in Bands 7 and 8 (41% in state)
- 88% of students performing above minimum standard
- areas of strength- spells two syllable words and three syllable words ending with -ing, correctly spells 2 syllable word, silent final consonant 'n'
- areas for further development- spells one syllable word with consonant cluster 'tch'

## Percentage in bands: Year 5 Spelling



## Percentage in bands: Year 5 Grammar & Punctuation



### Year 5 NAPLAN Grammar and Punctuation

	School	SSG	State DEC			
Average score, 2012	487.2	497.6	496.5			
<b>Skill Band Distribution</b>						
Band	3	4	5	6	7	8
Number in Bands	10	8	17	17	8	14
Percentage in Bands	13.5	10.8	23.0	23.0	10.8	18.9
School Average 2008-2012	10.5	14.6	21.6	22.1	17.5	13.7
SSG % in Bands 2012	6.7	14.1	20.7	26.3	15.5	16.7
State DEC % in Bands 2012	9.4	14.1	21.4	22.5	13.4	19.1

### Grammar and Punctuation

- performance showing a downward trend comparative to state.
- 25% students in bands 3 and 4 (21% in state)
- 30% students in Bands 7 and 8 (35% in state)
- 88% of students performing above minimum standard
- areas of strength: identifies an -ly adverb in a simple sentence, identifies the correct use of its and it's in a complex sentence.
- areas for further development: identifying the correct conjunction in a compound sentence, identifying an error in a subject-verb agreement in a simple sentence, identifies the correct word to complete a complex sentence, verb tense, singular and plurals

### Student NAPLAN Performance Year 5 Numeracy

#### Year 5 NAPLAN Numeracy

	School	SSG	State DEC			
Average score, 2012	478.6	494.8	493.6			
<b>Skill Band Distribution</b>						
Band	3	4	5	6	7	8
Number in Bands	12	8	15	17	8	13
Percentage in Bands	16.4	11.0	20.6	23.3	11.0	17.8
School Average 2008-2012	10.8	13.8	25.4	18.9	14.1	17.0
SSG % in Bands 2012	3.9	11.9	24.9	32.4	15.5	11.4
State DEC % in Bands 2012	6.4	13.2	24.6	26.7	14.2	15.0

### Overall Numeracy

- performance showing downward trend compared to state, which remained on par with 2011.
- 27% students in Bands 3 and 4 (17% in state)
- 29% students in Bands 7 and 8 (31% in state)
- 94% of students performing above minimum standard
- areas of strength: 2D identifies the shape that tessellates inside a given shape, 2D finds the length represented by one unit on a scaled drawing
- areas for further development: Odd and even numbers, 3D view of shapes,

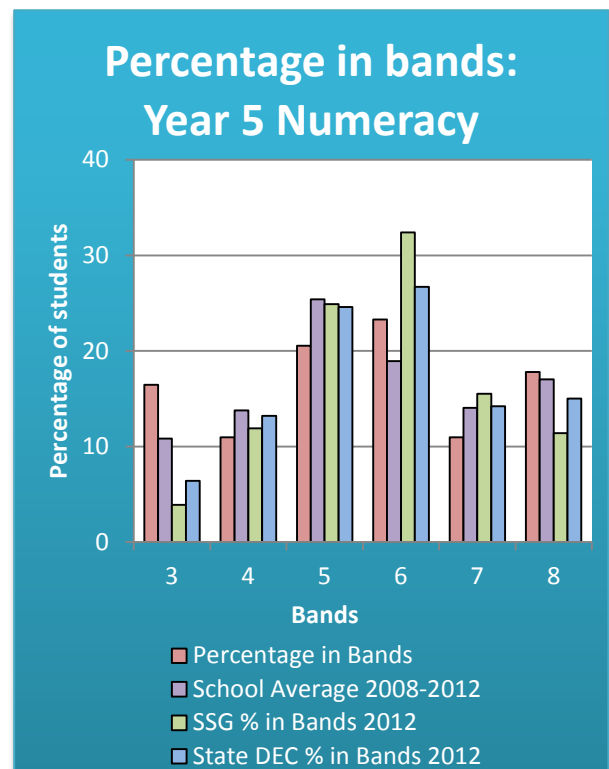
compares length, language of chance, interpreting a column graph, determining rule of patterns, lines of symmetry, place value, nets of shapes

#### Patterns, Number and Algebra

- performance showing downward compared to state which remained on par with 2011
- 28% students in Bands 3 and 4 (18% in state)
- 26% students in Bands 7 and 8 (31% in state)
- areas of strength- uses appropriate strategies to match a word problem and find an unknown, estimates the fraction of a square that has been shaded.
- areas for further development: odd and even numbers, compares length, language of chance, determining rule of patterns, place value

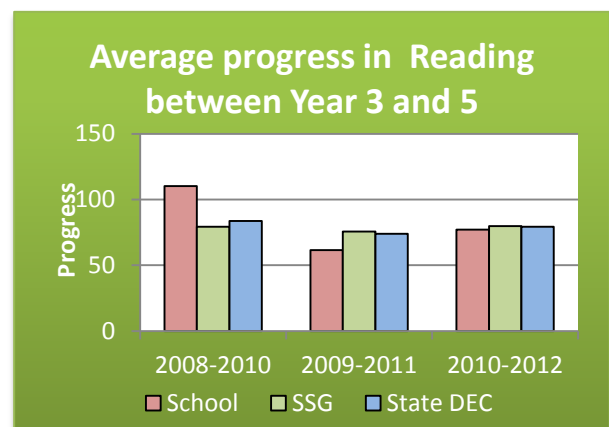
#### Data, Measurement, Space and Geometry

- performance show downward trend compared to state, which remained on par from 2011
- 19% students in Bands 3 and 4 (15% in state)
- 26% students in Bands 7 and 8 (29% in state)
- areas of strength: Volume- uses given dimensions of two prisms and solve a word problem.
- areas for further development: 3D view of shapes, compares length, interpreting a column graph, lines of symmetry, position



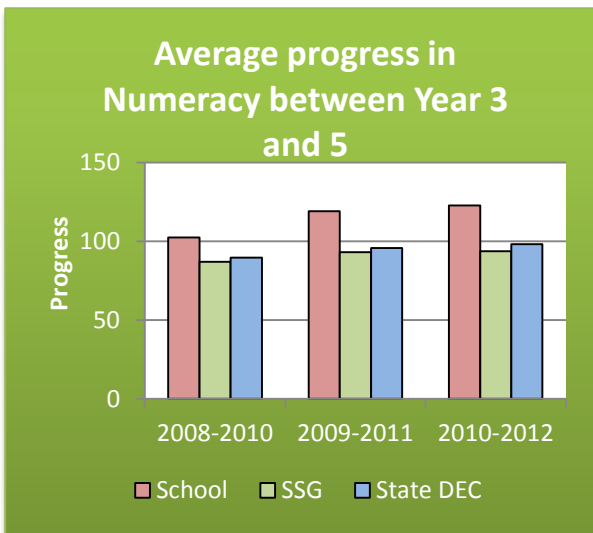
#### Progress in reading

	2008-2010	2009-2011	2010-2012
<b>School</b>	110.2	61.6	77.2
<b>SSG</b>	79.2	75.6	79.7
<b>State DEC</b>	83.7	74.0	79.2



#### Progress in numeracy

	2008-2010	2009-2011	2010-2012
<b>School</b>	102.5	119.3	122.9
<b>SSG</b>	87.0	93.2	93.7
<b>State DEC</b>	89.6	95.8	98.2



## 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 91.2% 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 2012 was to embed 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.

The 2012 ESL allocation was maintained at 3.6. We purchased an extra day (0.2) ESL teacher using 2012 Low SES National Partnerships funding to ensure successful facilitation of the TELL course in 2011.

In 2012 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 a continuation of the *Discovery Learning program*, a program developed by the Stage 1 team to develop students' language skills.
- Stage 2 and 3- presented speeches and held speech competitions



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 again funded a Korean community language class because of the success



of the 2011 program. 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.

### **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. 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 2012, 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 2012 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;
- 0.2 ESL teacher as stated before.



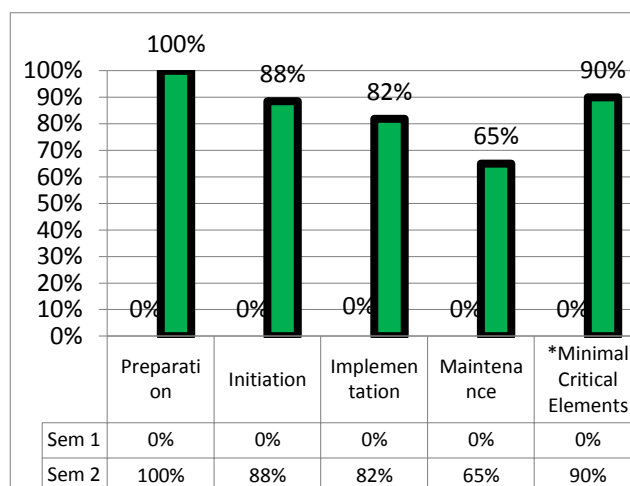
## Student Welfare and Engagement

To ensure all students clearly articulate behavioural expectations in all school settings and are engaged learners, the following were implemented:

Level/Subscale	Total Subscale Score ~	Possible Subscale Score	Semester 2 Report
Preparation	20	20	100%
Initiation	23	26	88%
Implementation	18	22	82%
Maintenance	13	20	65%
*Minimal Critical Elements	36	40	90%

- Five teachers participated in Microskills training, supported by executive staff. Five teachers were introduced to Microskills training at early career teacher meetings.
- Interim school Learning Support Team database to track students who may be “at risk” and highlight for teachers, students in their classes who require:
  - Targeted learning plans (students with language or learning difficulties and refugee students)
  - Individual Learning Plans (ILP) (students with diagnosed disabilities, Gifted and Talented students and students living in Out of Home Care [OOHC])
  - Personalised Learning Plans (PLP) (for Aboriginal and Torres Strait Islander students)
  - Individual behaviour intervention needs (Individual Behaviour Plans (IBP) and Checkers – targeted interventions)
- In supporting teachers in meeting the needs of the students in the point above, the following actions were taken by the Learning Support Team and Executive Staff

- IEP proforma developed and professional learning for all teaching staff by AP Special Education and executive staff. Stage data shows that where teachers implemented IEPs effectively, those students made significant growth in academic achievement.



- STARS and refugee professional learning over three sessions, by Multicultural Programs Unit and regional Student Services personnel
- Out of Home Care professional learning, conducted by the DEC OOHC officer
- SLSO – integration timetable prioritised by Learning Support Team
- Appointment of 0.6 speech therapist assessed and identified targeted K-2 students and provided professional learning for all staff in supporting student language development (beginning Term 3)
- Stage planning sessions conducted for all staff on program differentiation and gifted and talented students, by regional literacy consultant with executive.

- Action Learning (individual professional learning plans) conducted by Executive, ESL, Technology, CL/RFF and Early Stage One teams and supported by the executive and external leadership coach.
  - Three staff members, including the principal, attended Tier One PBIS training.
  - ALBY (community of schools) Aboriginal professional learning day
- In August 2012 the SRC and Student Leaders conducted a survey to address the success of the PBIS lessons regarding playground behaviour, bullying, in class safety and Immobilisation and Evacuation procedures. 92% of classes responded to the survey.
    - In summary, approximately two-thirds of the students understand the rules for the playground and consider themselves and others to be following them. Unfortunately the figure drops to just 55.5% who are happy with the way students are playing in the playground. Most see additional play activities and play areas as the solution, as well as more positive behaviour.
    - Almost all students are aware of the anti-bullying strategies that have been taught and three quarters of them consider it to be working well or satisfactorily. Again, there are only 54% who think that people are friendlier towards each other in the playground, and many suggest improved attitude would help.
    - When lining up outside the classroom 88% feel that they are following the rules, and most students know the lock down and evacuation sirens and procedures.
- Unfortunately, the number drops to 71% who are aware of the safety rules for using the chairs and other class equipment.
- In June 2012 the SRC and Student Leaders conducted a survey about how the LPS awards system could be improved: Students reported that many of them are not inspired by the awards, particularly Stage 3 and reasons included:
    - Lack of teacher consistency in using the awards system
    - Time taken and number of awards needed for students to receive happy cards and VIP awards frustrates students
    - Suggestions included prizes instead of VIP awards, linking class award systems to the school awards and afternoon teas with executive for awardees.
  - Year 5 students participated in leading playground games for K-2 students, focusing on areas of need identified by school data
  - Engagement team organised signage for display across all school settings to reinforce PBIS lessons.



In 2012:

- an average of 98% students remained green, consistent with the past five years
- no students received suspensions, down from two in 2011

- six students participated in Checkers
- thirteen students were identified as refugees
- nine students identified as OOHC
- four students were identified as Aboriginal and all have PLPs
- four mainstream students were initially identified as eligible for integration support (prior to ESES)
- 32 students were enrolled in the Special Education Unit for intellectual disabilities
- 15 students have health care plans
- 43 students have receptive and /or expressive language disorders
- 6 mainstream students have diagnosed disabilities (After ESES, only two are eligible for additional regional support.)
- Playground audit conducted in Term 3 showed that only 50% of students were wearing hats on the playground and of these, 85% had hats with them.

Leadership team and teachers with expertise met with parent groups to inform them of best practices reflecting school welfare priorities:

- Parent teacher evenings, high school orientation, open classroom visits and parent teacher interviews were well attended.
- PBIS (focus on family and classroom systems) was not offered to schools this year.
- NAPLAN parent information session was held at the beginning of Term 2 and attended by the community engagement officer (CEO), three teachers and ten parents.
- A Discovery Learning workshop was held for parents about talking and listening and attended by the CEO, two teachers and more than 20 parents. Teachers opened their classrooms to demonstrate Discovery Learning in practice.
- A parent workshop about the school's anti-bullying plan, cyber safety and technology usage was conducted by four teachers and the community engagement officer (CEO). Seven parents attended. Information from the parents is being

incorporated in the school's review of these procedures. A ThinkUKnow presentation was offered by the Federal Police at Birrong PS to families and staff at Lidcombe PS. It was attended by one teacher and one parent.

- Safety lessons eg: immobilisation and evacuation were developed by the Engagement Committee and provided to all teaching staff. The whole school response to the Term 3 immobilisation drill indicated that many students had not practised the procedures with their teachers.
- The community engagement officer and two teachers led workshops with parents about school WHS procedures. This was attended by ten parents.
- The community engagement officer and one teacher held a workshop with parents to develop consistency in the wearing of school hats and procedures for school staff to follow. This was attended by five parents.
- Fifteen parents participated in a focus group to elicit the community's view about the current awards system, conducted by one teacher and the community engagement officer.
- African Multiculture Café conducted by the community engagement officer, DEC education liaison officer and teacher was attended by two families.
- The community engagement officer organised a number of regular events, including school parent outings, to build the community socially, and support staff with resource making.





The following school policies and procedures were developed or reviewed in 2012:

- Repetition Policy
- Wearing of School Hats Procedures
- ESL Policy
- WHS, including Immobilisation and Evacuation
- Learning Support Team
- School Awards (Student Welfare)
- Anti-bullying, including cybersafety and digital citizenship
- PBIS matrix to include classroom settings.

#### Recommendations:

- Ensure consistency and relevance of student welfare programs is implemented by all staff. The executive needs to be supported by all staff in monitoring the implementation of engagement intervention, including attendance, Microskills, teaching of all PBIS lessons, documentation and implementation of IEPs, TLPs and PLPs.
- Increase active participation of parents in school priorities by building synergy and increased accountability of Community Engagement plan and School Priority Committee plans to the overall 2013 School Plan, monitored by the executive team at regular intervals each term.
- Ensure that the recording of information being handed on to subsequent teachers by current classroom teachers is accurate and contains sufficient detail.

#### **Other programs**

##### **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.



##### **Early Career Teachers (ECT)**

Due to the large number of teaching staff at Lidcombe Public School and the schools involvement in National Partnerships Early Career Teacher (ECT) numbers fluctuate, as many members are temporary. (In 2012 there are 19 identified as ECT) The group usually consists of approximately 10-15 teachers with two subgroups identified: those who have attained

accreditation and those yet to attain accreditation. Attendance at the Early Career Teacher meetings is usually dominated by the second of these subgroups with an average of eight teachers in attendance at each meeting. In addition, at least three members have attended the Bankstown SEG ECT Support Group meetings and others sent on DEC Teacher Professional Learning courses.

In 2012 ECT meetings have covered DEC policies, the school discipline and rewards system, reporting and SBSR, the Micro Skills of Behaviour Management booklets 1-3 (Christine Richmond) and the NSW Institute of Teachers Teaching Standards and the Accreditation process.

Accreditation support is delivered to ECTs both as a group and individually. Currently four teachers have attained Accreditation at Professional Competence in 2012 with another six teachers aiming to complete theirs by the end of this year.

### **Recommendations**

- Teaching and Learning Programs Policy is updated and professional learning dedicated to programming at the beginning of the year which is followed up in ECT meetings as this is the area most identified for professional development by ECT members.
- Teaching and Learning Programs Policy explicitly states that staff reflect on student data as the first step in the teaching and learning cycle.

### **Community Engagement - Parental Involvement 2012**

#### **Harmony Day**

A nice way to start the year and with 30 attending this year was our biggest yet.

#### **Clean Up Australia Day**

We opened this up to parents to come along and help out on this afternoon with 28 parents replying. Unfortunately the event was cancelled due to bad weather, twice.

#### **Playtime**

These sessions have grown considerably this year with the average number of children attending each week around 20 or so but has been as high as 35.

#### **Resource Group**

This group has a steady attendance of 3-4 with a couple of Korean mums who also attend for a short time and like to take 'homework' home. Another mum who used to attend now helps out with discovery learning in class at the same time so will occasionally take 'homework' as well. Another mum who was a regular last year went back to work.

#### **Knit & Sip group**

While we still had 12 blankets knitted this year only one parent came to the afternoons. Most preferred to knit at home and drop their blankets off. My initial aim this year was to be able to have some of the mums help to teach some of the kids knitting skills, however, due to lack of numbers this did not come about unfortunately.

#### **Library Group**

Continues to have 4-5 parents most weeks. One mum doesn't come to group but takes home a bag of books to repair/cover at home on a regular basis.

#### **Art Group**

Totally run by a parent now with a couple of participants each week. There have also been a few mums who have come for a few weeks and then stopped for various reasons.

#### **Multiculture Café**

Once again a very popular morning for the Turkish, Korean and Chinese communities. Having the Community Language (CL) teachers in attendance for the first part is beneficial. Tried Indian/Pakistani communities twice with only one parent coming along (a new kindergarten parent) who thought it was a good idea. We held an African afternoon café with two families attending. The first Pacific Islander café this year brought no one but on talking to them in the playgroup the early morning timing didn't suit

most. Retried a few weeks later in the afternoon time slot and 4 came along. The Arabic community do not seem to respond at all to these, possibly because language is quite a barrier to a number of them and the lack of a stable CL teacher to help liaise has been a drawback.

### **Multicultural Storytime**

This held one week a term in terms 1 and 2, ran out of time in term 3 and scheduled for week 6 Term 4. This is very popular with the younger years especially with between 30 and 50 children attending. The parents invited to participate thoroughly enjoy the opportunity to read to the children in their mother tongue. The purchase of additional storybooks in other languages will allow us to extend the invitation to a more varied group of parents.

### **Gardening group**

This group was quite strong early in the year and actually started up on its own this year with 5 or 6 coming when they had time.

**Parent Excursions** – one in term 2 and term 3, have both been well attended. Term 2 was Sydney Fish Markets with 8 coming along. Term 3 at Madame Tussaud's was the best attended with 17 attending.



### **Raising Great Kids Parent Workshops**

We had 4 parents attend each of the 6 sessions and two other mums who attended one session each (one at session 1 and one at session 5). Another family was invited to attend via school

counsellor half way through, however, timing didn't suit and hadn't seen it advertised in the newsletter.

**Pre Kinder Playgroup** – started in Term 3 this year. Proved quite popular again and continuing with another 3 in Term 4. The last two will be advertised to all 2013 kinder enrolments.

### **P & C Meetings**

Meetings are relatively well attended – not huge numbers but regular attendees at most meetings.

### **Classroom Helpers**

We have a few parents helping in classrooms on a regular basis but think this is an area we should work on. Best way for parents to learn and understand what happens is to see it first hand. Education Week inviting parents into the classrooms was a great start and was well attended.

Events like Mother's/Father's Day Stalls, Cross Country Fun Run, Athletics Carnival, Swimming Carnival, Community Celebration Day are very well attended with plenty of helpers when called for. This is a big change from a few years back. We do need to be careful that if we are calling for helpers we actually use them. Comments from parents at Athletics Carnival was, "I'm not really doing anything", "just told to follow my child's group around" are detrimental to our encouraging participation from parents.

### **Parent Workshops**

- NAPLAN – 9 parents attending
- Discovery Learning – 20 parents attending
- Number Games for Preschoolers – 12 attending
- WHS Parent Workshop – 8 parents attending
- Parent Forum – Hats – 6 parents attending
- Parent Forum – Cyber Safety - 5 parents attending. I did book in Flemington Local Area Command to come and talk about cyber safety as well, however, the officer was unable to attend due to ill health. Decided to re-book early next year.

- Parent Forum – School Awards – 12 parents attending

## Progress on 2012 targets

### Target 1

#### 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. **(2012 Achieved: 18% of students in bands 7 and 8. However, our School stage data for Year 6 (2011 cohort) indicates 35% of mainstream students in top 25%.)**
- Decrease the number of **Year 5** students in the lowest 2 skill bands in reading to less than 22%. **(2012 Achieved: 30% of students in Bands 3 and 4. However, our School Stage data for Year 6 (2011 NAPLAN cohort) indicates 7% of mainstream students in bottom 25% of school based data).**
- 38% of **Year 3** students at proficiency standard (Bands 5 & 6) in NAPLAN reading. **(2012 Achieved: 39% in bands 5 and 6. School stage data: Year 4 (2011 NAPLAN cohort) had 58% of mainstream students in top 25%).**
- Decrease the number of **Year 3** students in the lowest 2 skill bands in reading to less than 18%. **(2012 Achieved: 20% students (in Bands 1 and 2. However, our School stage data for Year 4 (2011 NAPLAN cohort) indicates only 8% of mainstream students in bottom 25%).**
- 60% of **Year 5** students achieving or exceeding minimum growth in NAPLAN reading. **(2012 Achieved: 48.4% of students achieved minimum growth in NAPLAN Reading. Average growth is just above state).**
- Increase the proportion of kindergarten students at instructional reading Levels 9+ to 40% **(2012 Achieved: 33%).**
- Increase the proportion of kindergarten students with a writing vocabulary of 50+ words to 20% **(2012 Achieved: 35%).**

Our achievements include:

- developing and implementing targeted learning plans in Reading;
- targeting teachers with literacy expertise to develop the capacity of colleagues;



- Focusing on Talking and Listening within each stage to further improve the conversations the students are having to improve their acquisition of English.
- Executive Action Learning has assisted the executive in identifying from student data, priority areas for learning, eg. comprehension. Past NAPLAN, Best Start, L3, Critical Aspects continuum tracking and school based stage assessments identify student needs to inform targeted, explicit lessons, student groupings and co-ordinate resource planning for ESL, L&ST, BOOST co-teaching and collaborative programming with class teachers in stage teams to differentiate student learning
- L3 Professional learning has proven effective in providing short, sharp, explicit lessons. Discovery Learning (K-2) has been effective in developing language and grammar with directed talking and listening. BOOST program (K-2) involved demonstration lessons of super six comprehension strategies. 3-6 have successfully used resources such as PROBE to differentiate reading groups and develop targeted learning plans targeting vocabulary and inferential comprehension.
- ILPs and PLPs that were embedded in class programs, were effective in helping



targeted students improve their results in Literacy.

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

### Improved Numeracy outcomes for all students

2012 Targets to achieve this outcome include:

- 82% Year 3 students at or above minimum standard in numeracy **(2012 Achieved: 94% of Year 3 students at or above minimum standard).**
- Increase the number of Year 5 in bands 7 and 8 in numeracy to more than 43%. **(2012 Achieved: 29% of students in bands 7 and 8. This was close to the state average (31%) Year 6 school data (2011 cohort): 54% in top 25%).**
- Decrease the number of Year 5 students in the lowest 2 skill bands in numeracy to less than 18%. **(2012 Achieved: 27% of students in lowest two skill bands. School data: 1 Year 6 (2011 cohort) mainstream student in bottom 25%).**
- Increase the number of Year 3 in bands 5 and 6 in numeracy to more than 27%. **(2012 Achieved: 38% of students in bands 5 and 6. School stage data in Measurement & Space saw an increase of 48% to 57% of Stage 2 students in the top 25% over 5 weeks in Term 3).**
- Decrease the number of Year 3 students in the lowest 2 skill bands in numeracy to less than 18%. **(2012 Achieved; 20% of students in bands 1 and 2.)**
- More than 68% of Year 5 students achieving or exceeding minimum growth in NAPLAN numeracy. **(2012 Achieved: 61.9% of students achieved or exceeded minimum growth. Year 5 Boys- are 34 scale scores above the state average growth in Numeracy).**

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.

### 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 OOHG 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.



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.

### **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)

Our achievements include:

- Ongoing development, implementation and evaluation of professional learning through executive leadership of stage and specialist teams using action learning and coaching.
- Appointments of technology mentors to each stage to work with executive and teachers
- All staff participated in professional learning activities related to the new New South Wales Curriculum documents led by the Literacy and Numeracy Committees, as well as our CL/RFF team.
- 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 continued training in L3.

## **School evaluation**

The School conducted the SchoolMap Best Practice Survey about Teaching as part of its annual review of best practice. 103 parents and 34 teachers completed the survey. 160 students were randomly selected to complete the survey from Year 2 through to Year 6. This included thirteen students from the Special Education Unit.

Parent Survey – The questions included:-

1. What students are asked to learn is important.
2. Teachers provide class activities that are interesting and appropriate to my child's needs and abilities.
3. My child talks to his/her teachers about what they are learning and why.
4. The way my child's teachers manage the class helps him/her to learn.
5. My child's teachers know what my child can do and what they need to learn.
6. My child's teachers keep records of his/her progress.
7. Parents and students understand how students' learning will be assessed.
8. The school provides clear information about student achievement through the school's reporting process.

The results were:-

Parent Survey		103 responses			
Question	Almost Always	Usually	Sometimes	Rarely	
1	63	31	7		1
2	52	48	2		
3	32	37	27		5
4	60	36	6		
5	66	29	7		1
6	61	33	7		2
7	39	42	20		2
8	57	32	11		2
9					

Teacher Survey – The questions included:-

1. My students are provided with a relevant curriculum.
2. My teaching programs respond to students' interests, needs and abilities.
3. I clarify intended learning outcomes and the purpose of learning with students.

4. I have classroom management strategies in place to maximise student learning.
5. My assessment processes provide information on students' strengths and areas for further development.
6. I maintain records of student progress.
7. My assessment strategies are understood by students and parents.
8. The school's reporting to parents clearly communicates information about student achievement and development.
9. Assessment and tracking of student learning outcomes is used to evaluate, develop and refine teaching programs.

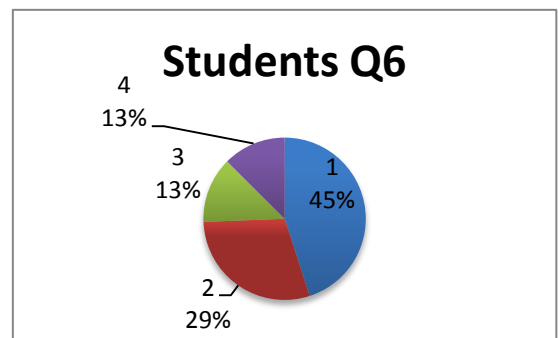
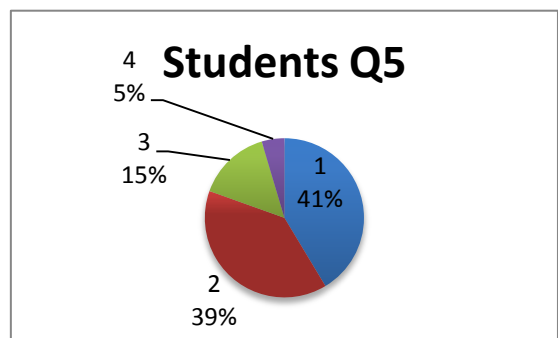
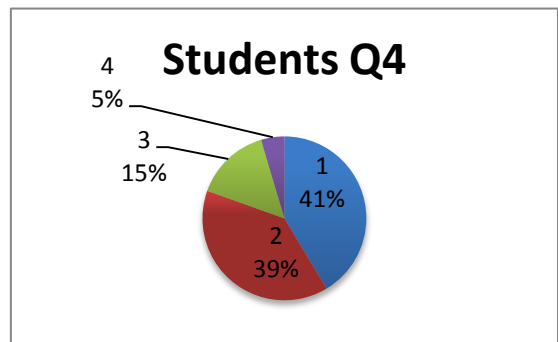
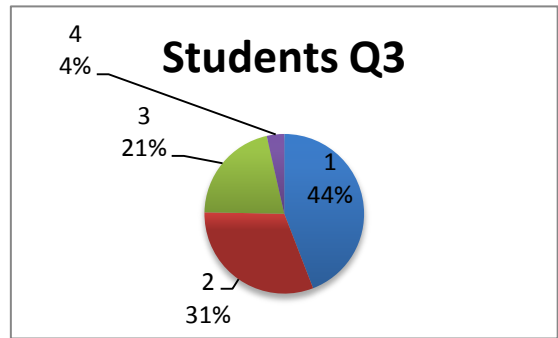
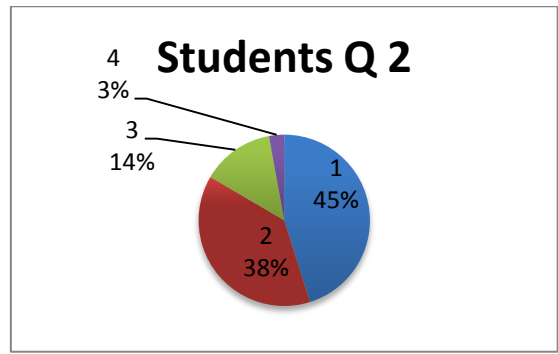
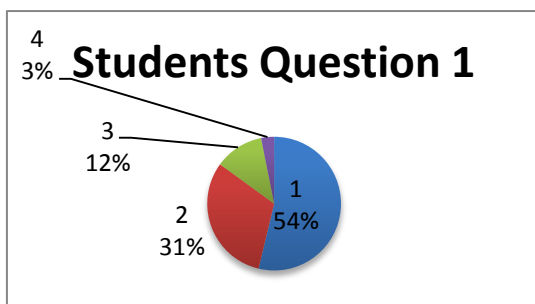
The results were:-

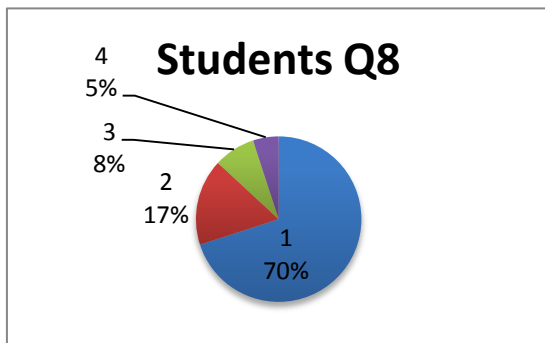
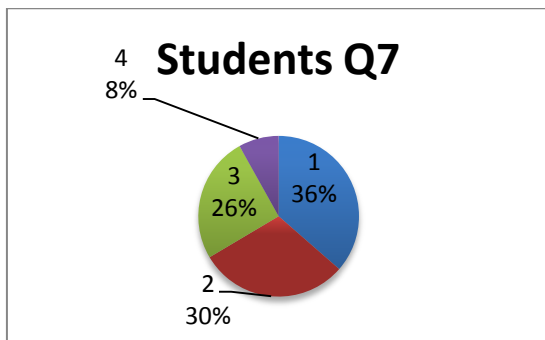
Teacher Survey	34 responses			
Question	Almost Always	Usually	Sometimes	Rarely
1	30	4		
2	24	9		
3	21	11	2	
4	27	7		
5	25	9		
6	25	7	1	
7	11	19	4	
8	18	14	2	
9	26	7	1	

Student Survey – The questions included:-

1. What I am asked to learn is important.
2. My teachers plan class activities that are interesting and help me learn.
3. My teachers tell me what I am learning and why.
4. The way my teachers manage the class helps me to learn.
5. My teachers know what I can do and what I need to learn.
6. My teachers keep records and samples of my work to include in my school report or portfolio.
7. I understand how my learning will be assessed
8. School reports and parent interviews provide information about my learning.

The results were:-





98% of teachers and 75% of students agreed that teachers clarify student outcomes and the purpose of learning for students. 25% of parents stated that students sometimes talk about the purpose of their learning with their teachers.

90% of teachers stated that they always or usually explain how student work is assessed and 80% of parents agree with this statement. 76% of students agreed with this statement. However, most of the students who had selected "sometimes" or "rarely" were from Year 2 and Stage 2.

Most of the additional parental comments that directly addressed teaching and learning expressed appreciation for the efforts made by the school to support their students' learning. Other comments showed that parents would like to know more about the school's programs and procedures, such as homework, RFF, communication and extra-curricular activities.

### **Conclusions:**

100% of staff respondents stated that they always or usually provide students with a relevant curriculum that responds to their needs, interests and abilities. This is based on assessment that provides information about students' strengths and areas for further development. Classroom management strategies are in place to maximise student learning.

95% of parent respondents agreed that teachers always or usually provide class activities that are interesting and appropriate to their children's needs and that teachers manage their classes so that their children can learn.

80% of student respondents stated that what they are asked to learn is always or usually important, activities are interesting and help them learn.

### **Recommendations:**

Maintain current teaching practices but focus on making the learning more visible to students by explicitly communicating learning goals and the purpose for learning.

Continue to provide more opportunities for parents to understand school practices and encourage parents to speak with their children about their children's learning at school.

## **Parent, student, and teacher satisfaction**



In 2012 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.
- 98% of respondents agreed that the school maintains a focus on literacy and numeracy and the annual school report provides important information about the school.
- 100% 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.
- 96% 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.
- 92% 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.
- 91% of the respondents agreed the school is connected to its community and welcomes parental involvement and that the school promotes a healthy lifestyle.

## 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 2012-2014 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%.
- 44% 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 45%
- Increase the proportion of kindergarten students with a writing vocabulary of 50+ words to 35%

#### 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.
- 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 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 32%.
- 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:



## 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 OOHG 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.



- Continue 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.

Ben Gatwood	Classroom Teacher
Joyce Ellis	Classroom Teacher
Carla Wells	Classroom Teacher
Anneliese Dennis	Classroom Teacher
Rita Ranasinghe	Classroom Teacher
Matt McCarron	Classroom Teacher
Yasmin Ibrahim	Classroom Teacher
Robert Leonard	Classroom Teacher
Belinda Swan	Rel.Assistant Principal
Moy Ly	Assistant Principal
Debbie Sage	Assistant Principal
Jasmine Smith	Rel.Assistant Principal
Lee Willis	Assistant Principal
Julie Rush	Community Engagement Officer / P&C President
Michael Duffy	Deputy Principal
Matthew Lewis	Principal

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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>

