

Lismore Public School Annual Report



2016



1780

Introduction

Message from the Principal

Lismore PS is committed to ensuring quality teaching programs in our school where students, teachers, parents and the school community plan and work co-operatively to provide the most responsive, supportive and challenging learning experiences for students in a safe, caring environment.

We see our school as a place where students develop values, attitudes, skills, knowledge and habits of mind to enable them to be caring, responsible, competent and self-directed learners, able to take their place positively and effectively in society.

The school encourages the development of staff as competent and skilled professionals who find fulfilment and enjoyment in their careers and value the establishment of partnerships with parents and the community in the education of the students.

Our students enjoy an exciting learning environment that includes well-resourced classrooms and excellent playground facilities. All students have access to the latest technology in classrooms preparing them for the technological future.

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.

School background

School vision statement

SUCCESS FOR ALL STUDENTS

At Lismore Public School, we have adopted the vision statement **success for all students** with the belief that all members of the school community can and will achieve success if appropriately supported. This includes students, staff, families and community. We acknowledge that while everyone can achieve success, this means different things for different students.

For students, **success for all** encompasses academic achievement reflected in our focus on personalised learning and support for all students. It is reflected in the school's programs focusing on student wellbeing and mental health. It includes a focus on physical health through Personal Development, Health, Physical Education and Sport. Positive Behaviour for Learning (PBL) facilitates success for students, as do the range of sporting, extension and cultural activities offered.

For staff **success for all students** is reflected in their work ethic, common commitment to our students, and to ongoing development of practice supported by quality professional learning.

For families and community **success for all students** is reflected in the successful partnerships we create to support our children. It is dependent upon trust, confidence, mutual respect and communication. Our success relies upon families and community having meaningful input into and ownership of our school.

School context

Lismore Public School has an enrolment of 373 students in 17 classes. There are 13 mainstream classes and four support classes. 15% of students identify as Aboriginal or Torres Strait Islander.

Students are supported by a range of experienced and dedicated staff. Authentic professional learning based on student data and staff need is a priority. The school is committed to learning conversations using data to effect change in teaching practice and student outcomes.

Lismore Public School attracts a diverse range of students. The school houses the Support Class –Early Intervention, and the Summerland Early Intervention Transition class. There are a significant number of students who require learning adjustments.

Best Start and NAPLAN data shows students on average achieving below state averages with student growth between Years 3 and 5 generally exceeding state and statistically similar school averages.

The school attracts additional funding through the Resource Allocation Model (RAM). 2016 RAM funding includes: Socio-economic background \$75,173, Aboriginal background \$46,967, English language proficiency \$12,432 and flexible funding to support students with additional needs \$37,643.

In 2016 Lismore Public School will continue on the Early Action for Success (EaFS) program to target literacy and numeracy development from Kindergarten to Year 2. Staff will be supported by an Instructional Leader, additional staffing and resourcing to the value of \$246,306.

Effective community involvement is a priority for the school.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

This year, staff members at Lismore Public School discussed the School Excellence Framework and its implications for informing, monitoring and validating our journey of excellence. Time was dedicated at staff meetings during Term 4 to examine the elements of the School Excellence Framework to ascertain where the school was placed. Staff reflected on the progress being made across the school as a whole based on the expectations identified in the School Excellence Framework. This will ensure that our improvement efforts align with these high level expectations.

In the domain of Learning, Lismore Public School has focussed on Wellbeing, Curriculum and Learning. All classes K–6 including Special Education classes record student learning on PLAN and by analysing this data plan explicit teaching and learning opportunities. Students who are identified as being one or two clusters below expectation are given extra support through secondary and tertiary interventions. All Kindergarten and Stage 1 classes have Language, Learning and Literacy (L3) program operating with teachers continually involved in Teacher Professional Learning (TPL) which is heavily researched based. Teachers will prepare an extensive transition report to hand to the 2017 teacher to ensure there is minimal regression over the summer break.

Overall in the domain of learning the school assessed itself at: Learning Culture – Delivering. Wellbeing – Delivering. Curriculum and learning – Sustaining and growing. Assessment and Reporting – Delivering. Student Performance Measures – Delivering.

In the domain of Teaching, Lismore Public School has, through its participation in the Early Action for Success (EAFS) program, enabled stage supervisors to have fortnightly data conversations with individual teachers about students in their class. By analysing this data, effective planning ensured students were accessing the curriculum at an appropriate level. Teachers were responsive to feedback from supervisors to plan and to evaluate or reflect on teaching practices. All staff at LPS participated in fortnightly TPL aimed at improving teacher capacity to understand and implement professional standards and curriculum requirements. As a result teachers are committed to their ongoing development as members of the teaching profession.

Overall in the domain of learning the school assessed itself at: Effective classroom practice – Delivering. Data skills and use – Delivering. Collaborative practice – Delivering. Learning and Development – Sustaining and growing. Professional Standards – Delivering.

In the domain of Leading, Lismore Public School's priorities have been leadership and management practises with an emphasis on personalised development plans for teaching staff. Mentorship through regular discussions and data conversations provided to all staff from the executive team to ensure leadership messages are consistent, and relevant with an emphasis on improvement. The leadership team has been successful in leading the initiatives outlined in this report, building the capabilities of staff to create a supportive school learning culture.

Overall in the domain of teaching the school assessed itself at: Leadership – Sustaining and growing. School Planning, Implementation and Reporting – Delivering. School Resources – Sustaining and growing. Management Practices and Processes – Excelling.

The new approach to school planning, supported by the new funding model to schools, is making a major difference to our progress as a school. The achievements and identification of next steps are outlined in the following pages of this report.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Strategic direction 1: Unity – Creating a collaborative and innovative learning community connecting Lismore Public School with its community and other public schools across The Rivers P–12

Purpose

To meet the evolving needs of our students. To develop positive relationships and strong partnerships between parents, students, staff, community and other schools. To foster a learning culture within the school community.

Overall summary of progress

Lismore Public School has continued to develop links with local public schools as part of The Rivers P–12 Community of Schools. Highlights have included consistency of transition across settings and combined professional learning. The Rivers Secondary College has provided several opportunities for building links including the Hi Fives Enrichment Program and The Rivers Dance Ensembles.

Successful implementation of SENTRAL software for management of student data, reporting, exchange of information and in school communication.

Employment of Aboriginal Community Liaison Officer one day per week to engage Aboriginal community in planning. Dare to Lead snapshot completed this year with recommendations to be considered for 2017.

Evidenced based action plans to support student transition to continue beyond Early Action for Success funding. Principal and Executive continue to embed Wellbeing Framework and the School Excellence Framework into school planning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Greater student satisfaction with the level of input into the school.	An active Student Representative Council (SRC) operates within the school. They are a student voice for ideas and improvement. 96% of SRC members felt they had a say in the school and that they had an influence in changes.	
More consistency of transition planning and personalised learning.	Student data effectively tracked and transferred to relevant staff. Accurate information provided to High Schools about 2017 year 7 students to facilitate a smooth transition to secondary school. Accurate information provided to 2017 class teachers to set up new classes to ensure successful learning transitions.	6 release days
Increased participation and input at P&C, greater satisfaction in school's communication procedures.	Very active P&C with all positions filled. P&C meetings and events were well attended. An Assistant Principal acted as a liaison between the school and P&C to ensure effective and timely communication to enhance the success of P&C events and planning. School community is appreciative of the improvement in communication through its use of social media, Skool bag App, emails and website.	Skool bag app subscription – \$368 SENTRAL absences advice via SMS – \$500
Staff usage and feedback with SENTRAL software.	School transitioned from RISC to the new SENTRAL recording system for student management, attendance/roll marking, timetabling/calendar, communication and reporting. Staff report strong satisfaction with the accessibility	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Staff usage and feedback with SENTRAL software.	of the new system. All staff input any student incident (positive and negative) into SENTRAL and this is easily accessed for analysis or intervention.	
Evidence-based action plans to support transition to continue beyond Early Action for Success (EaFS) funding.	<p>Staffing allocation of Instructional leader to Implement Early Action for Success as identified in the 2017 –2020 Literacy Numeracy Strategy.</p> <p>Early Identification of the level of attainment in Literacy and Numeracy of each individual child K–2.</p> <p>Differentiating teaching practice that focuses on the needs of the individual student.</p> <p>Using targeted interventions in literacy and or numeracy according to need.</p> <p>On going monitoring of student progress against the Literacy and Numeracy Continuums /Learning Progressions.</p> <p>Effective systemic support and accountability processes provided within school – TPL and Stage meetings, L3, L3S1 and TEN training.</p> <p>EaFS is embedded in school planning for Literacy / Numeracy / Innovation / PBL teams.</p>	

Next Steps

- Investigate other modules of SENTRAL. Further TPL for staff to maximise the effectiveness of SENTRAL.
- Enhance the relationship with the local Aboriginal Education Consultative Group (AECG).
- Increase knowledge and understanding of the School Excellence Framework (SEF) and its value to school planning.
- Authenticate placement against the SEF using evidence.
- Review transition plan; Pre school to Kindergarten, years 6 to 7 and each year level within the school.
- Continue and enhance school engagement with The Rivers P–12 College.

Strategic Direction 2

QUALITY– Leading teaching and learning through quality educational practices

Purpose

To ensure a quality continuum of learning for our students, strong leadership and outstanding teaching.

Overall summary of progress

Lismore Public School commenced aligning school planning to the School Excellence Framework (SEF) through a the self assessment process.

LPS continues to embed EAfS planning into School Literacy and Numeracy Plans to build sustainability. A focus on data to drive teaching and learning, and tiered interventions for target students with a specific focus to improve student achievement (success for all students).

Staff have worked effectively to strengthen processes which support students and parents to reflect on learning using Learning Maps, PLAN Data, ILP's, Feedback /Learning Intentions and Success Criteria.

LPS continued to build teacher capacity by delivering quality and personalised teacher training within a culture of high expectations (L3, L3S1, TEN, Feedback /Learning Intentions and Success Criteria, Syllabus Knowledge and understanding of Outcomes/Content).

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
80% of students K–2 achieving Early Action for Success (EAfS) benchmarks in Literacy(reading, comprehension and writing) and Early Arithmetic Strategies in Numeracy.	<p>Kindergarten Term 4 2016 at Benchmark</p> <p>Reading – 43%. Comprehension – 30%. Writing – 42%. Early Arithmetic Strategies – 97%</p> <p>Year 1 Term 4 2016 at Benchmark</p> <p>Reading – 60%. Comprehension –43%. Writing – 29%. Early Arithmetic Strategies – Term 3 Figurative 86% and Term 4 Counting On and Counting Back 43%</p> <p>Year 2 Term 4 2016 At Benchmark</p> <p>Reading – 65%. Comprehension –57%. Writing – 33%. Early Arithmetic Strategies – Term 4 Counting On and Counting Back 92% and Place Value 2 – 43%</p>	\$29497.58 Resources
Year 3–6 15% or more improvement in achievement in Literacy (reading, comprehension and writing).	<p>Percentage change 2015–2016</p> <p>Year 3 – Reading: +28%. Comprehension: +39%. Writing: 0%</p> <p>Year 4 – Reading: +1%. Comprehension: +5%. Writing: +10%</p> <p>Year 5 – Reading: +5%. Comprehension: +10%. Writing: +10%</p> <p>Year 6 – Reading: – 25%. Comprehension: –15%. Writing: –4%</p>	<p>\$4212.47 Resources</p> <p>\$737 Library books</p>
Continue to close the gap/mismatch in Reading and	Kinder – 2015 Term 4 37% and 2016 Term 4 75%	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Comprehension achievement on the continuum Year K–6.	<p>Year 1 – 2015 Term 4 64% and 2016 Term 4 80%</p> <p>Year 2 – 2015 Term 4 61% and 2016 Term 4 87%</p> <p>Year 3 – 2015 Term 4 60% and 2016 Term 4 90%</p> <p>Year 4 – 2015 Term 4 59% and 2016 Term 4 72%</p> <p>Year 5 – 2015 Term 4 43% and 2016 Term 4 43%</p> <p>Year 6 – 2015 Term 4 53% and 2016 Term 4 40%</p>	
Increased % of students in Years 3–6 achieving at or above stage level in writing on the literacy continuum.	<p>Writing</p> <p>Year 3: 0%</p> <p>Year 4: +10%</p> <p>Year 5: +10%</p> <p>Year 6: – 4%</p>	
Increased percentage of students achieving facile in early arithmetic strategies in Years 3 to 6 on the numeracy continuum.	<p>Year 3 – 2015 Term 4 32% and 2016 Term 4 48%</p> <p>Year 4 – 2015 Term 4 56% and 2016 Term 4 57%</p> <p>Year 5 – 2015 Term 4 55% and 2016 Term 4 76%</p> <p>Year 6 – 2015 Term 4 84% and 2016 Term 4 77%</p> <p>Success</p> <p>Strong focus on developing mental computation strategies and increased use of Tens Frames in the class room.</p> <p>Increased resources by Tier 2 Interventionist in the classroom. Teachers have deeper understanding of which learning outcome resources are focused on.</p> <p>*Improved teacher skills to investigate ‘potholes’ in understanding that may impede a student’s progress.</p> <p>*Teachers’ report increased confidence to move students from Place Value 1 to Place Value</p>	\$1017.24 Resources

Next Steps

- Investigate and implement Co–Teaching in classrooms as an intervention strategy.
- Continue building teacher capacity through knowledge and understanding of L3, L3St1, TEN, use of feedback, learning intentions and success criteria.
- Delivering explicit focussed Teacher Professional Learning (TPL) to support individual professional goals and to supplement the strategic directions of the school plan.
- Valid and consistent student learning data used to develop teaching and learning opportunities for all students.
- Performance Development Plans (PDP’s) are relevant and drive improvement. Non–teaching staff also in 2017.

Strategic Direction 3

Success – Ensuring success for our students as leaders, learners and citizens

Purpose

To develop successful learners and confident, well-rounded and creative individuals with a strong sense of self.

Overall summary of progress

Lismore Public School Welfare and Discipline Policy was partially reviewed in 2016. A change in Principal resulted in this being made a priority for 2017.

Successful implementation and resourcing of 'KIDSPACE' to support students to succeed and improve engagement at school.

The Tertiary Intervention Response Team (TIRT) continues to use data and class observations to support teachers with behaviour management and planning.

Targets for 2017 school plan to continue to focus on improvement in the number of students above benchmark and in top bands for NAPLAN.

Effective explicit Professional learning has deepened staff understanding of syllabus content which supported shift in student learning as identified by accurate plotting of students against the literacy and numeracy continuums.

Extension opportunities for students were timetabled through projectbased learning and extension lessons.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
15% decrease in number of negative incidents reported during transitions as evidenced in SENTRAL.	Analysis of data from the RISC program and newly installed SENTRAL program, indicates an 11% decrease in negative incidents during transitions. The introduction of Kids Space has had a positive impact on this data.	
Greater percentage of students achieving in Band 6 Year 3 and Band 8 Year 5 NAPLAN and at least one cluster level above stage expectation on literacy and numeracy continuums.	<p>Across all NAPLAN assessments as a percentage for students achieving in the top band are:</p> <p>Year 3 – band 6.</p> <ul style="list-style-type: none"> • Reading: 2015 – 15.2%, 2016 – 16.3%. • Writing: 2015 – 10.4%, 2016 – 6.1% • Spelling: 2015 – 12.5%, 2016 – 12% • Grammar and Punctuation: 2015 – 18.8%, 2016 – 20% • Numeracy: 2015 – 13.3%, 2016 – 12.2%. <p>Year 5 – band 8.</p> <ul style="list-style-type: none"> • Reading: 2015 – 5%, 2016 – 4.4% • Writing: 2015 – 2.4%, 2016 – 0% • Spelling: 2015 – 2.3%, 2016 – 0% • Grammar and Punctuation: 2015 – 4.7%, 2016 – 4.4% • Numeracy: 2015 – 7.5%, 2016 – 0%. <p>Percentage of Year 3 students above expectation on Literacy Continuum:</p> <ul style="list-style-type: none"> • Reading: 2015 – 8%, 2016 – 22% • Writing: 2015 – 14%, 2016 – 8% <p>Percentage of Year 5 students above expectation on Literacy Continuum:</p> <ul style="list-style-type: none"> • Reading: 2015 – 27%, 2016 – 22% • Writing: 2015 – 4%, 2016 – 4% 	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Decrease in suspension rate 2015 – 2016.	Analysis of data from the RISC program and newly installed SENTRAL program, indicates a 15% reduction in the rate of suspension at Lismore Public School.	
10% decrease in the number of negative incidents reported from the playground as evidenced in SENTRAL.	Analysis of data from the RISC program and newly installed SENTRAL program, indicates a 52% reduction in the number of negative incidents reported from the playground.	

Next Steps

- Positive Behaviour for Learning (PBL) teaching and learning matrix to have Stronger Smarter values embedded.
- Review gifted and talented plan.
- Review use of technology in classroom learning.
- Investigate methods/practices to further reduce negative behaviours.
- Assess/evaluate programs to increase the number of students achieving above expected levels in PLAN and in the top 2 bands in NAPLAN.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Four staff members trained in the Stronger Smarter program.</p> <p>Aboriginal Community Liaison Officer (ACLO) employed one day per week to liaise with school community.</p> <p>Aboriginal School Learning Support Officer (SLSO) employed to work with students identified by the Learning and Support Teacher (LaST).</p> <p>All students have an Personal Learning Plan (PLP) and are making progress across the literacy and numeracy continuums and with personal goals.</p> <p>Bundjalung language program to be investigated for 2017.</p>	\$46967.26
English language proficiency	<p>English as an Additional Language/Dialect (EALD) teacher employed.</p> <p>EALD Teacher worked with class teachers and new arrival students to develop English proficiency of students.</p> <p>Teacher liaised with families to coordinate programs, paperwork and interpreters as required.</p>	\$12431.98
Low level adjustment for disability	<p>School Learning Support Officers (SLSO's) employed to support student learning and wellbeing in classrooms and playground.</p> <p>Students were given additional support to access curriculum and engage in appropriate decision making across all school settings.</p>	\$37643.00
Quality Teaching, Successful Students (QTSS)	<p>School executive were able to meet with teachers to discuss student learning through data conversations on a regular basis.</p> <p>Mentoring and lesson observation opportunities provided to enhance teaching and learning in classrooms.</p> <p>Evaluation, reflection, management and program development discussions held regularly to build teacher capacity.</p>	0.292 allocation
Socio-economic background	<p>Speech Therapist employed one day per week to assess and develop programs with identified students through the School's Learning and Support Team.</p> <p>SLSOs employed across classes to support Literacy, Numeracy and behaviour. This enabled students to better access the curriculum in Literacy and Numeracy and students with additional behavioural needs to be supported to access the curriculum across all KLAs. SLSO support provided to ensure effective implementation of L3 in the Kindergarten classrooms.</p>	\$75173.28

Socio-economic background	Kids Space was initiated as a program to have identified students 'check in' of a morning and to 'check out' of an afternoon. This resulted in an evident improvement in class engagement and entry. It provides a supportive environment for students who have behavioural difficulties.	\$75173.28
Support for beginning teachers	<p>Two newly appointed permanent teachers received additional support. Teachers were eligible for two hours additional release with an hour release for mentor in the first year. In their second year teachers receive one hour per week additional release to meet accreditation requirements.</p> <p>Funds were used to support Professional Development Plans (PDP's) through Teaching Professional Learning (TPL) opportunities and Beginning Teacher courses.</p>	\$21539.35
Targeted student support for refugees and new arrivals	<p>English as an Additional Language/Dialect (EALD) teacher employed.</p> <p>Teacher worked with students in classrooms to provide learning support to new arrivals/refugees.</p>	\$400.00

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	175	177	181	172
Girls	181	191	171	154

Enrolments at Lismore Public School have remained consistent over the past four years. It is anticipated there will be a one class reduction in 2017 due to declining enrolments.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	93.8	93	92.2	93.4
1	93.7	95.5	91.9	89.8
2	92.7	94.4	93.9	92.7
3	94.1	93.7	92.8	92.6
4	93.8	94	91.6	92.2
5	93.9	94.4	92.5	93.2
6	93.7	93.9	92.3	90.7
All Years	93.7	94.1	92.5	92.1
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

The school monitors the attendance of students every day through SENTRAL. An SMS message is sent to families who have a child who is absent each day. A follow up letter is sent home to the families who have unexplained absences.

For students who are chronic non-attenders parents are contacted by phone and an interview is organised where an attendance plan is drafted. If there is little or

no improvement in attendance the Home School Liaison Officer is contacted for further action.

Class sizes

Class	Total
KM	21
KC	20
1/2D	24
1/2S	22
1/2L	22
1/2G	23
3/4H	27
3/4S	27
3/4N	26
3/4J	23
5/6D	31
5/6C	31
5/6W	32

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	5
Classroom Teacher(s)	14.36
Teacher of Reading Recovery	0.5
Learning and Support Teacher(s)	1.3
Teacher Librarian	0.8
School Counsellor	1
School Administration & Support Staff	6.72
Other Positions	2.35

*Full Time Equivalent

The Australian Education Regulation, 2014, requires schools to report on Aboriginal composition of their workforce.

10% of school staff at Lismore Public School identify as Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	30

Professional learning and teacher accreditation

All teaching staff completed the Department of Education's Performance and Development Framework with each teacher having a Performance and Development Plan (PDP) comprising three to five goals aligned with accreditation requirements, the school plan and DoE priorities.

Professional learning continues to be a high priority for Lismore Public School staff. Staff participated in a number of professional learning activities designed to build capacity of staff, improve student educational outcomes and work towards the key priorities in our school plan.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30th November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	205 905.89
Global funds	335 650.63
Tied funds	611 105.50
School & community sources	113 528.92
Interest	6 572.47
Trust receipts	9 785.40
Canteen	0.00
Total income	1 282 548.81
Expenditure	
Teaching & learning	
Key learning areas	27 131.39
Excursions	46 285.38
Extracurricular dissections	31 869.99
Library	1 996.97
Training & development	2 382.00
Tied funds	577 041.98
Short term relief	139 106.45
Administration & office	67 601.74
School-operated canteen	0.00
Utilities	53 073.09
Maintenance	35 633.37
Trust accounts	9 187.57
Capital programs	0.00
Total expenditure	991 309.93
Balance carried forward	291 238.88

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

School performance

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

A reporting requirement from the **State priorities: Better services – Improving Aboriginal education outcomes** is for schools with significant numbers of Aboriginal students to report the percentage of Aboriginal students in the top two NAPLAN bands.

14% of Year 5 Aboriginal students were in the top two bands for writing. There were no Year 3 Aboriginal students in the top two bands for spelling, reading or numeracy at Lismore Public School.

The percentage of Year 3 Aboriginal students at Lismore Public School in the top two NAPLAN bands was 29% for reading and numeracy, 29% for spelling, 14% for writing, 43% for grammar and punctuation.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are collated and presented below.

Parents

89% of parents felt their child's classroom always or usually is an interesting place to learn.

90% of parents felt their child's school had good equipment to help with learning.

91% of parents felt that the school always or usually expects their child to do the best of their ability.

Area for development

34% of parents felt that the teachers didn't talk to them about their child's learning.

54% of parents indicated that their child did not look at work samples over time to see the improvement in

learning.

Students

73% of students thought their classroom was an interesting place to learn and they had a say in what they were learning.

93% of students thought the school had good equipment to help them learn.

92% of students indicated they felt the school had high expectations for them.

Area for development

71% of students felt their teachers rarely or sometimes talk to their parents about their learning.

21% of students felt they didn't look at their work samples to help improve their learning..

Staff

100% of staff felt they always or usually have opportunities to improve skills through Professional Learning.

100% of staff indicated they used a wide range of resources to assist students with learning within a secure stimulating environment.

Area for development

43% of staff felt their students sometimes or rarely did not reflect on their learning and engage in self assessment.

44% of staff felt that their students sometimes or rarely take responsibility for their learning.

Policy requirements

Aboriginal education

The Aboriginal Education Committee was again active during the year. An Aboriginal Community Liaison Officer was employed for one day per week to enhance communication with our Aboriginal families. A noticeable increase in parent engagement in their child's learning and participation in school events is evident.

The Aboriginal peer tutoring program continues with Year 5/6 students reading with K/1 students. Aboriginal culture was recognised and celebrated with NAIDOC Week activities, Close the Gap Day, assemblies and newsletters.

Our Aboriginal students were supported in their learning by the development of Personalised Learning Plans.

The introduction of a Bundjalung Language program will be investigated for 2017.

Understanding and respecting Aboriginal history and culture continues to be an important aspect of Lismore Public School's teaching and learning experiences.

Multicultural and anti-racism education

Lismore Public School promotes an inclusive environment for staff, students and our community. In 2016, significant cultural events such as Harmony Day, NAIDOC Week and National Reconciliation Week were recognised and celebrated by the school community with various assemblies, activities and colourful displays.

English as an Additional Language or Dialect (EAL/D) teachers worked closely to support students and families with their learning needs.

Multicultural perspectives, cultural awareness and cultural harmony are promoted through various units of work across curriculum areas in all stages.

Lismore Public School has an Anti-Racism Contact Officer (ARCO) who promotes the schools values of Rights, Respect and Responsibility to encourage cultural harmony within the school community.