

Lethbridge Park Public School Annual Report



2016



4408

Introduction

The Annual Report for **2016** is provided to the community of **Lethbridge Park 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.

Catherine Binning

Relieving Principal

School background

School vision statement

At Lethbridge Park Public School, we believe in 'Creating tomorrow's Successes', in an inclusive environment where each student is inspired to learn and become creative, confident individuals, prepared to embrace life's opportunities.

School context

Lethbridge Park Public School has an enrolment of 433 students, including 22% Aboriginal and Torres Strait Islander and 33% Pacific Islander students. It boasts a highly accredited preschool and three support classes for students with autism and mild intellectual disabilities. An enthusiastic and committed staff, provide a nurturing environment with differentiated learning experiences to meet the needs of individual students. The school has a strong inclusive and collaborative culture where the expertise and contribution of staff at all levels is highly valued and respected. The school's strategic directions of Connected Community, Imaginative Teachers and Inspired Students, with the incorporation of technology into classroom practice, ensure students are actively involved in their learning. Lethbridge Park PS is committed to delivering high quality, innovative programs, including Early Action for Success and Positive Behaviour for Learning.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

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.

The results of the 2016 self-assessment shows that teachers believe there is evidence that the school demonstrates quality practices in all three domains described as Sustaining and Growing in the School Excellence Framework.

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

Connected Community

Purpose

To build positive educational partnerships with families and support agencies so that the strength of the collective ensures the best learning opportunities for the whole child.

Overall summary of progress

In 2016, the school continued to link parents with local speech therapists services and also provided opportunity for parents to understand the NDIS process. New connections were made with local agencies and the "Working Together in Lethbridge Park" group formed to include local businesses and community groups, school and community representatives. Significant progress was made in planning and reporting adjustments to learning programs for students not meeting benchmarks or with a confirmed disability.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
20% increase in parent, student and staff satisfaction ratings measured using 'Tell Them From Me' survey tool and against the School Excellence Framework.	<ul style="list-style-type: none"> While the target of 20% annual increase has not been met, the Tell Them from Me survey shows: stable parent satisfaction 2015/2016 at a high 8/10 in most areas; an increase in student satisfaction, a highlight being an increase of 39% in positive relationships in Year 4 between Semester 1 & 2 surveys; teacher measures are stable or show growth in areas of technology and leadership Teachers assess school practices as Sustaining and Growing against the School Excellence Framework descriptions of quality 	No cost allocation, supported via syllabus implementation and staff.
75% of our families will regularly access samples of their children's work via electronic communication systems, including 'Skool Bag' app, augmented reality, QR codes or the school website.	<ul style="list-style-type: none"> Skool Bag has 150 subscribers QR codes were implemented but application and use has been limited the school website has been updated and customised preschool uses the Story Park application to share learning experiences and communicate with parents; 94% have access and is well-received by parents and teachers 	0.25 technology consultant \$21000 RAM resources \$44000
The establishment of procedures, measurement strategies and communication systems to identify students for the National Consistent Collection of Data and the level of adjustment needed.	<ul style="list-style-type: none"> individual learning plans (SASP) for students below benchmarks and with a confirmed disability are now embedded in teacher practice parents are invited to meet with teachers twice a year to plan and review a SASP Learning and Support Team uses the SASP to inform NCCD and request further support for students 	0.25 technology consultant \$21000 0.25 FTE AP \$33271
Improve the capacity of all staff to proactively respond to unproductive behaviour in a consistent and educative way to facilitate positive change.	<ul style="list-style-type: none"> explicit PBL systems and practices are in place to support teachers' responses to positive and negative behaviour incidences teacher referrals have decreased in 2016. Class referrals for negative behaviours dropped from 42% of total referrals in 2015 to 34% in 2016; playground referrals have reduced from 49% in 2015 to 42% in 2016. 	0.5 FTE AP \$66543 Improvements RAM equity \$120000

Next Steps

- incorporate feedback from Tell Them From Me surveys in 2017 plans
- Continue to explore ways of improving parent access to school programs and agencies to support student success
- Continue the plan, implement, review cycle to ensure individual learning plans are accurate, relevant and support student progress and parent participation
- Collaborate with local services to broaden educational partnerships and opportunities for students and families
- Staff maintain relevant and up-to-date information on the school website

Strategic Direction 2

Imaginative Teachers

Purpose

To empower reflective teachers to create flexible and dynamic classrooms that foster a sense of adventure in learning while enabling leadership, risk taking and capacity for all stakeholders.

Overall summary of progress

The English team has used action research as a means for the whole school to improve the teaching of writing, specifically narrative and sentence structure and improvement has been documented in PLAN data and criterion marking. Teachers have refined the planning of conceptual units of work to reflect BOSTES directions. Professional Learning Groups have changed the delivery of the curriculum in Stage 3 by embedding technology in Inquiry Learning and impacted the teaching of reading in Early Stage 1 and how teaching writing is differentiated in Stage 2. Teachers have trained in TOWN and TENS to further differentiate mathematics teaching across the school. **Preschool educators**

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Framework for Syllabus Delivery and Assessment: Clear guidelines and scaffolds for the teaching of current BOSTES syllabus documents and the collection of evidence in student learning P–6.</p>	<ul style="list-style-type: none"> • teachers collaboratively designed and implemented conceptual integrated units of work • all teachers engaged in professional learning with a focus on narrative writing and grammar; stage groups engaged in action research to improve writing outcomes which resulted in improvements in sentence structure and K–6 evidenced by criterion marking and PLAN data • teachers continued the 2015 focus on explicit vocabulary, comprehension and Super Seven Sentences instruction • selected teachers in stage 1 – 3 trialled Words Their Way spelling strategies to develop mastery and then share with other teachers • common writing assessments tasks were designed, implemented and assessed using Consistent Teacher Judgement techniques to inform teaching practice • The English assessment schedule was reviewed and refined • English programming proforma and the scope and sequence of conceptual units was further refined 	<p>1.0 FTE class teacher = \$101574</p> <p>0.25 FTE class teacher (professional learning funds) = \$25000</p>
<p>Maintaining Australian Teaching Standards: All teachers will identify personal goals which are relevant to school targets and follow the Performance and Development Framework.</p>	<ul style="list-style-type: none"> • all teachers created Professional Development Plans with goals reflecting school targets and personal growth and interest areas • teachers engaged in action research over three terms in writing pedagogy, used criterion marking scales and reported their findings to colleagues • teachers engaged in training in the mathematics intervention programs TEN and TOWN; TEN is embedded in all K–2 classrooms. • The Preschool teacher and educators took part in a long-term project to extend their understanding of how science and mathematics can be explored in the early childhood setting. 	<p>EAFS trainings funds \$11000</p>
<p>Production of Quality Teaching Videos: Professional Learning Groups will engage in a process</p>	<ul style="list-style-type: none"> • Time for optional Professional Learning Groups was made available to small groups of teachers to research an area of interest and relevant to 	<p>0.25 technology consultant \$21000.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
of identifying personal areas of growth, data analysis, lesson planning, peer observation and teaching evaluation which is recorded for future reflection and professional learning.	improving student outcomes at LPPS. Groups were formed to explore and implement writing strategies in stage 2, kindergarten reading strategies, embedding technology in inquiry learning and school leadership • Videos of lessons demonstrating quality teaching have been recorded in some areas. However editing is required and time consuming; the effectiveness and relevance of the recordings needs to be evaluated before proceeding.	

Next Steps

- Continue to use Action Research as a high impact professional learning tool
- Continue to allocate resources for rigorous Professional Learning Groups that align with school targets and strategies
- Continue 5 week planning and assessing cycles in reading and writing and mathematics
- school wide review of improvement measures to increase the use of SMART goals
- Professional Development Plans (PDP) feed the professional learning schedule and given time allocation
- PDP process implemented for non-teaching staff

Strategic Direction 3

Inspired Students

Purpose

To instil in students, a sense of aspiration, hope and excitement as they embrace and plan for all the possibilities of their future. To engage every child with a differentiated and challenging, relevant curriculum focused on innovation and measurable growth.

Overall summary of progress

The Early Action for Success initiative enabled targeted programs for students needing additional support in literacy and numeracy as well as opportunities for social–emotional learning K–2 and the assessment and treatment of students with speech and language needs P–2. Personalised learning has also been boosted by the school–wide systematic use of Student Learning and Support Plans and the introduction of inquiry learning pedagogy to inspire Stage 3 students to direct more of their own learning.

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 EAFS targets in Literacy and Numeracy.	<p>Students on track or achieving beyond EAFS targets at the end of 2016:</p> <p>Kindergarten – reading 77%; comprehension 71%; Writing 70% and Early Arithmetic Strategies (EAS) 93%</p> <p>Year 1 – reading 71%; comprehension 63%; Writing 39% and EAS 913%</p> <p>Year 2 – reading 33%; comprehension 22%; Writing 46% and EAS 78%</p>	0.5 FTE class teacher (RAM funds) = \$50000
70% of students 3 – 6 meet grade appropriate clusters on the literacy continuum in reading and writing.	<p>Year 3</p> <p>Reading 31%; Comprehension 27% Writing 27%</p> <p>Year 4</p> <p>Reading 42%; Comprehension 30% Writing 30%</p> <p>Year 5</p> <p>Reading 44% Comprehension 47% Writing 20%</p> <p>Year 6</p> <p>Reading 30% Comprehension 28% Writing 18%</p>	LAST entitlement
90% of students reflecting an increase in self and school satisfaction.	<ul style="list-style-type: none"> All class teachers were trained in teaching students to set learning goals and monitor their own progress as developmentally appropriate in Tell Them From Me Survey Semester 2 2016 95% of students at LPPS valued school outcomes; 85% reported a high sense of belonging (state norm is 80%); 88% were highly interested and motivated at school. 	No resource allocation required.
All staff differentiate and modify class programs to cater for individual needs reflective of	<ul style="list-style-type: none"> All teachers analyse assessment data and prepare Individual learning plans (SASP) for students working below grade benchmarks and with 	0.2 FTE class teacher (RAM funding(\$20000).

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Every Student Every School (ESES) guidelines and the Performance Development Framework.	<p>confirmed disabilities including literacy, numeracy, social, emotional and communication needs.</p> <ul style="list-style-type: none"> • The Learning and Support Team meets weekly to plan additional assessment and support for students not responding to classroom adjustments to learning. • All teachers analyse assessment data and plan ways to extend the learning of students exceeding grade benchmarks. • Regular meetings are scheduled for parents and carers to contribute to learning plans. • Bounce Back, Got It! and Peer Support social-emotional Learning programs provide for whole school, class level and individual needs. 	<p>0.1 FTE SLSSO (RAM funding) \$5900</p> <p>RAM casual teacher – \$5000</p> <p>Resources – RAM \$1000</p>

Next Steps

- expand use of consistent teacher judgement techniques to improve alignment of PLAN, school assessments and reporting grades.
- continue to research and implement methods of personalising teaching and learning programs
- continue and expand application of SASP and PLASP

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Aboriginal students in Years 3–6 engaged in cultural programs including Liven Deadly and The Songroom dance. The students were keen participants and remarkably 100% of participants performed or had speaking parts in the NAIDOC concert they had prepared, showing confidence in their abilities and pride in their cultural identity. This is reflected in 72% strongly agreeing with the survey statement "I feel good about my culture when I am at school". Ngroo staff worked with preschool and kindergarten families and created a smooth transition for families new to the school. Aboriginal students collaborated with local high school students to research and construct a bush garden with signage reflecting links to culture and gained not only skills in planting and nurturing native plants but connections to high school students and teachers to assist with transition to high school.</p>	<p>AOE 1.0FTE</p> <p>Flexible funding \$5401</p> <p>Program supported via RAM equity funds.</p>
English language proficiency	<p>Additional funding was allocated to increasing the EAL/D teaching allocation from 0.4 to 0.6. This allowed EAL/D support to extend to a structured, comprehensive Kindergarten Oral Language program twice a week impacting the development of vocabulary, reading and writing skills in all students. The additional allocation also allowed the EAL/D teacher to drive teacher professional learning in writing in Stage 2 and to support the PICLO to deliver language programs to students, liaise with families to build productive relationships with the school including strategies to support attendance.</p>	<p>Class teacher 0.4 FTE = \$20300 from entitlement.</p> <p>0.2 FTE \$10150 from flexible EAL/D funds.</p>
Low level adjustment for disability	<ul style="list-style-type: none"> • Learning and Support Plans (ILPs) for all students below benchmarks or with confirmed disability • Speech Therapy & SLSO trained in articulation support • Occupational Therapy and equipment to support program • SLSO support in class and playground for classes with students with high needs • resources to support • professional development • LAST programs in phonics, reading, numeracy • QuickSmart, peer tutoring, reading recovery, Multilit • Bounce Back, Got It and Peer Support • SLSO training in behaviour management strategies and autism 	<p>SLSO 1.0 FTE = \$65269</p> <p>2.1 FTE LAST = \$214244</p>
Quality Teaching, Successful Students (QTSS)	<ul style="list-style-type: none"> • executive supporting teachers through mentoring and the PDP and accreditation process • Whole day planning for stage teams • Assistant principal stage 3 to be off-class and support teachers in the implementation of innovative programs for academic and social-emotional learning 	<p>0.14 FTE = \$14221.</p>

<p>Socio-economic background</p>	<ul style="list-style-type: none"> • SLSO support in class and playground • Additional teachers to reduce class sizes • Additional Learning and Support Teacher time • Off-class DP to promote well-being initiatives • Kindergarten Oral language program led by EAL/D teacher two afternoons per week • Breakfast Club three times per week supported by Red Cross • Increased preschool licence from 20 to 29 students per session and employed additional SLSO. Option to offer students with high level of need 5 day per week school readiness program. • Extended preschool premises to allow for increase in licence and constructed a bike track to support learning in Road Safety. • technology to support inquiry learning • technology to cater for range of learning and teaching programs using technology • Playground upgrade provides safe and attractive surfaces and engaging equipment 	<p>PICLO 0.4 = \$31600</p> <p>CLO 0.2 = \$15800</p> <p>SLSO provision 5.0 FTE = \$325000</p> <p>Teacher resource 5.0 FTE = \$500000</p> <p>Resources = \$60000</p> <p>Improvements = \$150000</p>
<p>Support for beginning teachers</p>	<ul style="list-style-type: none"> • additional RFF and mentoring with Instructional Leader or stage assistant principal • PL with APLAS • Professional Learning Days – planning days 	<p>Additional RFF provision \$10000</p> <p>Mentoring support \$10000</p>
<p>Early Action for Success</p>	<ul style="list-style-type: none"> • EAFS – speech therapy and occupational therapy assessments and interventions P–2; All preschool and K–2 students reviewed and assessed where indicated. • Differentiated teaching of writing through introduction of writing groups and additional teacher & SLSO support • Reading interventions – Reading Recovery teacher and Instructional Leader using modified Reading Recovery model to support at-risk students in years 1 and 2 • Stage Professional Learning and Planning days each term • Teachers trained in TENS program • Resources for literacy programs and technology 	<p>SLSO interventionist = \$2601</p> <p>Instructional Leader 1.2 = \$121894</p> <p>Training and development supported by strategic direction 2.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	175	163	176	190
Girls	159	154	171	192

Student attendance profile

School				
Year	2013	2014	2015	2016
K	91.1	93.1	91.4	87.5
1	90.5	93	90	88.6
2	91.6	92	88.5	90
3	90.1	93.8	90.4	91.2
4	91	92.5	92.7	90.1
5	91.6	90.7	90.6	92.2
6	90.9	92.2	89.8	90.4
All Years	90.9	92.5	90.5	89.9
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

In 2016, class teachers were supported by the Attendance team which included the Assistant Principal Learning and Support, Community Liaison Officer, Pacific Island Community Liaison Officer and the Aboriginal Education Officer, to monitor and respond to students absences. The team reviewed the suite of responses and created a flow chart and supporting letters for each phase. The team contacted parents when teachers had been unable to make contact and supported families to improve student attendance. The Walking School Bus was a major initiative introduced in Term 3. Pairs of adult volunteers walk routes planned to include the streets of students with poor attendance and walk to school with them. Some routes regularly have 10 or more students on the Walking School Bus

and the initiative has had significant impact on the attendance of key students. It has also built positive relationships between the 'bus drivers' and the students and their families.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	5
Classroom Teacher(s)	16.71
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	2.1
Teacher Librarian	0.8
Teacher of ESL	0.4
School Counsellor	1
School Administration & Support Staff	8.22
Other Positions	2.64

*Full Time Equivalent

There are currently 2 teachers and 2 support staff who 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	88
Postgraduate degree	12

Professional learning and teacher accreditation

All staff at Lethbridge Park Public School participated in a range of professional learning including school-developed and accredited courses. Professional Learning was driven DOE priorities, by the directions identified in the School Management Plan and by individual teacher Professional Learning Plans. This included all teachers engaging in the action research process to investigate effective teaching of writing in the narrative form and opportunities were also available for groups of teachers to research an aspect of teaching relevant to their class and experience. Four teachers were trained in 'Taking Off

(TOWN), a whole-class intervention initiative focusing on improving the numeracy skills of students in Years 3–6 identified as not performing at expected stage level. The initiative provided ongoing professional learning over the school year to assist teachers to assess each student’s current numeracy understanding and to monitor student progress against a research-based framework. Trained teachers then mentored other staff to implement the TOWN initiative within their classrooms. The LaST and Instructional Leader trained as trainers for TENS numeracy intervention in K–2 and in turn trained teachers new to Stage 1 and Early Stage 1. School leaders participated in professional learning in the School Excellence Framework and aspects of school leadership in Curiosity and Powerful Learning. Two teachers achieved accreditation at proficient.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
Balance brought forward	1 134 184.71
Global funds	322 259.36
Tied funds	1 076 208.10
School & community sources	52 001.83
Interest	15 640.85
Trust receipts	13 218.86
Canteen	0.00
Total income	2 613 513.71
Expenditure	
Teaching & learning	
Key learning areas	1 200.78
Excursions	12 790.55
Extracurricular dissections	44 248.31
Library	0.00
Training & development	0.00
Tied funds	1 085 499.54
Short term relief	19 142.77
Administration & office	78 754.09
School-operated canteen	0.00
Utilities	65 651.64
Maintenance	71 199.18
Trust accounts	12 887.91
Capital programs	10 272.73
Total expenditure	1 401 647.50
Balance carried forward	1 211 866.21

The information provided in the financial summary includes reporting from 30 November 2015 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	1 243 459.30
(2a) Appropriation	1 222 493.19
(2b) Sale of Goods and Services	8 106.82
(2c) Grants and Contributions	12 270.17
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	589.12
Expenses	-531 126.64
Recurrent Expenses	-531 126.64
(3a) Employee Related	-322 678.02
(3b) Operating Expenses	-208 448.62
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	712 332.66
Balance Carried Forward	712 332.66

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

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	2 534 317.11
Base Per Capita	20 440.48
Base Location	0.00
Other Base	2 513 876.63
Equity Total	1 171 438.19
Equity Aboriginal	72 604.96
Equity Socio economic	751 712.48
Equity Language	67 597.90
Equity Disability	279 522.85
Targeted Total	565 452.59
Other Total	676 621.81
Grand Total	4 947 829.70

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

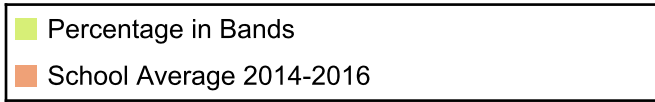
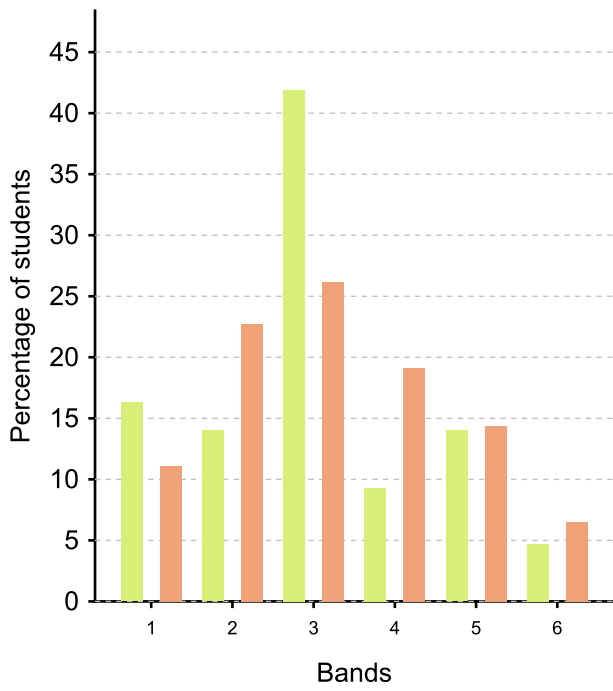
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Student growth in reading in Year 5 continued to increase in 2016 with 54.8% of students demonstrating greater than expected growth, an increase from 38% of students in 2015 and 26.8% in 2014. The average growth score of 90.8 was above the above the state average of 80.1.

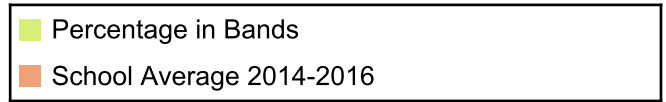
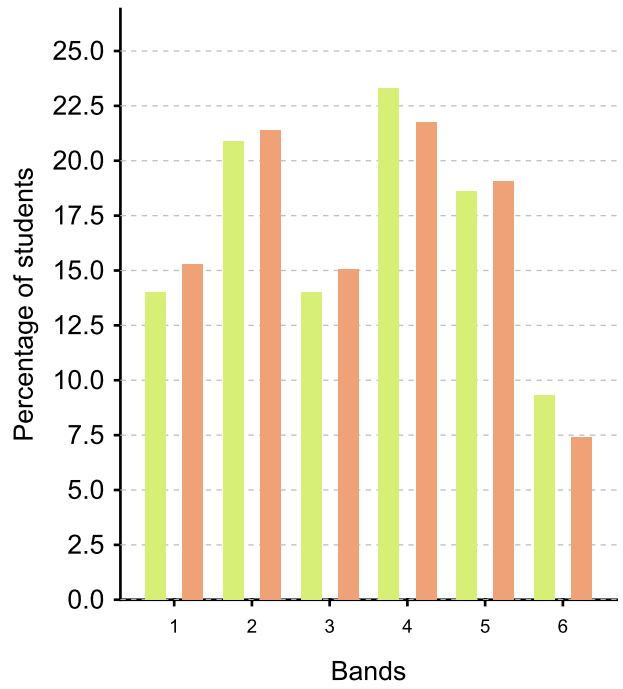
In Year 3, 18% of students achieved the top two bands for reading which reflects a continuous improvement from 4% in 2012. Writing is a highlight for Year 3 as 65.1% of students achieved scores in the top three bands. Professional learning is geared in 2017 to extend the gains made in writing into Stage 3.

The spread of Year 5 students in most areas of literacy is skewed to the bottom three bands and represents a trend set over several years. Significant changes to Stage 3 teaching practices are underway in response to this trend.

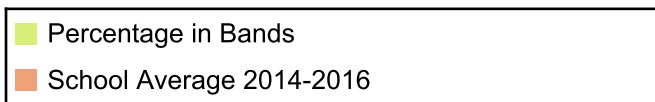
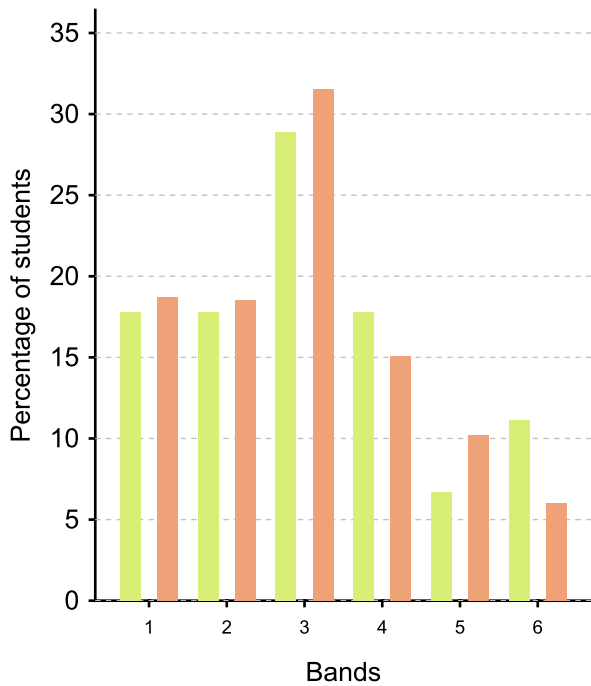
Percentage in bands:
Year 3 Grammar & Punctuation



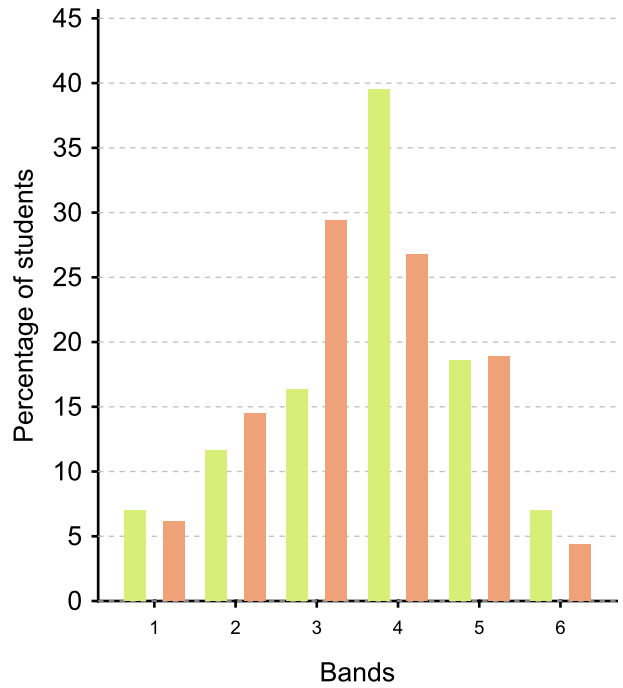
Percentage in bands:
Year 3 Spelling



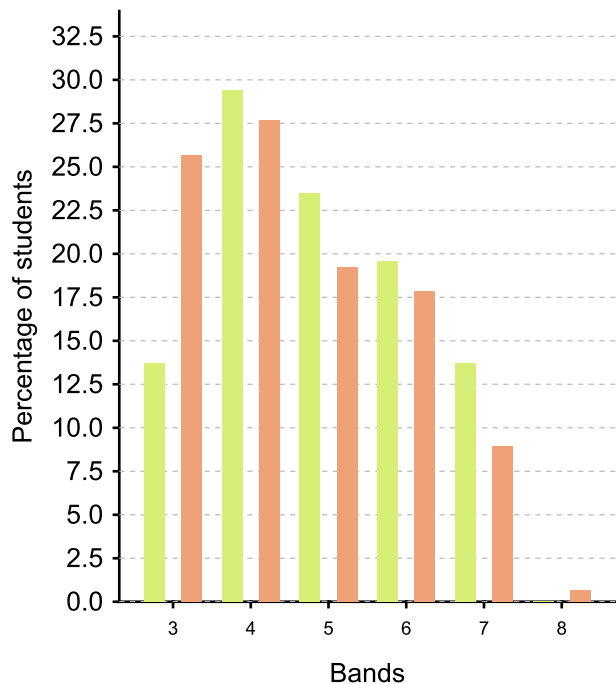
Percentage in bands:
Year 3 Reading



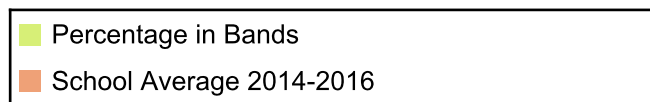
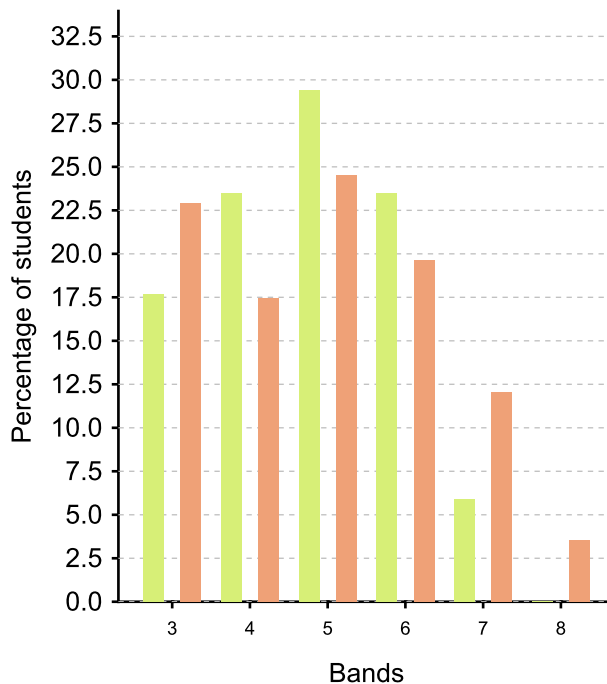
Percentage in bands:
Year 3 Writing



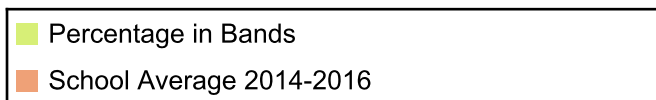
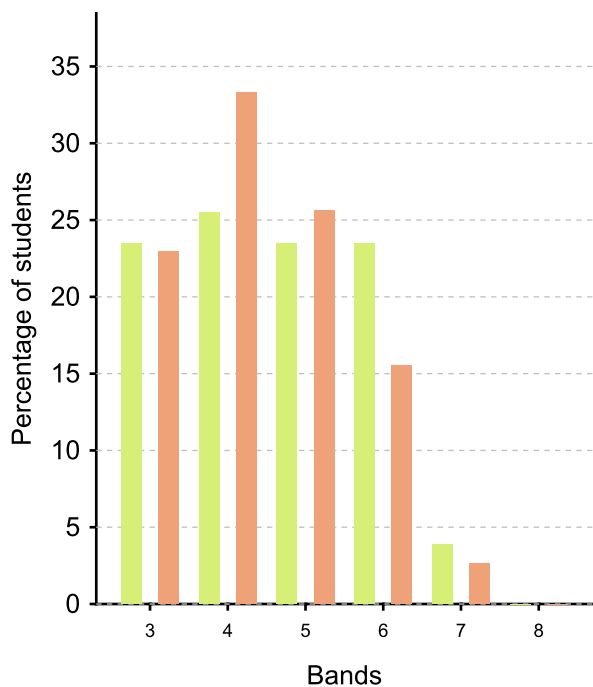
Percentage in bands:
Year 5 Grammar & Punctuation



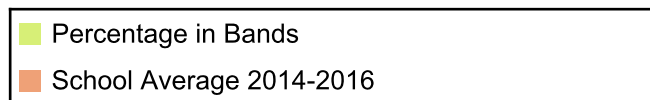
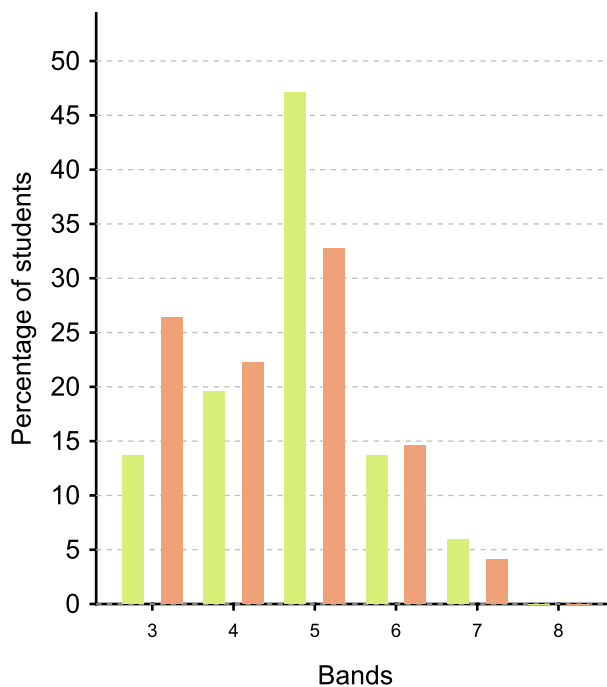
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing

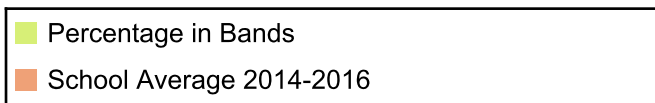
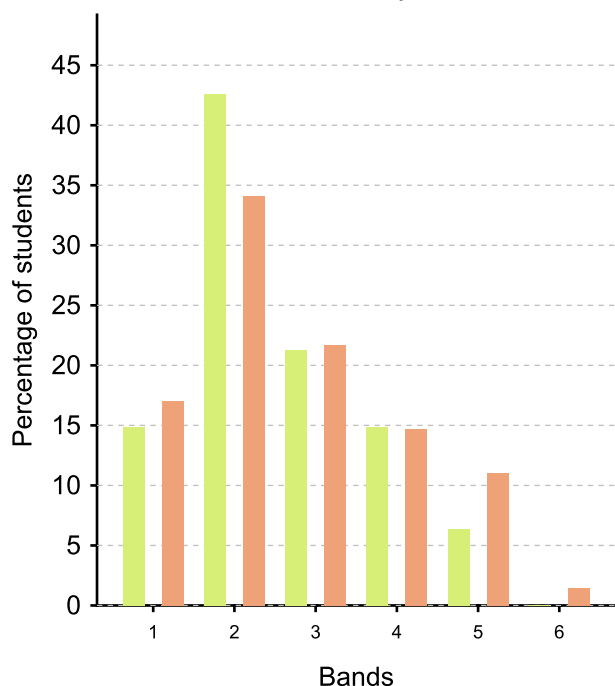


In 2016, 42.5% of Year 5 students demonstrated growth greater than expected in numeracy and had an average growth score of 96.4 which is above the state average of 91.7. This is close to scores achieved in the previous two NAPLAN assessments.

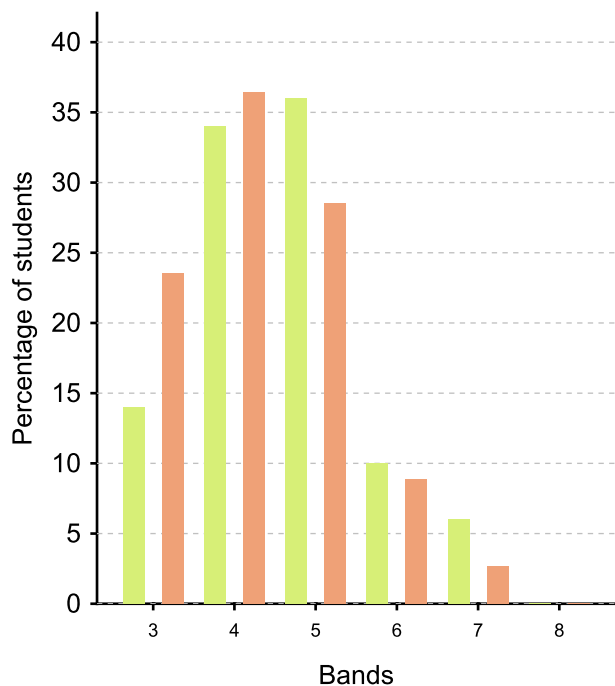
The spread of scores in Year 3 numeracy is concentrated in the lower three bands with 78.8% of

students results in these bands and similar results in NAPLAN 2015 and 2014. The trend continues in Year 5. The school responded to this trend in 2016 by training teachers K–6 in the TEN and TOWN maths strategies.

Percentage in bands:
Year 3 Numeracy



Percentage in bands:
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.>

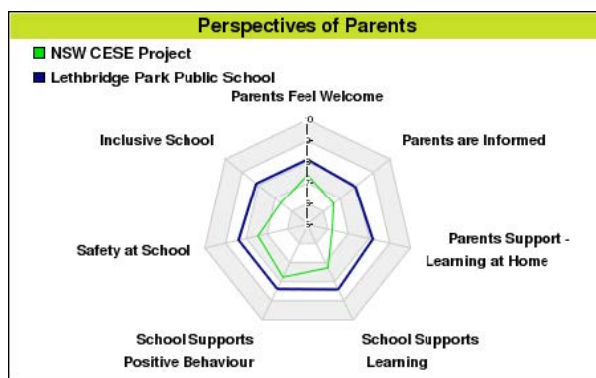
The Premier's Target for Aboriginal students was reflected in school practice in 2016 with resources and teaching focussed upon improved representation in the top two bands. The NAPLAN results for Aboriginal students in literacy and numeracy reflected the overall school trends in Year 3 and Year 5.

Parent/caregiver, student, teacher satisfaction

In 2016, 30 parents completed the Tell Them From Me survey and gave scores of more than 8 out of 10 in the areas surveyed: parents feel welcome; parents support learning at home; inclusive school; safe at school, school supports positive behaviour; parents are informed and school supports learning. This is consistent with the results in the 2015 survey.

More Year 4 students report a positive sense of belonging (up 18%) and have positive relationships (up 16%) than Year 4 students in 2015 and 100% of Year 4 students value schooling outcomes. More Year 5 students report a positive sense of belonging (up 7%) and have positive relationships (up 3%) however the survey showed a decline in the number of students valuing school outcomes in Year 5 (down 11%). The results for Year 6 students across the three areas are changes up or down of less than 6%.

Teachers were surveyed on the Eight Drivers of Learning – Leadership, collaboration, Learning culture, Data informs practice, teaching strategies, technology, inclusive school and parent involvement. Most results were the same or slightly increased from 2015: teachers reported the greatest increase (from 7/10 to 8/10) in leadership; technology and collaboration scores increased half a point to 7.5/10 and 8/10 respectively.



Policy requirements

Aboriginal education

In 2016, Aboriginal perspectives were integrated into teaching programs from P–6. Students who identify as Aboriginal at Lethbridge Park Public School have

continued to be supported through the implementation of Personalised Learning Plans. This plan is developed in consultation with the student, teacher and family and focuses on the individual needs and interests of the student. The students participated in cultural identity and dance programs which culminated in the students directing and performing in the school's NAIDOC concert and producing a rap DVD. See Aboriginal background loading section for more details.

Multicultural and anti-racism education

In 2016, 33% of students are from a language background other than English. Lethbridge Park Public School has a teaching allocation of 0.4 for English as a Second Language or Dialect (EAL/D) and RAM funds were used to increase the allocation to 0.6. Multicultural perspectives are incorporated into teaching and learning programs at a class and school level from preschool to Year 6.

Anti-racism state initiatives are embedded in class and school programs. The school's Anti-Racism Contact Officer (ARCO) is trained and available to support the school community with anti-racism programs or issues that arise.