

# Lismore Public School Annual Report



2017



1780

## Introduction

The Annual Report for **2017** is provided to the community of **Lismore 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.

Allan Duroux

Principal

### School contact details

Lismore Public School

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### 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.

Lismore Public School celebrated its 75th Anniversary this year. The school has evolved over this time. Formerly known as East Lismore Public School and then Lismore Demonstration School before becoming Lismore Public School.

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 343 students in 16 classes. There are 12 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.

In 2017 Lismore Public School will continue on the Early Action for Success (EAfS) program to target literacy and numeracy development from Kindergarten to Year 3.

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 engaged with the School Excellence Framework to inform, monitor and validate our journey of excellence. Time was dedicated at staff meetings throughout the year to examine elements of the School Excellence Framework to ascertain where the school was placed. Evaluation and discussion around what constituted applicable evidence was a major component of professional learning sessions. Staff reflected on the progress being made across the school as a whole, based on the expectations identified in the School

ExcellenceFramework. This is ensuring that our improvement efforts align with these high level expectations.

In the domain of Learning, Lismore Public School has focussed on Learning Culture, 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 the 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. During 2017 and 2018, the school is focussing on high expectations in learning but also ensuring that learning is relevant and at the student's level. An emphasis on differentiation and making reasonable adjustments in classrooms is a continuing focus in 2018.

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

In the domain of Teaching, Lismore Public School has, through it's participation in the Early Action for Success (EAFS) program, enabled stage supervisors to have fortnightly data conversations with stage teams about students in their classes. 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. This year we implemented a co-teaching program in all classes. The teachers plan together and use this time to work intensively with a particular student or group of students as an intervention while the class remains engaged in authentic learning opportunities. This program has enabled lesson observations and feedback to be exchanged to allow staff reflection time to consider how to refine lesson delivery. Feedback from staff has been very positive.

Overall in the domain of Teaching 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 – Sustaining and Growing.

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. Staff are given opportunities to lead action teams, events or programs within the school to develop confidence and capacity in leadership.

Overall in the domain of Leading 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.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## 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 implemented other modules of SENTRAL and is determining future directions with the introduction of Learning Management Business Reform (LMBR) this year. Teacher Professional Learning (TPL) for staff has increased the effectiveness of SENTRAL. Analysis of data has led to the refinement of programs and processes within the school.

The school has enhanced the relationship with the local Aboriginal Education Consultative Group (AECG). The school has one staff member who is the local AECG representative for the regional AECG meetings. Principal and Aboriginal Community Liaison Officer (ACLO) attend AECG meetings regularly.

All staff have an increased knowledge and understanding of the School Excellence Framework (SEF) and its value to school planning. Executive are working with stage teams to authenticate placement against the SEF using relevant evidence. This information and evidence is being used to drive evaluation and subsequent planning for the next three year school plan.

The school reviewed the transition plan; Pre school to Kindergarten, years 6 to 7 and each year level within the school. Evidence should show a smoother transition of students with the effective transfer of information and plans to each students new teacher.

Lismore Public School continues to enhance school engagement with The Rivers P–12 College at every opportunity.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Greater student satisfaction with the level of input into the school.		Student Representative Council (SRC) now sit proudly on the stage at weekly assemblies. They meet once a week to discuss various issues and to plan initiatives. Members feel a strong sense that their input is valued and recognised by the school.
More consistency of transition planning and personalised learning.	6 release days	Kindergarten orientation processes were refined with a coordinated approach allowing most families to have their enrolment completed this year ready for 2018.  Student learning data and information was passed to the 2018 teachers to ensure a continuity of learning in the new year.
Increased participation and input at P&C, greater satisfaction in school's communication procedures.	SENTRAL absences advice via SMS – \$500  Skool bagg app subscription – \$368	Communication committee now in place. Coordinated approach to releasing information via a range of mediums including social media, Skool Bag app, emails and website. this has led to an improvement in parent response to events or requests.
Staff usage and feedback with SENTRAL software.		SENTRAL recording system for student Wellbeing, roll marking and calendar is now embedded into school practise. Staff feel confident in using this system.
Evidence-based action plans to		Staffing allocation – Instructional Leader Deputy

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
support transition to continue beyond Early Action for Success (EAfS) funding.		<p>Principal continues to implement Early Action for Success (EAfS) as per the 2017–2020 Literacy Numeracy Strategy.</p> <p>Monitor student learning through the continuums with a view to moving to the Learning Progressions in 2018.</p> <p>Effective support and accountability processes in place to monitor Literacy Language Learning (L3), Teaching Early Numeracy (TEN) implementation and Teacher Professional Learning within the school.</p> <p>Differentiation of learning remains a priority with a focus on high expectations but also at the student's individual point of need in learning.</p>

## Next Steps

Evaluation and analysis of internal and external data including surveys of staff, students and parents will inform the 2018–2020 School Plan.

Initial indications for future directions include reviewing our Learning and Support procedures, reviewing our Positive Behaviour for Learning (PBL) to incorporate Stronger Smarter values and investigate the Wellbeing Framework.

## 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 has implemented co-teaching in classrooms as an intervention strategy to support class teachers to improve student learning. This has been well received by staff and has had a positive impact on student learning as a result.

A focus for 2017 has been the delivery of explicitly focussed Teacher Professional Learning (TPL) to support individual professional goals and to supplement the strategic directions of the school plan.

Lismore PS 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).

Valid and consistent student learning data used to develop teaching and learning opportunities for all students. These are based on student's point of need in learning whilst maintaining a culture of high expectations.

Performance Development Plans (PDP's) are relevant and drive improvement. Non-teaching staff also prepared PDP's in 2017.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
80% of students K–2 achieving Early Action for Success (EAFS) benchmarks in Literacy(reading, comprehension and writing) and Early Arithmetic Strategies in Numeracy.	Resources: \$32102 Professional Learning: \$22521 Other: \$1792	2017 Kindergarten Term 4 at or above Benchmark Reading – 67%. Comprehension – 65%. Writing – 54%. Early Arithmetic Strategies – 90%  2017 Year 1, term 4 at or above Benchmark Reading – 44%. Comprehension – 42%. Writing – 7%. Early Arithmetic Strategies – term 4 Counting on and Counting Back 75%.  2017 Year 2 term 4 at or above Benchmark Reading – 58%. Comprehension – 58%. Writing – 11%. Early Arithmetic Strategies – term 4 Counting on and Counting Back 97%, Place Value 2 – 31%.
Year 3–6 15% or more improvement in achievement in Literacy (reading, comprehension and writing).		Percentage change 2015–2017  <b>Year 3</b> – Reading: +23%. Comprehension: +26%. Writing: 12%  <b>Year 4</b> – Reading: +11%. Comprehension: +11%. Writing: +16%  <b>Year 5</b> – Reading: +36%. Comprehension: +47%. Writing: +38%  <b>Year 6</b> – Reading: – 6%. Comprehension: +14%. Writing: – 4%
Continue to close the		Reading equals comprehension: (term 4 data)

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
gap/mismatch in Reading and Comprehension achievement on the continuum Year K–6.		<p><b>Kinder</b> – 2015 37%, 2016 75% and 2017 97%</p> <p><b>Year 1</b> – 2015 64%, 2016 80% and 2017 97%</p> <p><b>Year 2</b> – 2015 62%, 2016 87% and 2017 100%</p> <p><b>Year 3</b> – 2015 60%, 2016 90% and 2017 86%</p> <p><b>Year 4</b> – 2015 59%, 2016 72% and 2017 92%</p> <p><b>Year 5</b> – 2015 43%, 2016 43% and 2017 91%</p> <p><b>Year 6</b> – 2015 53%, 2016 40% and 2017 66%</p>
Increased % of students in Years 3–6 achieving at or above stage level in writing on the literacy continuum.		<p><b>Writing – improvement from 2015 to 2017</b></p> <p>Year 3: +13%</p> <p>Year 4: +11%</p> <p>Year 5: +38%</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>Term 4 data</p> <p><b>Year 3</b> – 2015 32%, 2016 48% and 2017 50%</p> <p><b>Year 4</b> – 2015 56%, 2016 57% and 2017 75%</p> <p><b>Year 5</b> – 2015 55%, 2016 76% and 2017 82%</p> <p><b>Year 6</b> – 2015 84%, 2016 77% and 2017 87%</p>

## Next Steps

Evaluation and analysis of internal and external data including surveys of staff, students and parents will inform the 2018–2020 School Plan.

Initial indications for future directions include reviewing our assessment and reporting procedures, building knowledge, understanding and accurate usage of the new Learning Progressions and a shared understanding of differentiated learning and use of reasonable adjustments to enhance learning for all students.



## 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 has renewed its focus on Positive Behaviour for Learning (PBL) teaching and learning and is investigating how to effectively embed Stronger Smarter values into the program and procedures.

A review of the Gifted and Talented (GaT) plan identified a lack of opportunities for our talented students in academic areas. The school has strong GaT programs in sport and the Creative Arts areas. In 2018 time will be allocated to incorporate a GaT program with a focus on Inquiry learning.

A review use of technology in classroom learning led to the purchase and upgrade of equipment to facilitate usage within classrooms. Professional Learning and sharing sessions were held to share knowledge and offer support to teachers to effectively use technology in classes to compliment teaching and learning program.

A whole school focus on building curriculum knowledge and lesson delivery commenced in 2017. Student learning at point of need is our focus and through our school culture of high expectations and quality feedback, we will make an impact on student progression in learning.

The school will continue to assess and evaluate programs to increase the number of students achieving above expected levels in PLAN and in the top 2 bands in NAPLAN.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
15% decrease in number of negative incidents reported during transitions as evidenced in SENTRAL.		<p>A focus on having explicit Learning and Behaviour plans for identified students has resulted in a significant decrease in negative incidents.</p> <p>A renewed focus on the explicit teaching and reinforcing of Positive Behaviour for Learning (PBL) has contributed to a reduction in negative incidents.</p> <p>Effective timetabling and distribution of School Learning Support Officers (SLSO's) has ensured a proactive approach to minimise incidents before they arise.</p> <p>Overall there has been an increase in negative incidents in Transition. This is due to it being a focus area and teachers being more vigilant and recording more data on Sentral.</p>
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. Percentage of students achieving in the top band are:</p> <p>Year 3 – band 6.</p> <p>Reading: 2015 15.2%, 2016 16.3%, 2017 6.7%</p> <p>Writing: 2015 10.4%, 2016 6.1%, 2017 0%</p> <p>Spelling: 2015 12.5%, 2016 12%, 2017 7.1%</p> <p>Grammar and Punctuation: 2015 18.8%, 2016 20%, 2017 23.8%</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>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>		<p>Numeracy: 2015 13.3%, 2016 12.2%, 2017 6.7%</p> <p>Year 5 – band 8.</p> <p>Reading: 2015 5%, 2016 4.4%, 2017 11.1%</p> <p>Writing: 2015 2.4%, 2016 0%, 2017 0%</p> <p>Spelling: 2015 2.3%, 2016 0%, 2017 8.6%</p> <p>Grammar and Punctuation: 2015 4.7%, 2016 4.4%, 2017 14.3%</p> <p>Numeracy: 2015 7.5%, 2016 0%, 2017 10.8%</p> <p>Percentage of Year 3 students above expectation on Literacy Continuum:</p> <p>Reading: 2015 8%, 2016 22%, 2017 6%</p> <p>Writing: 2015 14%, 2016 8%, 2017 0%</p> <p>Percentage of Year 5 students above expectation on Literacy Continuum:</p> <p>Reading: 2015 27%, 2016 22%, 2017 6%</p> <p>Writing: 2015 4%, 2016 4%, 2017 3%</p>
<p>Decrease in suspension rate 2015 – 2017.</p>		<p>Analysis of data from the SENTRAL program, indicates a 15% reduction in the rate of suspension at Lismore Public School.</p> <p>A drop in 46 % over 3 years.</p>
<p>10% decrease in the number of negative incidents reported from the playground as evidenced in SENTRAL.</p>		<p>Analysis of data from the SENTRAL program, indicates a 52% reduction in the number of negative incidents reported from the playground.</p> <p>A drop in 8.1 % over 3 years.</p>

## Next Steps

Evaluation and analysis of internal and external data including surveys of staff, students and parents will inform the 2018–2020 School Plan.

Initial indications for future directions include transformational change with staff skill sets being utilised in different stage classes, a focus on writing particularly in the stage 2 and 3 classrooms, and building teacher knowledge, understanding and confidence of syllabii and current educational research.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$35932.80	<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 implemented across the whole school.</p>
<b>English language proficiency</b>	\$6780.74	<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>
<b>Low level adjustment for disability</b>	\$20273.01	<p>School Learning Support Officers (SLSO's) employed to support student learning and wellbeing in classrooms and playground. Students were given additional support to access curriculum and engage in appropriate decision making across all school settings.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	0.292 Staffing allocation	<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>
<b>Socio-economic background</b>	\$109926.38	<p>Speech Therapist employed as required to assess and develop programs with identified students through the School's Learning and Support Team.</p> <p>School Learning Support Officers (SLSO's) 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.</p> <p>SLSO support provided to ensure effective implementation of L3 in the Kindergarten classrooms.</p>

<p><b>Support for beginning teachers</b></p>	<p>\$4063.00</p>	<p>Two beginning 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 received 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>
<p><b>Targeted student support for refugees and new arrivals</b></p>	<p>0.4 Staffing allocation Semester 1</p> <p>0.2 Staffing allocation Semester 2</p>	<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>

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	177	181	172	173
Girls	191	171	154	145

Enrolments at Lismore Public School have remained relatively consistent over the past four years. It is anticipated there will be a one class reduction in 2018 due to declining enrolments.

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	93	92.2	93.4	93.2
1	95.5	91.9	89.8	93
2	94.4	93.9	92.7	91.2
3	93.7	92.8	92.6	92
4	94	91.6	92.2	93
5	94.4	92.5	93.2	92.3
6	93.9	92.3	90.7	90.8
All Years	94.1	92.5	92.1	92.2
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

### Management of non-attendance

The school monitors the attendance of students everyday 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.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	5
Head Teacher(s)	0
Classroom Teacher(s)	15.79
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	1.3
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	6.72
Other Positions	0

\*Full Time Equivalent

6% 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 regular professional learning activities designed to build capacity of staff, improve student educational outcomes and work towards the key priorities in the school plan.

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

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

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

Receipts	\$
<b>Balance brought forward</b>	<b>291,239</b>
Global funds	374,203
Tied funds	570,992
School & community sources	54,657
Interest	4,171
Trust receipts	6,902
Canteen	0
<b>Total Receipts</b>	<b>1,010,925</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	20,125
Excursions	5,558
Extracurricular dissections	22,128
Library	7,423
Training & Development	0
Tied Funds Payments	334,771
Short Term Relief	133,592
Administration & Office	60,008
Canteen Payments	0
Utilities	46,186
Maintenance	45,760
Trust Payments	8,363
Capital Programs	0
<b>Total Payments</b>	<b>683,914</b>
<b>Balance carried forward</b>	<b>618,250</b>

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31

December 2017.

	2017 Actual (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	679,846
Appropriation	632,314
Sale of Goods and Services	506
Grants and Contributions	46,988
Gain and Loss	0
Other Revenue	0
Investment Income	37
<b>Expenses</b>	-306,774
Recurrent Expenses	-306,774
Employee Related	-201,939
Operating Expenses	-104,836
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	373,072
<b>Balance Carried Forward</b>	373,072

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Lismore Public School finance committee meets each term to ensure the accuracy, reliability and integrity of accounting and financial administration. The Finance in Schools Handbook is used to support the school in complying with the Public Finance and Audit Act 1983. Professional learning was undertaken this year to develop a sound understanding of the integrated administration system provided by the introduction of LMBR, focussing on the HR budget tool and the Electronic Financial Planning Tool. The intended use of funds available from 2017 is to upgrade technology in the school and the infrastructure to support it.

### Financial summary equity funding

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

	2017 Actual (\$)
<b>Base Total</b>	2,192,635
Base Per Capita	51,530
Base Location	3,258
Other Base	2,137,847
<b>Equity Total</b>	477,872
Equity Aboriginal	71,866
Equity Socio economic	219,853
Equity Language	13,561
Equity Disability	172,592
<b>Targeted Total</b>	803,646
<b>Other Total</b>	691,583
<b>Grand Total</b>	4,165,736

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

Lismore Public School continues to show above average growth in NAPLAN data.

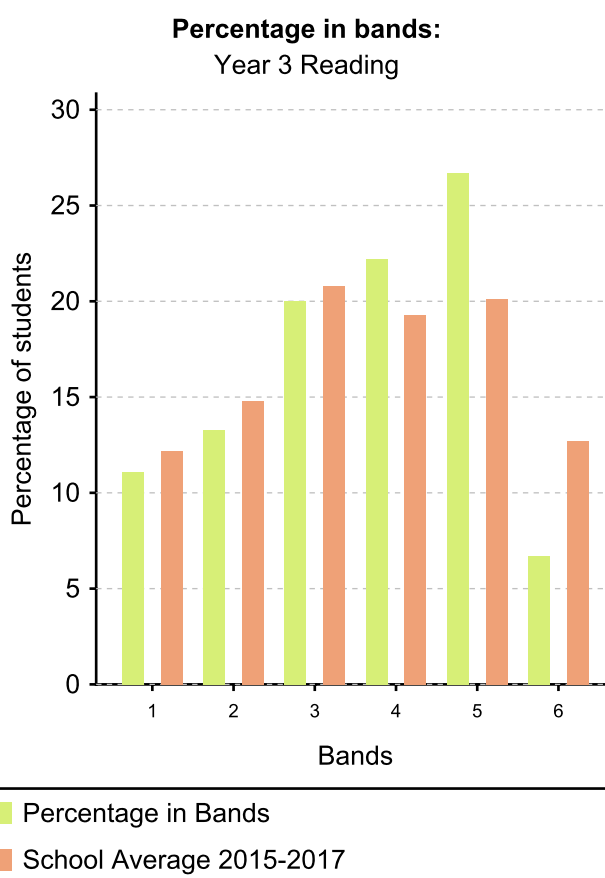
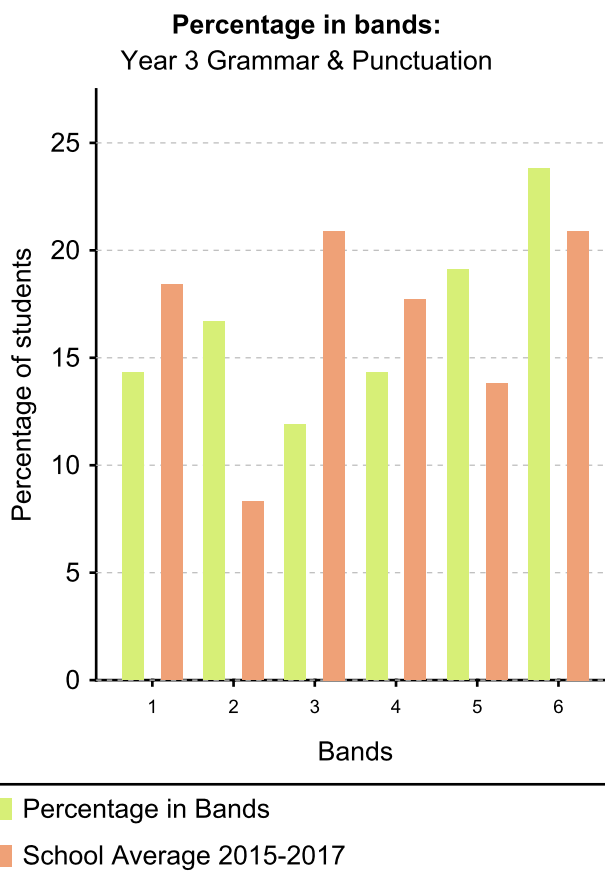
Reading: State average 78.2 – School average 90.8. Students achieving greater than or equal to expected growth is 61.3%.

Writing: State average 55.1 – School average 52.3. Students achieving greater than or equal to expected growth is 48.5%.

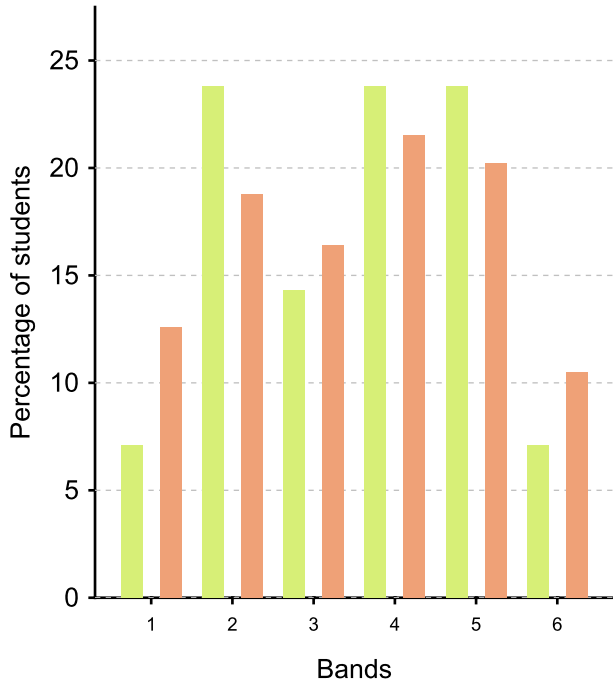
Spelling: State average 89.6. School average 118.1. Students achieving greater than or equal to expected growth is 78.8%.

Grammar and Punctuation: State average 66.6 –

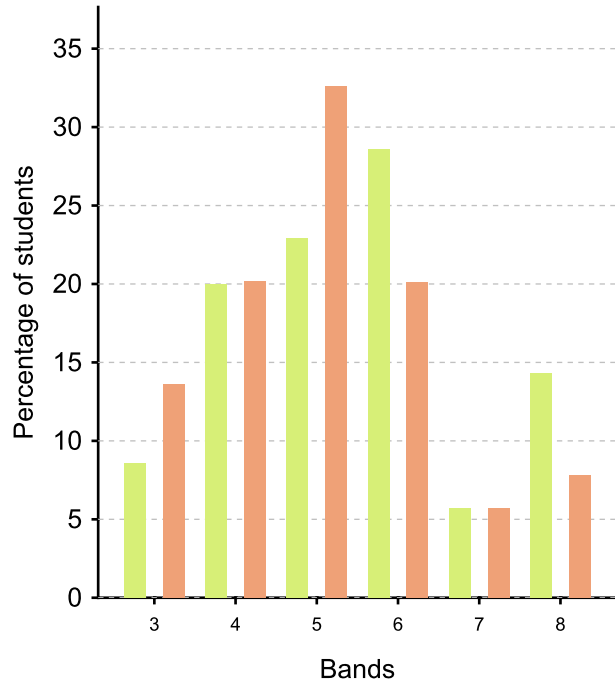
School average 85.7. Students achieving greater than or equal to expected growth is 66.7%.



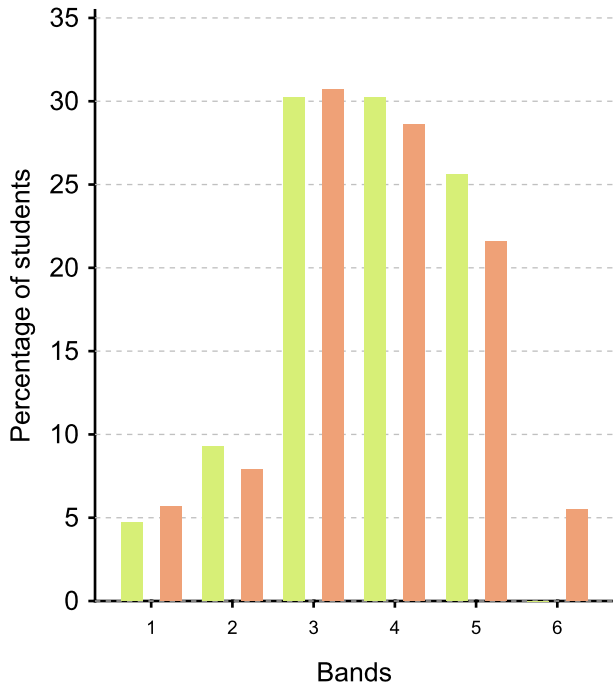
**Percentage in bands:**  
Year 3 Spelling



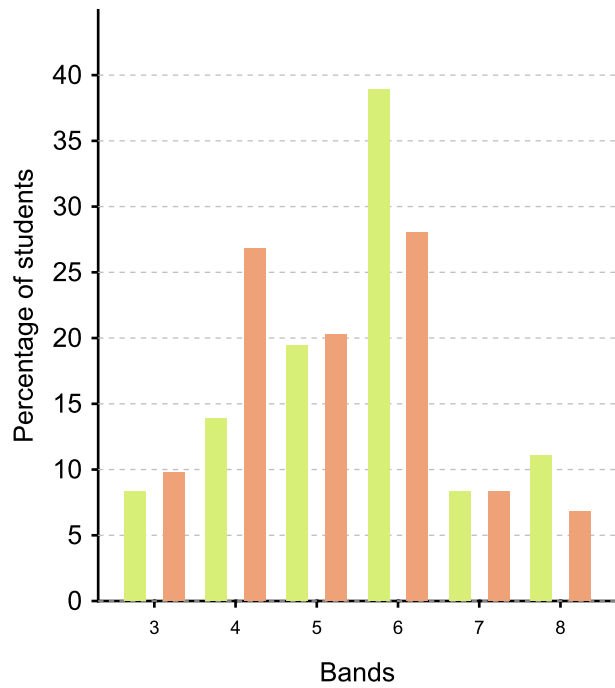
**Percentage in bands:**  
Year 5 Grammar & Punctuation



**Percentage in bands:**  
Year 3 Writing

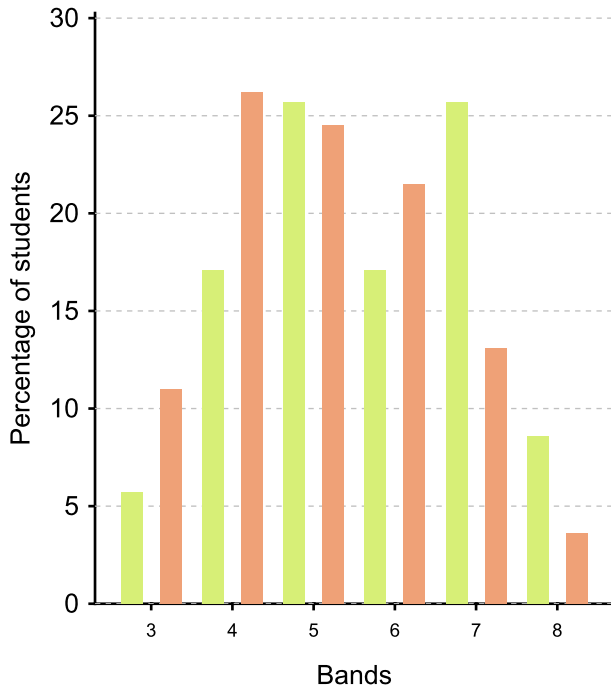


**Percentage in bands:**  
Year 5 Reading

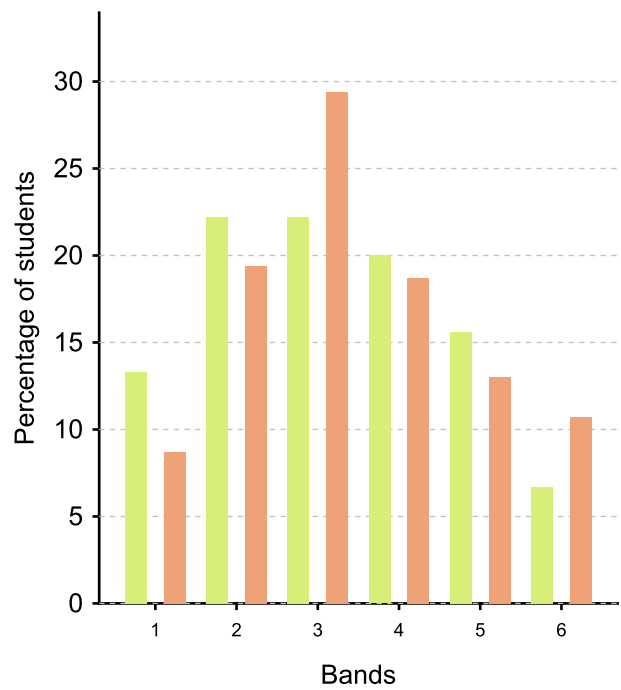




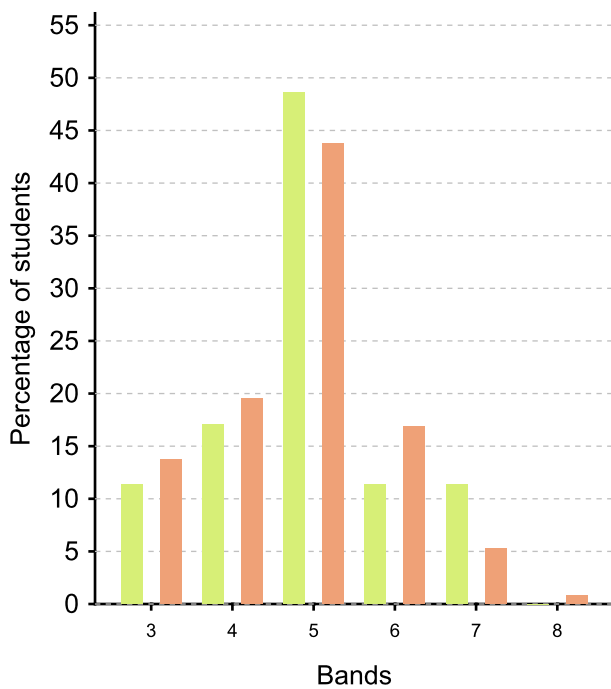
**Percentage in bands:**  
Year 5 Spelling



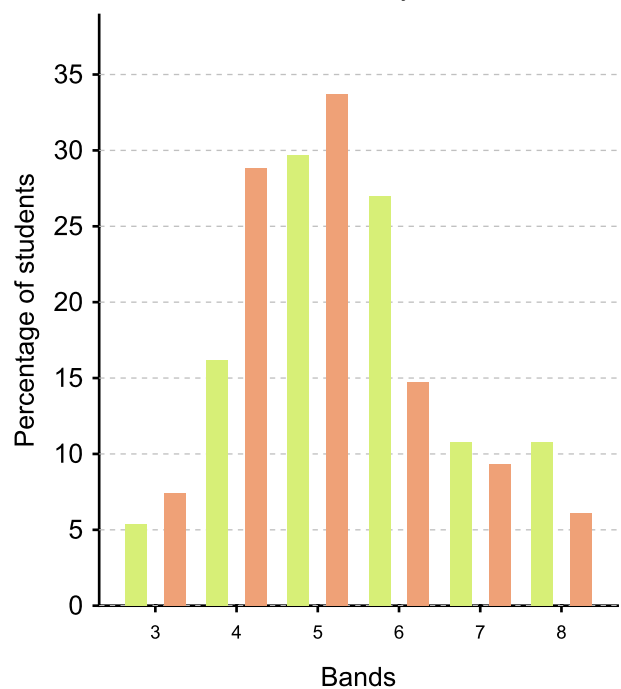
**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Writing



**Percentage in bands:**  
Year 5 Numeracy



Lismore Public School continues to show above average growth in NAPLAN data.

Numeracy: State average 96.8 – School average 103.1. Students achieving greater than or equal to expected growth is 70.0%.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

A reporting requirement from the *Premier's Priorities: Improving education results* and *State Priorities: Better*

*services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands.*

0% of Year 5 Aboriginal students were in the top two bands for reading, writing, spelling, grammar & punctuation and numeracy.

The percentage of Year 3 Aboriginal students in the top two NAPLAN bands was 12.5% for reading, writing, spelling and numeracy. 25% of students for grammar and punctuation.

## Parent/caregiver, student, teacher satisfaction

Lismore Public School participated in the 'Tell Them From Me' survey process this year. The school offered the student survey to students in years 4,5 and 6. Alternative survey offered to parents but unfortunately not enough responses were received for the data to be reliable and accurate. Below is a summary of the student survey data.

90% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future.

83% of students do not get in trouble at school for disruptive or inappropriate behaviour.

86% of students are interested, motivated and try hard to succeed in their learning.

80% of students feel important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives.

79% of students feel classroom instruction is well-organised, with a clear purpose, and with immediate feedback that helps them learn.

81% of students believe the school staff emphasises academic skills and hold high expectations for all students to succeed.

Areas for development in 2018 will be:

68% of students understand there are clear rules and expectations for classroom behaviour.

48% of students indicated they have been subjected to physical, social, or verbal bullying, or are bullied over the internet.

## Policy requirements

### Aboriginal education

The Aboriginal Education Committee was very active during the year. An Aboriginal Community Liaison Officer was employed for one day per week to enhance communication and engagement 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 successful introduction of a Bundjalung Language Program was implemented in 2017 and will continue in 2018. 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 2017, 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. 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.