Lidcombe Public School
Annual School Report
2014

2394

Contents

School context statement

The school has a strong reputation for its commitment to learning and its strength in providing welfare programs including PBL to increase the likelihood that learning will occur.

The school community is highly multilingual (92% LBOTE) with at least 44 different languages being represented. The most predominant languages (March 2014) are: Chinese (22%); Korean (14%); Arabic (11%); Turkish (11%); English (7%); and Vietnamese (5%).

The school comprises 25 mainstream classes and 3 special education classes. Specialist programs include Reading Recovery, Leaning and Support, English as an Additional Language/Dialect, and Community Languages in Chinese, Korean, Turkish and Arabic.

The school prides itself on forging strong links with the local community and has a growing, highly committed P & C Association whose members are actively involved in consultative decision-making inclusive of fulfilling staff vacancies through the Merit Selection process, school self-evaluation processes, broad financial management decisions, decisions relating to capital improvements and school policy decisions. Lidcombe Public School's enrolment has been steadily increasing over the past five years with a current enrolment (December 2014) of 639 students.

Principal's Message

It is with great pleasure that I present the 2014 Annual School Report for Lidcombe Public School.

The core business of our school is highlighted through our motto, *Forward - Learning in Harmony*. Through explicit and systematic quality teaching in literacy, numeracy and across all key learning areas our teachers guide, challenge and extend our students in the development of the foundation skills they will need for continued learning in the 21st century. Our school vision statement, developed through community consultation in 2014, highlights a vision where the school will focus on the teaching and learning of skills that will allow students to use those foundation skills in conjunction with future focused key competencies such as creativity, collaboration, critical thinking and communication.

As principal of this school I am very proud that our school continues to have a great reputation within and beyond of our community at Lidcombe. From feedback we received as part of the vision process in 2014 some of the reasons for this include:

- Students are our primary focus
- We aim to support all students to reach their potential
- We promote a culture of striving for your personal best
- Our staff are caring, motivated, professional and hard working
- As a team, the staff provide a range of additional learning experiences and opportunities
- Parents are partners in the schooling process and they contribute significantly to our school
- We are continually working to build connections with our local community
- We value and are proud of our school and local environment
- We celebrate the achievements of our students
- We teach values and promote resilience

This report highlights our achievements over the past year and targets specific areas for further development. 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.

Matt Lewis
Principal

P&C President's Message

During the course of the year the P&C at Lidcombe has contributed directly to the teaching and learning of each child at LPS by contributing moneys raised through our fundraising to the school for use in literacy and numeracy as well as other resources required for improving education.

The money for these contributions is raised through a variety of activities such as Mother's and Father's Day Stalls, Community Celebration Day, Family Fun Night and our Hamper Raffle. The P&C welcomes our new Kindergarten students with school library bags and we contribute to the graduating year 6 students by providing the farewell cupcakes. We also donated $500 per stage to help with the cost of transporting our children to excursions.

This year the P & C has also purchased another IWB, contributed funds towards green events and are in the process of supplying funds for another IWB, sports house banners and school monogrammed tablecloths.

We are responsible for the running of the uniform shop which has now been running successfully for two and a half years. Thank you to the volunteer parents for their efficient

running of same. While it is not our prime aim to raise large funds from the sale of uniforms, hopefully soon perhaps some of the monies from this venture will also be used to complement our fundraising money.

School Banking, once again run by volunteer parents, continues to be popular with around 200 students taking part. This is fabulous for less than two years participation. School banking is a great way for children to learn about financial literacy as well as gain additional funds for the P & C.

The P&C is much more than just a group of parents that meet every now and then. We are a committed and focused group of individuals whose common goal is to better the "whole" school experience for each and every student at the school.

Being part of the P&C Association is a most rewarding undertaking and I'm sure future members will continue to display a wonderful 'community spirit' in their support of Lidcombe Public School.

Julie Rush
P&C President

Leadership Report 2014

Our school leadership team has been to many places and we have achieved good results. We have been to a leadership conference where we learnt how to be a 'good' leader. Stage 3, being the leaders of the school went to Berry and had a great time learning many useful skills such as teamwork.

In SRC meetings we always tried to make the school a better environment to play in and enjoy. Some examples of things we helped improve are the handball courts and tiger turf on the Stage 1 soccer field.

When we first came here we never believed that we would get so far. This school has so many programs that helped me come out of my shell to be here today. With the great warmhearted people, together we have achieved even more programs such as playground activities and the new award system.

The school has taught us that we can always reach my goals. As captains we have learned many things. Thank you for all the teachers who have taught us all we know. Thank you to all the students. We hope everyone can continue to thrive together.

Jason Cho and Selena Wong
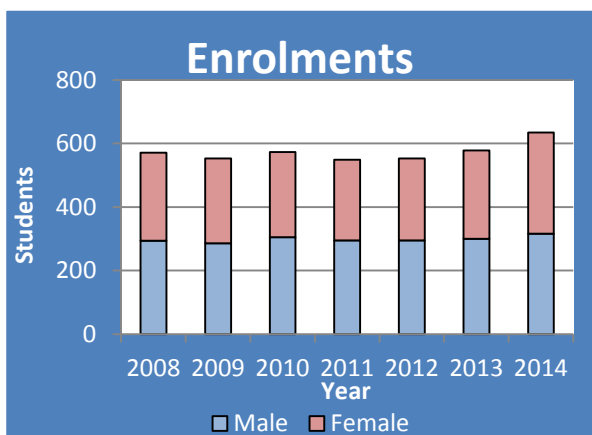*School Captains 2014*

Student information

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

Student enrolment profile

Gender	2011	2012	2013	2014
Male	295	295	300	316
Female	254	258	278	319

Enrolments

Student attendance profile

	Year	2010	2011	2012	2013	2014
School	K	96.7	93.2	95.0	96.3	95.9
	1	94.8	96.4	94.3	95.6	96.4
	2	95.2	95.5	95.7	95.8	96.7
	3	95.3	96.3	95.2	97.8	95.8
	4	96.2	95.9	95.5	97.0	97.1
	5	96.2	96.3	95.0	96.1	97.7
	6	96.5	94.8	95.0	95.3	96.5
	Total	**95.8**	**95.5**	**95.1**	**96.3**	**96.6**
State DEC	K	94.7	94.7	94.3	95.0	95.2
	1	94.2	94.2	93.9	94.5	94.7
	2	94.4	94.2	94.2	94.7	94.9
	3	94.5	94.4	94.4	94.8	95.0
	4	94.5	94.3	94.3	94.7	94.9
	5	94.4	94.2	94.2	94.5	94.8
	6	94.0	93.8	93.8	94.1	94.2
	Total	**94.4**	**94.3**	**94.2**	**94.7**	**94.8**

School attendance (96.6% in 2014) is the highest rate we have had for several years with previous years and exceeding regional and state 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 2014 Class Size Audit conducted on Monday 20 March 2014.

Roll class	Year	Total in class	Total per year
K BLUE	K	20	20
K ORANGE	K	19	19
K PURPLE	K	19	19
K RED	K	18	18
K YELLOW	K	18	18
1BG	1	24	24
1L	1	24	24
1M	1	24	24
1S	1	23	23
1-2B	1	9	23
	2	14	23
2M	2	24	24
2P	2	25	25
2R	2	24	24
S2C	3	15	27
	4	12	27
S2G	3	16	30
	4	14	30
S2H	3	15	29
	4	14	29
S2M	3	14	29
	4	15	29
S2P	3	13	29
	4	16	29
4/5K	4	13	27
	5	14	27
S3C	5	13	30
	6	17	30
S3H	5	14	30
	6	16	30
S3K	5	14	28
	6	14	28
S3W	5	13	29
	6	16	29
S3L	5	14	29
	6	15	29

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.

Workforce information

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

Workforce information

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

Workforce composition

Position	Number
Principal	1.0
Deputy Principal(s)	1.0
Assistant Principal(s)	4.0
Assistant Principal(s) Special Education	1.0
Classroom Teachers	20.0
Teacher of Mild Intellectual Disabilities	2.0
Teacher of Reading Recovery	0.92
Learning and Support Teacher	1.7
Teacher Librarian	1.2
Teacher of Community Languages	3.0
Teacher of ESL	3.0
Counsellor	1.0
School Administrative & Support Staff	7.062
Community Engagement Officer	1.0
Part Time / RFF allocation	2.496
Total	50.368

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 two (2) members of staff of Aboriginal descent.

Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	58
NSW Instit. of Teachers Accreditation	64

Beginning Teachers

Schools are required to report on how government funding under *Great Teaching, Inspired Learning* (GTIL) has been used to support beginning teachers adjust to their new roles in NSW public schools.

In 2014, Lidcombe Public School had two permanent beginning teachers but both had over 5 years experience in the classroom. Under the GTIL model each teacher received funding to assist in the new teacher's induction, professional development and achievement of accreditation at the level of Proficient teacher. An experienced teacher colleague provided mentoring support to the seven temporary teachers within their first 5 years of teaching.

Permanent beginning teachers utilised their additional release time in a variety of ways including:

- observing other teachers' lessons
- engaging in professional discussion and personal reflection
- assessing and evaluating student work
- preparing lessons and resources
- undertaking individualised programs of professional learning
- compiling evidence to achieve and maintain mandatory accreditation
- team teaching; and

- structured feedback meetings with supervisors and mentors.

Significant professional learning programs in which beginning teachers have participated and programs which have built the capacity of new scheme teachers

- Accreditation at Proficient Teacher Level course
- NSW Teacher Mentor Early Career Teacher Net- work
- Disability Standards for Education online course
- Early Career Teachers conference
- Behaviour Management for Beginning Teachers
- Language, Learning and Literacy (L3), Classroom Teacher Professional Learning
- i on the future 2 course
- In-school Induction Program including school routines, programming policy and requirements, class- room management and welfare policy, accreditation, communication with parents, Performance and Development Framework, assessment strategies, report writing and Quality Teaching Framework .

Professional Learning and Teacher Accreditation

Our teachers and support staff participated in a range of learning activities during the year. Emphasis was placed on development at the stage or team level, with fortnightly meetings and team planning time each term. School Development Days focused on school priorities as defined in the School Plan 2012-2014. Our Teacher Professional Learning (TPL) budget was a little over $25000 and of course, we added to this to ensure our students were experiencing the best trained teachers education had to offer. Additional TPL funds were used for Best Start, the continuation of a Quality Teaching Project - L3, PLAN training including the use of Literacy and Numeracy Continuums and the engagement of a specialised teacher for students requiring support in Literacy and Numeracy. Also,

additional TPL budget was allocated for Australian Curriculum planning and implementation.

Including both permanent and temporary teachers, 46% of staff are classed as New Scheme teachers either working towards Board of Studies Teaching and Education Standards (BOSTES) accreditation or maintaining accreditation at Proficient. No teachers are currently seeking or maintaining voluntary accreditation at Highly Accomplished or Lead.

To build the capacity of staff to achieve key priorities, Teacher Professional Learning in 2014 included:

New NSW Mathematics and Science and Technology Syllabuses
Curriculum leaders and committee members participated in SyllabusPLUS Adobe Connect professional development series. These sessions highlighted changes within the NSW syllabuses and provided teaching ideas. Each session explored different aspects of each syllabus for teachers to deepen their knowledge of new content and pedagogy. All staff, under the leadership of curriculum teams, participated in a range of professional learning courses to support the implementation of these new curriculum. Learning modules explored planning, programming, teaching and assessment practices for the new NSW K-10 Mathematics and new NSW K-6 Science and Technology syllabuses.

Information and Communication Technology (ICT)
- Four Executive members attended the Regional ICT Conference *Inspire Innovate - LeadIT - CreateIT - EngageIT*. Technology co-ordinators and ICT team members attended Managing iPads with Apple Configurator, MakerDay C.R.E.A.T.E and '*i on the future 2'* courses.

Literacy
One Kindergarten teacher received training in L3; a literacy program for Kindergarten teachers in which explicit teaching of reading and writing skills for young children takes place in

'micro' groups of 3 or 4 students. Two teachers received training in debating.

Sport and Health
Coaching courses were undertaken by teachers in Cross Country, football and athletics. Two teachers were involved in Live Life Well @ School training.

Leadership Development
Assistant Principals (2), Deputy Principal and Principal conferences were attended by executive staff. RALBY Community of Schools was formed to support leadership development across 5 local primary schools.

Student Welfare
Teachers were trained in Child Protection updates, WHS procedures and CPR, anaphylaxis and e-Emergency Care re-training. Targeted professional learning was undertaken by classroom and support teachers and SLSOs in *Understanding Autism Spectrum Disorders* and *Understanding Dyslexia and Significant Learning Difficulties.*

Financial summary

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

Funds received through the Resource Allocation Model (Lidcombe Public School)*
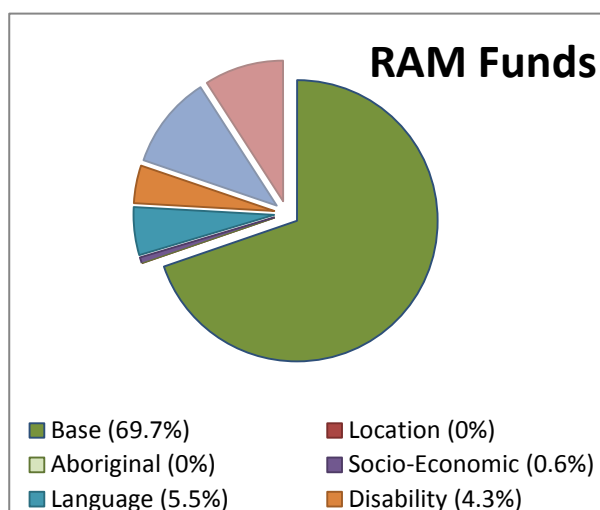
Component	RAM
Base	**3,768,996**
Equity	**567,622**
Location	-
Aboriginal	1,245
Socio-Economic	33,975
Language	297,583
Disability	234,819
Targeted	**575,964**
Other	**492,304**
Total	**5,404,886**

Financial Summary for the Year Ended 31 December 2014 (Lidcombe Public School)*

2014 Actual ($)	
Opening Balance	(421,399)
Revenue	**(5,746,982)**
Appropriation	(5,486,270)
Sale of Goods and Services	(5,007)
Grants and Contributions	(251,189)
Investment Income	(4,516)
Gain and loss	-
Other Revenue	-
Expenses	**5,701,239**
Recurrent Expenses	5,701,239
Employee Related	5,142,966
Operating Expenses	558,274
Capital Expenses	-
Surplus/Deficit for the Year	**(45,743)**
Balance Carried Forward	**(467,142)**

A full copy of the school's 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent

body. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

Academic achievements

NAPLAN

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.

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

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

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

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

**NAPLAN Year 3 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)

Reading

- Performance is 32.6 points below state average and is 19.9 points below 2013 results.
- 90.8% students achieved above minimum standard
- 20.9% students in Bands 1 and 2 (13.4% in state)

- 30.6% students in Bands 5 and 6 (49.3% in state)
- Areas of strength- locating information directly stated in information and in a simple narrative.
- Areas for further development- Inference, makes a logical inference from/ or implied in an information text, Infer a reason to interpret events in a text. Identifies the focus of a poster, Connects information in words and/or image of a poster, direct locate, locates information that is stated at the end of an information report.

Year 3 NAPLAN Reading

	School	SSG	State DEC
Average score, 2014	390.7	407.3	416.3

Skill Band Distribution

| Band	1	2	3	4	5	6
Number in Bands	3	12	16	19	11	11
Percentage in Bands	4.2	16.7	22.2	26.4	15.3	15.3
School Average 2010-2014	5.8	14.3	20.8	25.2	15.6	18.4
SSG % in Bands 2014	6.0	10.2	17.6	23.4	19.9	22.9
State DEC % in Bands 2014	6.1	9.9	15.3	22.6	18.5	27.6
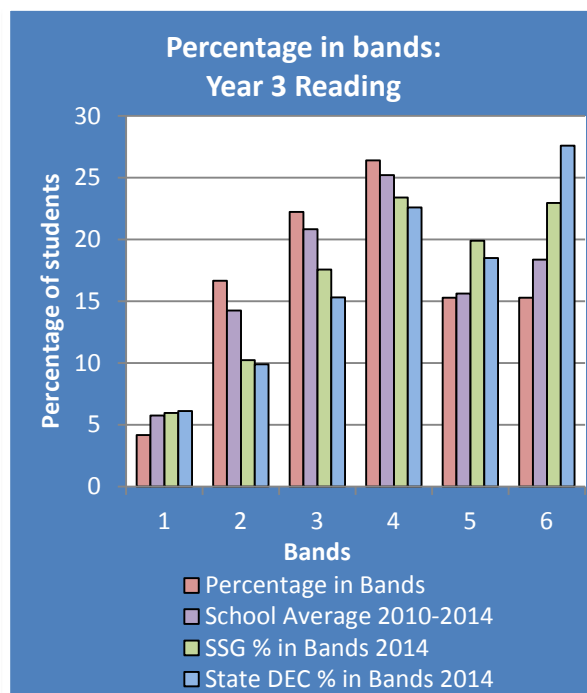
Writing

- Performance is 20.9 points below state average and is 24.9 points below 2013 results.
- 84.4% of students performing above minimum standard
- 16.5 % students in Bands 1 and 2 (10.4% in state)
- 35.6% students in Bands 5 and 6 (47.8% in state)
- Areas of strength: Audience- Attempts some simple written comment about a topic, Demonstrates an awareness of intended audience, Ideas- Writes elementary persuasive text. Sentence structure (simple and compound sentences) Spelling- Uses approximations and some conventional spelling.

- Areas of further development: Audience- Identifies the audience of a text and adjusts writing accordingly, Text Structure- Demonstrates an awareness of the organisational structure of persuasive text, Ideas- Develops ideas using language choices and devices to engage and persuade the reader.
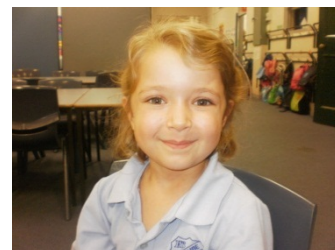
Year 3 NAPLAN Writing

	School	SSG	State DEC
Average score, 2014	388.1	392.0	401.5

Skill Band Distribution

Band	1	2	3	4	5	6
Number in Bands	8	4	15	20	21	5
Percentage in Bands	11.0	5.5	20.6	27.4	28.8	6.9
School Average 2011-2014	5.3	6.3	12.7	24.7	39.0	12.0
SSG % in Bands 2014	4.6	8.9	25.1	24.9	29.6	7.0
State DEC % in Bands 2014	4.1	8.3	21.3	22.8	33.3	10.1

Percentage in bands: Year 3 Writing

Legend:
- Percentage in Bands
- School Average 2011-2014
- SSG % in Bands 2014
- State DEC % in Bands 2014
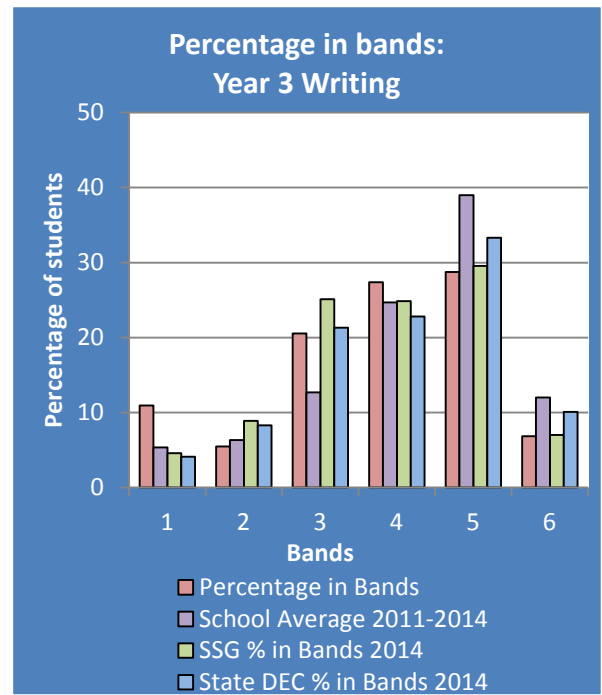
Spelling

- Performance is 4.2 points higher than the state and is 10 points below 2013 results.
- 92.2% of students performing above minimum standard
- 12.3% of students in Bands 1 and 2 (14.6% in state)
- 56.2% students in Bands 5 and 6 (50.8% in state)
- Areas of strength- Identifies error in one syllable word with long vowel digraph- ea, Identifies an error then correctly spells a three syllable word
- Areas for further development- Correctly spells one syllable word with semi vowel-qu, Identifies an error then correctly spells two syllable compound word with the pattern - ight, identifies an error then correctly spells two syllable compound word with the inflectional ending- es, Correctly spells two syllable with double consonant pattern –ss.

Year 3 NAPLAN Spelling

	School	SSG	State DEC
Average score, 2014	428.1	409.5	418.8

Skill Band Distribution

| Band	1	2	3	4	5	6
Number in Bands	2	7	8	15	21	20
Percentage in Bands	2.7	9.6	11.0	20.6	28.8	27.4
School Average 2010-2014	5.7	7.9	10.4	22.7	22.4	30.9
SSG % in Bands 2014	3.9	13.4	13.2	26.3	22.9	20.2
State DEC % in Bands 2014	4.2	12.6	12.2	22.5	23.4	25.2

**Percentage in bands:
Year 3 Spelling**
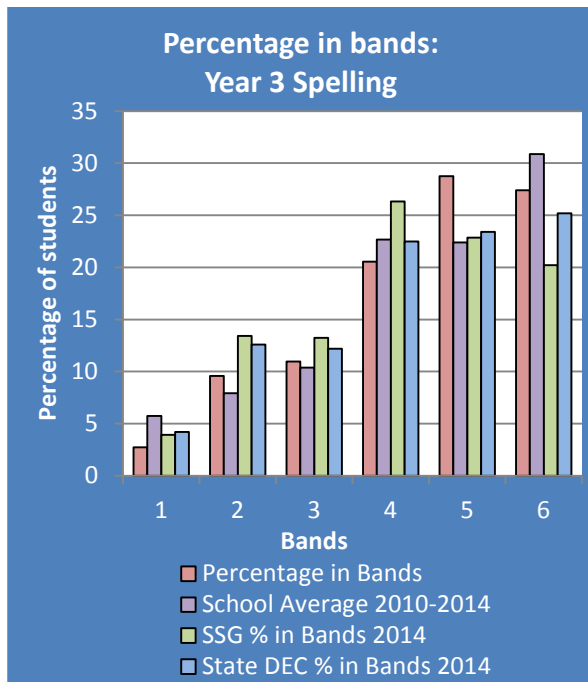
Grammar and Punctuation

- Performance was 27.4 points lower than the state and is 19.6 points below 2013 results.
- 89.6% of students performing above minimum standard
- 13.7% students in bands 1 and 2 (10.8% in state)
- 38.4% students in Bands 5 and 6 (54.5% in state)
- Areas of strength: Simple Punctuation identifies the correct terminating punctuation for an exclamation, Identifies the correct use of there, a pronoun and a causal conjunction in a complex sentence, Noun groups- identifies the correct indefinite article for a noun beginning with a vowel
- Areas for further development: Identifies the correct use of apostrophe of contraction, Identifies the correct placement of speech

marks for speech with an attribution. Identifies the correct preposition in a complex sentence.

Year 3 NAPLAN Grammar and Punctuation

	School	SSG	State DEC
Average score, 2014	408.6	414.8	427.1

Skill Band Distribution

Band	1	2	3	4	5	6
Number in Bands	4	6	13	22	11	17
Percentage in Bands	5.5	8.2	17.8	30.1	15.1	23.3
School Average 2010-2014	7.7	9.0	18.6	23.0	17.5	24.3
SSG % in Bands 2014	4.6	9.7	17.0	22.5	21.1	25.0
State DEC % in Bands 2014	4.7	8.3	15.3	21.1	20.9	29.7

**Percentage in bands:
Year 3 Grammar & Punctuation**
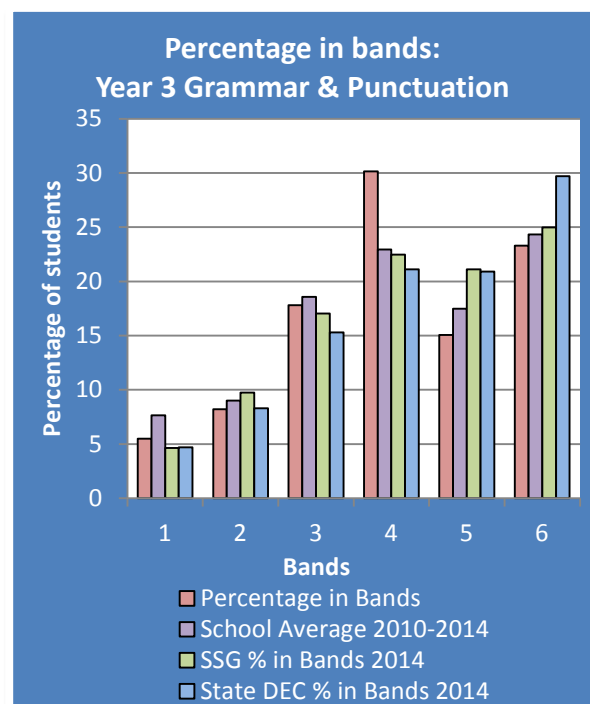
NAPLAN Year 3 - Numeracy

Overall Numeracy

- Performance was 28.9 points lower than the state and is 25 points below 2013 results
- 86.8% of students performing above minimum standards.
- 20.8 % students in Bands 1 and 2. (14.3% in state)
- 29.1 % students in Bands 5 and 6. (42.4% in state)
- Areas of strength: Addition - Combines tens and ones to form a two digit number, Solves a word problem involving addition of two digit numbers with carrying.
- Areas for further development: Fractions – Calculates the whole number equivalent to a visual representation, Arranges a set of four number as a addition to find the biggest total, Solves a number problem involving proportion, Solves a money problem involving multiplicative thinking, Solves a multi-step problem involving reasoning and multiplication.

Number, Patterns and Algebra

- Performance 17.6 points lower than the state and is 22.5 points below 2013 results
- 20.9% students in Bands 1 and 2 (15.8% in state)
- 27.8% students in Bands 5 and 6 (36.5% in state)
- Areas of strength- Identifies the next number in a descending counting pattern, Algebra-Identifies the solution of a number sentence in the form of a+?=b,
- Areas for further development- Solves a number problem using a number pattern, Ratios - Identifies changes in width and height for a shape, Money - Identifies least 3-digit number (with same digits) in a set of 4.

Data, Measurement, Space and Geometry

- Performance is 37.6 points lower than the state and is 10.2 points below 2013 results 22.2% students in Bands 1 and 2 (12.2% in state)

- 26.4% students in Bands 5 and 6 (43.3% in state)
- Areas of strength: Length-Compares heights of objects, Identifies the shortest route on a map. Identifies a position on a map. Data-Identifies tally marks that model a given situation, 3D- determines the number of edges in an object, 2D- Identifies shape on graph paper with the least shaded area, Data- Identifies true statement about data in a 2 column table, Interprets information in a column graph.
- Areas for further development: Length- Uses measurement on two diagrams to deduce an unknown height, 3D- determines the number of edges in an object, 2D- Identifies shape on graph paper with the least shaded area, Data- Identifies true statement about data in a 2 column table, Interprets information in a column graph.

Year 3 NAPLAN Numeracy

	School	SSG	State DEC
Average score, 2014	379.0	393.4	401.6

Skill Band Distribution

Band	1	2	3	4	5	6
Number in Bands	6	9	22	14	14	7
Percentage in Bands	8.3	12.5	30.6	19.4	19.4	9.7
School Average 2010-2014	7.1	14.8	22.8	23.1	19.0	13.2
SSG % in Bands 2014	4.6	13.5	22.6	23.5	22.9	12.7
State DEC % in Bands 2014	4.1	12.6	20.7	23.2	23.0	16.4

Percentage in bands: Year 3 Numeracy
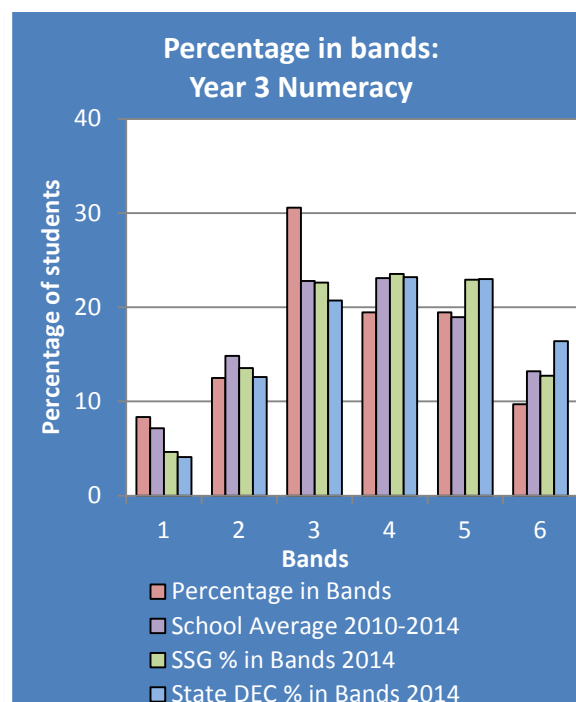
Analysis of data at Stage level and beyond

As a stage we have looked at the *Areas for further development* and each teacher has identified targets that are relevant to their class. Teachers will be programming to meet the needs of their students and address these learning outcomes. We will be monitoring these targets through CTJ of students work during the term 4.

As a stage we have acknowledged the success of differentiated Stage Mathematics groups. All teachers involved, have reported an increased level of engagement and achievement towards learning outcomes for the students in their groups. We will reassess the students in week 5, Term 4 to further evaluate the program.

In Numeracy, we will be looking at this data as well as the NAPLAN analysis, to see how it relates to our PLAN data and program for any common areas that need immediate attention and ongoing support.

This will also be a focus in Literacy with the teachers following up their targets and reporting to the Stage during the Stage 2 meetings.

The analysis of the Year 3, 2014 NAPLAN results have been sent to the Stage 1 Assistant Principal. This is to assist the Stage 1 teachers with identifying possible targets for learning and areas that need specific planning during Term 4.

NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

Lidcombe PS has a Special Education Unit. Results are inclusive of students with Mild Intellectual Disabilities. There were no special education students in Year 3 at the time of NAPLAN testing in May, 2013. Six Year 5 Special Education (IM) students participated in NAPLAN in 2013. One Year 5 student, who has since joined the Special Education (IM) class and one Year 5 student, who is currently transitioning into this class, also participated in the NAPLAN testing in May, 2013. These students represent 9.63% of the total number of Year 5 students at Lidcombe Public School, who participated in the NAPLAN testing in May, 2013.
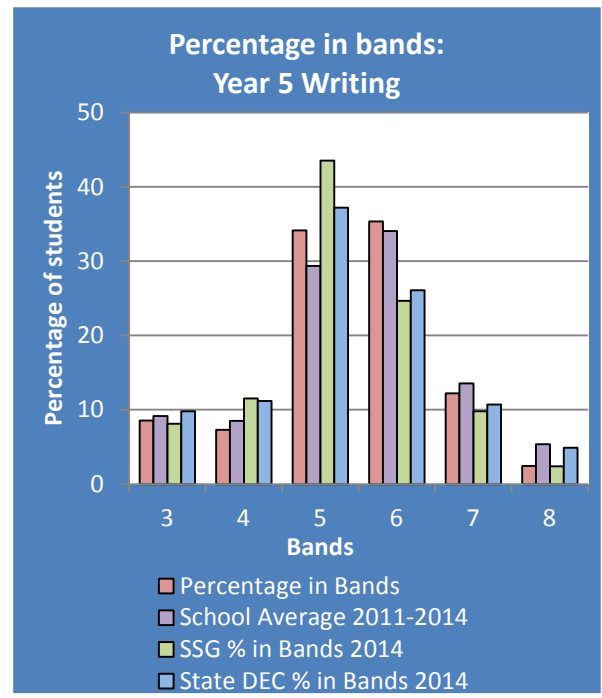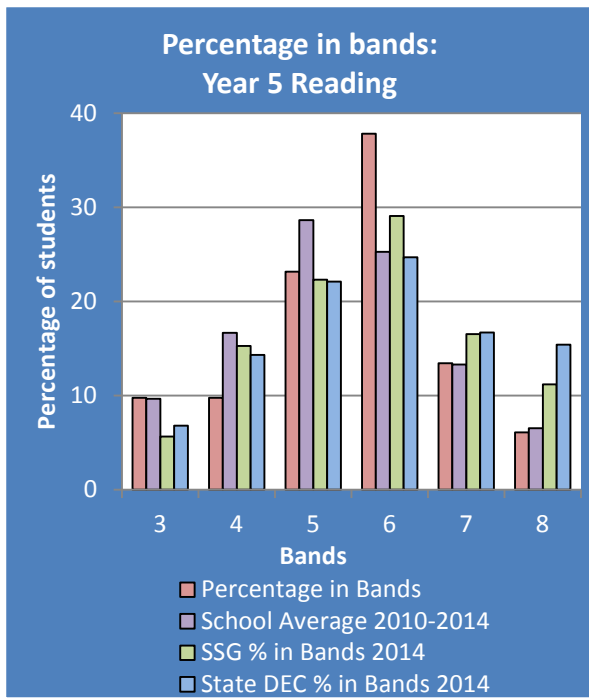
Reading

- Performance shows an upward trend of 10 scaled points compared to 2013.
- 94% of students achieved growth against their Year 3 results.
- 91% students achieved above minimum standard.
- 19.6% students in Bands 3 and 4 (17.4% in state), this is a decrease of 5.7% on 2013
- 19.5% students in Bands 7 and 8 (35.2% in state), this is an increase of 2.7% on 2013
- Areas of strength: students have shown strength across most areas, linking information in an online discussion.
- Areas for further development: inferential comprehension and interpreting and identifying details.

Year 5 NAPLAN Reading

	School	SSG	State DEC
Average score, 2014	479.0	491.8	497.3

Skill Band Distribution

Band	3	4	5	6	7	8
Number in Bands	8	8	19	31	11	5
Percentage in Bands	9.8	9.8	23.2	37.8	13.4	6.1
School Average 2010-2014	9.6	16.7	28.7	25.3	13.3	6.5
SSG % in Bands 2014	5.6	15.3	22.3	29.1	16.5	11.2
State DEC % in Bands 2014	6.8	14.3	22.1	24.7	16.7	15.4

**Percentage in bands:
Year 5 Reading**

Legend:
- Percentage in Bands
- School Average 2010-2014
- SSG % in Bands 2014
- State DEC % in Bands 2014

**Percentage in bands:
Year 5 Writing**

Legend:
- Percentage in Bands
- School Average 2011-2014
- SSG % in Bands 2014
- State DEC % in Bands 2014

Writing

- Performance shows an upward trend of 11.7 scaled points compared to 2013.
- 90.25% of students achieved growth against their Year 3 results.
- 92% of students performing above minimum standard.
- 15.8% students in Bands 3 and 4 (17.5% in state) this is a decrease of 11.9% on 2013.
- 14.6% students in Bands 7 and 8 (17.6% in state) this is a decrease of 1% on 2013
- Areas of strength: spelling in context, cohesion, punctuation and vocabulary.
- Areas for further development: audience and persuasive devices.
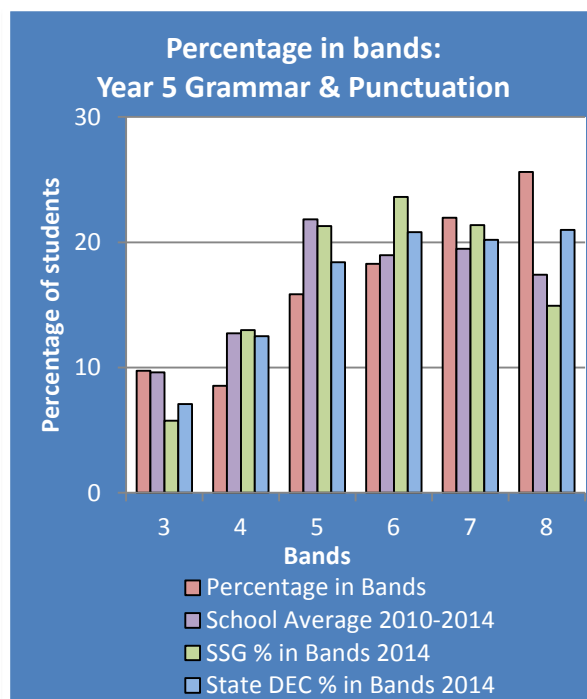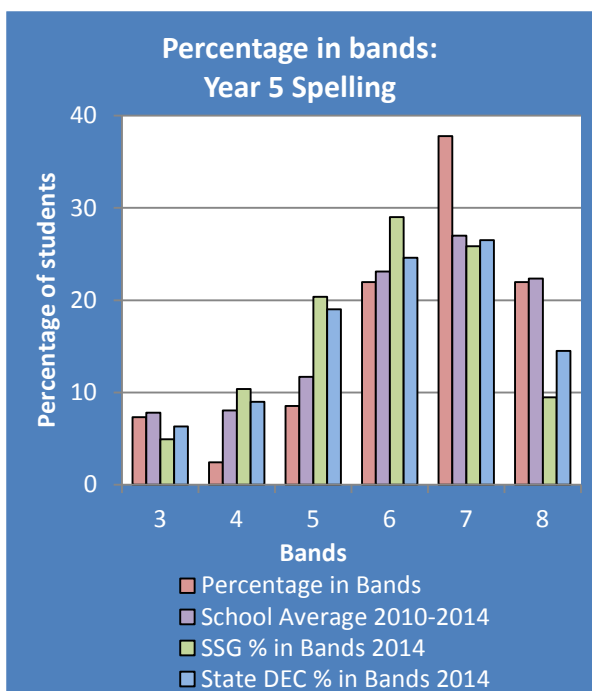
Spelling

- Performance shows a significant upward trend of 31.4 scaled points compared to 2013, and 20.7 scaled points above state.
- 97.6% of students achieved growth against their Year 3 results.
- 93% of students performing above minimum standard.
- 9.7% of students in Bands 3 and 4 (13.3% in state), this is a decrease of 8.3% on 2013.
- 59.8% students in Bands 7 and 8 (42.8% in state), this is an increase of 28.4% on 2013.
- Areas of strength: students have shown strength across all areas.
- Areas for further development: continue with all current strategies.

Year 5 NAPLAN Writing

	School		SSG		State DEC	
Average score, 2014	473.5		464.3		467.1	

Skill Band Distribution

Band	3	4	5	6	7	8
Number in Bands	7	6	28	29	10	2
Percentage in Bands	8.5	7.3	34.2	35.4	12.2	2.4
School Average 2011-2014	9.2	8.5	29.3	34.1	13.6	5.4
SSG % in Bands 2014	8.1	11.5	43.5	24.7	9.8	2.4
State DEC % in Bands 2014	9.8	11.2	37.2	26.1	10.7	4.9

Year 5 NAPLAN Spelling

	School		SSG		State DEC	
Average score, 2014	527.8		495.7		502.7	

Skill Band Distribution

Band	3	4	5	6	7	8
Number in Bands	6	2	7	18	31	18
Percentage in Bands	7.3	2.4	8.5	22.0	37.8	22.0
School Average 2010-2014	7.8	8.1	11.7	23.1	27.0	22.3
SSG % in Bands 2014	4.9	10.4	20.4	29.0	25.8	9.5
State DEC % in Bands 2014	6.3	9.0	19.0	24.6	26.5	14.5

Percentage in bands: Year 5 Spelling

Legend:
- Percentage in Bands
- School Average 2010-2014
- SSG % in Bands 2014
- State DEC % in Bands 2014

Percentage in bands: Year 5 Grammar & Punctuation

Legend:
- Percentage in Bands
- School Average 2010-2014
- SSG % in Bands 2014
- State DEC % in Bands 2014

Grammar and Punctuation

- Performance shows a significant upward trend of 30.5 scaled points compared to 2013
- 96.4% of students achieved growth against their Year 3 results.
- 91% of students performing above minimum standard
- 18.3% students in bands 3 and 4 (16.5% in state), this is a decrease of 3.3% on 2013.
- 47.6% students in Bands 7 and 8 (44.5% in state), this is an increase of 20.1% on 2013.
- Areas of strength: identifying the correct adverbs and adjectives, identifying correctly punctuated sentences.
- Areas for further development: identifying tenses and using the correct prepositions.

Year 5 NAPLAN Grammar and Punctuation

	School		SSG		State DEC	
Average score, 2014	511.2		494.9		504.7	

Skill Band Distribution

Band	3	4	5	6	7	8
Number in Bands	8	7	13	15	18	21
Percentage in Bands	9.8	8.5	15.9	18.3	22.0	25.6
School Average 2010-2014	9.6	12.7	21.8	19.0	19.5	17.4
SSG % in Bands 2014	5.8	13.0	21.3	23.6	21.4	14.9
State DEC % in Bands 2014	7.1	12.5	18.4	20.8	20.2	21.0

NAPLAN Year 5 – Numeracy

Overall Numeracy

- Performance shows a significant upward trend of 25.8 scaled points compared to 2013, and 10.3 scaled points above state.
- 98.8% of students achieved growth against their Year 3 results.
- 95% of students performing above minimum standard.
- 22% students in Bands 3 and 4 (25% in state), this is a decrease of 2.2% on 2013.
- 41.5% students in Bands 7 and 8 (31.2% in state), this is an increase of 15% on 2013.
- Areas of strength: word problems, calculation of time, fractions, column and pie graphs.
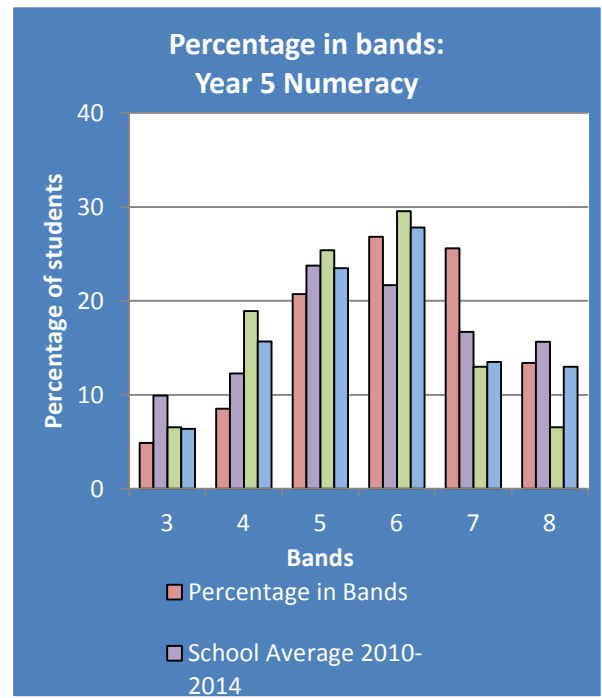
- Areas for further development: decimals, ratios and visual patterns.

Patterns, Number and Algebra

- Performance shows a significant upward trend of 19.5 scaled points compared to 2013, and 11.5 scaled points above state.
- 94% of students achieved growth against their Year 3 results.
- 22% students in Bands 3 and 4 (25% in state), this is a decrease of 3.3% on 2013.
- 41.5% students in Bands 7 and 8 (31.2% in state), this is an increase of 7.7% on 2013.
- Areas of strength: fractions and decimals divided by 10, addition and subtraction between two and four digit numbers and multiplication and division between two digit numbers and word problems.
- Areas for further development: extending upon visual patterns, subtracting to two decimal places.

Data, Measurement, Space and Geometry

- Performance shows a significant upward trend of 31.5 scaled points compared to 2013, and 8.9 scaled points above state.
- 97.6% of students achieved growth against their Year 3 results.
- 13.4% students in Bands 3 and 4 (19.8% in state), this is a decrease of 10.7% on 2013.
- 25.6% students in Bands 7 and 8 (23.5% in state), this is an increase of 0,3%
- Areas of strength: strengths across most areas especially data representation and interpreting a picture graph.
- Areas for further development: subtracting from a column graph, following directions on a road map, using ratio to identify changes.


Percentage in bands: Year 5 Numeracy

Year 5 NAPLAN Numeracy

	School	SSG	State DEC
Average score, 2014	504.6	474.7	488.5

Skill Band Distribution

Band	3	4	5	6	7	8
Number in Bands	4	7	17	22	21	11
Percentage in Bands	4.9	8.5	20.7	26.8	25.6	13.4
School Average 2010-2014	9.9	12.3	23.8	21.7	16.7	15.7
SSG % in Bands 2014	6.5	18.9	25.4	29.6	13.0	6.5
State DEC % in Bands 2014	6.4	15.7	23.5	27.8	13.5	13.0

Progress in Reading

Average progress in Reading between Year 3 and 5*					
	2008-2010	2009-2011	2010-2012	2011-2013	2012-2014
School	110.2	61.6	77.2	94.8	78.4
SSG	79.2	75.6	79.7	83.3	83.1
State DEC	83.7	74.0	79.2	85.7	78.78

Average progress in Reading between Year 3 and 5
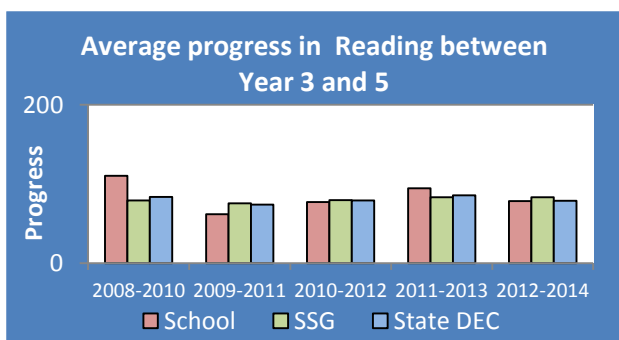
Progress in Numeracy

Average progress in Numeracy between Year 3 and 5*					
	2008-2010	2009-2011	2010-2012	2011-2013	2012-2014
School	102.5	119.3	122.9	110.1	113.1
SSG	87.0	93.2	93.7	89.5	87.7
State DEC	89.6	95.8	98.2	89.7	89.08

Average progress in Numeracy between Year 3 and 5
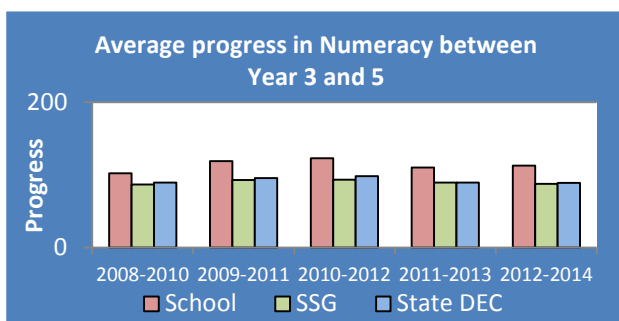
Percentage of Year 3 students achieving at or above minimum standard	
Reading	95.8
Writing	89.0
Spelling	97.3
Grammar & Punctuation	94.5
Numeracy	91.7

Percentage of Year 5 students achieving at or above minimum standard	
Reading	90.2
Writing	91.5
Spelling	92.7
Grammar & Punctuation	90.2
Numeracy	95.1

Student NAPLAN Performance Year 7 Reading

- School trend shows a upward trend of 5.4 scaled points compared to 2013.
- 18.7% students in Bands 4 and 5 (18.8% in state), this is a decrease of 5.2% on 2013
- 25.3% students in Bands 8 and 9 (31.5% in state), this is a decrease of 0.8% on 2013.

Student NAPLAN Performance Year 7 Numeracy

- School trend shows a downward trend of 6.2 scaled points compared to 2013.
- 20% students in Bands 4 and 5 (19% in state), this is a decrease of 4.4% on 2013.
- 30.7% students in Bands 8 and 9 (30.9% in state), this is a decrease 14.7% on 2013.

Other achievements

Arts

Our students have once again had many opportunities to showcase their artistic talents to a wide variety of audiences throughout 2014.

Dance Group

In 2014 our dance group proved a great success and gave our Primary students the opportunity to showcase their talents at performances. The Dance Group consisted of 25 students from Years 3-6. These students performed in our annual district concert "Our Spectacular" at the Sydney Opera House in Term 3 and also at the Dooleys Christmas fair and Presentation day.

Junior Choir

The Junior Choir consisted of 25 students from years 1-2. The purpose of the group is to begin building the skills of younger students and to provide opportunities for talented students to perform. They sang a variety of beautiful songs at Education Week, Kindergarten Orientation, Presentation Day, Dooleys Christmas Fair and of course, with our Dance Group at Our Spectacular at the Sydney Opera House.

Senior Choir

The school's Senior Choir consisted of 17 students in years 3-6. They sang at numerous performances in 2014 including Kindergarten Orientation, Education Week, Presentation day, Dooleys Christmas Fair. In Term 3 they performed at the 'Our Spectacular' Concert at the Sydney Opera House in the mass choir.

Lidcombe's Got Talent

Each year Lidcombe Public School offers students the opportunity to extend their skills and experiences in different creative areas by participating in "Lidcombe's Got Talent". Students from K-6 participated in a variety of highly entertaining performances at the end of Term 4. Students performed their acts either individually or as part of a group. Acts included singing, playing a musical instrument, skits, recitals, magic acts and dances.

Public Speaking

Our students performed confidently in public speaking across all classes years 1 to 6. Students from Stages 2 and 3 were involved in our school Multicultural Public Speaking competition, as well as our own public speaking competition for Stage 1, 2 and 3. Four students from Stages 2 and 3 represented our school at the District Multicultural Competition finals with two students receiving a highly commended certificate.

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 2014:

- 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, Junior Boys Soccer, Junior Boys League Tag, Junior Netball, Junior AFL and Senior AFL competitions.
- Lidcombe was the Champion School on Overall Points and for the Percentage Trophy at the Auburn Zone Swimming Carnival. 4 Lidcombe students were crowned aged champions.
- Lidcombe was the Champion School on Overall Points and for the Percentage Trophy at the Auburn Zone Cross Country Carnival. 40 Lidcombe students competed at the Carnival. 2 students were crowned age champions.
- Lidcombe was the Champion School on Overall Points at the Auburn Zone Athletics Carnival. One student was crowned as the age champion. At the Sydney West Athletics carnival one Lidcombe student was crowned age champion. Monalisa Soliolia won the Junior Girls Shot Put and Junior Girls Discus at the Sydney West Regional Athletics Carnival, breaking the Discus record with a throw of 34.02m. Monalisa went on the win the State Carnival in the Junior Girls Discus and finish 2nd at the Australian National Carnival.
- A number of students represented Auburn PSSA in sports at Sydney West Regional selection carnivals, in sports such as Boys and Girls Soccer, and Netball.

- Lidcombe entered teams in the Soccer, Rugby Union and Boys and Girls Touch Football State Knockouts.
- 2 students from Lidcombe Public School were nominated for awards at the Auburn Council's Sports Stars ceremony. 1 student (Monalisa Soliola) won the award for Junior School Sports Star of the year.

Live Life Well @ School

School Sport

- 1hr and 10min session once per week
- Summer sessions held in the morning 9:40 to 10:50; Winter sessions held in the afternoon 1:45 to 2:55
- Fundamental Movement Skills included in school sport program
- Sports offered for a minimum of one term included: basketball, netball, tennis, cricket, dance, skipping, league tag, Backyard League, AFL (AusKick), Ultimate Frisbee, FMS rotations, soccer, Newcombe Ball, badminton
- During Term 4 tennis sessions utilised specialised equipment provided by Hot Shots and were run by a teacher familiar with the program (Carla Wells)

- During Term 4 AusKick and Backyard League were introduced to school sport to make use of program resources provided by the AFL and NRL earlier this year.
- Due to the end of National Partnerships, there were less staff available for school sport, this meant there were fewer sport groups and therefore more students in each group. There were 8 sports/groups during Winter terms and 9 during Summer terms.
- Crunch and Sip break during the sports session was continued as per previous years. This aimed to highlight the link between healthy eating and physical activity.

Crunch and Sip

- Continued during 2014
- Not registered as an official Crunch and Sip school.
- See survey results from end of 2013.

Premier's Sporting Challenge

- Whole school participated in the PSC during 2014
- Challenge ran from Week 5, Term 2 to Week 5, Term 3 (10 weeks in total)
- 0 classes achieved an encouragement award, 0 classes achieved bronze, 2 classes achieved silver, 22 classes achieved gold, 3 classes achieved diamond
- Overall school award for 2014 was Gold, in 2013 Diamond level was obtained.
- Two fact sheets outlining the benefits of physical activity were distributed to parents/carers during the challenge period
- Playground Activity Program (PROPS) was implemented during this time as a combined PSC/Student Engagement initiative.
- One PSC Student Leader was selected from each Stage 2 and Stage 3 class and trained by J. Murray (Engagement Coordinator). PSC Leader badges were provided as part of the PSC Student Leadership Trial Program.

Significant programs and initiatives – policy

Aboriginal education

NAIDOC Week

NAIDOC stands for National Aborigines and Islanders Day Observance Committee. At Lidcombe Public School we strive to increase awareness in the whole school community of the status and treatment of Indigenous Australians.

NAIDOC Week is held across Australia in the first full week of July. This week falls in the NSW Term 2 school holidays. At Lidcombe Public School, we celebrated NAIDOC Week in early Term 3. We celebrated Aboriginal and Torres Strait Islander history, culture and achievements and recognised the contributions that Indigenous Australians make to our country and our society.

All students participated in exciting cultural activities that included a didgeridoo show and storytelling, artefacts, weaponry, bush survival, aboriginal song and dance, aboriginal face painting, interactive aboriginal art on canvas and boomerang throwing.

Aboriginal education is embedded into the curriculum as we support the students' needs to be educated about Aboriginal Australia. The inclusion of the cross curriculum priorities in all Key Learning Areas allows students in K-6 to engage in studies of *Aboriginal and Torres Strait Islander histories and cultures.* A major focus of the development of English units using the new NSW English K-6 Syllabus encompassed the concepts of Country and Place, People, Culture and Identity. In their study of English, students had the opportunity to engage with texts that give them experience of the beliefs and value systems of Aboriginal and Torres Strait Islander peoples.

Acknowledgment of Country is an important part of the school's assemblies and events and is helping create a wider awareness in the community of Indigenous history and current issues.

All Indigenous students, (<1% of enrolment), have personalised learning plans to track their success and to target aspects of their learning needing further development.

Recommendations for 2015

NAIDOC Week will be recognised in 2015 and the Engagement committee has suggested that an Indigenous fundraiser 'Book Swap', held in term 4 this year be incorporated into NAIDOC Week in 2015.

Multicultural education and anti-racism

With 92% (592 students) of our student population identified as from a language background other than English, catering for the needs of these students is a major focus for our school. Our school enrolment includes English as an Additional Language or Dialect (EAL/D), newly arrived and refugee students.

EAL/D teachers provided individual, small group and whole class support to these students across all stages. Intensive support is provided for our new arrivals and Beginning English learners. The school was allocated 3.0 (15 teacher days per week) of teacher time in EAL/D.

Staff received on-going professional learning in the new English as an Additional Language or Dialect (EAL/D) progression.

Teaching programs promote intercultural understanding. One class was involved in a video conference with a school in Korea to further develop their understanding of the Korean culture and its language.

To enhance communication with parents and carers from culturally and linguistically diverse backgrounds, interpreters are utilised for face-to-face meetings and parent workshops and, when necessary, notes are distributed in Korean, Chinese, Turkish and Arabic, our 4 main language groups.

The P&C attempt to engage parents and community members from culturally diverse backgrounds through their fundraising initiatives.

Anti-racism plays a major role in our school Code of Behaviour. Students are taught values, rights and responsibilities and are encouraged to act in a way that promotes respect, responsibility, fairness and caring. We embrace and celebrate our multicultural and diverse community. Our school has two trained staff members who take on the role of Anti-Racism Officers (ARCO).

L3 – Literacy, Language and Learning

Strengths

- Overall improved results in reading and sight word (writing) levels across the stage this year – L3 strategies/cohort/explicit phonics teaching
- Improved phonics skills in terms of spelling sight words and attempting writing tasks – more explicit teaching of sounds, vowels, blending
- Improved ability to work with numbers in addition/subtraction computation, better knowledge of facts such as friends of ten and doubles (compared to before TEN program)

Weaknesses

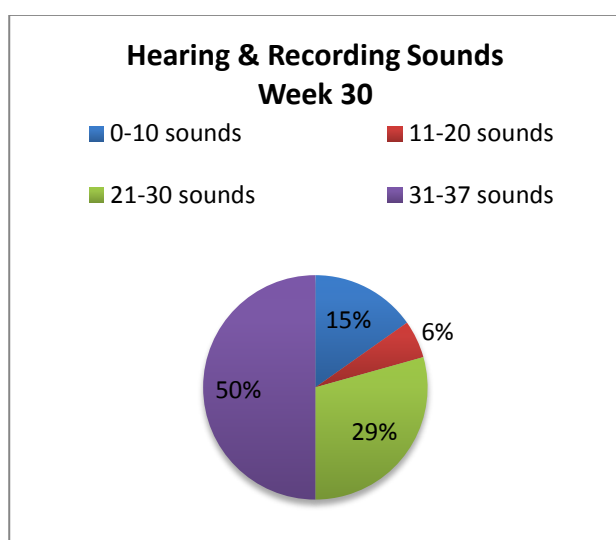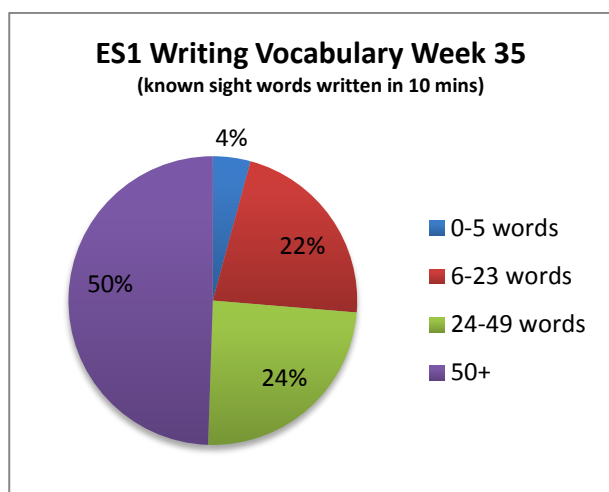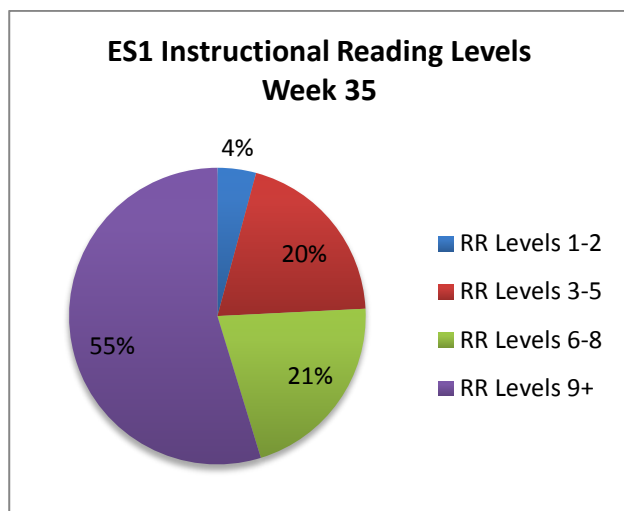- Oral language – especially vocabulary, language structures, pronunciation

- Language of mathematics, including ability to reflect on their learning
- Phonemic awareness – correctly hearing and identifying spoken sounds
- Correct letter formation for a group of students
- The group of children who find it difficult to focus on explicit teaching and take on board skills

Suggested strategies for the future

- Maintain the L3 program and TEN with ongoing data collection
- Maintain explicit phonics teaching
- Look at SPOT interventions suggested for fine motor, handwriting etc. – sharing professional learning, adjusting classroom practices
- Investigate sensory processing development and associated issues. Implement some strategies to support students in this area (a 'calm-alert state' / appropriate behaviours and emotions enables us to attend, learn and interact)
- Instigate more hands on/play/drama based learning experiences to increase communication/vocabulary, engagement (developmentally appropriate), student centred learning, give opportunities to apply beginning reading & writing skills
- Include more singing – vocabulary, pronunciation

ESI L3 Data – Week 30-35

ES1 Instructional Reading Levels Week 35

- RR Levels 1-2: 4%
- RR Levels 3-5: 20%
- RR Levels 6-8: 21%
- RR Levels 9+: 55%

ES1 Writing Vocabulary Week 35
(known sight words written in 10 mins)

- 0-5 words: 4%
- 6-23 words: 22%
- 24-49 words: 24%
- 50+: 50%

Hearing & Recording Sounds Week 30

- 0-10 sounds: 15%
- 11-20 sounds: 6%
- 21-30 sounds: 29%
- 31-37 sounds: 50%

Significant programs and initiatives – equity funding

[Enter text as appropriate for the following heading – refer to the *ASR Support Guidelines* for further information]

Aboriginal background

All Indigenous students, (<1% of enrolment), have personalised learning plans. Attendance, participation and engagement in learning were high for these students. One Indigenous student along with several positive role models participated in a social skills program run by the counsellor to strengthen friendships and inclusive school culture.

Aboriginal background Equity Loading was used to support student's involvement in classrooms via SLSO in-class support.

Socio-economic background

Socio-economic background funding provided a small percentage of students with greater access to a wider range of curriculum learning experiences. Supplementation was provided to families from low socio-economic backgrounds to give all students the opportunity to attend school excursions, in-school performances and overnight camps increasing the students' participation and engagement in learning. School uniforms were provided to some families while others accessed funding to support involvement in extra curricular activities including excursions and recreational sport. These initiatives helped develop and sustain a positive and inclusive school culture.

English language proficiency
EALD Report on Target:

Improved student outcomes in Reading with an emphasis on development of quality pedagogy to improve students' comprehension and talking and listening skills

Evidence of Progress towards target:

- Team teaching during guided reading lessons to teach comprehension strategies explicitly (all stages)
- Introduction and implementation of 'Probe' comprehension strategies in Stage 1 to develop 'higher order thinking skills' among students who are performing well at decoding but underperforming in comprehension.
- Introduction of a Stage 2 drama group to enhance oral language and communication skills among EAL/D Students.
- Introduction of maths groups in Stage 2 involving collaborative programming and teaching by classroom teachers, EAL/D teacher, community language teachers and the LAST. Development of mathematical language and problem solving skills are a focus of these sessions.
- Assessment data indicates all students making progress in reading and comprehension.
- Small group teaching in collaboration with the main stream teachers in Early stage 1 to develop language of mathematics and oral language skills as part of the action plan of the Early Stage 1 ESL teacher.
- Introducing Drama in Early Stage 1 classes to develop oracy among EAL/D students.
- Provided professional development to stages 1, 2, 3 and special education teachers by EAL/D teachers on using new EAL/D continuum.
- Participated in ongoing professional dialogue through sharing of resources and professional development articles during EAL/D meeting times resulting in improved pedagogical skills and an understanding of appropriate resources.
- All EAL/D teachers actively participated in professional development on New National Curriculum and have supported mainstream teachers in planning and trialling units.
- Withdrawal intensive English language support to newly arrived students throughout the school not less than 3 hours per week.
- Variety of standardised testing methods such as Running Records used by EAL/D

- teachers to track progress of their NAP students and to inform planning.
- Ongoing professional discussions with main stream teachers regarding the progress and learning needs of NAP students.
- Initial withdrawal time with the Chinese community language teacher for new arrival Chinese students to develop basic communication skills and to conduct basic assessments. (This has helped early identification of learning difficulties)
- Using the support of community language teachers (Korean and Chinese) to communicate with the parents of NAP and other EAL/D students.

Effectiveness of key strategies implemented to achieve the target:

- Stage 3 teachers demonstrating increased confidence in catering for newly arrived students, as a result of TPL from 2013 around the differentiation of the curriculum, with a particular focus on developing CALP (Cognitive Academic Learning Proficiency).
- Team teaching during reading lessons has led to positive outcomes resulting in

continuous professional dialogue between main stream teachers and ESL teachers regarding how best to meet the learning needs of students.

- Emerging and Developing EAL/D students who had difficulties in advanced comprehension strategies such as inferencing and evaluating have benefited from using 'Probe' comprehension program.
- Early stage 1 students have shown increased participation in speaking as a result of the drama lessons conducted by the EAL/D teacher.
- EAL/D teachers are confident in using the new EAL/D learning continuum and taking a leadership role in introducing and implementing the continuum.
- Staff survey conducted in November 2014 showed that most teachers now have an increased understanding of the EAL/D continuum, and new EAL/D phases.

Reasons for maintaining or revising targets for next year:

- Current strategies such as collaborative planning, targeted support, withdrawal NAP groups, team teaching and ongoing discussions on student achievement have proven successful, however, high transience of students and teachers emphasise the need to maintain this progress and continue to provide professional learning for teachers on EAL/D teaching strategies.
- Staff survey in 2014 indicated that most teachers are now confident using EAL/D

progression and have an understanding of EAL/D phases as a result of the professional development provided by the EAL/D team. Staff changes in 2015 demands ongoing professional development in this area.

- Maintain using 'Probe' comprehension program with Stage 1 targeted groups to prepare them for the high language demands at Stage 2 level and NAPLAN test.
- Difficulty to maintain consistent teacher judgment due to teacher changes.
- Very few teachers who are trained in TELL are remaining in the school resulting in many teachers needing ongoing professional input and support from the EAL/D team.

Targets for next year:

- Place New Arrival students on the EAL/D progression continuum throughout the school and use this continuum to determine future directions of teaching /learning.
- Use ACARA – EAL/D student work samples to inform CTJ together with National exemplars when assessing EAL/D students.
- Provide professional development to all staff on understanding EAL/D progression during stage meeting times.
- Continue to work collaboratively with mainstream teachers and maintain an active role in using effective EAL/D strategies.
- Continue supporting Special Education teachers to implement EAL/D strategies in their classrooms.
- Continue to use drama to promote oracy in Early Stage 1.
- Support in creating and teaching differentiated learning programs to improve learning opportunities and outcomes for all students both in literacy and numeracy.
- Stage 2 and Stage 3 EAL/D teacher to work together with Stage AP's in analysing NAPLAN data to identify major areas of needs for Beginning, Emerging and Developing Phase EAL/D students.
- Stage 1 EAL/D teacher to use NAPLAN analyses to find out the areas of needs and plan together with the stage 1 teachers to develop the skills needed for EAL/D students

to be successful in both literacy and numeracy.
- Use bi-lingual testing to initially assess New Arrival students who have little or no competency in English language with the support of the community language teachers.

Learning and Support

SLR (Safety, Learning and Respect) Social Skills

SLR social skills lessons took place in Listening skills, Trying when it is hard, Following directions and Asking for help. Eight students in ES1 required lessons in social skills in term 2 (most students were involved in more than one skill i.e. One student needed lessons in both Following directions and Asking for help). The skill was taught, practised and then supported and encouraged by the students' classroom teacher. Four students required follow-up sessions in Listening skills.

PROPS – Peer led Lunchtime playground activities

In terms 2, 3 and 4 the LaST helped to plan and implement the playground activities program led by Janelle Murray, Kate Gow and Natalie Callan.

LaST Time

IEP – assisted 1 teacher in stage 1 with aspects of an Individual Education Program.

PLP – assisted 1 teacher in ES1 with a Personalised Learning Plan.

LaST Student referrals – assisted and supported 2 teachers with 4 referrals.

LaST – Phonemic Awareness program – ES1 – Term 2 (First round wk. 5-9) and Term 3 (Second round wk. 1-5)

During term 2 and 3 the ES1 LaST focus was on hearing the sounds in words (phonemic awareness). 16 children accessed the LaST

program in groups of 3 for a 5-week period. These lessons were short, sharp and explicit using a number of concrete resources and strategies based on Marie Clay's Reading Recovery procedures. The strategies taught were very effective and resulted in 9 children exceeding the average class growth, 1 child achieved average class growth, 4 children were below average class growth and 2 children who were not included in class growth data (due to absence at time of class HRS assessment) but made gains from initial pre-test set by the LaST teacher. The second round of 16 students didn't make as much progress as the first, however, this group did make significant progress for their ability level and classroom teachers did notice an improvement in most cases.

Phonics - ES1 – Term 3 wk. 6 - Term 4 wk. 2

In this 5 weeks we focused on phonics and recording the sounds in words. Again using Reading Recovery strategies, the use of Elkonin or sound boxes, to hear and record the sounds in words. 17 children accessed the LaST program in groups of 3. It became apparent that 5 children were unable to access this program due to limited alphabet/sound knowledge once we began recording the sounds (See Alphabet knowledge).

After 5 weeks of LaST and quality classroom instruction in phonics there are 3 students who can record 0-10 sounds in words, 2 students recording 11-20 sounds, 11 students recording

21-30 sounds and 1 student recording 31-37 sounds.

Alphabet knowledge – ES1 - Term 3 wk. 8 - Term 4 wk. 2

This group was formed in term 3 due to limited knowledge of the alphabet names and corresponding sounds. This group was unable to continue to the phonics group because of limited alphabet knowledge. 5 children worked on extending their alphabet knowledge by hearing the letter/sound, saying the letter/sound, making the letter with play dough, finger, on wall etc., writing the letter/sound and then looking at pictures of words that start with the letter/sound and drawing them into an alphabet book. Before each lesson, we would revise the new letters learnt from the previous lesson and consolidate letters already known before learning a new letter.

Proactive action in ES1

Children identified as at risk may benefit from in class support as well as withdrawal from the LaST with a focus on phonemic awareness. Unless children have that letter/sound knowledge it can make reading and writing very difficult and will push them further behind. This may be in the form of support during independent reading and writing to reinforce strategies appropriate to the task in order to become an independent worker.

ST2 & 3 L&ST Intervention

Throughout the year, the S2&3 LaST teacher worked in groups once or twice weekly with 24 students from Stages 2 and 3 identified as needing intervention to improve below class average Literacy.

Learning about text features to support understanding of the text type, improving fluency through oral reading and developing awareness of types of comprehension questions were the main strategies used.

Students began with an average Reading Recovery level of 17 and now have an average of 22.

Two Stage 2 students with average RRL 11 are also working individually with the LaST to improve high frequency word knowledge and to develop confidence in their reading skills.

Targeted students have improved by an average of five Reading Recovery Levels. Improved understanding of text types, more fluent reading and better comprehension.

Maintaining target with students identified at the start of the year as needing support in literacy. Further use of Multilit as a teaching strategy for very needy readers.
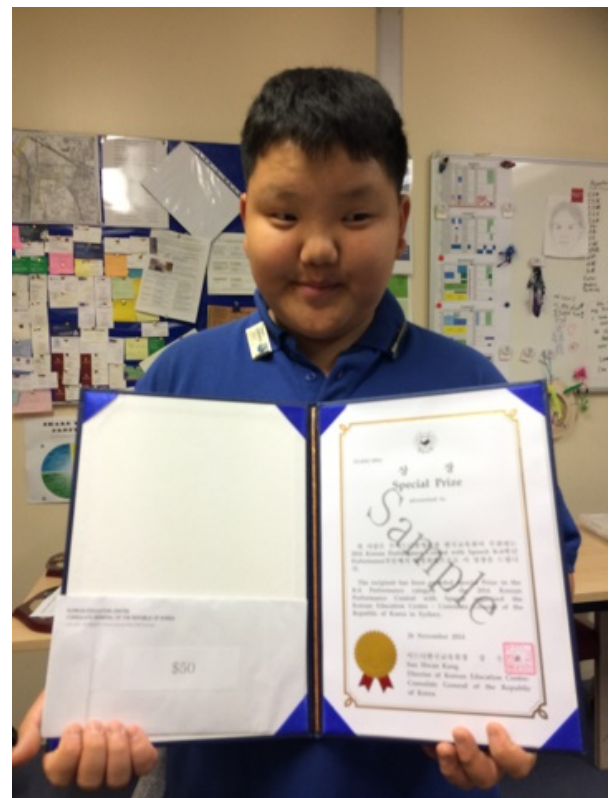
School planning and evaluation 2012—2014

School evaluation processes
The collation and analysis of data was used to monitor and appraise the effectiveness of the School Plan. The following processes were conducted:

- analysis of SMART, PLAN, L3, Reading Benchmark, school based assessment and report data
- quarterly review of targets at executive and team meetings
- observation and professional conversations and feedback

School planning 2012-2014:

School priority 1

"Improved literacy outcomes for all students."

Outcomes from 2012–2014

We undertook several initiatives this year to progress towards the school target of:

Improved student outcomes in Reading with an emphasis on development of quality pedagogy to improve students comprehension and talking and listening skills.

In this evaluation we have asked our selves

- How well did we do? (progress)
- How effective were our strategies? (evidence)
- Where to next and future directions

Public Speaking Competition

We implemented a whole school Public Speaking initiative for the first time in 2014. This year's focus integrated classroom practices, so engaged every student and provided a platform for those who excelled to present in front of larger audiences. Kindergarten and Year 1 presented speeches at their assemblies. Year 2 participated in a competition judged by Stage 3 students and watched by parents. Stage 2 & 3 held competitions as they have in previous years, with the winners continuing on to participate in the Multicultural Perspectives Public Speaking Competition interschool competition. Two students received Highly commended for their speeches. In addition approximately 24 students across Stages 1-3, were given the opportunity to participate in an 'extra curricular' public speaking competition and one student placed second at Bankstown/ East Hills Public Speaking Competition, District Final. We were invited to observe the Multicultural Public Speaking finals with 10 students attending.

- Public speaking if often an area of stress for many and by giving frequent opportunities both in class and in broader settings the confidence of our students increased. This was reported by several teachers and stage teams.
- 21st century learners will need to be *'confident and creative individuals who communicate ideas'* (Melbourne Declaration on Educational Goals for Young Australians, 2008). By setting expectations for all students to participate in public speaking opportunities in class and providing further opportunities for those who sought them, we have seen the confidence of many students increase when presenting their idea to others.
- Steve Biddulph, through the NSW Parents Association states that " *idea of role modelling, seeing complex behaviours carried out by others, as a way of learning to act, feel and think more appropriately, may be the key to how human beings can learn a new skill so quickly*" (Biddulph, S. *Why We all Need Role Models* sited from http://parentscouncil.nsw.edu.au/announce ments/why-we-all-need-role-models).

Teachers have commented that speaking skills have improved, particularly reported by the younger grades, as students have witnessed positive role models for speaking and listening.

- In the upper grades competition has been driven by the role models set by others within classes and resulted in overall speech presentation improvement.

*Students who can play an active role in their own learning will be successful learners of the future as they shape their own educational path and will be more flexible in the ever changing world (*Melbourne Declaration on Educational Goals for Young Australians, 2008).

Parent involvement was observed when parents came to observe the competitions for the stages. By strengthening partnerships between the school and parents we '*bring mutual benefits and maximise student engagement and achievement*' *(*Melbourne Declaration on Educational Goals for Young Australians, 2008).

Where to next:

- We would like to see the continuation of the current public speaking competition format as we feel the student's prior experiences will enhance the future outcomes of the program.
- In future years we would like to see formalisation of the format to include Year 1 in the competitive aspect by allowing them to compete.
- Inclusion of Asian, Indigenous and global content to investigate ideas that make our students 'responsible global and local citizens' *(*Melbourne Declaration on Educational Goals for Young Australians, 2008).
- This will broaden our senior student's perspectives on the country we live in and the issues facing our global community.

National Simultaneous Storytime

This is a whole school activity to highlight the enjoyment of quality children's literature and model significant adults enjoyment of reading. It provides an opportunity for students to respond to the literature.

- Students enjoyed this activity, especially the younger grades, and it was well organised so ran smoothly
- The actual book reading was not as engaging as it should be for many, due to the size of the audience and the inability to coincide it with the National Simultaneous Storytime day when there are many digital resources available to support the book sharing.
- Book choice is pre-determined and is generally suitable for K-2 students, but may be seem irrelevant for Stage 2 & 3 so interest levels are lower than desired.
- When responding to texts, suitability the task is key to it being an effective and worthwhile activity and useful task for learning.

Where to next:

- We would like to see the National Simultaneous Storytime continue within the school but with some changes to increase its format and organisation.
- Pre book the date on the school calendar as early as possible to ensure our Simultaneous Storytime coincides with the Simultaneous Storytime and this will give us access to digital resources and enable us to make this a multi modal experience.
- Schedule two events (K-2/ 3-6) so that students can share more intimately the storybook with Mr Lewis and be more engaged with the text.
- Responses to the text should be conducted in class and, where possible and relate to the class program. This will enable the class teacher to assist in shaping students responses and facilitating each student to give their best response. This is especially important in Stage 2 & 3 where their responses could be more student driven and diverse, but still using the same text. This will engage students more as they are shaping their responses and allow for them to "*plan activities individually, collaboratively... and communicate ideas*" *(*Melbourne Declaration on Educational Goals for Young Australians, 2008).

Poem In Your Pocket

This is a whole school initiative aimed at providing a platform for students to express themselves and think imaginatively and creatively. Its aim was to spotlight creative writing and be accessible for all. We believe it provides an opportunity for students to excel who may not excel in other areas.

- Increased student engagement as reported by class teachers, as students were more engaged in and creative with the topics of their poems.
- By linking the content of the poems to classroom programs students were able to draw on their prior experiences in the classroom and had this connection to draw upon when writing. ESL teachers commented on the fact that all students came with vocabulary and prior knowledge on which to draw and create a poem. This lead to more creative poems.
- Completing in class enabled teachers to support their students individually and also resulted in more poems being submitted for consideration in the competition.
- Publishing the poems gave students an avenue for broader publication and this appealed to many as a motivating factor in their poem writing. By having the book available in the library for perusal, student will be exposed to peer models and other forms of poetry.

Where to next:

- Similar format in future years with the content of poems being linked to classroom programs.
- Possible extension of the sharing to include a picnic lunch where chosen poems are shared with other classes to provide an audience for the poems and give students an opportunity to present them. Inclusion of parents in the picnic lunch to further strengthen home school partnerships.

Premier's Spelling Bee

Participation provides an extension opportunity for students who are good spellers.

We felt this initiative was quite exclusionary and, while it provided a worthwhile extension opportunity for those who were interested, it did little to build the spelling skills or motivation of

other students. Our students who did participate appeared overwhelmed at the finals so it may not have been so motivating.

Where to next:

- Provide participation in the Premiers Spelling Bee as an extra curricular activity for those interested students and their families.

Great Book Swap Picnic

This event was aimed at highlighting quality children's literature and building inter-age peer relationships for our students while raising their awareness of the differences between some of their experiences and those of their Indigenous peers.

- Appeared to be engaging for the younger students who were read to by senior students and the enjoyment of the readers appeared evident as they shared the quality books with younger students.
- The event excluded the majority of Stage 2 & 3 students though so was not a whole school event in its entirety.
- The actual book swap had a greater response than in previous years and we raised over $670 for the Indigenous Literacy Foundation.

Where to next:

- Similar format in future years with the book swap happening in class and the picnic being conducted afterwards.
- Extend the picnic to include the whole school with readers from other classes sharing books with each other. This will further provide positive role models for reading
- Choose suitable picture books for Stage 2 & 3 students to enjoy

Other future directions

For Students:

- The above events to highlight literacy within our school and parent community.
- Expansion into debating, which will develop our student's skills in thinking deeply and logically to present an argument and work in a team to communicate ideas. Being able to present ones thoughts clearly and confidently will be skills necessary in successful learners of the future. Flexibility and creativity will be key skills.

For Staff:

- The committee would like to assist in the development of a whole school scope and sequence for English, which integrates the other new syllabus content as it becomes available and is mandatory. Common goals and cohesive forward planning is necessary to ensure all of the mandatory content from the English K-10 syllabus is manageable and covered throughout each stage.
- This could start with a literary focus or text purpose focus and integrate the grammar, punctuation and vocabulary.
- Further integration between ICT and literacy teaching practices supported by inter-committee collaboration and liaising.

School priority 2

"Improved Numeracy outcomes for all students."

Outcomes from 2012–2014

One of the initiatives of the Numeracy Committee was to promote a cross curriculum program focusing on the use of Physical Activity to teach numeracy skills. To do this, teachers in the Numeracy Committee designed and created lessons that could be used by other teachers. As part of the evaluation process, a sample of students from Stage 2 and 3 were surveyed about their experience with these lessons.

The sample covers 41 students from 3 different classes.

The results were as follows:

- Students were asked to rate their enjoyment of the lesson from 1 to 10. The survey returned an average score of *8.2* for the level of enjoyment.
- Students were asked to rate their interest in the lesson from 1 to 10. The survey returned an average score of *7.93* for the level of interest.
- Students were asked to rate how challenging they found the activities in the lesson from 1 to 10. The survey returned an average score of *7.4*, indicating how challenging the students found the lesson activities.
- Students were asked what they felt they were doing more of: Maths, Exercise of Both. 68% of students felt they were doing Maths and Exercise in equal measure.
- Students were asked to give suggestion for how they could improve the activity. The three most common responses being to the make the activities more challenging, to be allowed more time to do the lessons, and to have a greater range of activities to participate in.
  -

Analysis:

From the results of the survey, it can be concluded that a significant percentage of the students enjoyed the lessons and were effectively engaged by the content. The results would also suggest that the activities were appropriately aimed at student ability, with the possibility of including more challenging extension questions in the future.

The 68% of students that felt they were participating in maths and exercise at equal amounts, suggests that the lessons achieved the goal of successfully integrating physical activity and numeracy. Addressing outcomes for each KLA.

Student suggestions for improvement showed that the students had a desire to engage further in these lessons and wanted to be challenged to take on more difficult questions.

Recommendations:

The program is an effective method of integrating physical activity and numeracy skills. It is engaging and challenging for the student, and supports different styles of learning. With the support of the executive, it is recommended that a 'moving maths' program be implemented school wide in 2015.

School priority 3

"Improved levels of student's engagement for all students."

Outcomes from 2012–2014

- DATA -Green students whole school -98% in term 1, 97% in term2, 97% in term3, 98% in term 4.
- The Positive Behaviour for Learning Expectations Matrix for Lidcombe Public School was updated, ratified by all staff in 2014.
- A PBL staff team from LPS attended the PBL-Wellbeing, Leadership and Engagement Conference in Term 3, 2014.
- The whole school behaviour reward system has been reviewed and the changes come into effect from Term 4 2014.
- Four 'Green Events' and two platinum parties were organised for students achieving these levels. A Platinum 'Honour Roll' to recognise platinum students is displayed in the office foyer since term 3.
- Information regarding Gifted and Talented students has been distributed and placed on the school server for all staff during semester 1, 2014.

- The LPS Anti-bullying Plan including Cyberbullying, was completed in term 3 and presented to all staff and the P&C.
- The Information Technology Code of Conduct (ICT) was developed and presented to staff and P&C .The Code was sent home for all parents/carers and students to discuss, sign and return the agreement in term 4 2014.
- NAIDOC Week was recognised at LPS and all students attended an engaging Aboriginal performance.
- The RFF and Community Language Teams have incorporated aspects of the new Science Syllabus into their programs in 2014.
- A National Science Grant was obtained through a successful submission and a Science Day was organised during National Science Week. LPS staff, parents, High School staff and students from Birrong Girls and Boys High School conducted engaging hands on science activities.
- The Peer Run Organised Play Stations (PROPS) was developed for LPS specific needs and implemented in term 3 into the playground at B1 and B2, to engage students in organised play to improve behaviour outcomes for targeted students in the playground setting.

EVIDENCE OF PROGRESS

Positive Behaviour for Learning (PBL)

The Expectations Matrix for Lidcombe Public School was updated, ratified and implemented into lessons based upon the behaviour expectations, by the Engagement Committee and all staff. Copies of the matrix were laminated and distributed in term 4 to all teachers for display in all classrooms. The lessons are to be continually and consistently taught, by all teachers, in all learning areas to reinforce and encourage good, expected behaviour. The PBL bulletin board is located in the corridor before the staffroom and was updated at the end of Term 2 with the revised version of the PBL matrix. All staff are aware of the PBL boards and are able to access them in their own time.

PBL - Wellbeing, Leadership and Engagement Conference, 2014

The DP (LST and PBL Leader), AP (special Education), Engagement Committee leader and the LaST attended this valuable conference on behalf of our LPS community. An overview of the impact of a school wide Positive Behaviour support system on student outcomes was addressed and why, what and when it is important to promote social and emotional wellbeing through positive behaviour for learning. We also participated in a seminar about laying the foundation of Positive Behaviour for Learning- Leadership, School practices and Support Systems. Specific emphasis was placed on the importance of establishing school based teams and creating networks of assistance, ongoing training and support. The staff teams attended two seminar sessions as outlined below;

SEMINAR 1: This session was on applying the Universal Problem Solving Framework of PBL to address unique challenges. In this we were guided to review our school data to identify and progress monitor the evidence-based practices, and build in systematic supports to ensure successful implementation.

SEMINAR 2: Using structured peer Observation Process to Monitor Classroom PBL Implementation was another seminar attended. The information we obtained was shared in a whole staff meeting. The goal and focus was encouraging our staff to:-

- view PBL as a problem solving Framework

- commit to the process which is needed for success

- continually consider and reflect on our whole school systems, data and practices

- evaluate and reflect on their own and others effectiveness of teaching and learning strategies, practices and environment.

- creating and building positive, predictable environments to increase the likelihood for students to learn and behave (at all levels- i.e. school wide, classroom and individual students)

Recommendations for 2015

Informal discussions with staff at stage levels indicate that these areas are beneficial to promote positive outcomes and further TPL and consistency of teacher judgement opportunities would be beneficial in future planning. The 7 Essential Features, and Classroom Systems- Effective Practices- Universal Prevention, Tier one information was distributed and discussed at Executive, LST, engagement committee and whole staff meetings. Each Essential feature has partially been effectively addressed. These features need to be consistently evaluated and reflected on and will continually be an integral part of our future directions for our school–wide and community decision making and planning. This will be driven by our data, systems and practices to ensure successful teaching and learning outcomes and environments for students, staff and the community.

Whole School Reward System

In 2014 three 'Green' Events were held, a disco in term 1, Skipping Display term 2, Movie Pyjama Day in term 3 and Lidcombe's Got Talent in term 4. A semester one Platinum Bowling excursion was held and in term 4 the Platinum excursion was a movie day.

At the beginning of 2014, it was discussed that an honour roll should be made for the school to help recognise outstanding students who had received the platinum award. The honour roll was displayed during Term 3 and children's' names have been printed and put into the honour roll frame. The children's names remain there for approximately a week before the next group of students are put in. There has been positive feedback about the honour roll and students' names are also put onto the school website where they will remain indefinitely.

Our whole school behaviour reward system has been in its implementation stage for approximately 18 months. School wide Data indicates that we have had a substantial increase in students attaining and receiving the highest level award and in a significantly shorter timeframe. This is excellent; however it is above expected level for some recipients of awards. The staff and the PBL Committee (Executive Team, Learning Support Team and Engagement Team) have had a series of major discussions and we have come up with the following changes to ensure that our behaviour reward system keeps its valuable status within our school community.

Recommendations for 2015

The following changes to the behaviour reward system have been made and are effective from the 16/10/14.

- A Prime 5 is now a Prime 2 and representative of 2 SLR's.
- If a student is working towards a Bronze or Silver award, they must ensure that they have remained "slip free" for 5 weeks before receiving that award.
- If a student is working towards Gold or Platinum, they must ensure that they have remained "slip free" for 10 weeks prior to receiving that award.
- If a student achieves Platinum status, they must remain "slip free" for a period of 10 weeks before a Platinum excursion.
- Any time a student receives a slip, they are ineligible to receive any SLR card until they are green again.
- If a student receives a Platinum award and then receives a slip for unacceptable behaviour, the Platinum Badge is taken away for a period of 5 weeks and the student must work very hard at their behaviour to ensure its return after this period of time has elapsed.

We have been reminded of how important consistency of teacher judgement is, and that it occur amongst all staff. It needs to be clarified with clear and specific guidelines, agreed upon and be adhered to and maintained. This will

ensure a consistently fair, equitable and valued system is implemented. We also need to ensure that effective communication and decision making occurs at all levels. Informal staff and community feedback suggests that the behaviour reward system and its current effectiveness in promoting sustained positive behaviour for learning is an area needing attention, reflection, further careful planning and accurate implementation for the system's continued success.

Gifted and Talented Students

Information regarding identification of Gifted and Talented students was placed on the school server in semester 1, 2014. All staff were given a package that contained information about the following:

• Definitions of Gifted and Talented

• Characteristics of Gifted and Talented students

• Target Groups

• The Process of Identification

• The Selection Process

• How to apply for Gifted and Talented Programs

• Web-sites for Registration Forms

Recommendations for 2015

To set up a register of Gifted and Talented students in the school to more effectively cater for the needs of these identified students. All staff will be required to set up programs for students supported by the executive and the Engagement Team. Further discussion is needed in 2015 by the executive and staff before implementation of such programs can take place.

Anti-bullying Plan Including Cyberbullying and the Information Communication Technology Code of Conduct

The Lidcombe Public School Anti-bullying plan was collaboratively developed by staff and ratified in term 3 2014. It includes a Cyberbullying component that complements the 'Cybersmart' lessons taught in all classrooms in line with the whole school PBL and incorporates the behaviour expectations from the Matrix. Cyber safe posters depicting the STOP, BLOCK SAVE and TELL strategies were laminated and distributed to staff or display in all learning areas.

An ICT of Conduct was developed and sent home in term 4 to be signed by parents and students. The names of students who have signed and returned the code of conduct will be registered on a data base for following years.

Recommendations for 2015

The effectiveness of the Anti-bullying Policy and the ICT Code of Conduct on student behaviour will need to be monitored and reviewed in 2015 through consistent data collection.

NAIDOC Week

NAIDOC stands for National Aborigines and Islanders Day Observance Committee. At Lidcombe Public School we strive to increase awareness in the whole school community of the status and treatment of Indigenous Australians.

NAIDOC Week is held across Australia in the first full week of July. This week falls in the NSW Term 2 school holidays. At Lidcombe Public School, we celebrated NAIDOC Week in early Term 3. We celebrated Aboriginal and Torres Strait Islander history, culture and achievements and recognised the contributions that Indigenous Australians make to our country and our society.

All students participated in exciting cultural activities that included a didgeridoo show and storytelling, artefacts, weaponry, bush survival, aboriginal song and dance, aboriginal face painting, interactive aboriginal art on canvas and boomerang throwing.

Recommendations for 2015

NAIDOC Week will be recognised in 2015 and the Engagement committee has suggested that an

Indigenous fundraiser 'Book Swap', held in term 4 this year be incorporated into NAIDOC Week in 2015.

Peer Run Organised Play Stations (PROPS)

This year The Engagement Committee utilised our Positive Behaviour Intervention and Support Program by implementing a range of activities, targeted at improving social interaction in the playground amongst Stage One students, and developing peer leadership skills in our Stage Two and Three students. Traditional games including skipping and elastics were introduced, and our students made the most of our wonderful new synthetic soccer field. The activities were run by our fabulous Stage Two and Three peer leaders who completed a leadership course and then volunteered their time to run the activities. The activities were semi structured, requiring students to learn, practice and model negotiation skills, fair play, turn taking and sharing. This developed skills in teamwork, resilience and communication - life skills which also transferred into positive outcomes in the classroom. Behaviour data recorded clearly showed that the program has been a success, with a decrease of 15% in playground incidents amongst Stage One students compared to last year. The feedback from our students has also been overwhelmingly positive.

Recommendations for 2015

The Engagement Committee are extremely proud of the success of this program and are recommending it continues into 2015 and beyond.

Trialling of the New Science Syllabus

The RFF and Community Language (CL) team worked throughout the year to trial aspects of the incoming Science Curriculum. We adapted existing COGS units by applying the outcomes and content from this syllabus including 'Science Understanding', 'Science as Human Endeavour' and 'Science Inquiry Skills'. As a result the students developed the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues. Throughout these units the students were highly engaged due to the hands on experiences implemented as part of these units.

Community Language Team has included the new Science Syllabus with teaching background language to Stage 2 background speaking students. CL programs were planned using both old COG Syllabus and the new Science Syllabus so that both the teachers and the students can transition towards the new outcomes smoothly. The new Science Syllabus provided good opportunities for the students to experience hands-on activities such as planning and using scientific experiments as well as learning new scientific terminology in their home language. Overall students were able to achieve the satisfactory level of Syllabus outcomes. They have also provided positive feedback about the program. For CL teachers however, it was difficult to match the new Science. Syllabus with CL Syllabus outcomes as the language level for the Science outcomes was set high for students' language level.

Lidcombe PS was successful in securing a Science grant from the Australian Science Teachers Association to be spent during National Science Week term 3 2014. The grant was used to purchase resources for a K-6 Science Day held in term 3. Science teachers and Year 10 students from Birrong Girls and Boys High Schools led engaging hands on science lessons for stage 3. Mr Hill a scientist and LPS parent ran engaging science activities for stage 2 classes as part of a rotation with stage 2 teachers.

Recommendations for 2015

With the introduction of the new Science syllabus in 2015 all staff will need TPL on its content and how to implement it into stage programming. The RFF and CL teams will implement the new syllabus into their lessons where appropriate. The LPS science day will be organised for 2016.

Student Representative Council Report 2014

The SRC has had a busy year and have achieved the following in 2014-

- successful lobbying for the handball courts to be repainted
- ideas for improved playground activities such as one break for soccer, one break for football implemented.
- suggestions for new books in the library and mouse pads in the technology room carried out.
- fundraising such as Funny Face Fruit Stall raised money for charities.
- the new school reward system is working in the playground and appreciated by parents because it is less complicated.

Recommendations for 2015

- the SRC had lots of brainstorming this year but we would like a more formal agenda at meetings next year
- the SRC would like to redo the playground survey next year

Parent/caregiver, student, and teacher satisfaction

During the consultation process for developing the School Vision, data was collected from students, teachers and parents/carers. Strategies for the collection of data included focus groups, interview schedules and a survey. Translators were utilised during focus groups to give parents from Korean and Chinese backgrounds an opportunity to provided responses. Responses to the questions on satisfaction revealed a very positive attitude, with many respondents identifying our teachers and school programs as major strengths of the school.

The top five themes identified when respondents were asked what they like about the school and what they would like to see continue at the school in 5 years time, included:

From students
- PSSA sport, carnivals, excursions and camps
- school leadership
- extra-curricular activities
- well-maintained, tidy, green environment
- homework (particularly in K-2)

From teachers
- staff collegiality
- parental and community involvement
- extra-curricular activities
- professional learning opportunities
- use of new technology into classroom practice

From parents/carers
- dedicated teachers and visible leadership
- children want to come to school
- good balance between academics, social and extra-curricular
- cultural diversity of staff and students
- opportunities and range of extra-curricular activities

These responses were used in the writing of the School Vision statement.

> ## 2015 Vision Statement Lidcombe PS
>
> *Lidcombe Public School is an inclusive community providing innovative, quality programs and a relentless focus on academic success, which respects and caters for individual needs in a safe and happy environment.*

Future Directions
2015-2017 School Plan

This year the whole school community worked together to develop and document a vision for the future of our school over the next 3-5-10 years. Driven by the values our community believes are important, the vision articulated not only what we thought a successful school should be aiming to achieve but how we might go about ensuring it happens. The vision is

documented above.

From vision statements all NSW public school are required to document 3 key strategic directions that would lead to the vision being achieved. From our consultation processes with the school community we identified the three key areas and their purposes as:

- Student Learning
- Staff Learning
- Environment – Learning Culture

STRATEGIC DIRECTION 1

STUDENT LEARNING

Students will be empowered, innovative, humane citizens who value and contribute to our world.

Purpose:

We want our students to be confident, happy, active citizens in a globally connected society. Our students need to love learning. They need to be forward thinking, inquisitive, independent and creative learners who embrace continual change with confidence. They need to communicate effectively, collaborate with others, be imaginative and develop their skills to successfully drive their own learning.

STRATEGIC DIRECTION 2

STAFF LEARNING

Staff will actively embrace a dynamic, collaborative and informed professional culture.

Purpose:

Research shows that the greatest effect on student learning is increased teacher leadership capacity in the classroom, supported by explicit instructional leadership throughout the school, underpinned by professional dialogue about student data and the Australian Professional Teaching Standards. Teachers need to be passionate about activating visible learning for their students and for themselves. To create the best supportive learning environment for their students, all staff need to be inspired to learn with each other and the community, and understand different learning styles to cater for all students.

STRATEGIC DIRECTION 3

ENVIRONMENT -LEARNING CULTURE

A dynamic school that promotes high expectations, positive values, global awareness and collaborative partnerships.

Purpose:

Learning needs to be fun. Positive, happy, learning environments promote collaborative and inclusive learning, a sense of equality, provide different opportunities and leaning experiences for different types of learners, and increase the likelihood that learning will occur. Research shows that successful learning environments result from a three-way partnership between students, staff and parents who are actively engaged in their children's learning at school. The environment needs to encourage parental involvement, provide opportunities for open ended learning and use technological advances to stimulate imagination and creativity with others.

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
Janelle Murray	Classroom Teacher
Joyce Ellis	Classroom Teacher
Corli-Anne Brebner	Classroom Teacher
Rita Ranasinghe	Classroom Teacher
Natalie Callan	Classroom Teacher
Emily Player	Classroom Teacher
Sia Scilitani	Classroom Teacher
Lindsay James	Classroom Teacher
Judith Willmott	SAM
Kylie Gordon	R.Assistant Principal
Michele Morgan	R.Assistant Principal
Debbie Sage	Assistant Principal
Lisa Shortland	Assistant Principal
Lee Willis	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 more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at:

https://detwww.det.nsw.edu.au/high-performance/annual-school-reports