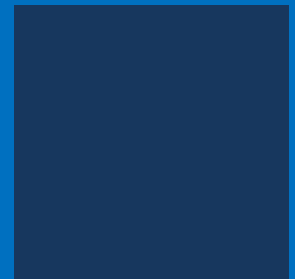


# Lidcombe Public School Annual School Report 2013



Learning  
in  
Harmony

Forward



## Contents

<b>Our school at a glance</b>	<b>1</b>
<b>Messages</b>	<b>2</b>
• Principal	2
• P&C	3
• School Representatives	3
<b>School context</b>	<b>5</b>
• Student Information	5
• Student Enrolment Profile	5
• Student Attendance Profile	5
• Management of Non-Attendance	5
• Class Sizes	5
• Structure of Classes	6
• Workforce Information	6
• Financial statement summary	7
<b>School performance 2013</b>	<b>7</b>
• <b>Academic</b>	<b>7</b>
▪ Literacy/Numeracy NAPLAN - Year 3	7
▪ Literacy/Numeracy NAPLAN - Year 5	10
▪ Progress in Literacy and Numeracy	14
• <b>Achievements</b>	<b>14</b>
▪ Arts	14
▪ Sport	14
• <b>Significant programs and initiatives</b>	<b>16</b>
▪ Technology Committee	16
▪ Community Engagement	18
▪ Aboriginal education	20
▪ Multicultural education	20
▪ Reading Recovery	21
▪ Transitional Equity Funding	22
▪ National Partnership programs	23
▪ Engagement and Attainment	24
▪ Environmental Education	25
▪ Early Career Teachers	26
• <b>Progress on 2013 Targets</b>	<b>26</b>
o Literacy	26
o Numeracy	28
o Engagement	29
<b>Key evaluations</b>	<b>30</b>
• Professional learning	30
• School satisfaction Survey	30
<b>About this report</b>	<b>31</b>

## Our school at a glance

### Students

Lidcombe Public School's greatest asset is its students.

Our students bring a mix of rich cultural diversity and a solid values structure to this school. Students with a language background other than English account for about 90% of our school's population. Three students in our school identify as Aboriginal.

At the end of 2013, our school enrolment was 578 and Lidcombe Public School had 25 classes.



### Staff

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

At Lidcombe Public School, we had 59 permanent and part time staff members during 2013.

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

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

### Significant programs and initiatives

Lidcombe Public School has an outstanding reputation as an innovative school with a strong focus on continual improvement in maximising

student learning outcomes through high quality teaching practice. We are seen throughout our district as a dynamic and innovative school, a leading school with the success of our Best Start, Language, Learning and Literacy program (L3), Positive Behaviour Interventions and Supports (PBIS) combined with our student welfare program, the National Partnership Low SES Program and our Community Engagement initiative.

### **Student achievement in 2013**

In 2013 all students in Year 3 and Year 5 in NSW public schools sat for the National Assessment Program Literacy and Numeracy (NAPLAN) tests. The tests assessed skills in literacy (Reading, Spelling, Writing, Grammar and Punctuation) and numeracy (Number, Patterns and Algebra, Measurement, Data, Space and Geometry).

## **Messages**

### **Principal's message**

Lidcombe Public School has served the local community for 134 years, having been established in 1879. The school has established a reputation for providing quality education and the pursuit of excellence which emphasises: the development of strong literacy and numeracy skills; a commitment to positive student welfare; and home/school partnerships encouraging effective learning.

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

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

- Lidcombe Public School provides a stimulating and innovative educational environment in which students are supported in realising the full extent of their abilities.
- Students, parents, staff and the community work collaboratively to ensure positive self-esteem and high expectations.

- We expect and encourage students to become active, responsible learners and mature contributing members of an ever changing society.
- Students demonstrate respect for themselves and others, for education, property, laws, traditions and the environment.
- As teachers, we are committed to lifelong learning for ourselves and the students.

One of our major achievements this year has been the installation of our exercise track near the Special Education Unit at the front of the school. Not only will it provide great activities to boost our student's fitness and strength, but it is also aesthetically pleasing to the eye and dramatically improved the look of the front of the school. At the start of 2013, we had also installed a synthetic playground in our Kindergarten area which made it a much safer playground to play in.

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

In 2013, these opportunities have ranged from participation of our choirs at the Dooleys annual Christmas show, Bunnings special events and a role for the choir in Strathfield Musical Society's "The Wizard of Oz", performing at the Opera House as part of the Granville Schools "Our Spectacular", participation of 98% of our students in wonderful "Green" events for great behaviour, Stage 3 Challenge Expo, our whole school participation in speaking competitions and our participation in Regional programs such as the Premier's Spelling Bee, Premier's Reading Challenge and the Premier's Sporting Challenge. There was also involvement in a wide range of sporting opportunities which included regular PSSA sport on Fridays and record numbers of students representing our school in District or Area teams.

The success of Lidcombe P.S. can be attributed to a very hard working and talented staff, well organised and supportive parent organisations (P&C) and initiatives (parent groups run by our Community Engagement Officer, Julie Rush), an appreciative local community, tremendously

supportive parents who want the best possible educational experiences for their children, and a wonderful group of students who are always willing to 'have a go' and accept new challenges.

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

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



Congratulations to our major award winners as well for 2013. The perpetual Dickeson-Meader scholarship for \$500 was won by Kynan Vuong (S3H). Our Fred Deery RSL Peace and Friendship award was won by Yunus Emre Bicak (1L) the Former Lodge, Jonathan Green awards for excellence in Literacy and Numeracy were won by Thomas Lam (S3C – Literacy) and Cherise Hoang (S3H - Numeracy). The School Citizenship Award was won by Timothy Pham Ho (S3H). The Sportsperson of the Year award (The Peter James Savage Memorial Award) was won by Lomano Manakeu (S3S). The major award for the Maths Olympiad was awarded to Yerin Kim (S3M) and Cherise Hoang (S3H) for the highest total score for the school. My two special Principal's awards were won by Tristen Garner (KR), who worked so very hard during 2013 and Alex Li (S3W), whose skills in every subject area and unparalleled dedication have realized outstanding results in year 6.

It is with pleasure that I present my third annual school report at Lidcombe P.S., acknowledging

the exemplary achievements of Lidcombe Public School, students, staff and parents in 2013.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

**Matthew Lewis**  
**Principal**

### **P & C and/or School Council message**

2013 was another successful and fulfilling year for the Lidcombe Public School P&C Association. The P & C meets twice a term and actively supports the school in its communication, decision-making and fundraising ventures. We continue to have a strong partnership with the school executive and staff. The purpose of the P&C at Lidcombe PS is to:

- Promote the interest of the school by bringing parents, citizens, students and teaching staff into close co-operation
- Assist in providing facilities and equipment for the school and in promoting the recreation and welfare of the students at the school
- Encourage parent and community participation in curriculum and other educational issues in the school.

Once again fundraising was a large part of our year and we finished the year in a strong financial position with over \$30,000 in the bank. This couldn't have been achieved without the outstanding contribution of time and effort from parents and carers in our community.

In 2013 the P&C has raised approximately \$15,000 for school resources; held social and fundraising events; run a profitable uniform shop; and been involved as parent representatives on staff recruitment panels. The P&C raised funds through the cross country fun run, profits of uniform shop and through a range of fundraising events. The major fundraising events were our Family Fun Night and Parent Art Auction. Together these two events raised almost \$8,000. This money has enabled us to provide \$2,000 towards the cost of busses for all stages to help give our children the opportunity to go on excursions which enhance the learning already

being done in the classroom. All 2013 kindergarten children were also presented with new library bags from the P & C.

Other fundraising included the Mother's Day and Father's Day Stalls and Bunnings BBQ. We also held a Pink Ribbon High Tea which raised almost \$1000 for Breast Cancer Research. None of the P&C activities would be possible without the small army of volunteers who are always on hand to pitch in and help. We are very grateful for your wonderful and continued support.

I encourage all of our community to consider the best way you can be involved in your children's education in 2014.

**Julie Rush**  
**P&C President**

### Student representative's message

During 2013 we have represented the school on many occasions with pride and honour. We have developed confidence and gradually grown as leaders over the past 11 months.

Early in the year we went to the Grip Leadership Conference in Olympic Park with the whole Leadership Team to learn better skills of being a good role model and leader.

Every Tuesday the Leadership Team organised the whole school assembly for handing out of awards and for Mr. Lewis and the teachers to make important messages for the school and community.

We leaders have organised and helped out at many Green Events such as school performances and the upcoming Talent Quest. We also assisted at the Anzac Day ceremony. Every second Wednesday the SRC and school leaders have given up their break times to attend SRC meetings to help enhance school performance and improve the environment for a better learning experience.

As leaders we were responsible for making thank you speeches to the people we met who showed us in and around Canberra on the Stage 3 camp. We also went with Mrs. Willis to lay a wreath at Auburn RSL Club in acknowledgement of the soldiers who fought in wars. This year we have received the opportunity to become the leaders of Lidcombe Public. We have been through a lot of tough challenges to help make the school what

it is now. It has been very delightful to see many students grow in these past few months and to say that the growth has been partly because of a tremendous effort by the school leadership team.

**Thomas Lam and Bonnie Zhan**  
**School Captains for 2013**



**School Captains – Thomas Lam and Bonnie Zhan**

### Student information

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

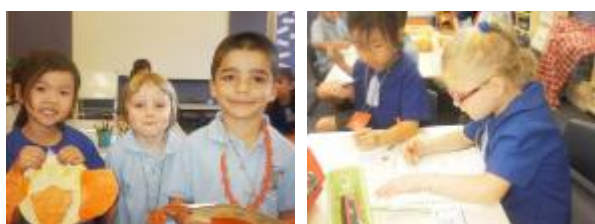
#### Student enrolment profile

Gender	2010	2011	2012	2013
Male	305	295	295	300
Female	268	254	258	278



## Student attendance profile

	Year	2010	2011	2012	2013
School	K	96.7	93.2	95.0	96.3
	1	94.8	96.4	94.3	95.6
	2	95.2	95.5	95.7	95.8
	3	95.3	96.3	95.2	97.8
	4	96.2	95.9	95.5	97.0
	5	96.2	96.3	95.0	96.1
	6	96.5	94.8	95.0	95.3
	<b>Total</b>	<b>95.8</b>	<b>95.5</b>	<b>95.1</b>	<b>96.3</b>
Region	K	94.6	94.4	94.0	94.8
	1	94.1	94.1	94.0	94.6
	2	94.7	94.4	94.3	94.9
	3	94.8	94.6	94.6	95.1
	4	95.0	94.8	94.7	95.1
	5	95.0	94.9	94.6	95.2
	6	94.7	94.7	94.5	95.0
	<b>Total</b>	<b>94.7</b>	<b>94.6</b>	<b>94.4</b>	<b>94.9</b>
State DEC	K	94.7	94.7	94.3	95.0
	1	94.2	94.2	93.9	94.5
	2	94.4	94.2	94.2	94.7
	3	94.5	94.4	94.4	94.8
	4	94.5	94.3	94.3	94.7
	5	94.4	94.2	94.2	94.5
	6	94.0	93.8	93.8	94.1
	<b>Total</b>	<b>94.4</b>	<b>94.3</b>	<b>94.2</b>	<b>94.7</b>



School attendance (96.3% in 2013) 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 2013 Class Size Audit conducted on Monday 21 March 2013.

Roll class	Year	Total per year	Total In class
K BLUE	K	20	20
K ORANGE	K	18	18
K PURPLE	K	15	15
K RED	K	19	19
K YELLOW	K	19	19
1BJ	1	22	22
1L	1	22	22
1P	1	22	22
1-2B	1	14	23
	2	9	23
2C	2	22	22
2M	2	22	22
2R	2	21	21
S2G	3	15	30
	4	15	30
S2IR	3	15	30
	4	15	30
S2M	3	16	31
	4	15	31
S2N	3	13	30
	4	17	30
S2P	3	14	31
	4	17	31
S3C	5	15	28
	6	13	28
S3H	5	15	29
	6	14	29
S3M	5	18	29
	6	11	29
S3S	5	16	30

S3W	6	14	30
	5	15	28
	6	13	28

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 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	22.0
Teacher of Mild Intellectual Disabilities	3.0
Teacher of Reading Recovery	0.91
Learning and Support Teacher	1.7
Teacher Librarian	1.0
Teacher of Community Languages	3.0
Teacher of ESL	3.6
Counsellor	0.6
School Administrative & Support Staff	7.082
Community Engagement Officer	1.0
Teacher Out of Home Care	1.0
<b>Total</b>	<b>51.892</b>

Please note that this figure does not include the part time staff members who teach release from face to face.

The National Education Agreement requires schools to report on Indigenous composition of their workforce, of which we have two (2) members of staff of Aboriginal descent. (This includes the positions we created under the Low SES National Partnership funding.)

### Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	92
Postgraduate	42
NSW Instit. of Teachers Accreditation	45



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

## School performance 2013

### 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 consistent with state average and on par with 2012 results.
- 94.4% students achieved above minimum standard **29.4% improvement**
- 12.9% students in Bands 1 and 2 (12.5% in state) **9.1% improvement**
- 38.6% students in Bands 5 and 6 (46.6% in state) **9.6% improvement**
- Areas of strength- locating information (directly stated in information).
- Areas for further development- applied comprehension (interprets details in an answer, meaning of words, interprets images, summarises information) sequencing (order of events) and connecting

### Financial summary

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

Date of financial summary	30/11/2013
<b>Income</b>	\$
Balance brought forward	301980.34
Global funds	364181.92
Tied funds	321633.33
School & community sources	161859.66
Interest	10136.65
Trust receipts	13828.07
Canteen	0.00
<b>Total income</b>	<b>1173619.97</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	28166.89
Excursions	60377.67
Extracurricular dissections	85538.74
Library	5866.29
Training & development	1541.38
Tied funds	213901.99
Casual relief teachers	96127.35
Administration & office	103380.64
School-operated canteen	0.00
Utilities	70833.25
Maintenance	33669.61
Trust accounts	14344.76
Capital programs	0.00
Total expenditure	713748.57
<b>Balance carried forward</b>	<b>459871.40</b>

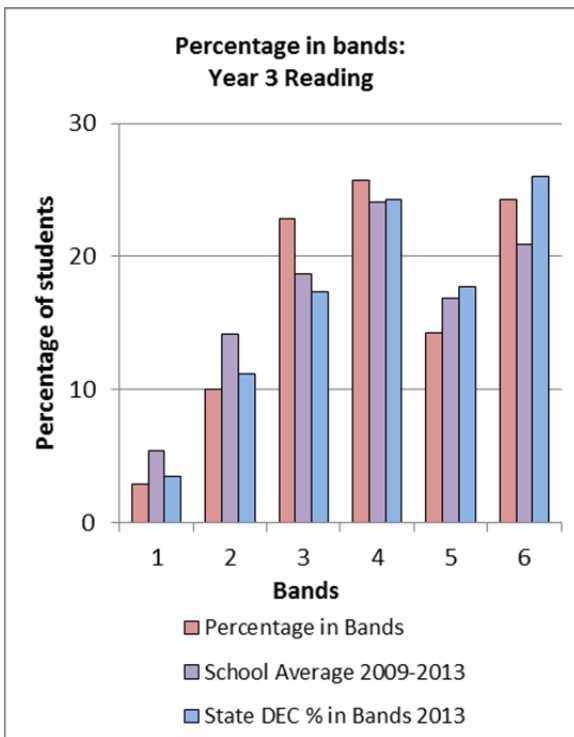
A full copy of the school's 2013 financial statement is tabled at the annual general meetings of the School Council and/or the parent



information (rhetorical devices and the correct use of brackets).

#### Year 3 NAPLAN Reading

	School	SSG	State DEC			
Average score, 2013	410.6	422.9	418.7			
<b>Skill Band Distribution</b>						
Band	1	2	3	4	5	6
Number in Bands	2	7	16	18	10	17
Percentage in Bands	2.9	10.0	22.9	25.7	14.3	24.3
School Average 2009-2013	5.4	14.2	18.7	24.1	16.8	20.9
SSG % in Bands 2013	2.3	9.0	16.8	26.6	20.3	25.1
State DEC % in Bands 2013	3.5	11.2	17.3	24.3	17.7	26.0



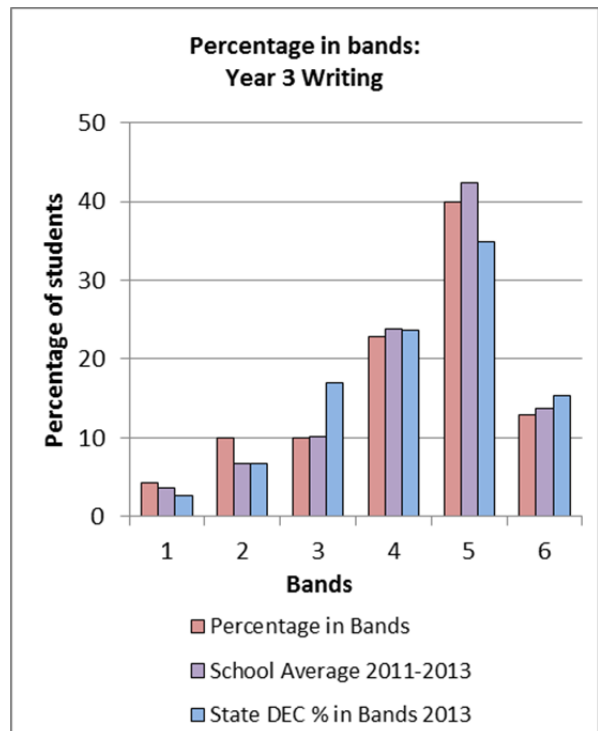
#### Writing

- Performance is consistent with state.
- 93.1% of students performing above minimum standard **consistent**
- 14.3 % students in Bands 1 and 2 (7.5% in state) **consistent**
- 52.9% students in Bands 5 and 6 (54.2% in state) **consistent**
- Areas of strength: Spelling (accuracy of spelling and the difficulty of the words used) and Vocabulary (the range and precision of contextually appropriate language choices.)
- Areas of further development: Text structure (write elementary persuasive texts), Ideas (uses simple reasons to expand on one or a few simple ideas relating to a topic) Persuasive devices (ineffective use of simple

devices to persuade the reader) Cohesion (demonstrates the use of simple cohesive links in a text), Paragraphing (structures text in appropriate stages).

#### Year 3 NAPLAN Writing

	School	SSG	State DEC			
Average score, 2013	413.0	417.9	416.0			
<b>Skill Band Distribution</b>						
Band	1	2	3	4	5	6
Number in Bands	3	7	7	16	28	9
Percentage in Bands	4.3	10.0	10.0	22.9	40.0	12.9
School Average 2011-2013	3.5	6.6	10.1	23.8	42.3	13.7
SSG % in Bands 2013	1.7	5.1	17.4	26.0	36.8	13.1
State DEC % in Bands 2013	2.6	6.7	16.9	23.6	34.9	15.3



#### Spelling

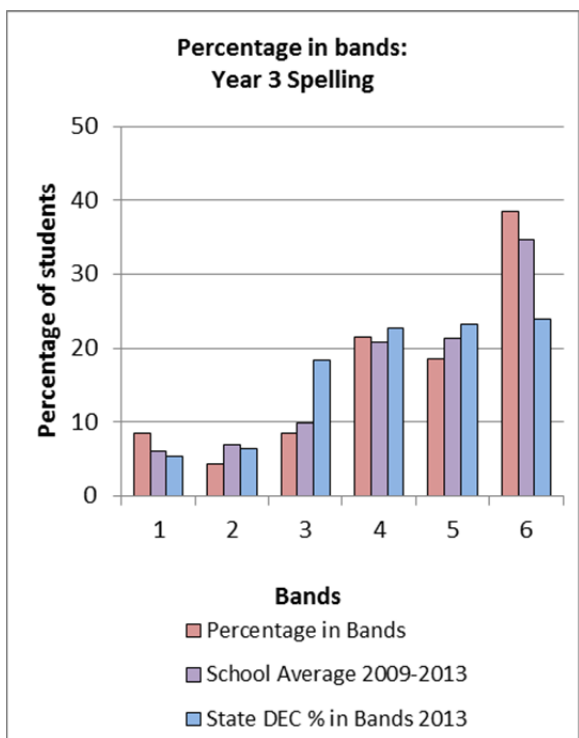
- Performance is 15 points higher than the state, slightly lower than 2012.
- 88.9% of students performing above minimum standard **14.9% improvement**
- 12.9% of students in Bands 1 and 2 (10% in state) **consistent**
- 57.2% students in Bands 5 and 6 (49.6% in state) **13.2% improvement**
- Areas of strength- Rule driven and base words (identifies an error, then correctly spells a two-syllable word with the derivational ending -ly requiring a change to the base word), Vowel Sounds and consonant blends (identifies an error then

correctly spells a one – syllable with the fricative – z).

- Areas for further development- Consonant blends (Identifies an error in a one-syllable word with the inflectional ending –s) and Rule Driven and Base Words: correctly spells a two syllable word with a doubling of the consonant before the inflectional ending – ing.

#### Year 3 NAPLAN Spelling

	School	SSG	State DEC			
Average score, 2013	438.1	424.2	418.1			
<b>Skill Band Distribution</b>						
Band	1	2	3	4	5	6
Number in Bands	6	3	6	15	13	27
Percentage in Bands	8.6	4.3	8.6	21.4	18.6	38.6
School Average 2009-2013	6.2	7.0	9.9	20.9	21.4	34.8
SSG % in Bands 2013	3.1	5.0	19.0	24.2	24.8	23.9
State DEC % in Bands 2013	5.4	6.4	18.4	22.7	23.3	23.9



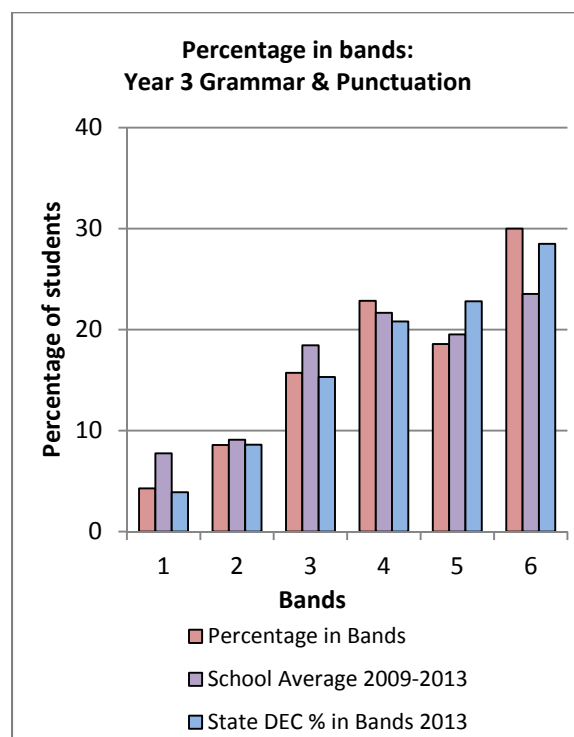
#### Grammar and Punctuation

- Performance was equal to the state. 10 point increase from 2012. [consistent](#)
- 93.1% of students performing above minimum standard. [12% improvement](#)
- 12.9 % students in bands 1 and 2 (10.7% in state) [consistent](#)
- 48.6% students in Bands 5 and 6 (53.7% in state) [consistent](#)

- Areas of strength: Simple Punctuation (identifies a sentence with correct boundary punctuation), Adverbs (Identifies an adverb in a complex sentence) and Adjectives (identifies the correct use of a superlative adjective in a simple sentence).
- Areas for further development: Apostrophes (identify the correctly punctuated contraction in a simple sentence), Adverbs (identifies an adverb in a complex sentence) and Prepositions (identifies the correct preposition to introduce a prepositional phrase in a simple sentence).

#### Year 3 NAPLAN Grammar and Punctuation

	School	SSG	State DEC			
Average score, 2013	428.2	435.9	430.3			
<b>Skill Band Distribution</b>						
Band	1	2	3	4	5	6
Number in Bands	3	6	11	16	13	21
Percentage in Bands	4.3	8.6	15.7	22.9	18.6	30.0
School Average 2009-2013	7.8	9.1	18.5	21.7	19.5	23.5
SSG % in Bands 2013	2.5	7.1	13.8	21.6	27.7	27.3
State DEC % in Bands 2013	3.9	8.6	15.3	20.8	22.8	28.5



#### NAPLAN Year 3 - Numeracy

##### Overall Numeracy

- Performance is on par with the state and slight increase from 2012. [consistent](#)
- 88.9% of students performing above minimum standards. [18.9% improvement](#)
- 15.7 % students in Bands 1 and 2. [15.3% improvement](#)

- 45.7 % students in Bands 5 and 6. **19.7% improvement**
- Areas of strength: Multiplication and Division (uses proportional reasoning to find a total distance and finds the total length of the edges of a rectangular prism), 3D (counts the number of edges on a hexagonal prism).
- Areas for further development: 2D (distinguishes between symmetrical and non-symmetrical shapes), Time (calculates a date two weeks previous to a given date) and Data (interprets tally marks in a table).

### Number, Patterns and Algebra

- Performance 7 points higher than the state, slight decrease from 2012.
- 22.8% students in Bands 1 and 2 (17.4% in state) **4% improvement**
- 37.1% students in Bands 5 and 6 (32.6% in state) **10.1% improvement**
- Areas of strength- Multiplication and Division (use proportional reasoning to find a total distance and finds the total length of the edges of a rectangular prism, solves a multi-step problem involving divisions) and Whole Number- (interprets 'more' and 'fewer' to match quantities with names).
- Areas for further development- Fractions and Decimals ( identifies a shape that is one – quarter shaded, adds small amounts of money and compares totals and uses inverse operations to solve a multi-step problem).

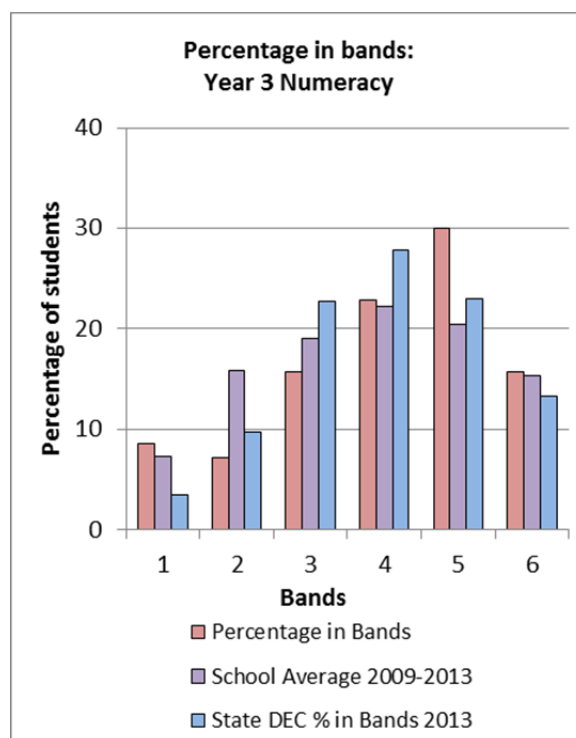
### Data, Measurement, Space and Geometry

- Performance is equal with the state. 10 points increase from 2012. **consistent**
- 17.1% students in Bands 1 and 2 **9% improvement**
- 48.6% students in Bands 5 and 6 **28.6% improvement**
- Areas of strength: 3D (counts the number of edges on a hexagonal prism, matches the terms 'cylinder' to a common object), 2D (determines the result of a reflection of a complex image).
- Areas for further development: 2D (distinguishes between symmetrical and non-symmetrical shapes), Time (calculates a

date two weeks previous to a given date) and Data (interprets tally marks in a table).

Year 3 NAPLAN Numeracy

	School	SSG	State DEC			
Average score, 2013	404.8	399.8	399.7			
<b>Skill Band Distribution</b>						
Band	1	2	3	4	5	6
Number in Bands	6	5	11	16	21	11
Percentage in Bands	8.6	7.1	15.7	22.9	30.0	15.7
School Average 2009-2013	7.2	15.8	19.0	22.3	20.4	15.3
SSG % in Bands 2013	2.8	7.3	24.4	30.1	23.8	11.7
State DEC % in Bands 2013	3.5	9.7	22.7	27.8	23.0	13.3



### 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.

Blue annotations below show comparisons with 2010 Year 3, Year 5 and \*Year 7 NAPLAN data.

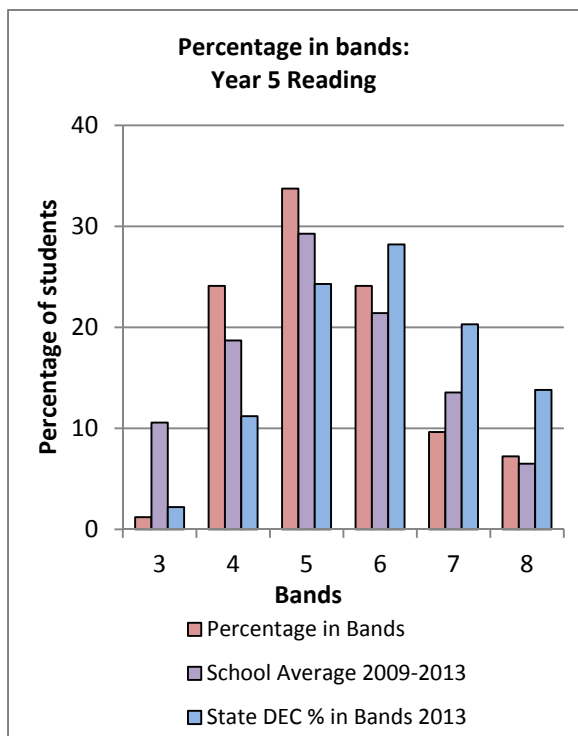
The word “consistent” is used to show a percentage variance of less than 10%. In most cases this documents improved performance.

### Reading

- Performance shows an upward trend compared to 2012. **consistent**
- 96.5% students achieved above minimum standard, this is an increase of 13.5% on 2012. **25.5% improvement**
- 25.3% students in Bands 3 and 4 (11.2% in state), this is a decrease of 4.7% on 2012. **5.7% improvement**
- 16.8% students in Bands 7 and 8 (37.4% in state). **consistent**
- Areas of strength: students have shown strength across most areas.
- Areas for further development: inferential comprehension and interpreting details.

Year 5 NAPLAN Reading

	School	SSG	State DEC			
Average score, 2013	469.7	500.3	500.6			
<b>Skill Band Distribution</b>						
Band	3	4	5	6	7	8
Number in Bands	1	20	28	20	8	6
Percentage in Bands	1.2	24.1	33.7	24.1	9.6	7.2
School Average 2009-2013	10.6	18.7	29.3	21.4	13.6	6.5
SSG % in Bands 2013	2.2	10.0	23.8	30.4	21.3	12.4
State DEC % in Bands 2013	2.2	11.2	24.3	28.2	20.3	13.8

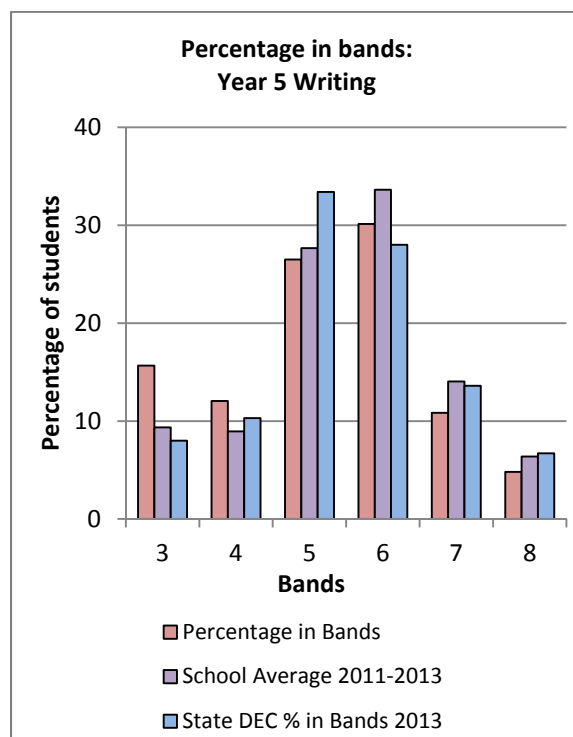


### Writing

- Performance shows downward trend compared to state. This can be attributed to the very different type of persuasive writing required this year. Also no visual stimulus was given as per previous years' tests. This has disadvantaged the Special Education students and ESL students.
- 27.7% students in Bands 3 and 4 (11.2% in state) **consistent**
- 15.6% students in Bands 7 and 8 (23% in state) **consistent**
- 82.4% of students performing above minimum standard **14.4% improvement**
- Areas of strength: spelling in context, cohesion, punctuation and vocabulary.
- Areas for further development: audience and persuasive devices.

Year 5 NAPLAN Writing

	School	SSG	State DEC			
Average score, 2013	461.8	475.2	476.6			
<b>Skill Band Distribution</b>						
Band	3	4	5	6	7	8
Number in Bands	13	10	22	25	9	4
Percentage in Bands	15.7	12.0	26.5	30.1	10.8	4.8
School Average 2011-2013	9.4	8.9	27.7	33.6	14.0	6.4
SSG % in Bands 2013	8.4	8.2	34.3	31.2	13.0	5.0
State DEC % in Bands 2013	8.0	10.3	33.4	28.0	13.6	6.7

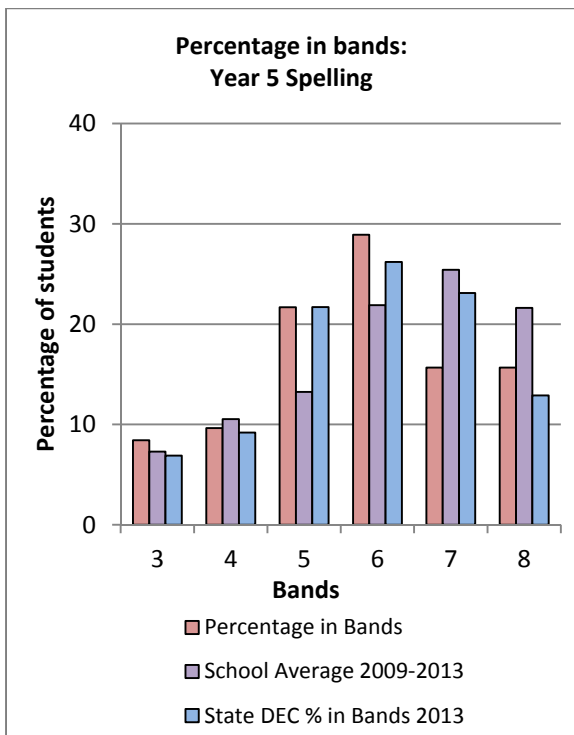


### Spelling

- Performance shows a slight downward trend compared to 2012, but on par with state. **Consistent**
- 18% of students in Bands 3 and 4 (13.6% in state) **consistent**
- 31.4% students in Bands 7 and 8 (37.9% in state) **11.4% improvement**
- 89.4% of students performing above minimum standard
- Areas of strength: spells a four syllable word with a soft consonant – c, identifies errors in four syllable words and correctly spells them.
- Areas for further development: identifying errors, then spelling correctly two syllable words with the inflection ending –es.

**Year 5 NAPLAN Spelling**

	School	SSG	State DEC			
<b>Average score, 2013</b>	496.4	502.3	499.7			
<b>Skill Band Distribution</b>						
Band	3	4	5	6	7	8
Number in Bands	7	8	18	24	13	13
Percentage in Bands	8.4	9.6	21.7	28.9	15.7	15.7
School Average 2009-2013	7.3	10.5	13.2	21.9	25.4	21.6
SSG % in Bands 2013	5.1	8.3	21.7	26.8	26.6	11.5
State DEC % in Bands 2013	6.9	9.2	21.7	26.2	23.1	12.9

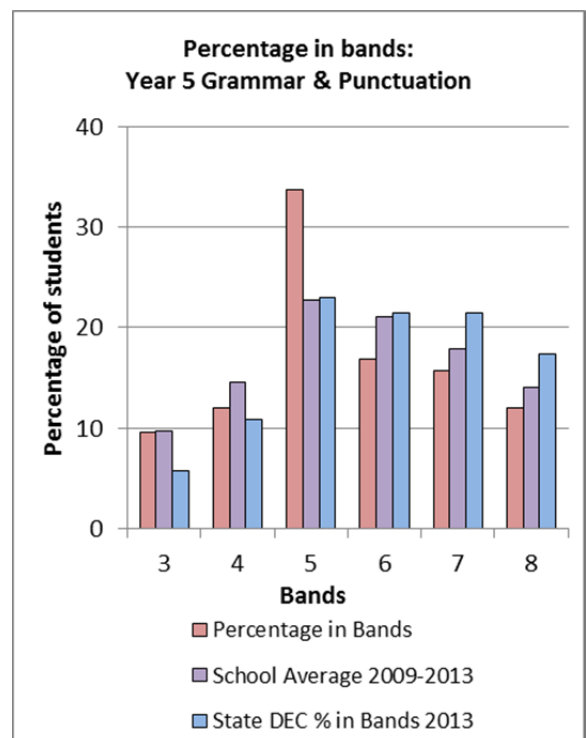


**Grammar and Punctuation**

- Performance shows a slight downward trend compared to 2012. **This is an area for school improvement.**
- 21.6% students in bands 3 and 4 (13.9% in state) **consistent**
- 27.7% students in Bands 7 and 8 (42.1% in state) **9.3% lower**
- 88% of students performing above minimum standard **16% improvement**
- Areas of strength: identifies correct use of an adverb in a simple sentence, identifies the correct use of a contraction and a pronoun in a complex sentence and identifies the correct relative pronoun to introduce an adjectival clause in a complex sentence.
- Areas for further development: identifying an error in a subject-verb agreement in a compound sentence, using the correct non-finite verb in a complex sentence and verb tense.

**Year 5 NAPLAN Grammar and Punctuation**

	School	SSG	State DEC			
<b>Average score, 2013</b>	480.6	502.0	501.3			
<b>Skill Band Distribution</b>						
Band	3	4	5	6	7	8
Number in Bands	8	10	28	14	13	10
Percentage in Bands	9.6	12.0	33.7	16.9	15.7	12.0
School Average 2009-2013	9.7	14.6	22.7	21.1	17.8	14.1
SSG % in Bands 2013	5.3	9.0	23.4	23.6	23.5	15.3
State DEC % in Bands 2013	5.8	10.9	23.0	21.4	21.4	17.4



## NAPLAN Year 5 – Numeracy

### Overall Numeracy

- Performance shows a stable trend compared to state, which remains on par with 2012. **Consistent**
- 26.5% students in Bands 3 and 4 (20.2% in state) **Consistent**
- 26.5% students in Bands 7 and 8 (27.8% in state) **Consistent**
- 86% of students performing above minimum standard **8% improvement**
- Areas of strength: fractions and decimals, addition and subtraction between two and four digit numbers and multiplication and division between two digit numbers.
- Areas for further development: calculating elapsed time, whole number lines, language of chance, interpreting a column graph and identifying a 2D space image after rotation.

### Patterns, Number and Algebra

- Performance shows an upward trend compared to 2012 and remains on par with state. **Consistent**
- 25.3% students in Bands 3 and 4 (21.7% in state) **Consistent**
- 33.8% students in Bands 7 and 8 (28.7% in state) **Consistent**
- 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.
- Areas for further development: whole number lines.

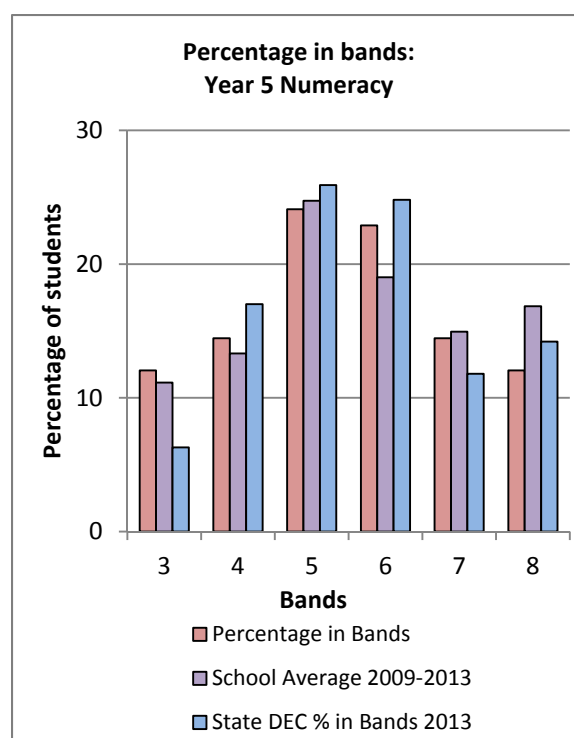
### Data, Measurement, Space and Geometry

- Performance shows a slight downward trend compared to state, which remains on par with 2012. **Consistent with state in 2010.**
- 24.1% students in Bands 3 and 4 (17.3% in state) **Consistent**
- 25.3% students in Bands 7 and 8 (33.1% in state) **9.3% improvement**
- Areas of strength: data representation and interpreting a picture graph.

- Areas for further development: 3D view of shapes, interpreting a column graph and identifying elapsed time.

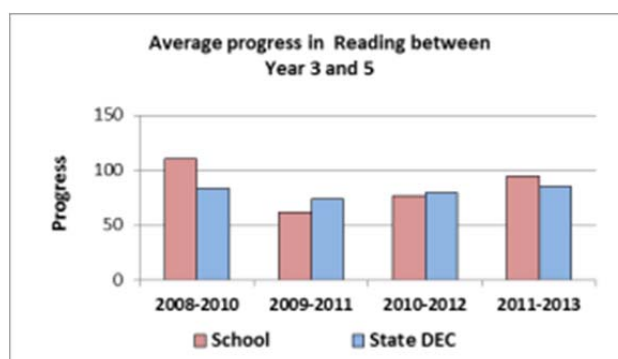
Year 5 NAPLAN Numeracy

	School	SSG	State DEC			
Average score, 2013	478.8	488.3	490.1			
<b>Skill Band Distribution</b>						
Band	3	4	5	6	7	8
Number in Bands	10	12	20	19	12	10
Percentage in Bands	12.0	14.5	24.1	22.9	14.5	12.0
School Average 2009-2013	11.1	13.3	24.7	19.0	15.0	16.9
SSG % in Bands 2013	5.2	15.5	27.0	27.8	12.7	11.8
State DEC % in Bands 2013	6.3	17.0	25.9	24.8	11.8	14.2



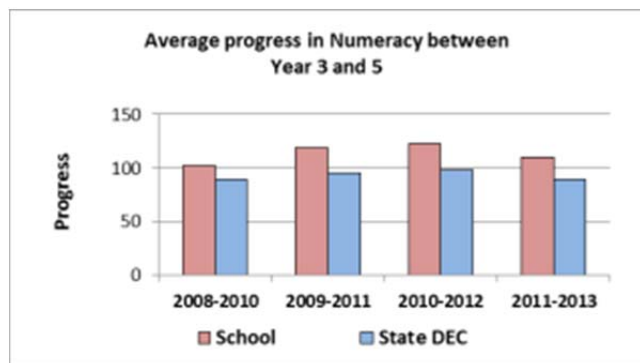
### Progress in Reading

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



## Progress in Numeracy

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



## Other achievements

### Arts

- All students performed in the school's annual community celebration. The 2013 theme was "Changes". Performance items included speeches, acting, dancing, singing and an IT response through movie making;
- 40 Year 1-5 students participated in a singing group organised by two teachers as a lunchtime activity. The singing group was invited to perform at the Dooley's Christmas Fair at Silverwater, Bunnings Lidcombe, performed in a play "The Wizard of Oz" arranged by a local dramatic arts group, and also performed in Granville schools "Our Spectacular" at the Opera House.

### PSSA 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 2013:

- 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, T-Ball and Softball.
- Lidcombe was successful in winning the Junior Girls League Tag, the Senior Girls League Tag, the Junior Mixed Newcombe

Ball, the Junior Mixed AFL and the Girls T-Ball Competitions.



- Lidcombe was the Champion School for the Percentage Trophy at the Auburn Zone Swimming Carnival. The Champion School at the Auburn Zone Cross Country Carnival overall and on percentage, and the Champion School at the Auburn Zone Athletics Carnival, both overall and for the percentage trophy.
- Lidcombe had a total of 110 students represent our school at zone carnivals and 30 at regional carnivals. There were 4 age champions at Auburn Zone Carnivals, Monalisa Soliola was the 8/9 years champion of the Auburn Zone Cross Country Carnival and the Junior Girls Age Champion at the Auburn Zone Athletics Carnival. At the Auburn Zone Swimming Carnival Jason Cho was the Junior Boys Age Champion and Kennu Challenger was the 11 Years Boys Age Champion.
- Three students represented Auburn Zone, playing in the Auburn Zone Soccer team at the Sydney West Regional trials. Two students played in the Sydney West Rugby Union team that competed in the NSW PSSA Championships. Lidcombe entered teams in the Soccer, Netball and Boys and Girls Touch Football State Knockouts.



- Two students from Lidcombe Public School were nominated for awards at the Auburn Council's Sports Stars ceremony. The Junior Girls League Tag team was nominated for Sporting Team of the year.

### Kindergarten Sport

During 2013, Kindergarten sport occurred once a week for a period of 1 hour. Regular class fitness sessions were also implemented throughout each week. In addition, Students enthusiastically participated in the "Premiers Sporting Challenge" with their teacher's encouragement. All sports activities were selected from the Board of Studies, Personal Development, Health and Physical Education K-6, Modules (Early stage one Active life style and games and sports). Particular skills such as jumping, hopping, skipping, throwing (tossing), catching, running and balancing were selected and implemented within a range of activities to further develop students' fitness, gross motor as well as fine motor skills.

In term 2 of 2013, Kindergarten participated in the Dance2bfit program. Students were exposed to an assortment of music varieties where lessons were taught with fun and energetic dance styles which encouraged both boys and girls to actively participate.

The Kindergarten sports program was often reflected upon, modified and refined. This ensured that the activities were developmentally appropriate, enjoyable and engaging. Student assessments were carried out by observing individual's participation and their demonstration of selected skills. This was indicated when reporting to parents.

### Stage 1 Sport

During 2013, Stage 1 sport occurred once a week for a period of 45 minutes. Regular class fitness sessions were also implemented throughout each week.

In addition, students participated in the 10 week 'Premiers Sporting Challenge', which engages young people in sport and physical activity and encourages them to lead healthy, active lifestyles.

- In Term 1, the sports theme was 'Playground Games – Team Building'. These traditional games and activities reinforced fair play, following rules, team work and accepting winning and losing.

- In Term 2, Netball NSW facilitated a 7 week program, 'ANZ Net Set Go!' for 45 minutes each week at Lidcombe Public School. Students developed the fundamental motor skills used for netball, such as running, jumping, hopping, leaping, dodging, balancing, catching and throwing. On the 5<sup>th</sup> September, 2013, 155 students participated in a Netball Gala Day at the conclusion of the program at Anne Clark Netball Centre, Lidcombe. Simultaneous netball games were played and refereed by teachers where learnt skills were put into practice. Each student received a Netball NSW sports pack.

- In Term 3, Stage 1 participated in the weekly Dance2bfit program which is designed to meet the NSW PDHPE syllabus to help students achieve the required Dance outcomes. A new dance was taught each week during these high energy, fun sessions.

- During weekly Stage sport, 'Games Skills' were explicitly taught with a focus on the fundamental movement skills of the leap, kick, two-handed strike and the dodge.

- Year 2 students also participated in the school's 'Swimming Scheme' program in September. This is a learn to swim program that develops water confidence and provides students with basic skills in water safety and survival. Students are given the opportunity to attend daily lessons of 45 minutes over 10 consecutive days.

- In Term 4, 'Ball Skills' was the focus where fundamental skills and game specific skills that had been taught earlier in the year were applied during participation in a number of



ball games such as touch football, hockey, t-ball, basketball, netball and soccer.

## Primary School Sport

During 2013 all primary students who were not involved in a PSSA team engaged in weekly school sport activities. School sport lessons were designed to expose students to a wide range of sports and activities, promote a healthy lifestyle and for students' physical and social skill development. The inclusion of PSSA sports in the school sport program enhanced the skills of students who were not selected in representative teams, consequently allowing for greater competition in future try-outs.

Lessons were organised into three main components:

- ✚ Introduction of sport/activity and teaching of fundamental movement skills;
- ✚ Fruit/water break;
- ✚ Modified sport/game.

Teachers remained on the same sport for the duration of the term with students rotating weekly.

The involvement of classroom, community language, RFF and other specialist teachers in the school sport program allowed for smaller group sizes. This increased the engagement of students, encouraged greater participation in activities and allowed of individual student instruction.

School sports included in the school sport program:

- ✚ T-ball; League Tag; AFL; cricket; dance; ball games e.g. Captain Ball, Tunnel Ball, Scoop Ball; skipping; tennis; Newcombe Ball; soccer; netball; lacrosse; indoor hockey; Frisbee and table tennis.

## Significant programs and initiatives

### Technology Report

A new Technology Team was established for 2013 comprised of teacher-leaders representing each Stage/ Learning team. The purpose of this team was to lead effective use of technology to engage students and enhance learning and achievement of school Literacy and Numeracy priorities. The team was supported through the Action Learning

process by two executive mentors and an external leadership coach.

### Evaluation by the technology team members included the following observations:

- The team led successful small group workshops at the Staff Development conference on topics including using library enquiry and accessing the curriculum support website, iPads, iPhoto, using SMART Notebook, Edmodo, the SAMR model and Bloom's digital taxonomy.
- Each member developed technology action plans with an emphasis on developing staff skills to meet student needs within the context of the school management plan.
- Students were observed in library at B2 breaks accessing class blogs, Reading Eggs, email and Targeting Maths software. They also created Powerpoint and multimedia presentations.
- The Community Language teachers are connecting laptops to their SMART boards and using them more regularly. They know where to find resources online such as ready made notebook files and interactive learning games. Some CL teachers are using technology to assist with their classroom management.
- The school website has been regularly updated with content and has been modified so that it is easier to locate resources on the site.
- Some teachers have begun to use their own iPads in the classroom to support lessons and student learning.
- There is increased usage of ICT within all classrooms in the special education unit and staff, including SLSO's are increasing in confidence in relation to using technology. Within the unit the IWB's are being used more interactively and explicitly and programs such as Reading Eggs and comprehension software is being used. Students in the unit demonstrated improved reading results in NAPLAN this year.
- Early Stage 1 students have regularly used technology to develop and practise basic literacy skills individually and independently using the Reading Eggs program, Studyladder and other interactive websites. They have participated in interactive class activities on the classroom interactive whiteboards.

Communication skills have been focused upon by utilising ICT to record students (video/audio) and

then playback and reflect upon their own oral language.

- In Stage 1, 6 out of 7 classes created a class blog and used this for part of the year. Some teachers still require assistance in using the blog effectively. All teachers used Reading Eggs as a teaching tool and to demonstrate skills. Most teachers commented on how motivating and comprehensive this program is. Studyladder was used in 4 out of 7 classes. This was mainly used for homework activities and as a free activity in the technology room but was also found to be beneficial in demonstrating skills.

- Most Stage 1 staff found these programs beneficial but without sufficient working computers in the classroom it has been difficult for students to have regular easy access. Time in the computer room is only short so this is difficult for the younger classes who spend a lot of time logging on. During time in the tech room most classes were involved in practising word processing and using Reading Eggs or Studyladder. One class completed some work on Powerpoint.

- All Stage 1 staff were interested in making better use of SMART Notebook and the IWB tools that could be employed for different activities.

- Stage 2 students have utilised web browsing, Word, SMART Notebook, PM Software, Springboard, Targeting Maths, Targeting Text, Maths Plus. Additionally students have used Reading Eggs, Studyladder and email. Students created advertising movies using iMovie for their products and services stalls and presented findings of their research programs using Powerpoint and Prezi.

- Stage 2 teachers were supported with using and troubleshooting issues with their interactive whiteboards.

In Stage 3 Edmodo was introduced and used by 3 out of 5 class teachers and one specialist teacher to increase communication and response amongst students. 'Springboard into Comprehension' was used in two of the classrooms to support the weekly reading program. Reading Eggs was used, mainly to support ESL students with lower reading levels. The limited use of this program was partly due to limited access to computers in the classrooms.

- Flip cameras, iMovie and laptops were used by students to create projects in which they

expressed their learning about their units of work. Students filmed themselves to create video which was edited by a teacher for Community Celebration Day.

- Tech team members reported that they have considered their own leadership skills and philosophy of teaching and learning as part of their role this year. Some felt that they have changed their leadership style and become better at communicating with their colleagues. Another reflected, "although it is a term that is used often, not all students are 'digital natives'. I found it difficult at times to differentiate the balance between teaching explicit skills and letting the students explore by themselves. I feel that similar to teaching literacy in the classroom, the students can explore and research when they have the 'building block' literacy skills, students using technology need those basic technology skills, and independent working habits, before they can set off and create their own learning."

### **Conclusions**

The major change to technology over the last four years has been the introduction of IWB's into every classroom and other learning spaces across the school. This has meant an increase in the use of interactive lessons and access to a much wider range of learning resources. Teachers have had to develop skills in managing and using the technology effectively, locating and selecting and creating effective resources. This process is still ongoing.

A wider range of technology applications are now being used by teachers and students. There is starting to be a shift towards students using technology more often for creating and demonstrating their understandings rather than predominantly for drill and practice of basic skills.

- The staff continue to increase in confidence and competence in using technology to engage students over the last four years. They are keen to participate in ongoing professional learning and would like it to be differentiated at times according to their own needs and interests. There is a continuing need to learn about how and why to embed technology into classroom practice and use it effectively to enhance student learning outcomes within the context of the school priorities. A need for 2014 will be continuing the focus on using IWB's

effectively and the introduction of iPads as a teaching/learning tool.

- Improving student access to technology in all teaching areas remains a priority. This year improved access was attained in CL classrooms and some outlying demountable buildings meaning that all main teaching spaces now have cabled access to the network and resources. Due to investment in interactive technologies, classroom access to 'up to standard' computers is limited in some stages and has especially become an issue with younger students who are less able to effectively use the technology room.
- The understanding of cyber safety issues is increasing amongst students.
- The introduction and maintenance of the technology team has broadened the base of technology skills and technology leadership amongst staff. The team could have greater influence and effect but this is dependent upon the time they have available to put into the role.
- Students have access to and utilise a wide range of technology at home. They are keen to demonstrate their creativity with increased access to technology, both existing (computers, laptops and IWB's) and new (iPads), at school.

### ***Change: Changes in whole-school evaluation and planning***

- As a result of increased teacher-leadership capacity across the school, the school expects all staff to accept responsibility for their students' learning and therefore actively contribute to whole-school evaluation and planning. As a result, the process takes longer to complete, but the evaluation and planning process is better understood by all staff.
- Student data is shared regularly in weekly team meetings across the school and student progress is tracked using the Critical Aspects markers in Literacy and Numeracy, ESL Scales, Syllabus outcomes, NAPLAN, Reading Recovery, Best Start and L3 data. At five weekly intervals, teachers reflect on this data and engage in meaningful, professional dialogue to maintain consistency of teacher judgement. Data is also shared between teams and informs future planning and more

effective resourcing in the classroom, across the stage team and across the whole school.

- Increase in accountability, shared responsibility and ownership of student data by classroom teachers and specialist teachers for all students requiring personalised learning plans, individual education plans and targeted learning plans across the school.
- Technology is embedded in every classroom to directly support student learning outcomes and enhance student engagement strategies stated in the School Plan. This is supported by the Technology Team, comprised of representatives from each school learning team and executive staff.

### **Community Engagement**

In 2010 a Community Engagement Officer (CEO) position was created at Lidcombe PS to gather data with the intent of developing more school-based activities for parents that reflect school targets (2010-2013). Our success is partly attributed to having the role filled by a member of the school community who had already established good relationships with families, staff, the P and C as well as local businesses. As a result, the school boasts a friendly, cohesive and supportive community who are clearly happy to be in the school grounds.

#### **Since 2010 this has resulted in:**

- Increased attendance at Monday playtime sessions, to familiarise families with the school setting and socialise preschool aged children with an average attendance of twenty children and their parents each week. (2010 – average 8 children per week)
- Increased attendance at P & C Meetings: Average attendance (Night meetings – average = 12) (Tuesday mornings average =18)in 2010 – 6 (including two school executive staff members).
- Five (5) APEEL sessions (A Partnership Encouraging Effective Learning) were held for parents in 2010 and well attended.
- 'Multiculture Café' sessions were introduced to encourage connections between the cultural groups at Lidcombe PS and also with the school. These are attended by Community Language teachers and/or

community leaders where available: Attendance has gradually strengthened over the last five years for the Chinese, Turkish and Korean communities. The school is still aiming to have a greater representation of parents attending from the Arabic and Pacific Islander communities. Sessions were also held for African and the Indian/Pakistani communities, with limited attendance.

- Attendance at Cyber Safety Workshops has steadily increased from an average attendance 12 parents in 2010 to 37 in 2013 and as a result, greater parent involvement is reflected in the student Technology survey.
- Literacy Parent Workshops facilitated by the Community Engagement Officer averaged an attendance of 17 parents in 2010. Over the four years workshops have targeted reading, talking and listening (Discovery Learning) and English as a Second Language (ESL). Greater attendance by K-2 parents has been recorded over the past four years.
- Social activities, such as parent excursions, have been successful in helping to break down the barriers to enable parents to meet one another and become more involved in the school community. Attendance averages 10-15 and a different group of parents attend the different excursions. The excursions were introduced at the end of 2011.
- Parent representation at school events, such as Community Celebration Day, Hat Parade and Kindergarten Orientation, has doubled over the four years.
- New events to connect the community with student learning, such as Open Day and Harmony Day have been introduced with attendance increasing each year. For example 40 family members attended the first Open Day in 2012, with 30 more attending in 2013.
- Focus groups asking for community perceptions about the school were held in 2010 and 2011 which provided the school with mostly positive feedback. Parents requested a greater emphasis on the Performing Arts which the school has acted upon. For example, teachers have completed professional learning about teaching music in 2012 and in 2013, Lidcombe PS entered

“Our Spectacular”. Forty family members used the school organised bus to watch their children perform at the Opera House.

- The school uniform shop was established in 2011 and is managed by two P and C parent volunteers, providing the community with less expensive, good quality uniforms on the school premises.
- School banking was introduced in 2013 and is run by two volunteer parents at the school each week. A 5% commission is earned by the school.
- A parent art group runs weekly and is now self-sufficient. It was introduced by the community engagement officer in 2011 and is now organised by a parent volunteer with a small, but regular attendance. Their paintings are auctioned at Family Fun night and the proceeds have been donated to the school.
- The library helpers and resources groups meet weekly with the Community Engagement Officer and have an average membership of 8 parent volunteers. The library helpers are a self-regulatory group in 2013, allowing the CEO to support other initiatives.

### ***What have we learned?***

- Parents are more likely to attend hands on, practical or enjoyable activities.
- Parents are more likely to attend events if they can connect with their children.
- Although attendance and involvement have increased over the past four years, parents are reluctant to lead or facilitate school based community events or groups, without a community engagement officer to facilitate.

### **Aboriginal education**

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

- ✚ ‘Acknowledgement of Country’ occurs at each week’s K-6 assembly and at significant school events;
- ✚ Aboriginal education is embedded in classroom practice as part of COGs units; and

- ✚ The progress of individual Aboriginal and Torres Strait Islander students is monitored and documented by class teachers and the school's Learning Support Team and a Personalised Learning Plan is designed and implemented for each student.

### Multicultural education

Lidcombe Public School's enrolment of 89.6% students from Language Backgrounds Other than English (LBOTE) provides a rich foundation for social harmony. The school promotes the values of inclusivity and respect through various multicultural education programs.

- ✚ Qualified ESL teachers implement a wide range of English language programs across K-6;
- ✚ New Arrivals Program provided for students who have recently arrived in Australia. This intensive withdrawal program targets reading, writing and oral interaction, with the overall goal of providing students with the skills to succeed in a whole-class learning environment;
- ✚ ESL teachers attached to stage teams and involved in collaborative programming and teaching to ensure the needs of English language learners are met;
- ✚ Confidence of ESL teachers in implementing the new English as an Additional Language/Dialect (EAL/D) continuum;
- ✚ Regular opportunities for professional dialogue about language development and student needs using the ESL Scales to track progress;
- ✚ Chinese, Arabic, Turkish and Korean community language teachers engage students and the community through various multicultural programs.
- ✚ Bilingual reading with Early Stage 1;
- ✚ Multicultural cafes and multicultural food fair as part of the school's community celebration day;
- ✚ Specialised literacy program for Early Stage 1 focusing on comprehension strategies across the literacy continuum;



- ✚ Provide translations of school notes and act as interpreters to enhance communication with the school community;
- ✚ Provide additional ESL support through 1-1 sessions with students requiring extra assistance for successful English language learning;
- ✚ Introduction of a Korean Languages Other Than English (LOTE) program;
- ✚ ESL and Community Language teachers work collectively to ensure the needs of students are met. Teachers meet regularly to discuss Action Learning projects, share data and to establish future directions for multicultural education at Lidcombe Public School.

### Reading Recovery

**Target:** Improves student outcomes in Literacy with an emphasis on development of quality pedagogy to improve students' comprehension and talking and listening skills.

Reading Recovery (RR) is a short-term intervention program designed for Year One students who are the lowest achieving in literacy. It involves intensive, individualised, differentiated, targeted and explicit lessons for 30 minutes a day, for a period of 12 to 20 weeks. There are two RR teachers implementing the program this year.

At the beginning of the year, 24 students were identified and assessed for the Reading Recovery program. The 8 lowest achieving students in literacy were selected.



**SRC Luncheon**

The following tests were conducted using a series of standardised assessment tools:

- 1) Letter Identification
- 2) Concepts About Print
- 3) Word Test (reading)
- 4) BURT word Test (reading)
- 5) Word Vocabulary (writing)
- 6) Hearing and Recording Sounds in Words (writing).



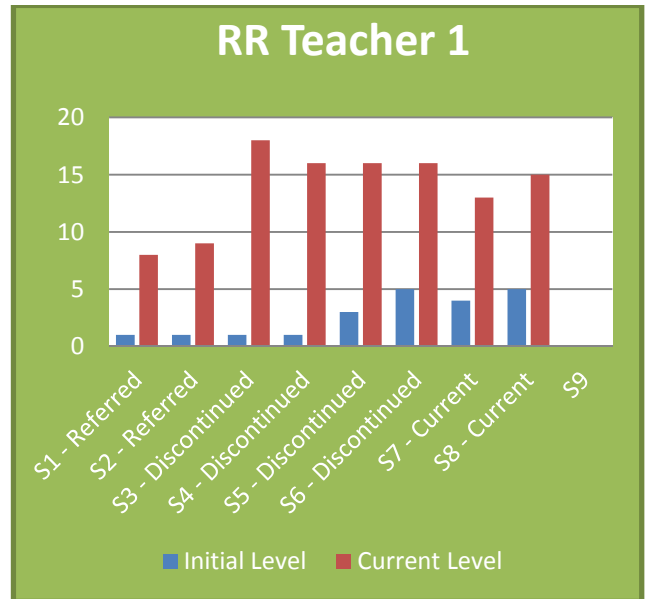
**Statistics**

	RR Teacher 1	RR Teacher 2	Total
Student intake in the RR program	9	7	16
Students referred for long term support	2	3	5
Students 'on hold'	0	1	1
Transferred students	0	0	0

Students successfully discontinued	4	0	4
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**Student Growth**

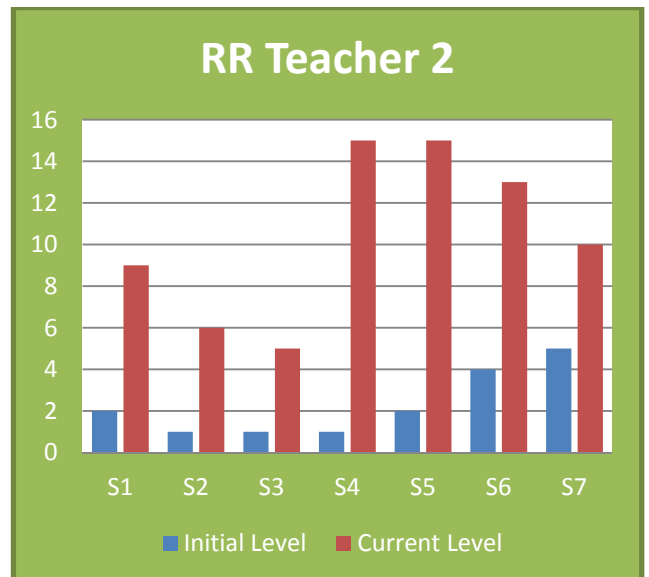
**Reading Recovery Teacher 1**



\* Student 9 is new on the program, therefore, no growth has yet been made.

**Average growth = 11.25 Reading Levels**

**Reading Recovery Teacher 2**



Note : Student 4 was placed 'on hold' for all of Term 2 due to absence overseas.

**Average growth = 8.14 Reading Levels**

Although the outcomes are different for every child, it is evident from the above statistics that RR, as a literacy initiative, played a crucial role in

assisting our students to make significant and successful gains in reading and writing. Students who have been discontinued have increased their confidence and are now working towards achieving grade expectations. They can read and write independently and understand a variety of texts that range in difficulties. The students who were referred off the program are starting to engage in class learning with confidence, with continued support from the Learning and Support teacher and classroom teacher. Students have developed critical literacy skills and are empowered with some strategies to read and write texts that are otherwise deemed too difficult for them.

### Where to next?

RR is an intervention program that has successfully improved student outcomes in talking and listening, reading and writing with well-researched pedagogy. It has also improved its student's comprehension abilities and confidence in literacy.

RR complements good classroom teaching and our whole school literacy targets. The success of individual student's improved literacy outcomes is dependent on all stakeholders' commitment to and support of the RR program.

### Transitional Equity Funding

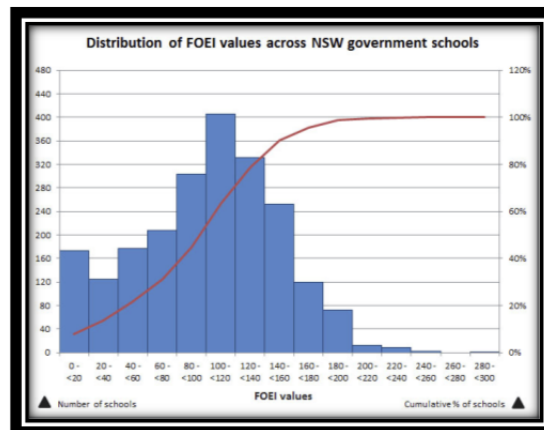
Lidcombe Public School did not receive any Transitional Equity Funding in 2013. We did receive extensive funding through the National Partnership, of which 2013 was the last year of that re-current funding. In 2014, our school will receive just over \$33000 in equity funding, a significant drop from the previous 4 years, calculated using a new system called "FOEI – Family Occupation and Education Index".

FOEI is a school level measure of relative socio-economic disadvantage. It has been developed using students' parental education and occupation information provided on enrolment forms and recorded in ERN (Enrolment Registration Number system). The 2013 FOEI was developed using data extracted from ERN on 12th April 2013.

FOEI values range between 0 and 300 with higher values representing higher levels of disadvantage. The average FOEI value across all NSW government schools is 100. The standard deviation of FOEI values is 50. This means that:

FOEI values range between 50 and 150 for approximately two-thirds of schools. The remaining one-third of schools have FOEI values either below 50 or above 150. **Our FOEI rating is 97**, compared to the state average of 100.

Following is a picture of the distribution of FOEI values across all NSW government schools.



### National partnerships and significant Commonwealth initiatives (participating schools only)

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

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

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

- actions to improve the availability of high quality teaching; and
- professional development for school executive and teachers to help them use and

analyse student data to cater to student needs.

During 2013, we continued a focus on the development of school leadership capacity and the enhancement of whole-school teaching practice in reading:

Each Assistant Principal member:

- was given a changed teaching role to enable them to focus on building teacher capacity to improve literacy outcomes. The focus for 2012 was talking and listening (L3 for Early Stage 1). In each classroom (K-6), the Assistant principal “boosted” quality Literacy teaching by coaching and mentoring teacher colleagues in explicit, best teaching practice, informed by student data;
- engaged in an action learning program with an external coach;
- collected and analysed relevant data to implement the teaching and learning cycle, track individual student achievement and reinforce progress in student learning;
- formally reported on progress at regular collegial meetings and reflected upon their leadership practice;
- read and discussed relevant professional articles and attended conferences to deepen their professional knowledge and understandings.

Each teacher:

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



In addition:

- a Community Engagement Officer was employed to better inform the parent community about school policy and procedures and how to support their children at school;
- purchasing 0.2 to add to the ESL teacher program;
- purchasing 0.3 to add to the Learning and Support teacher program;
- employment of an external coach to lead the executive through action learning;
- employment of an external provider to inservice the staff on aspects of remediating speech and language problems.

In reflecting on the 4 years of Lidcombe P.S.’s involvement in the National partnership, our executive leaders provided these insights into what impact the national Partnership has on this school.

## Engagement and Attainment

### TASK 1:

#### 2013 TARGETS ACHIEVED:

- Term 3 Green Students 98% - 10 boys received slips in Term 3.
- In 2013 the Community Engagement Officer has achieved the following:
  - developed positive parent activities (play group sessions)
  - forums and workshops for the parent community
  - has strengthened parent/family engagement in school life to increase student achievement (Cyber Safety



workshops for parents were organised in Term 3)

- increase of parental involvement in school activities (CCD, Carnivals, Pink High Tea, etc)
- Promoted awareness of Aboriginal culture throughout our school community by organising a Green Event presented by an Aboriginal Elder.
- Playgroup initiative continued to support local communities to enable effective transition to school for families.

Implementation of effective classroom engagement, management and organisation strategies and techniques to minimise the potential effect of disruptive students and student learning has been achieved by the use of the PBIS Matrix.

- Maintenance of safe and challenging classroom learning environment has been addressed by the PBIS Matrix.
- Cyber Safety has been addressed in Term 2 - 2 day Conference: Engagement Committee has presented information and resources to whole school staff.
- Cyber Safety resources have been made available to whole school staff – accessioned through LPS library.
- Green Events have been organised in Term 1 (Sensational Science), Term 2 (Cultural Infusion), Term 3 (Cyber Bully & Bully No More)
- New Award System is in place
- PBIS Matrix has Cyber Safety during Technology usage included.
- Signage has been placed around the school to assist with behavioural expectations.
- LPS with the school-based PBL/PBIS IPI is currently at the Maintenance Phase as we are:
- using data to make decisions regarding additional training
- providing professional development to staff
- documentation is used to support ongoing use of PBL/ PBIS
- parental involvement in PBIS related activities

- A system is in place to assess the effectiveness of interventions for yellow and red zone students.

#### **RECOMMENDED TARGETS FOR 2014:**

- Student / Parent Agreement for Technology Usage
- Anti- Bullying Plan 2012 – This will hopefully be completed by end of Term 4 2013, before I leave. It will need to be presented to the exec. and then staff.
- Ongoing monitoring of the award system.
- NAIDOC Week – Highly recommended to book Fred Reid for this.
- HISTORY/ SCIENCE CURRICULUM – I recommend that the team split into two groups for this as implementation is 2015. These will need to be presented at SDD.
- PBIS needs to be an on-going target, revisions made and
- Award System – needs proper tracking in 2014. Very inconsistent data on how many SLR's handed out in 2013. Survey data shows the SLR's take too long to write out which probably impacts how many are handed out.
- CyberSmart – needs to be revisited to ensure consistency across the school



#### **TASK 2**

#### **EVIDENCE :**

- A survey was sent to 62 teaching staff (including AP's), the DP and Principal. 18 people responded to the survey. It is from these responses we obtained the data below:

- 44% of teachers use the CyberSmart website.
- 33% do not use any website
- 22% use books/ IWB/ICT
- 5% use Budd-i
- 72% of staff uses CyberSmart for resources, integration and teaching
- 33% have not used the website
- Cyber Safety lessons have made 55% of students safer & protective of their security, taught 5% how to 'log off' after using the computer/internet, 5% of students inform teachers of their online interactions outside of school settings, increased 1% student awareness, and did not impact 2% of students.
- Green Events – Sensational Science: Unsatisfactory- 5%, Average- 50%, Outstanding 45%
- Cultural Infusion: Unsatisfactory – nil, Average- 61%, Outstanding- 39%
- The Cyber Bully & Bully No More: Unsatisfactory- nil, Average- 38%, Outstanding- 62%

#### ***New Award System:***

- 77% of teachers and students like the new award system but mentioned that it takes a long time to write them out, 1% stated that we are at the implementation phase and 5% said that it made no difference.
- 72% of children understand the new award system and how it works, 1% of children do not comprehend the system and teachers mentioned that there needs to be accountability with the recording of how many awards are distributed.

#### ***PBIS:***

- 83% of children understand behavioural expectations
- 16% of children are working towards understanding the expectations.
- 88% of staff stated that the signage reminds students of the schools expectations and 1% stated that the signs are useful for younger children but are ignored by the older children.

## **Environmental Education**

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

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

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

Due to the large number of teaching staff at Lidcombe Public School and the schools involvement in National Partnerships Early Career Teacher (ECT) numbers fluctuate, as many members are temporary. (In 2013 there were 12 identified as ECT) The group usually consists of approximately 10-12 teachers with two subgroups identified: those who have attained accreditation and those yet to attain accreditation. Attendance at the Early Career Teacher meetings is usually dominated by the second of these subgroups with an average of eight teachers in attendance at each meeting. In addition, at least three members have attended the Bankstown SEG ECT Support Group meetings and others sent on DEC Teacher Professional Learning courses.

In 2013 ECT meetings have covered DEC policies, the school discipline and rewards system, reporting and SBSR, the Micro Skills of Behaviour Management booklets 1-3 (Christine Richmond) and the NSW Institute of Teachers Teaching Standards and the Accreditation process.

Accreditation support is delivered to ECTs both as a group and individually. Currently four teachers have attained Accreditation at Professional Competence in 2013 with another six teachers aiming to complete theirs by the end of this year.

### Recommendations

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

## School planning 2012—2014: progress in 2013

### School priority 1

***“Improved literacy outcomes for all students.”***

### Outcomes from 2012–2014

**Evidence of progress towards outcomes in 2013:**

- 34% of **Year 5** students at proficiency standard (Bands 7 & 8) in NAPLAN reading. **(2013 Not Achieved: 16.8% of students in bands 7 and 8. School stage data: Year 6 (2012 NAPLAN cohort) 25% of mainstream students in top 25%.)**
- Decrease the number of **Year 5** students in the lowest 2 skill bands in reading to less than 22%. **(2013 Not Achieved: 25.3% of students in Bands 3 and 4, decrease of 4.7% on 2012. School Stage data: Year 6 (2012 NAPLAN cohort) had 9.3% of mainstream students in bottom 25% of school based data).**
- 44% of **Year 3** students at proficiency standard (Bands 5 & 6) in NAPLAN reading. **(2013 Not Achieved: 38.6% in bands 5 and**

**6. School stage data: Year 4 (2012 NAPLAN cohort) had 40% of mainstream students in top 25% in Term 3).**

- Decrease the number of **Year 3** students in the lowest 2 skill bands in reading to less than 18%. **(2013 Achieved: 5.6% of students in bands 1 and 2. School stage data: Year 4 (2012 NAPLAN cohort) 10% of mainstream students in bottom 25% in Term 3.**
- 60% of **Year 5** students achieving or exceeding minimum growth in NAPLAN reading. **(2013 Not Achieved: 53.4% of students achieved minimum growth in NAPLAN Reading, this is an increase of 5% on 2012. Average growth is above state average. Every student across the stage showed growth).**
- Increase the proportion of kindergarten students at instructional reading Levels 9+ to 45% **(2013 Achieved: 47%).**
- Increase the proportion of kindergarten students with a writing vocabulary of 50+ words to 40% **(2013 Achieved: 40%).**

Our achievements include:

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



- Focusing on Talking and Listening within each stage to further improve the conversations the students are having to improve their acquisition of English.
- Executive Action Learning has assisted the executive in identifying from student data,

priority areas for learning, eg. comprehension. Past NAPLAN, Best Start, L3, Critical Aspects continuum tracking and school based stage assessments identify student needs to inform targeted, explicit lessons, student groupings and co-ordinate resource planning for ESL, L&ST, BOOST co-teaching and collaborative programming with class teachers in stage teams to differentiate student learning

- L3 Professional learning has proven effective in providing short, sharp, explicit lessons. Discovery Learning (K-2) has been effective in developing language and grammar with directed talking and listening. BOOST program (K-2) involved demonstration lessons of super six comprehension strategies. 3-6 have successfully used resources such as PROBE to differentiate reading groups and develop targeted learning plans targeting vocabulary and inferential comprehension.
- ILPs and PLPs that were embedded in class programs, were effective in helping targeted students improve their results in Literacy.

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

#### Strategies to achieve these outcomes in 2014

**Target: Improved student outcomes in Literacy with an emphasis on development of quality pedagogy to improve students' comprehension and talking and listening skills.**

- Decrease in the number of Year 3 students in the lowest 2 skill bands in Reading to less than 7%.
- 44% of Year 3 students at proficiency standard (Bands 5 & 6) in NAPLAN Reading.
- Decrease in the number of Year 5 students in the lowest 2 skill bands in Reading to less than 22%.
- 34% of Year 5 students at proficiency standard (Bands 7 & 8) in NAPLAN Reading.
- 60% of Year 5 students achieving or exceeding minimum growth in NAPLAN Reading.
- Increase the proportion of kindergarten students at instructional reading Levels 9+ to 50%
- Increase the proportion of kindergarten students with a writing vocabulary of 50+ words to 45%

#### We will:

- ✚ Continue the action learning model with stage assistant principals, to facilitate best practice in using interactive technologies and ESL pedagogy to increase students achievement of reading, writing, talking and listening.
- ✚ All staff develop a shared knowledge and understanding of NAPLAN/SMART and Best Start data and its consistent use across all stages and in every classroom to identify and meet the needs of individual students and groups of students and inform teaching and learning programs and strategies.
- ✚ Maintain a whole school strategic approach and develop effective training systems for the early identification and intervention for all those students whose relative performance is below expectation in Literacy and Numeracy.
- ✚ Provide appropriate and targeted professional learning that provides all staff with the knowledge, skills, understandings and resources necessary to support the effective implementation of the school improvement plan.
- ✚ Implement the new Board of Studies English Curriculum and its assessment strategies.

#### School priority 2

***"Improved Numeracy outcomes for all students."***

#### Outcomes from 2012–2014

##### Evidence of progress towards outcomes in 2013:

- 86% **Year 3** students at or above minimum standard in numeracy (**2013 Achieved: 88.9% students performed at or above minimum standard**).
- Increase the number of **Year 5** in bands 7 and 8 in numeracy to more than 43%. (**2013 Not Achieved: 26.5% of students in bands 7 and 8. This is close to state (27.8%). Year 6 school data (2012 NAPLAN cohort): 57.8% in top 25%. This is an increase of 3% on 2012.**)
- Decrease the number of **Year 5** students in the lowest 2 skill bands in numeracy to less than 18%. (**2013 Not Achieved: 26.5% of students in lowest two skill bands. School**

**data: Year 6 (2012 NAPLAN cohort) had 3.1% mainstream students in bottom 25%. These figures are both a decrease from 2012).**

- Increase the number of **Year 3** in bands 5 and 6 in numeracy to more than 32%. **(2013 Achieved: 45.7% of students in bands 5 and 6. School stage data Year 4 (2012 NAPLAN cohort): 39% of mainstream in bands 5 and 6 in Term 3).**
- Decrease the number of **Year 3** students in the lowest 2 skill bands in numeracy to less than 18%. **(2013 Achieved: 11.1% of students in bands 1 and 2. School stage data Year 4 (2012 NAPLAN cohort): 7% of mainstream students in bands 1 and 2).**
- More than 68% of **Year 5** students achieving or exceeding minimum growth in NAPLAN numeracy. **(2013 Achieved: 72% of students achieved or exceeded minimum growth. Every student across the stage showed growth).**



Our achievements include:

- systematic and explicit teaching of numeracy in accordance with Mathematics K-6 syllabus;
- ongoing professional development through timetabled stage meetings; and
- ESL teachers' facilitation of classroom lesson planning and delivery.
- Our success was measured by analysis of NAPLAN, school based assessment and TEN reporting data.

**Strategies to achieve these outcomes in 2014:**

**Target: Improved student outcomes in Numeracy with an emphasis on development of quality pedagogy to improve students' understanding of mathematical language.**

- More than 75% of Year 5 students achieving or exceeding minimum growth in NAPLAN Numeracy.
- Decrease the number of Year 3 students in the lowest 2 skill bands in Numeracy to less than 8%.
- Increase the number of Year 3 in bands 5 and 6 in Numeracy to more than 45%.
- Decrease the number of Year 5 students in the lowest 2 skill bands in Numeracy to less than 18%.
- Increase the number of Year 5 in bands 7 and 8 in Numeracy to more than 43%.
- 90% Year 3 students at or above minimum standard in numeracy

**We will:**

- ✚ Develop programs to facilitate the teaching of mathematics with a particular focus on enhancing student understanding of mathematical language.
- ✚ Develop and implement a whole school strategic approach for the early identification and intervention for the early grades, ie. Maintenance of the TEN and TOWN programs
- ✚ Trial the new Board of Studies Mathematics Curriculum and its assessment strategies.

### **School priority 3**

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

#### **Outcomes from 2012–2014**

**Evidence of progress towards outcomes in 2013:**

- Promoted quality learning for the whole school community through proactive programs that promote student engagement and resilience for all students, but particularly for boys; support for 'at risk' learners in all grades and at all levels (Students with disabilities, Refugee, Aboriginal, ESL and OOHC students);

enhanced parent participation and learning; and build teacher capacity in the use of technology to enhance student learning.

- Developed and maintaining an inclusive, positive and safe school culture.
- All students clearly articulate behavioural expectations in classroom settings (PBIS).
- Continue to inform the parent community about school policy and procedures and how to support their children at school.



Our achievements include:

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

Our success was measured by:

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

**Strategies to achieve these outcomes in 2014:**

**Target: Improved levels of student engagement for all students.**

***Improvement in student welfare data***

- Average detention attendance - 4% boys  
0.6% girls
- Average number of slips issued – 2014 Targets
  - Orange 10

- Red 5
- Purple 3
- Suspensions 0

- 2014 Target – Green students 99%
- Increase in parent participation in school activities and programs to at least 30%.

***We will:***

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

## Professional learning

Professional learning is recognised as a major contributing factor for improving learning outcomes of students by providing opportunities for developing skills, knowledge and understandings, professional discourse, interaction, critical reflection, analysis and collaborative planning. Professional Learning funds were accessed to cover costs associated with participation in professional learning workshops, school development days, conferences, team planning, improving school structures and courses within and beyond the school. The activities were in line with our school targets in the 2012-2014 School Plan.

## Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

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

- All respondents agreed that the students are the school's main concern and student achievement is recognised throughout the school. Families are kept informed by the school newsletter. The school responds to enquiries and requests in a prompt and friendly manner.
- 100% of respondents agreed that the school maintains a focus on literacy and numeracy and the annual school report provides important information about the school.
- 100% of respondents agreed that the school is an attractive and well-resourced school. The school teaches and promotes core values. Parents value the school website.
- 98% of respondents agreed that the school has supportive welfare programs, promotes its uniform policy and has competent teachers who set high standards. There is good student access to technology programs and resources.
- 96% of the respondents agreed the school is connected to its community and welcomes parental involvement and that the school promotes a healthy lifestyle.
- 94% of respondents agreed that the school offers challenging programs for its students and a wide range of extracurricular programs are offered. The fortnightly newsletter is valued.
- 92% of respondents that the Annual School Report provides important information about the school, its priorities and achievements.
- 89% agreed that the student achievements are recognised through the school award system, (Happy Cards, Tickled Pinks, Lidcombe Blue Award, Principal's medallions, VIPs) and that Fair discipline exists within the school.

## 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
Michelle Butler	Classroom Teacher
Joyce Ellis	Classroom Teacher
Carla Wells	Classroom Teacher
Rita Ranasinghe	Classroom Teacher
Matt McCarron	Classroom Teacher
Yasmin Ibrahim	Classroom Teacher
Nicole Harvey	Assistant Principal
Moy Ly	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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School Code: 2394

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>