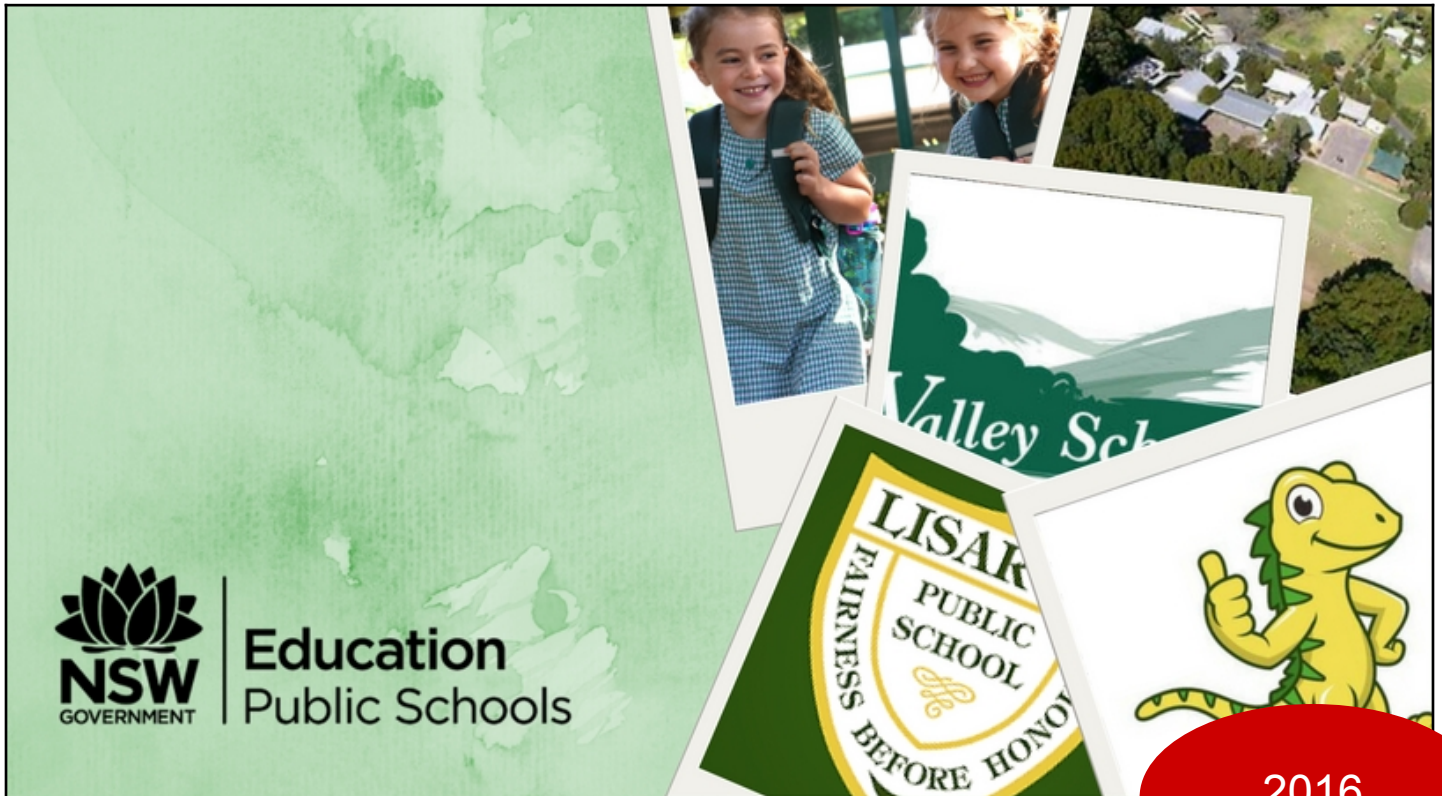


Lisarow Public School

Annual Report



2016



2407

Introduction

The Annual Report for 2016 is provided to the community of Lisarow Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

Lisarow Public School
17 MacDonalds Road
Lisarow, 2250
www.lisarow-p.schools.nsw.edu.au
lisarow-p.school@det.nsw.edu.au
4362 1048

Message from the Principal

Lisarow Public School was established in 1928 and will celebrate its 90th Birthday in 2018. The school has strong links to the small school culture of years past. The school provides a safe, welcoming, enriching and stimulating environment for learning which allows all students to receive a strong academic foundation and a wide variety of extra curricular activities aimed at providing students with opportunities to engage in diverse educational programs which meet their individual needs.

Our motto, 'Fairness Before Honours', underpins the school's vision and three strategic directions. This year the school undertook the External Validation process with a school and external team evaluating school performance against the School Excellence Framework. The staff worked tirelessly throughout 2016 to meet the strategic directions of Quality Programs, Quality Teaching and Quality Relationships. The school community will be engaged through consultation to create milestones for 2017 in the final year of the 2015–2017 School Plan.

In 2016 Ms Angela Towns was successful through merit selection for the principal position vacated by Mr Ross Hallaways' promotion to Avoca Beach PS. Several long standing temporary staff members finished at Lisarow PS and the school community wished them well for their continued education journey.

Lisarow Public School continued to provide outstanding learning opportunities for students supported by a caring community in a unique setting.

Peter Graham – Principal (rel.)

Message from the students

The Student Representative Council (SRC) comprised all the students in Stage 3 and two representatives from each of the Stage 2 classes. The SRC met every second Wednesday for forty minutes and was run along the lines of parliament. The elected Prime Minister and Deputy Prime Minister were joined by twelve other ministers from Year 6 who all met Lisarow's School Expectations– Be Safe, Show Respect and Do Your Best. As well as sharing responsibilities and discussing ways of improving the school the SRC also organised fundraising events during the year. Two discos were held in Term 1 and 3. Money raised was used to improve the resources of the school and to support a number of charities including Stewart House, Friends of the Hound, local Rotary Clubs, Heart Kids and the Make a Wish Foundation. The SRC plays a vital role ensuring the smooth running of the school's programs and practices. Students are reflective and feel connected to the changes and development in the school which assists staff in providing a positive environment for all students.

Ashley Hodge – Prime Minister

Harry Hudson – Deputy Prime Minister

School background

School vision statement

Lisarow Public School, in partnership with the entire school community, will provide opportunity for every student to become a lifelong learner who is a responsible, productive and engaged citizen of their community. The school will provide a safe, stimulating and enriching environment which allows all students to receive a strong academic foundation and a wide variety of extracurricular activities. This will lead to a sense of belonging and a shared vision for all members of our school community.

School context

Lisarow Public School is a P2 school with an enrolment of approximately 285 students. It is situated on the Central Coast and is set in pleasant, rural surrounds. The school was established in 1928. A total of nine students identify as Aboriginal. The school has a very committed school community, executive, teaching and administrative staff who are dedicated to providing a quality education for all students. Teachers work closely in stage teams to provide quality programs aligned to the syllabus. There is a strong emphasis on Literacy and Numeracy and there is a strong emphasis on the use of technology to support teaching and learning in all areas. All classrooms have Interactive white boards and access to networked computers. There is a technology room as well as 18 computers in the Library. Classes have access to tablets and notebooks. The school offers the Reading Recovery program to Year 1 students experiencing difficulty in reading. All class teachers have been trained in the New Focus on Reading 3–6 (FoR) Phase 1 and 2. Over the last four years over twenty students have been successful in gaining places at Gosford Selective High School for Year 7. The school is a proud member of the Valley Schools Learning Community and staff and students' participated in a wide range of networks and activities organised through the learning community. The school has a very active and supportive P&C and School Council who work closely with the school staff to enhance the school environment and the learning opportunities for all students. Opportunities are provided for students to be involved in a wide range of extracurricular activities in the Creative and Performing Arts, Sport and the Environment.

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated in the domain of **Learning** the school's self-assessment is consistent with the evidence presented in two elements and is validated using the School Excellence Framework. In the element of;

- * Curriculum and Learning – the evidence presented indicated the school is working towards the Delivering stage.
- * Assessment and Reporting – the evidence presented indicated the school is working towards the Delivering stage.
- * Student Performance Measures – the evidence presented indicated the school is operating at the Delivering stage.

In the domain of **Teaching** the school's self-assessment is consistent with the evidence presented in four elements and is validated using the School Excellence Framework. In the element of;

- * Data Skills and Use – the evidence presented indicated the school is working towards the Delivering stage.

In the domain of **Leading** the school's self-assessment is consistent with the evidence presented in three elements and is validated using the School Excellence Framework. In the element of;

- * School Planning – the evidence presented indicated the school is working towards the Delivering stage.

The school determined next steps in the self-assessment process will be:

* Learning Culture – Behaviour flowchart established and staff trained on correct use. Expectations of behaviour explicitly taught to students and related to a variety of school settings such as classroom, playground, hallways, canteen and assemblies. Community launch of PBL in early 2017.

* Wellbeing – Student self-reflection on the goals students have set. A yarnning circle and bush tucker garden will be established for all students to access.

* Curriculum and Learning – Build on teacher confidence and capability in differentiating the curriculum for literacy acquisition for all students across all KLAs through balanced, explicit and systematic teaching of comprehension and vocabulary.

* Assessment and Reporting– All students plotted on the Literacy and Numeracy Continuum and data used to drive programs for all students to improve literacy and numeracy results across the school.

* Student Performance Measures– Identify students who are capable of achieving proficiency in NAPLAN and support their learning via extension activities.

* Effective Classroom Practice – Teachers use a Geography framework during Term 4 in readiness for full implementation in 2017. Continue to develop the scope and sequence and finalise this before the end of Term 4.

* Data Skills and Use– Explicit teacher professional development on higher order questions in NAPLAN. This data is used to increase the number of students achieving proficiency in NAPLAN.

* Collaborative Practice – Instructional Teaching Round (with a modified format to suit school needs) will be conducted during Term 4 with the focus of differentiation in the classroom.

* Learning and Development – Differentiation modules will be undertaken throughout the remainder of the year. In addition to this, further targeted TPL using regional resources will be implemented.

* Professional Standards – Continued TPL as per recommendations by DoE timeline for the implement of new curriculum.

* Leadership – Continued opportunities through distributed leadership for aspiring leaders including ongoing support and mentoring for aspirants. It was decided at the Principals Valley Schools meeting that a focus group will be organised with students from all VS to review the Student Leadership Forum.

* School Planning, Implementation and Reporting – Continue to build on community partnerships and sustain staff support of community and P&C initiatives. Fundraising to support the upgrade of technology throughout the school. Seek support from experts in our community in implementing quality programs to improve student outcomes. Also to provide future opportunities for students and the community to give constructive feedback on the practice of Instructional Teaching Rounds.

* School Resources – We need to ensure that our strategic financial management is used to gain efficiency and maximise resources available to implement the Instructional Teaching Rounds within our school plan. Students recommendations taken from the Bailey Cottage survey will be raised at the next Technology Committee meeting and agreed recommendations included in 2017 School Planning Milestones. Findings will be presented at the next P&C meeting.

* Management Practices and Processes – Parent information session on Cyber Safety in Bailey Cottage. Teachers in Term 3 lesson will participate in lesson observations. Student, Staff and Parent, Tell Them From Me (TTFM) surveys to be conducted to gather constructive feedback on school practices and procedures. Findings from the TTFM surveys will be used in future school planning.

Our self-assessment and the external validation 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

Quality Programs

Purpose

Ensure all students are given the opportunity to engage in innovative lessons and programs which are aligned to current curriculum. Encourage and develop student's capacity to become critical thinkers and enable individuals to thrive as responsible, future-focused and productive citizens.

Overall summary of progress

Professional development was provided to staff in Non Violent Crisis Intervention. Staff are now able to employ appropriate strategies which promote positive behaviour interactions. Staff also participated in ongoing professional learning sessions in differentiation. Literacy and numeracy programs now cater for individual identified needs based on explicit teaching of the literacy and numeracy continuum. Teachers continue to collaborate focusing on providing differentiated learning experiences. Positive Behaviour for Learning was introduced with a school wide expectation matrix and lessons explicitly teaching expected behaviours. PBL will be officially launched in 2017. Students were supported to create self-directed learning goals which were evaluated throughout the year. Staff participated in Teaching Rounds to engage in professional learning with colleagues to unpack quality teaching practices. As a result staff identified key aspects of learning intentions, success criteria and feedback which will be utilised in future stage planning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
An 8% increase in the number of students in top two bands in reading in Years 3, 5 and 7 NAPLAN.	Minimal progress was made in achieving this target in 2016. Reading will be a focus along with numeracy in 2017 to ensure increased students achievement in proficient bands.	Literacy and Numeracy Funds \$7,848
An 8% increase in the number of students in top two bands in numeracy in Years 3, 5 and 7 NAPLAN.	The percentage of students achieving proficient bands remained the same from 2015 for students in Years 3 and 5. Minimal progress against this target for Year 7 was made. Numeracy will be a focus with reading in 2017.	Literacy and Numeracy Funds \$7,848
An increase in the number of students at or above the expected clusters on the literacy continuum.	Professional learning on differentiation in literacy sessions. All students K–6 are plotted on literacy continuum and stage planning focus around progression of students along continuum.	Professional Learning \$14,134

Next Steps

- Positive Behaviour for Learning to be launched supported by school wellbeing procedures in line with DoE policy. Positive systems for promoting student behaviour to be aligned to the PBL framework.
- Clearly defined school procedures for the Performance and Development Framework to be implemented to support teachers moving into proficient and higher levels of accreditation.
- Continue to identify students with support needs and provide reasonable adjustments in line with the National Consistent Collection for Students with a Disability (NCCD).
- Literacy and Numeracy Continuums utilised K–6 to track student achievement and school learning support provisions to be utilised to target improved student progressions. Staff to consolidate differentiated learning opportunities for students learning in literacy and numeracy.
- Professional learning for staff to support students setting goals in numeracy and learning self-regulation.

Strategic Direction 2

Quality Teaching

Purpose

Research clearly shows that the greatest factor in students' achievement is the quality of the teaching they receive. All teachers need to have access to relevant, high quality professional development to maintain and improve their teaching practice. Building the capacity of staff to be effective in their delivery of programs is essential. They need to be able to differentiate their teaching to cater for all students and be able to engage all students through purposeful and activity driven teaching delivery.

Overall summary of progress

All staff participated in diverse professional learning needs focusing on new curriculum, professional teaching standards and analysing data. Whole school and stage sessions involved school based expertise in implementing the new K–6 History Syllabus. The Australian Professional Standards for Teachers were aligned to all learning opportunities with sessions delivered on highly accomplished and lead teacher accreditation. Aspiring executive opportunities through leadership pathways continued to build leadership capacity within the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All teaching staff maintaining and engaging in ongoing reflection of their teaching practice and area of future development.	Performance and Development Plans were created and aligned to whole school, stage and individual professional learning priorities. Needs were identified and supervisors supported the achievement of individual plans enhancing pedagogy.	Quality Teaching Successful Students (QTSS) \$11,222
Increased teacher confidence in differentiation across all curriculum areas.	Professional learning modules completed on differentiation and the new History and Geography Syllabus. Consistent assessment tasks for each stage were created with colleague discussions demonstrating increased confidence in student assessment.	Professional Learning \$14,134

Next Steps

- School based Performance and Development Procedures will be created aligned to Department Policy to enhance consistent approaches to individual performance needs.
- Review of assessment practices across the school focusing on student self-regulation.
- NAPLAN analysis to increase the percentage of students achieving proficient bands with programs and intervention implemented by class teachers and the Learning and Support Teacher (LaST).
- Professional learning across the Valley Schools supporting staff achieving higher levels of accreditation.

Strategic Direction 3

Quality Relationships

Purpose

Real change can only occur when teachers, students, parents and the wider school community work closely together and value each other's skills, values and beliefs.

Overall summary of progress

A School Promotion Committee was established to promote a shared educational vision, inspiring the community to work together to achieve educational outcomes for all students. Staff continued strong involvement with the Valley Schools Learning Community through networks involving accreditation, curriculum leadership and Aboriginal education.

A range of processes to connect learning between home and school included parent forums, information evenings, school website, school App and fortnightly newsletter. The initiatives provided timely and effective communication to the school community and highlighted student achievement with a focus on reporting, homework and cybersafety. The school reviewed its Anti Bullying Policy in consultation with the School Council demonstrating clear communication to parents of the proactive strategies to support the decrease of incidents of bullying in school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Parents indicated a general satisfaction with the school as measured by school parent satisfaction survey.	The majority of parents felt welcome when entering the school as referenced by the Tell Them From Me survey. The 29 respondents indicated staff were approachable and they were informed of school activities.	
An increase in teaching staff representation in Valley Schools networks and activities.	Valley Schools Network Meetings continued to be attended by staff across the year in areas of executive leadership, accreditation, curriculum, LST Coordination and Aboriginal education. Students participated in the annual Leadership Forum showcasing leadership projects and building relationships across the Valley Schools.	Valley Schools LMG Funds \$1,000

Next Steps

- The School Wellbeing Procedures will be reviewed in line with PBL and the Wellbeing Framework.
- School Promotions Committee to create an action plan which includes improved promotional material including photographs to celebrate student achievement and programs at Lisarow PS.
- Parent Information Sessions presented on numeracy to support learning at home.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Strategic Direction 3</p> <p>All identified Aboriginal students now have a Personalised Learning Plan (PLP) and are making progress in educational and social outcomes. Parents and carers were engaged in the PLP process and indicated high levels of satisfaction and engagement with the school as evidenced by consultation processes.</p> <p>Students attended an Aboriginal educational cultural day at North Gosford Learning Centre where they discovered bush tucker, traditional dances and Aboriginal histories from local custodians.</p>	\$5 629
Low level adjustment for disability	<p>Strategic Direction 1</p> <p>School Learning Support Officers (SLSOs) were employed to target students identified for social and academic intervention programs and support. Parents were consulted regarding adjustments.</p>	\$70 371
Quality Teaching, Successful Students (QTSS)	<p>Strategic Direction 2</p> <p>Staff were involved in teaching rounds identifying individual professional learning needs and worked with colleagues to create lessons and reflect on practice. Feedback to staff provided an opportunity to improve individual capacity.</p> <p>Executives were released to work with staff on designing differentiated learning opportunities for students in literacy and numeracy.</p>	\$11 222
Socio-economic background	<p>Strategic Direction 2</p> <p>All staff K-6 were involved in an ongoing differentiated professional learning program focusing on understanding differentiation, how to differentiate for student learning and the features of quality classroom practice.</p> <p>An additional teacher was employed during Term 3 & 4 to support the additional learning needs of students. Learning plans ensured students had access to the curriculum.</p>	\$13 703

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	167	175	162	169
Girls	162	138	141	137

Student attendance profile

School				
Year	2013	2014	2015	2016
K	97.2	96.1	95.1	96.8
1	95.2	96.8	95	94
2	95.9	96.4	94.9	95.9
3	96.8	96.6	94.9	95.1
4	93.8	96.3	94.5	94.6
5	96.7	94.8	94.3	94.7
6	96.2	96.9	94.5	93
All Years	96	96.3	94.7	94.8
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

Class sizes

Class	Total
KW	20
KJ	19
1/2C	23
1/2H	24
1/2G	23
3/4C	26
3/4A	29
3M	28
4/5D	28
5/6W	30
5/6T	30
5/6A	28

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	10
Teacher of Reading Recovery	0.5
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.6
School Administration & Support Staff	2.92
Other Positions	0.11

*Full Time Equivalent

There is one permanent staff member who identified 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	14

Professional learning and teacher accreditation

During 2016 staff engaged in a number of professional learning opportunities to further support and enhance student learning outcomes. Professional learning also supported the achievement of the products and practices as outlined in the 2015–2017 School Plan. The school received \$14 134 for teacher professional learning which was expended however professional learning was also funded via additional funding sources as referenced by the strategic direction reports.

Teacher professional learning was facilitated through school development days, courses offered by the Department of Education, external providers, conferences, weekly staff meetings, professional learning networks and online courses.

Staff identified individual professional learning goals through their own Professional Development Plans (PDPs) and directed their own professional growth based on this need. Several whole school sessions were conducted investigating and unpacking the new Geography syllabus document and how to program effective teaching and learning programs in line with syllabus expectations and inquiry based learning.

Identified professional learning funds as well as additional funding from the RAM funding allocation were used to provide professional learning focusing on the impact to our students.

In addition, staff completed training in:

- PLAN data analysis and tracking students along the literacy and numeracy continuum.
- Personalised Learning and Support.
- Curriculum differentiation in the classroom modules.
- Technology for learning.
- New Geography and History syllabus implementation.
- Introduction to Positive Behaviour for Learning.
- Non Violent Crisis Intervention training.
- National Consistent Collection of Data School Students with a Disability (NCCD).
- Count Me In Too.
- Focus on Reading Phase 2
- Newman's Error Analysis revision.
- Higher Levels of Accreditation.
- NAPLAN analysis.

All staff completed mandatory compliance training in the Code of Conduct, Child Protection, CPR, anaphylaxis and Health and Safety.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 31 December 2015 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	228 787.66
Revenue	2 469 441.42
(2a) Appropriation	2 330 087.65
(2b) Sale of Goods and Services	3 693.27
(2c) Grants and Contributions	131 447.99
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	4 212.51
Expenses	-2 515 441.50
Recurrent Expenses	-2 515 441.50
(3a) Employee Related	-2 238 847.44
(3b) Operating Expenses	-276 594.06
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	-46 000.08
Balance Carried Forward	182 787.58

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	2 000 891.45
Base Per Capita	16 112.59
Base Location	0.00
Other Base	1 984 778.87
Equity Total	89 703.32
Equity Aboriginal	5 628.79
Equity Socio economic	13 703.35
Equity Language	0.00
Equity Disability	70 371.18
Targeted Total	112 580.59
Other Total	65 014.74
Grand Total	2 268 190.10

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.

Year 3 Literacy

In reading, 42.8% of Year 3 students were in the top two bands compared to 51.8% of students in the state. 24.8% of students were in the lower two bands compared to 12% of students in the state.

In writing, 60.9% of Year 3 students were in the top two bands compared to 54.1% of students in the state. 9.8% of students were in the lower two bands compared to 6% of students in the state.

In spelling, 58.5% of Year 3 students were in the top two bands compared to 54.4% of students in the state. 9.8% of students were in the lower two bands compared to 12.3% of students in the state.

In grammar and punctuation, 43.9% of Year 3 students were in the top two bands compared to 52.9% of students in the state. 4.8% of students were in the lower two bands compared to 7.8% of students in the state.

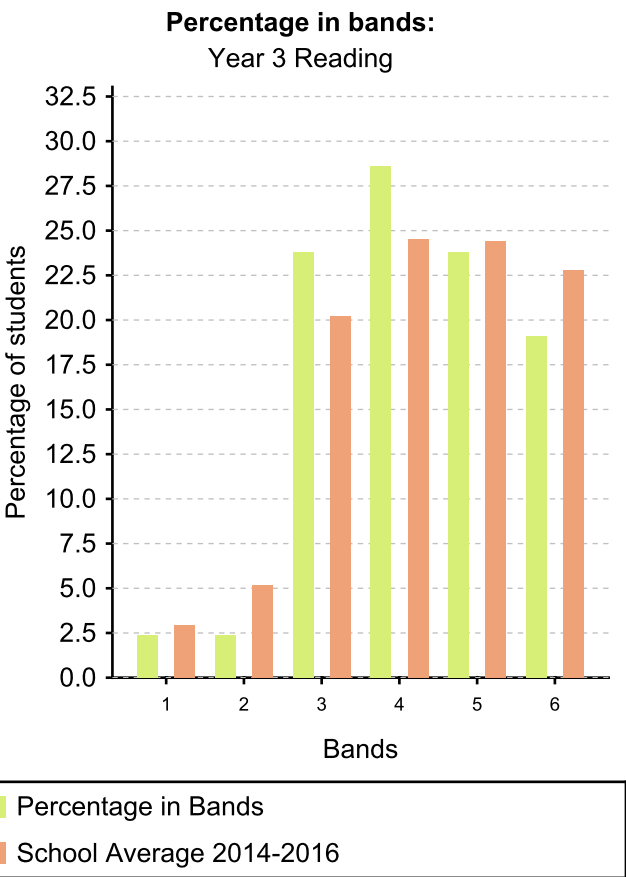
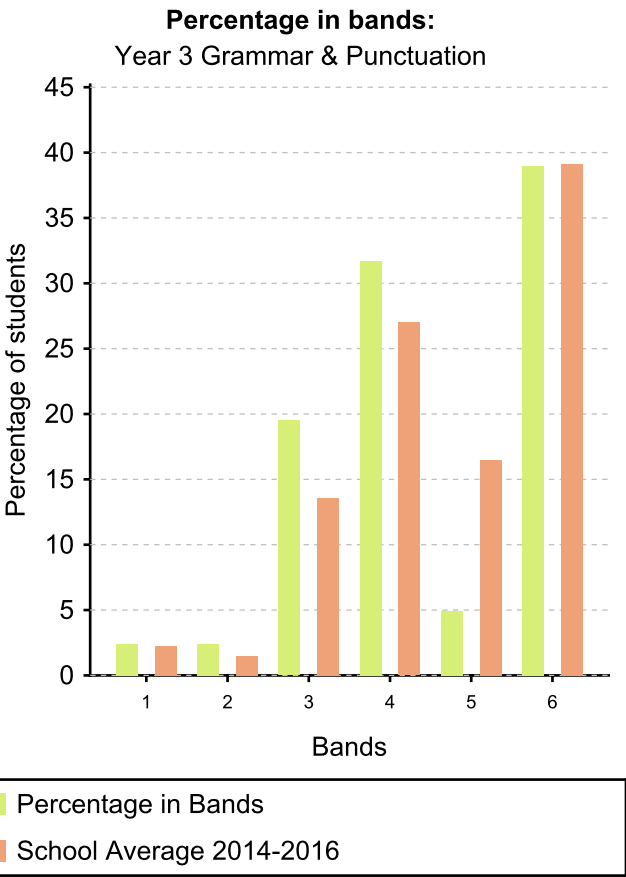
Year 5 Literacy

In reading, 37% of Year 5 students were in the top two bands compared to 38.6 % of students in the state. 18.5% of students were in the lower two bands compared to 18.9% of students in the state.

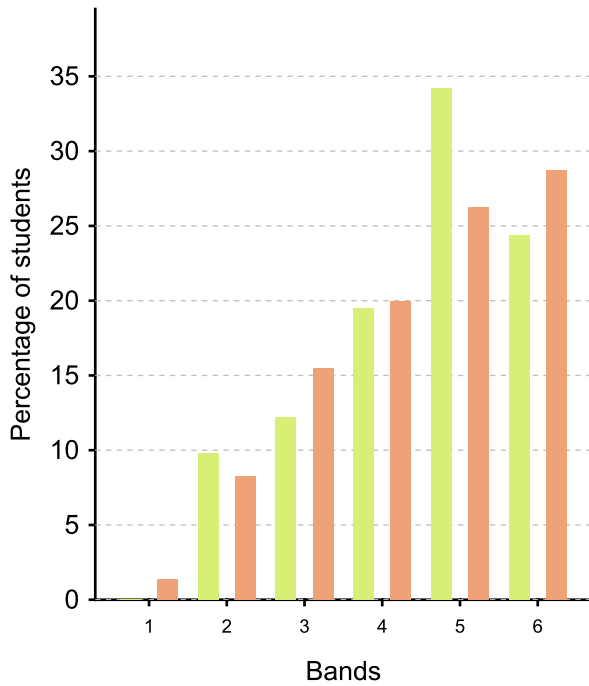
In writing, 22.2% of Year 5 students were in the top two bands compared to 18.7% of students in the state. 16.7% of students were in the lower two bands compared to 16.4% of students in the state.

In spelling, 35.2% of Year 5 students were in the top two bands compared to 33.2% of students in the state. 13% of students were in the lower two bands compared to 14.6% of students in the state.

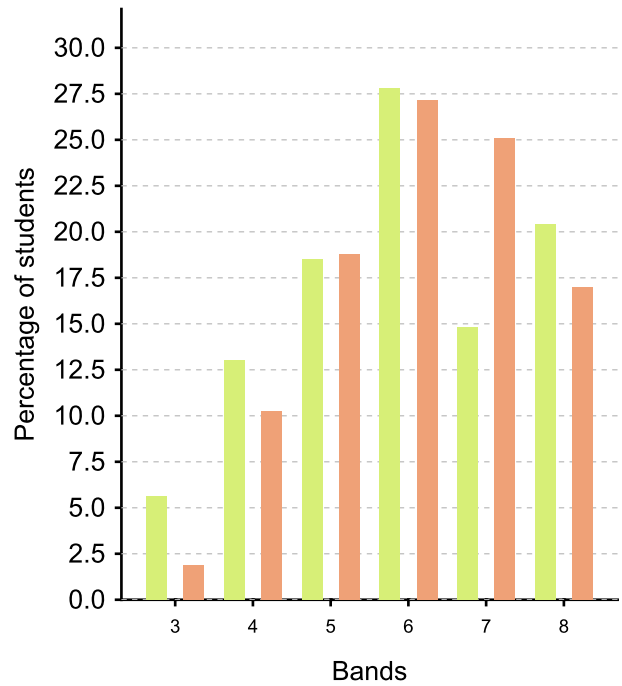
In grammar and punctuation, 35.2% of Year 5 students were in the top two bands compared to 40.8% of students in the state. 18.6% of students were in the lower two bands compared to 15.4% of students in the state.



Percentage in bands:
Year 3 Spelling



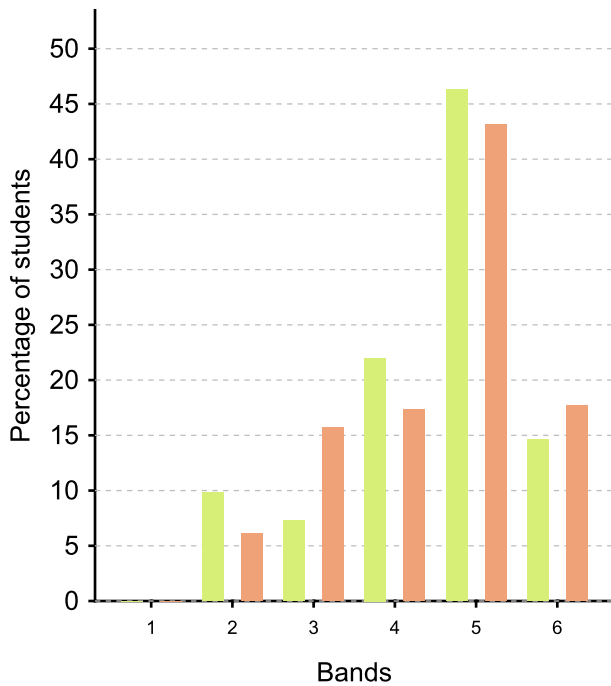
Percentage in bands:
Year 5 Grammar & Punctuation



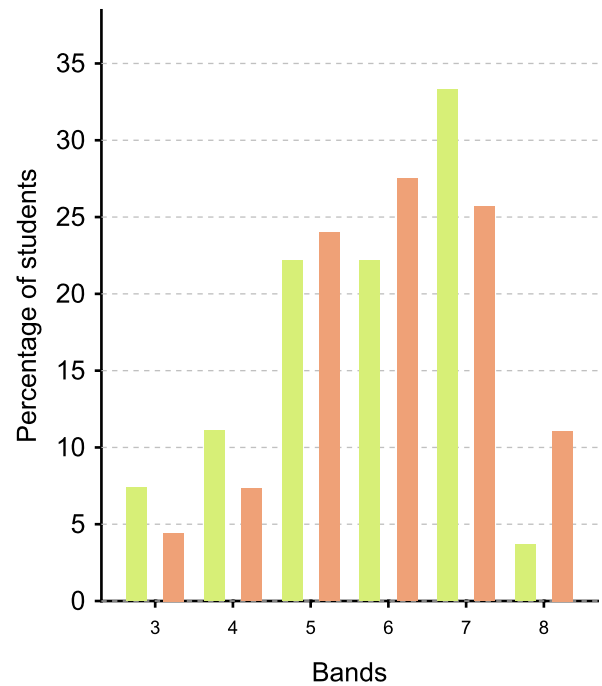
Percentage in Bands
School Average 2014-2016

Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Writing



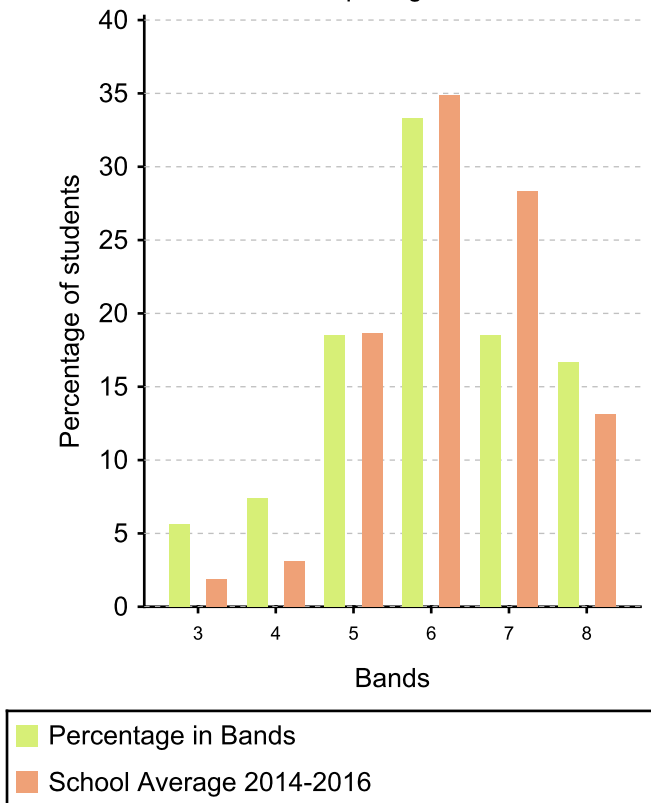
Percentage in bands:
Year 5 Reading



Percentage in Bands
School Average 2014-2016

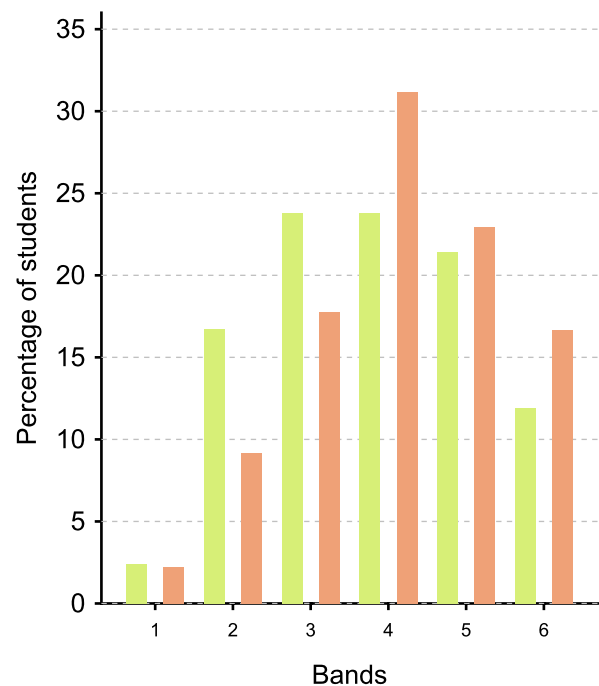
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Spelling

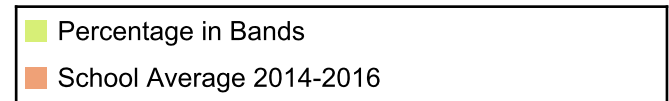
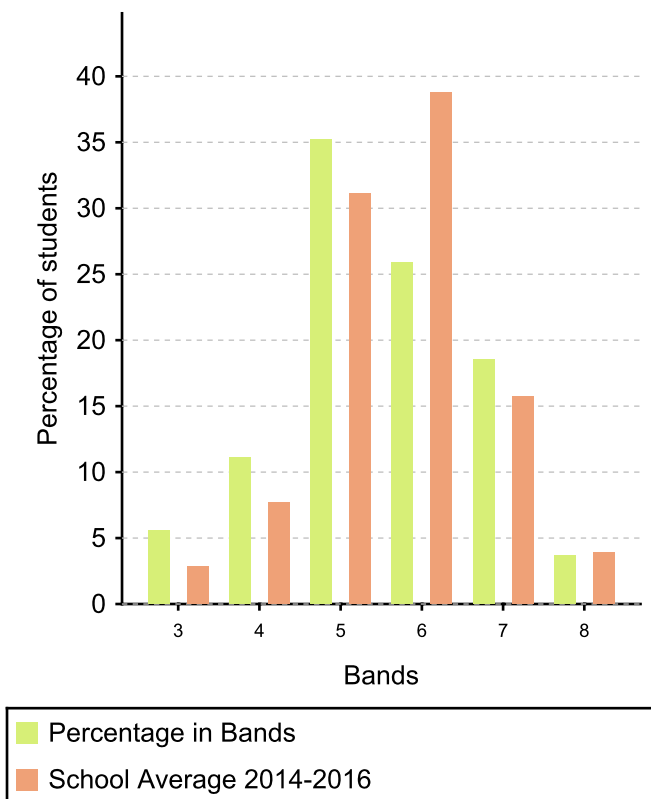


In numeracy, 16.7% of Year 5 students were in the top two bands compared to 30.5% of students in the state. 18.5% of students were in the lower two bands compared to 17.2% of students in the state.

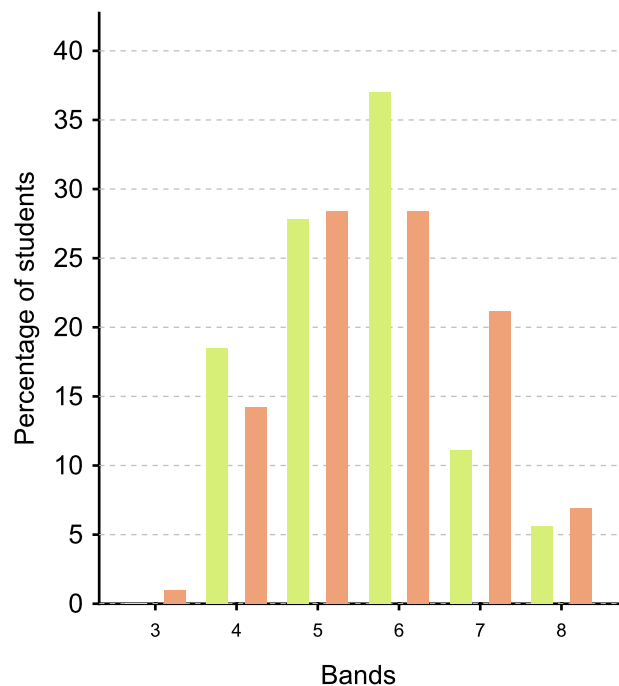
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Numeracy



Year 3 Numeracy

In numeracy, 33.3% of Year 3 students were in the top two bands compared to 38.7% of students in the state. 19.1% of students were in the lower two bands compared to 14.5% of students in the state.

Year 5 Numeracy

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.

In 2016, in accordance with the Premier's priorities: Improving education results, schools are required to report on their student performance for the top two NAPLAN bands in reading and numeracy.

At Lisarow Public School, in Year 3, 42.8% of students were in the top two bands for reading and 33.3% in numeracy. In Year 5, 37% of students were in the top two bands for reading and 16.7% in numeracy.

Parent/caregiver, student, teacher satisfaction

In 2016 students, staff and parents were surveyed regarding their perspectives of Lisarow Public School.

29 parents completed the *Tell Them From Me* survey which focused on parent feedback to our school and ways in which Lisarow encouraged positive parental involvement and communication.

A majority of the parents surveyed felt:

- They are made to feel welcome at the school.
- They encouraged their child to do well at school.
- Teachers at Lisarow have high expectations of their students' achievements.
- Teachers maintain a positive behaviour environment in their classroom.
- Teachers help students who need extra support.

The parents surveyed felt improvements could be made in:

- Better communication with parents regarding their child's behaviour.
- Progress of their child's learning at school.
- The school could improve its prevention in incidents of bullying.

Student voice and democratic processes forms part of a welcoming and inclusive environment. In 2016 40 Year 4, 48 Year 5 and 44 Year 6 students completed the *Tell Them From Me* survey taken at two points in the school year. The results reflected:

- 51% of students had a high rate of participation in extracurricular activities which was similar to the NSW norm of 55%.
- A majority of Year 4–6 students valued school outcomes.
- Most students demonstrated positive behaviour and they tried their best whilst at school.
- Students reported they were subject to bullying with a similar rate to the NSW norm.
- Most students expected to attend further education after leaving high school.

Aspects where students were lower than the state average included a sense of belonging to the school, were interested and motivated in school and had positive homework behaviours.

Staff completed an online survey evaluating their perspective on the eight drivers of student learning and the four dimensions of school and classroom practice.

Teachers at Lisarow identified strengths in:

- School leaders create a safe and orderly school environment.
- Strategies have been discussed with other teachers around improving student engagement.
- Staff have high expectations for student learning.
- Formal assessment tasks are used to inform lesson planning.
- Making connections for students between knowledge and new skills.

Future improvements could be made by:

- Teachers sharing their learning goals for students with each other.
- Students setting goals for learning new technological skills.

Results from the student, staff and parent surveys are reviewed and communicated to the School Council. The results also inform future school planning.

Policy requirements

Aboriginal education

Lisarow Public School strives to assist students in appreciating the richness and diversity of their cultural heritage, to accept the special place of Aboriginal people in Australia's history and to recognise the human rights of all people. By integrating Aboriginal education into curriculum areas, the school educates students to identify and overcome racism and prejudice through acceptance, recognition and respect. This year ten Aboriginal and Torres Strait Islander (ATSI) students were enrolled at Lisarow Public School and our Aboriginal teacher worked closely with students, parents and teachers to develop personalised learning plans.

Multicultural and anti-racism education

The school maintains a focus on multicultural education by providing perspectives in curriculum areas that develop the knowledge, skills and attitudes for a culturally diverse society. The school has a trained anti-racism officer who deals with any incidents of racism. All students are educated to overcome racism and prejudice through acceptance, recognition and respect. All students participated in Harmony Day activities at the end of Term 1.

Other school programs

Sporting Achievements

2016 was an active and exciting year of sport at Lisarow Public School with our focus being on participation. Along with our regular sport and fitness

routines and carnivals, our students represented the school in eight different sporting teams to compete in the NSW PSSA Knockout Competitions as well as the continuing soccer 5's tournament (The Mariners' Cup) and an Oz tag knockout. We also participated in several sporting development pushes such as backyard Blitz (rugby) and Hot Shots (tennis). In the NSW PSSA Knockouts our boys football team advanced the furthest, making it through to the 5th round. The boy's football along with the girl's touch and softball teams all progressed through to the 4th round and the boys touch football made it to the 3rd round. The cricket team performed well and the girl's league tag team advanced to the semi-finals. All children involved should be proud of their efforts. Swimming, cross country and athletics carnivals allowed over 150 students the chance to represent at the Brisbane Water Zone Carnivals. The restructuring of the zones continues to give our children the opportunity to represent the Brisbane Water Zone. 20 students at Swimming, 43 at athletics and 50 at cross country. We had three District Champions this year, Chloe and Lachlan B were Junior Girls and Senior Boys Swimming Champions respectively and Ryan S was Senior Boys Athletics Champion. 22 Lisarow students were represented Brisbane Water at Sydney North competitions. 9 students in swimming, 5 in cross country and 8 in Athletics. Casey W gained selection in the Sydney North Girls Football team and again went on to compete at the State Athletics at Homebush in the 800m. Casey also represented NSW in the School Sport Australian Cross Country Championships, a worthy recipient of our Sportsperson of the Year Award.

Performing Arts

Performing Arts Lisarow Public school students proudly participated in our whole school dance production 'Postcards from Abroad' at Laycock Street Theatre in September. Many families had the opportunity to watch their children dance their way around the world with their bright costumes and smiling faces. ES1, Stage 2 and 3 also participated in the Central Coast Dance Festival with pride. The Kindergarten cowboy dance group were selected to perform at the Central Coast Schools' showcase, boot scooting their way around the stage. Thank you to all the teachers for working tirelessly to prepare the students for the school performance and a special thank you to Mrs Watson and Miss Brown for coordinating and choreographing all the dances for the Dance Festival and providing this great experience for the students. Our school choir, coordinated by Mrs Sheather, successfully participated in numerous events and performed in the Central Coast School's showcase and mini mass choir, at the Orchards Retirement Village, Ourimbah Campus of Newcastle University's International Women's Day ceremony, various school assemblies and at our Carols evening. Our school Concert and Training bands have significantly improved over the years and grown in numbers. Participating in the Big Day Out and various workshops with neighbouring schools and performing at the Central Coast band festival. The Concert band also performed for the retirees at The Orchards Retirement Village, various school assemblies and on presentation day. Thank you to Mrs Jeanpierre for coordinating the school bands in partnership with the Central Coast

Conservatorium of Music. Our school talent quest was again successful with many entries from students across all ages. 14 acts involving solos, duet and small groups, danced, sang and performed honourably.