

Lisarow Public School Annual Report



2017



2407

Introduction

The Annual Report for 2017 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

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Message from the Principal

Lisarow Public School was established in 1928 and will celebrate its 90th Birthday in 2018. In 2017 the school continued on its journey to excellence mapped against the School Excellence Framework. Significant opportunities were provided to students to showcase and develop their talents, skills and engagement. The staff worked tirelessly throughout 2017 to finalise the improvement measures outlined in the 2015–2017 School Plan with milestones created to focus improvement in *Quality Programs*, *Quality Teaching* and *Quality Relationships*. Equity funding was utilised to provide additional support for students across the school.

In 2017 Ms Angela Towns was appointed as principal to Mannering Park Public School and I was successful through merit selection for the substantive principal position at Lisarow Public School. I look forward to enhancing the strong collaboration between school and the community working towards achieving the strategic directions set out in the 2018–2020 School Plan.

Peter Graham – Principal

Message from the school community

This has been a year of change and growth for our school and our P&C. We began the year with an almost completely new set of P&C Office Bearers and a new relieving Principal, and are ending the year with more turnover in the P&C Office Bearers, and the appointment of a permanent Principal. I acknowledge Renee Hodge for doing this role for 5 years and especially for being such a support to me all year. I have felt very privileged, most of the time, to have the opportunity to lead the P&C this year. I believe strongly in education and that education is a three-way partnership between the child, the school and the family. My motivation has been to support the school wherever possible and show all our children that we are as invested in their education and their school as they are. In terms of financial support, I am pleased to report that we have had a very successful fundraising year driven largely by the huge event that was Country Fair 2017, which had a record profit of over \$33, 000. This was all thanks to the efforts of a dedicated group of people who gave up their time and went above and beyond to organise the Fair and/or coordinate stalls, plus all the others who showed up on the day to help out and make it the success that it was. Over the year we have contributed funds to every classroom, paid ambulance cover for students, supported the long-overdue updating of home readers, replaced air-conditioning units in the canteen and one classroom, donated to the Cancer Council Biggest Morning Tea and Movember causes, replaced grip paint on the fitness track and contributed to resurfacing of the front car park. We also voted to hold 50% of our Country Fair profit for a larger infrastructure project in the school, but have held back on serious spending and major changes while waiting for news on our permanent Principal. With decreasing Government funding and a revised Gonski package though, our school would not be as well-resourced as it is without an active P&C and a strong volunteer base, so we should never take for granted what we have as it is thanks to the efforts of many people working together. In terms of non-financial support, we have presented at parent information sessions, facilitated emotional regulation sessions in every class, provided parent representatives to panels and committees and provided input to the school planning sessions as we begin to draft our shared vision for the school for the next three years. In these ways and others, the P&C is a bridge between the parent community and the school. I would like to thank my fellow Office Bearers for being with me on this journey this year. A lot goes on behind the scenes in the P&C machine of

which people aren't aware. To everyone who has volunteered in the canteen, in the uniform shop, and at so many functions across the year – our sincere thanks. Time and again people put their hand up to take on a job and help spread the load, and we are so fortunate that when help is needed someone is always there. There are way too many to mention them all but I would like to focus on just a few who really helped me personally this year. The fundraising committee who have really shared the job of fundraising this year. To the Country Fair Dream Team it is incredible the amount of time they were willing to give up. I thank every single one of you for your commitment to our school. On behalf of the parent community I would like to formally congratulate Peter Graham on his appointment to the Principal role. I look forward to what 2018 brings for our school under your leadership. Thank you also to the staff, including the office staff, for your support of the P&C. We have an amazing school, with amazing assets in our children, our staff and our active and committed parent body. I hope we can continue to achieve great outcomes for our children, when we work together, and I thank you all again for the opportunity to lead the P&C.

Carmen Atkinson – P&C President

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 whiteboards and access to networked computers. There is a technology room as well as 18 computers in the Library. Classes have access to mobile 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. 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.

At Lisarow PS each strategic team charted its progress of the milestones twice a term. As part of the review each team mapped the progress of its strategic direction against the three domains aligned to the School Excellence Framework. Through rigorous analysis each team discussed the evidence and evaluation to substantiate whether our school was delivering, growing and sustaining or excelling. The framework was utilised as an aspirational tool to continually improve the delivery of educational outcomes for our students. Future directions evident from the School Excellence Framework Version 2 will be directly embedded into the 2018 milestones as part of the 2018–2020 Lisarow PS School Plan.

In the domain of Learning the school's focus has been *Wellbeing, Curriculum and Learning*. A focus on specific school initiatives including Positive Behaviour for Learning (PBL) which effectively supported and improved student learning and a culture of success. The consistent implementation and explicit teaching of PBL has supported a positive teaching and learning environment resulting in respectful positive relationships with the focus for 2018 looking at classroom settings and aligning school processes to the Wellbeing Framework.

In the domain of Teaching the school's focus has been *Data Skills and Use* and *Collaborative Practice*. Analysis and use of data to improve teaching practice is determined through expert stage and whole school analysis where whole school data wall based on the literacy and numeracy continuum was utilised to target intervention and ongoing professional learning. Student assessment was integral through the whole school numeracy focus which included student goal setting as an integral component in improving student outcomes. Future directions include the continual improved use of data to allocate school resourcing and implementing learning progressions.

In the domain of Leading the school's focus is on sustainable leadership with a change of senior leadership within the school. Clear executive responsibilities were created which provided a framework for distributive educational leadership.

Opportunities for leadership roles have resulted in a wide-spread commitment to distributed leadership for both staff and students. Future directions include structured succession programs for aspiring leaders.

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

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

- New school procedures for tracking and ongoing staff Professional Performance and Development were created to continually refine opportunities for professional growth, coaching and acknowledging commitment.
- Staff were provided extensive opportunities to build collaborative practices through consistent teacher judgment focusing on assessment and reporting student achievement.
- MacqLit intervention program was introduced to low achieving students in Year 3–6 delivered by School Learning Support Officers building their capacity to deliver targeted literacy programs.
- Students set numeracy goals in Semester 2 based on teacher led SENA assessment and students were acknowledged once they complete their goal with individual certificates.
- Positive Behaviour for Learning (PBL) was officially launched with data regularly analysed and wellbeing programs implemented to support student engagement. PBL will now focus on classroom settings in 2018.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An 8% increase in the number of students in top two bands in reading in Years 3, 5 and 7 NAPLAN.	Literacy and Numeracy Funds \$6,931	71% of Year 3 students achieved the top two bands in reading compared to 47.2% of the state. 34.8% of Year 5 students achieved the top two bands in reading compared to 36.3% of the state. 22.6% of Year 7 students achieved the top two bands in reading compared to 26.4% of the state. Students achieving the top two bands in Year 3 & 5 were an increase from 2016.
An 8% increase in the number of students in top two bands in numeracy in Years 3, 5 and 7 NAPLAN.		55.2% of Year 3 students achieved the top two bands in numeracy compared to 40.2% of the state. 28.2% of Year 5 students achieved the top two bands in numeracy compared to 29.2% of the state. 32.1% of Year 7 students achieved the top two bands in numeracy compared to 29.8% of the state. Year 3 students achieving the top two bands was an increase from the previous 2 years whilst Year 5 & 7 results remained steady.
An increase in the number of students at or above the expected clusters on the literacy continuum.	Professional Learning \$15,928	Comparison of PLAN data 2016–2017 Continuum handbooks in classrooms for day-to-day use and to support the posting of PLAN data. Data Wall – regularly updated and analysed to support intervention programs and professional learning requirements based on trends across K–6.

Next Steps

- Continued monitoring and ongoing analysis of NAPLAN and school based assessment data to see trends reflected in teaching and learning programs.
- Utilising a whole school data wall more effectively for whole school insight and direction through professional teacher discussion.
- Continued goal setting by students increasing self-direction and engagement.
- Focus on professional learning for assessment processes and improved reporting to parents.
- Tracking of student wellbeing in PBL as well as enhancing classroom settings.



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 have participated in professional learning focused on professional standards, assessing student needs and analysing data and developing an understanding of tracking students along the numeracy continuum.
- Whole school sessions involved school based expertise to lead staff training in Modules 1 to 4 Maths Building Blocks professional learning.
- Individualised professional learning sessions were offered based on identified need from staff Performance and Development Plans.
- The Australian Professional Standards for Teachers were aligned to all learning opportunities. 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)	Funds Expended (Resources)	Progress achieved this year
All teaching staff maintaining and engaging in ongoing reflection of their teaching practice and area of future development.	Quality Teaching Successful Students (QTSS) \$48,500	School based procedures for monitoring PDPs and increased relevant learning opportunities were created and implemented across the school.
Increased teacher confidence in differentiation across all curriculum areas.	Professional Learning \$15,928	Staff completed Maths Building Blocks modules focusing on using assessment as the driver of teaching and learning. Staff then set goals with students based on this assessment.

Next Steps

- Refinement of school scope and sequences to reflect rich assessment tasks and indicators for reporting.
- Review of assessment practices across the school focusing on new reporting formats.
- NAPLAN analysis to increase the percentage of students achieving the top two bands.
- School based professional learning to build capacity in the use of technology for learning.



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

- Our school had a promotional drive through all facets of our community including revamping the Kindergarten transition program, reviewing website/app usage, new signage and overall improvements in communication with our community. This along with strengthening our Valley Schools and Aboriginal learning networks has seen some significant improvements in developing quality relationships with all school stakeholders.
- The Promotions Committee started the process of branding and creating new signage etc as a result of survey data with key projects and 2018 planning reported to the P&C.
- A promotional photo session provided some excellent promotional photos for signage.
- Standard format letters including yellow notes to support communication from school to wider community were created.
- School communication procedures were published in the newsletter to promote positive connections.
- Explicit information and teaching of school expectations in class lessons were in the school newsletter.
- A redesigned school information booklet was made to promote and inform the community.
- Implementation of new excursion application and permission format including Health and Safety compliant components.
- Students led a PBL focus through the Leadership Forum as part of the Valley Schools Learning Community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Parents indicated a general satisfaction with the school as measured by school parent satisfaction survey.		<p>The <i>Tell Them From Me</i> Parent Survey results showed positive feedback across many areas.</p> <p>Parent Satisfaction Phone Survey– pleasing results to drive change.</p> <p>Parent Forums and workshops produced insightful ideas for direction in a collaborative setting to evaluate school progress and direct school planning for 2018–2020 plan.</p> <p>Student wellbeing procedures were drafted through PBL and will be communicated to the school community.</p>
An increase in teaching staff representation in Valley Schools networks and activities.		<p>Cooinda Local Aboriginal Education Consultancy Group (AECG) and Valley School Network representation and feedback into school staff meetings have increased.</p> <p>A combined Valley Schools Learning Community Staff Development Day was had to enhance staff links and wellbeing.</p>

Next Steps

- To continue to encourage and increase teaching staff representation in Valley Schools Networks and activities– Consult with Valley Schools Principal's Network to review current practises of the format to promote a more

sustainable model.

- Promotions Committee evaluation of website and App usage with plans to increase traffic based on data and continue to form good communication and relationships with all community stakeholders.
- Parent information sessions on the implementation of new syllabus (PDH/CAPA) as well as Technology and Cyber Safety.
- Review of the National Consistent Collection of Data Students with a Disability (NCCD) procedures.
- Updating of even year excursions onto new excursion procedures format.
- Ensuring that longer-term financial planning is integrated with school planning and implementation processes.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$8,953	<p>Strategic Direction 3</p> <p>All identified Aboriginal students now have a Personalised Learning Pathways (PLP) and are making progress in educational and social outcomes. Parents were engaged in the PLP process and indicated high levels of satisfaction and engagement with the school as evidenced by consultation processes.</p> <p>Friendship poles were created with students and are now a visual welcome to our school acknowledging our commitment to Aboriginal culture.</p>
Low level adjustment for disability	\$24,907	<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. SLSOs implemented literacy and numeracy programs including MacqLit and number lessons for students requiring additional support.</p>
Quality Teaching, Successful Students (QTSS)	\$48,500	<p>Strategic Direction 1 & 2</p> <p>The executive were released to lead staff in focused literacy and numeracy initiatives across the school. Key improvements targeted the Focus on Reading program and Maths Building Blocks. Executive members also coached and mentored staff aligning their practice to the professional standards.</p>
Socio-economic background	\$21,463	<p>Strategic Direction 1</p> <p>The Intensive Reading Program was provided for additional Year 1 and Kindergarten students alongside the Reading Recovery Program.</p> <p>Strategic Direction 2</p> <p>An experienced AP was released for additional mentoring time working with several teachers on wellbeing and engagement strategies.</p>



Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	175	162	169	152
Girls	138	141	137	132

Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.1	95.1	96.8	95.4
1	96.8	95	94	96
2	96.4	94.9	95.9	96.6
3	96.6	94.9	95.1	95.8
4	96.3	94.5	94.6	95.8
5	94.8	94.3	94.7	94.2
6	96.9	94.5	93	94.2
All Years	96.3	94.7	94.8	95.3
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

Student attendance patterns are monitored weekly through the Learning Support Team. Students with attendance concerns are identified and plans are put in place in consultation with parents/carers and the Home School Liaison Officer.

Class sizes

Class	Total
K/1AT	19
KJ	20
1/2GD	24
1/2S	23
2/3W	26
3/4R	30
3/4D	26
4/5K	30
5/6W	28
5/6M	30
5/6B	29

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	9.19
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	0.5
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	2.62
Other Positions	0

*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 2017 staff engaged in a number of professional learning opportunities to further support and enhance student learning outcomes. Staff professional learning needs were compiled to create a school matrix which ensured relevant opportunities for staff development. Professional learning also supported the achievement of the products and practices as outlined in the 2015–2017 School Plan. The school received \$15, 928 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. Ongoing whole school sessions were conducted investigating and unpacking explicit assessment and teaching of numeracy and how to utilise a variety of assessment techniques in line with syllabus expectations.

Identified professional learning funds as well as additional funding from the school's 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 continuum for whole school intervention.
- Personalised Learning and Support Signposting Tool.
- Technology for learning.
- Positive Behaviour for Learning.
- National Consistent Collection of Data School Students with Disability (NCCD).
- Maths Building Blocks.
- New department finance systems.
- Focus on Reading.
- Higher levels of accreditation.
- Goal setting for students.
- Supporting students with additional needs.
- MacqLit.
- Integrating key learning areas.
- Student wellbeing.

In 2017 all staff were working towards NSW Education Standards Authority (NESA) accreditation, 6% of teachers were maintaining accreditation at Proficient and 8% were seeking voluntary accreditation at Highly

Accomplished or Lead.

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

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

Financial summary

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

	2017 Actual (\$)
Opening Balance	182,788
Revenue	2,401,340
Appropriation	2,263,397
Sale of Goods and Services	896
Grants and Contributions	132,139
Gain and Loss	0
Other Revenue	1,620
Investment Income	3,288
Expenses	-2,292,865
Recurrent Expenses	-2,292,865
Employee Related	-2,048,315
Operating Expenses	-244,551
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	108,475
Balance Carried Forward	291,262

The Finance Committee met regularly throughout 2017 to ensure budgets were being met and resources were allocated for improvements to teaching and learning. Funds carried forward into 2018 have been allocated for improvements to infrastructure including toilet and administration upgrade as well as technology resourcing in line with the school plan.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	1,929,625
Base Per Capita	46,765
Base Location	0
Other Base	1,882,860
Equity Total	106,110
Equity Aboriginal	8,953
Equity Socio economic	21,463
Equity Language	0
Equity Disability	75,694
Targeted Total	158,768
Other Total	68,513
Grand Total	2,263,016

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.

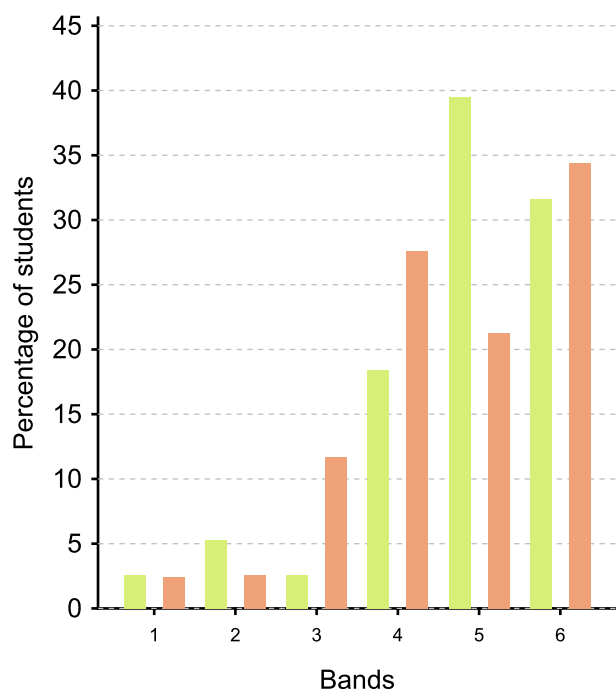
Year 3 Literacy

In reading, 71% of Year 3 students were in the top two bands compared to 47.2% of students in the state. 5.3% of students were in the lower two bands compared to 12.6% of students in the state. In writing, 68.5% of Year 3 students were in the top two bands compared to 48.9% of students in the state. 5.2% of students were in the lower two bands compared to 7.2% of students in the state. In spelling, 71% of Year 3 students were in the top two bands compared to 50% of students in the state. 10.5% of students were in the lower two bands compared to 14.4% of students in the state. In grammar and punctuation, 71.1% of Year 3 students were in the top two bands compared to 58.4% of students in the state. 7.9% of students were in the lower two bands compared to 15.2% of students in the state.

Year 5 Literacy

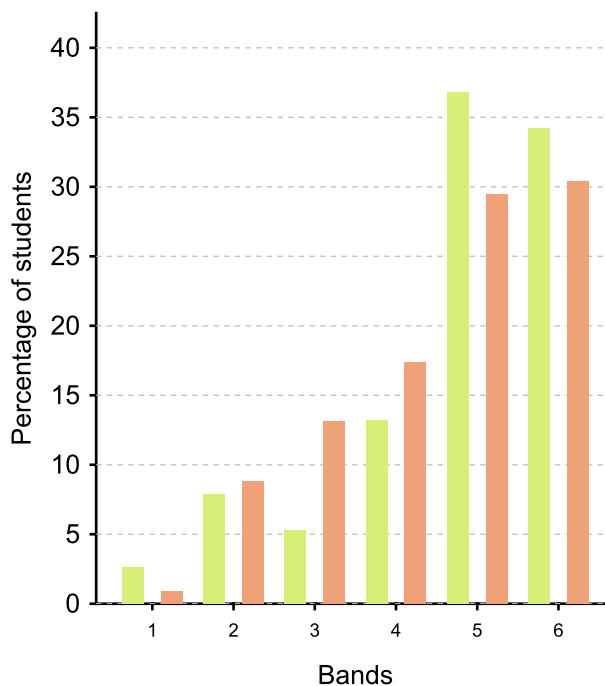
In reading, 34.8% of Year 5 students were in the top two bands compared to 36.2 % of students in the state. 17.4% of students were in the lower two bands compared to 20.5% of students in the state. In writing, 19.6% of Year 5 students were in the top two bands compared to 16.2% of students in the state. 10.8% of students were in the lower two bands compared to 18.9% of students in the state. In spelling, 34.8% of Year 5 students were in the top two bands compared to 35.9% of students in the state. 10.8% of students were in the lower two bands compared to 15.4% of students in the state. In grammar and punctuation, 30.5% of Year 5 students were in the top two bands compared to 33.3% of students in the state. 19.6% of students were in the lower two bands compared to 25.4% of students in the state.

Percentage in bands:
Year 3 Grammar & Punctuation



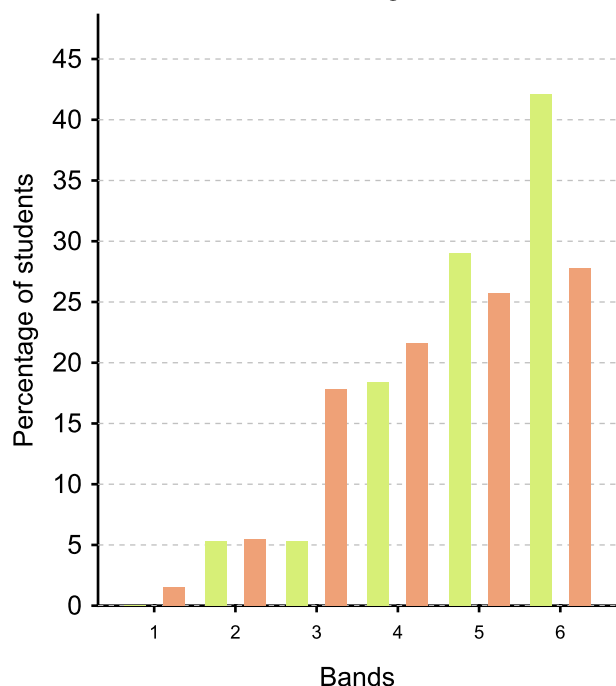
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Spelling



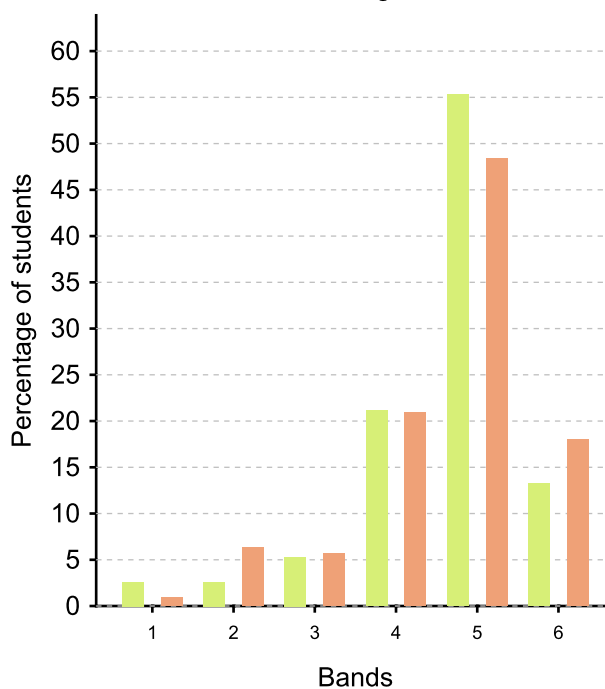
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Reading



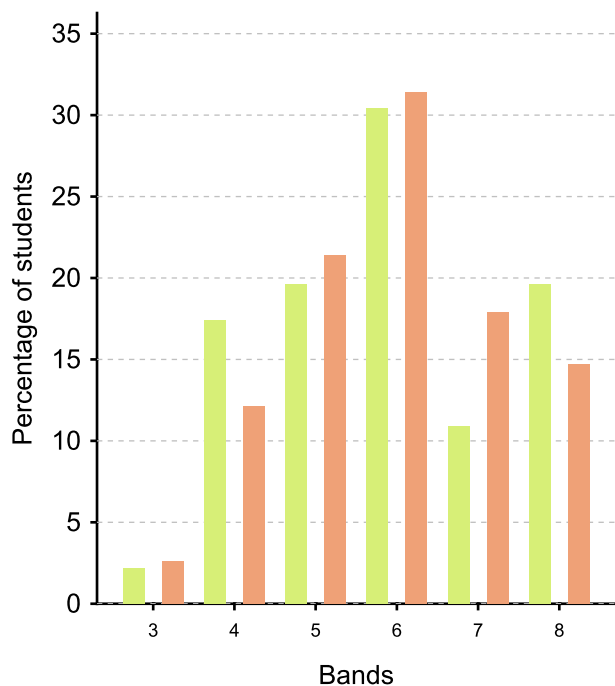
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Writing

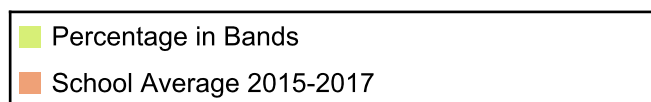
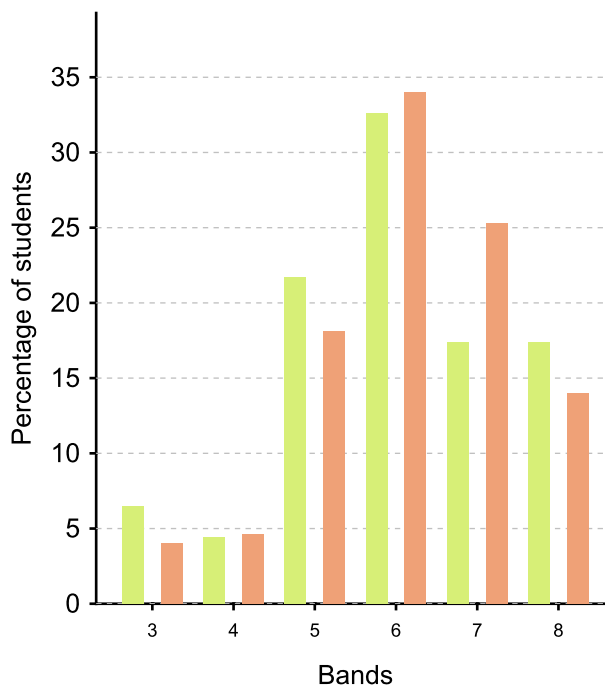


Percentage in Bands
School Average 2015-2017

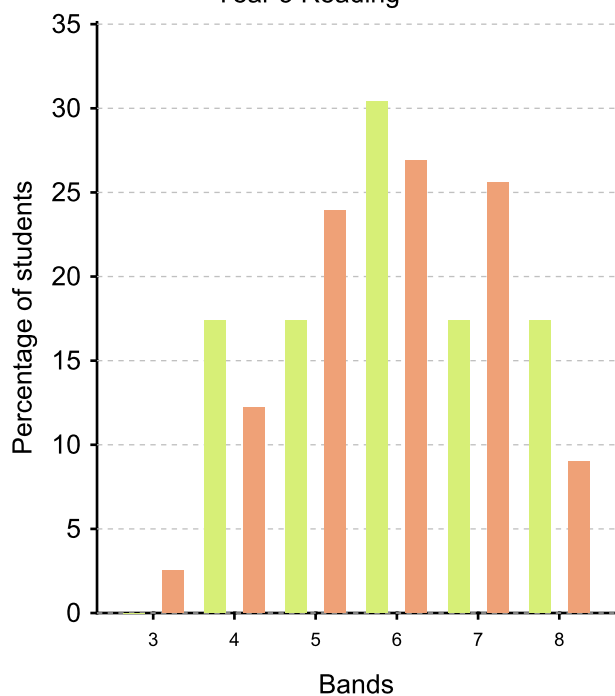
Percentage in bands:
Year 5 Grammar & Punctuation



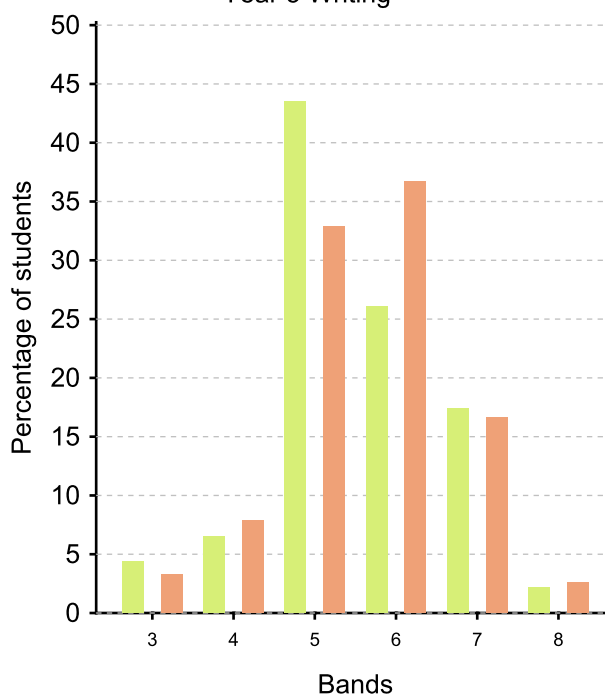
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing

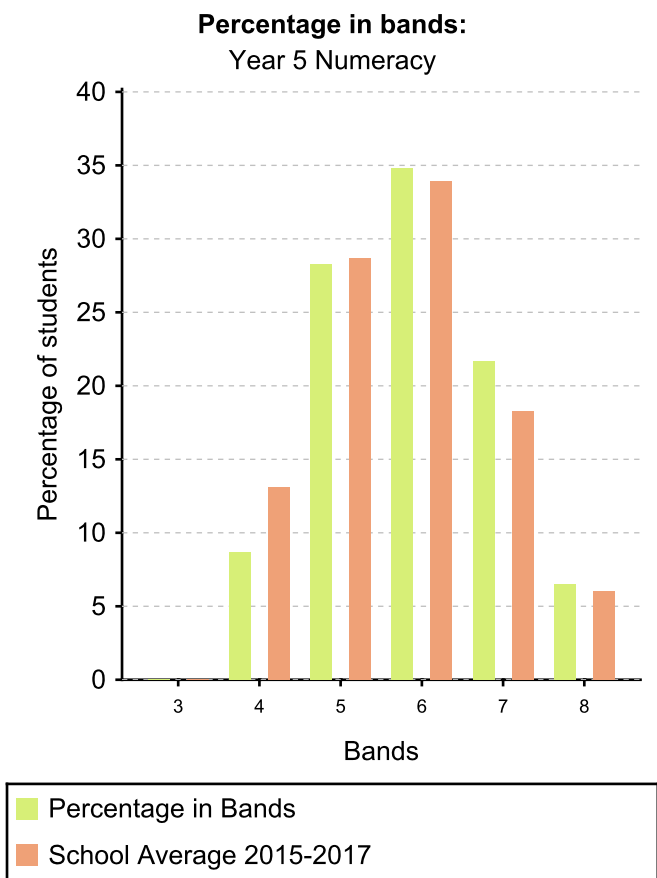
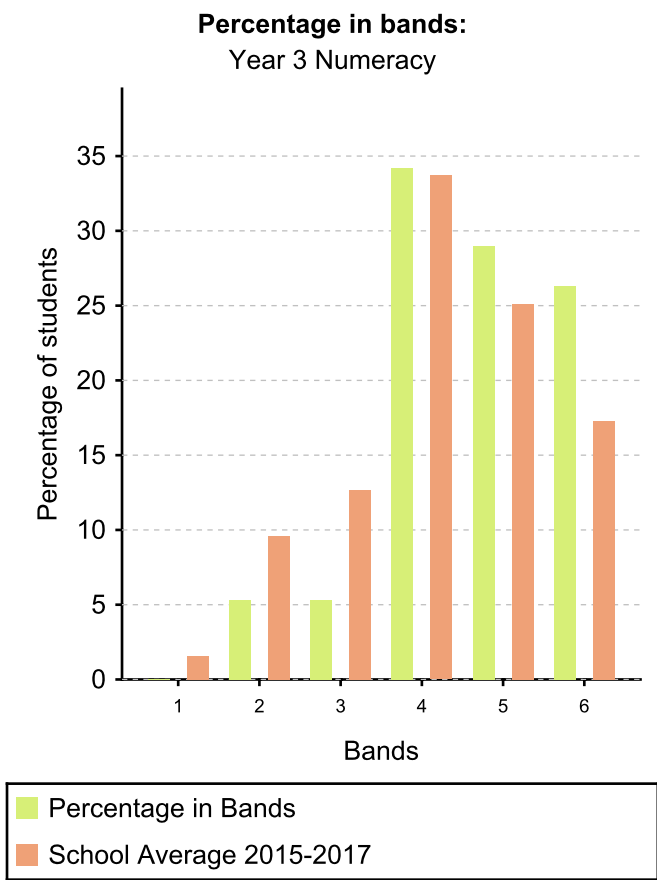


Year 3 Numeracy

In numeracy, 55.2% of Year 3 students were in the top two bands compared to 40.2% of students in the state. 5.3% of students were in the lower two bands compared to 14.8% of students in the state.

Year 5 Numeracy

In numeracy, 28.2% of Year 5 students were in the top two bands compared to 29.9% of students in the state. 8.7% of students were in the lower two bands compared to 17.6% of students in the state.



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.

In accordance with the Premier's Priorities: Improving education results, schools are required to report their student performance for the top two NAPLAN bands in reading and numeracy. The percentage of Year 3 students in the top two bands for reading has increased from 42.8% to 71% and increased for numeracy from 33.3% to 55.2%. The percentage of Year 5 students in the top two bands for reading has slightly decreased from 37% to 34.8% and increased for numeracy from 16.7% to 28.2%.

Another reporting requirement from the State priorities: Better services – Improving Aboriginal education outcomes is for schools with significant numbers of Aboriginal students to report the percentage of Aboriginal students in the top two NAPLAN bands. There were no Aboriginal students in Year 3 & 5 in 2017.

Parent/caregiver, student, teacher satisfaction

In 2017 students, staff and parents were surveyed regarding their perspectives of Lisarow Public School.

Parents

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

A majority of the parents surveyed felt:

- They feel welcome at our school.
- They can easily speak with their child's teacher.
- They are informed about school activities.
- Teachers listen to concerns they have.

The parents surveyed felt improvements could be made in:

- Reports on their child's progress are written in terms they understand.
- They are informed about their child's social and emotional development.
- Parent activities are scheduled at times when they can attend.

93 parents completed the Parent Satisfaction Survey with the results below.

1. Lisarow PS is an attractive and well-resourced school – 91% strongly agree/agree
2. The school provides a safe and secure environment for my children – 95% strongly agree/agree
3. The school has supportive student wellbeing programs – 92% strongly agree/agree
4. The school teaches and promotes its expectations of respectful, safe and personal best – 99% strongly

agree/agree

5. Fair discipline exists within the school – 86% strongly agree/agree

6. Student achievement is recognised throughout the school – 86% strongly agree/agree

7. The school offers learning programs appropriate to student needs and abilities – 84% strongly agree/agree

8. The school maintains a focus on literacy and numeracy – 92% strongly agree/agree

9. A wide range of extracurricular programs are offered (e.g. student leadership, sport, performing arts, public speaking and debating) – 91% strongly agree/agree

10. There is good student access to computers and strong technology programs and resources – 92% strongly agree/agree

11. The teachers at LPS are approachable and helpful – 97% strongly agree/agree

12. All the school office personnel respond to enquiries and requests in a friendly and prompt manner – 93% strongly agree/agree

13. The Principal at LPS is approachable and helpful – 96% strongly agree/agree

14. The fortnightly newsletter and Lisarow Express keeps the community informed about upcoming events and school achievements – 97% strongly agree/agree

15. The school website and App is a useful resource for parents – 97% strongly agree/agree

16. The school keeps me well informed about my children's progress at school 95% strongly agree/agree – 85% strongly agree/agree

The results of these surveys have been utilised in the next school planning phase and reported through School Council and P&C.

Students

Student voice forms part of an inclusive learning environment. In 2017 35 Year 4, 32 Year 5 and 38 Year 6 students completed the *Tell Them From Me* survey taken at two points in the school year.

The results reflected:

- More students participated in extracurricular activities compared to the state norm.
- 70% of students feel accepted and valued by their peers compared to 81% of the state. This is an area for improvement with the new school plan.
- Students reported they were subject to bullying with a similar rate to the NSW norm.

Staff

Staff completed the *Tell Them From Me* survey which evaluated the eight drivers of student learning and the

four dimensions of school and classroom practice. Results from this survey were shared at School Council.

Teachers at Lisarow identified strengths in:

- Discussing learning problems of students with other teachers to develop strategies.
- Monitoring the progress of individual students.
- Assessment helps understand where students are having difficulty.
- Formal assessment results are used to inform lesson planning.
- New concepts are linked with previously mastered skills and knowledge.

Future improvements aligned to the school plan will focus on:

- Working with students to set challenging learning goals.
- Using computers or interactive technology to give students feedback on their learning.
- Students using technology to track their own progress.

Policy requirements

Aboriginal education

In 2017, Lisarow Public School had nine students who identified as Aboriginal. Our teachers worked closely with students and parents to develop Personalised Learning Pathways (PLPs). Aboriginal students also attended the Valley Schools Learning Community Yarn Up where they participated in cultural activities to support their understanding, appreciation and connection to Aboriginal culture. Students were also fortunate enough to attend a workshop and dance performance by NAISDA Dance College.

In Term 3, we celebrated NAIDOC Week with a number of events. Students watched the Jolly Bops Science Show and worked closely with Brett Parker from Billyara to create our friendship poles. They also participated in dance and traditional games workshops which were led by students from Lisarow HS.

Multicultural and anti-racism education

The school maintained 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 Contact Officer who deals with any incidents of racism. All students are educated to overcome racism and prejudice through acceptance, recognition and respect. In Term 1, students across the school participated in activities to promote Harmony Day and the theme 'Everyone Belongs'.

Other school programs

Public Speaking

In Term 3, students across Years 1 to 6 participated in the Public Speaking competition. Stage finals were held during Education Week where two finalists from each Stage were selected to represent Lisarow PS at the Regional Public Speaking Finals. In Term 4, Kindergarten students participated in a Public Speaking Competition and finalists presented their speeches at a K–2 assembly. Students presented high quality speeches across all levels of the competition and demonstrated excellent speaking skills.

Learning Support Team

The Learning Support Team met on a weekly basis to discuss individual student learning and behaviour progress, arrange assessments, review intervention programs, timetable support as well as prepare applications for funding support or support class placement. In 2017 the Learning Support Team continued as a vital component in supporting all students ensuring educational, emotional and social needs were being met. The Learning Support Team consulted with parents to create Personalised Learning and Support Plans (PLaSPs) for students accessing Integration Funding Support, Low Level Disability or students requiring reasonable adjustments. Learning support has been offered throughout the school in the areas of literacy and numeracy. The Learning and Support Teacher (LaST) worked either in classrooms alongside teachers or in small intensive groups. The Learning and Support Teacher (LaST) worked in close association with classroom teachers to establish the best way to support any children who require extra assistance. This support may range from assessment and feedback to individualised programming, small group work or in class observation and support. Classroom teachers have also been supported through the establishment of individual programs for some students as well as resource provision. During 2017 a number of students were specifically targeted to receive extra support through the implementation of explicit small group instruction using the MacqLit program as well as programming to support the development of Early Arithmetical Strategies. The Learning Support Team also supported the staff in entering adjustments for student learning in line with the mandatory National Consistent Collection of Data (NCCD) on School Students with Disability. The Student Support Officer (formerly Chaplain) supported the development of students social–emotional health through the implementation of the Seasons for Growth program. The addition of the Games Room during lunchtimes has further supported students in their ability to foster and maintain friendships with their peers under the guidance of the Principal.

Premier's Spelling Bee

During Term 3 students from 3–6 participated in the annual Premier's Spelling Bee. This competition allowed students to see the value of spelling in a fun and friendly competitive environment. Student names were submitted by class teachers for the competition and then had four weeks preparation time with the spelling word list provided by The Arts Unit. These students then battled it out to determine who would go through to the regional finals. The finalists from this

competition, Imogen, Kaitlyn, Gram and Kasey, represented our school in the regional finals of the Premier's Spelling Bee Competition. The regional finals were held at our school and the state finals at the ABC Centre in Sydney. Kasey won the regional competition and did a great job at the state final and managed to end up in the top 17 spellers in Years 5 & 6 in the state.

Library

In the Library this year it was open four days each week during lunch so that the students could come in and use the computers, books and other resources. In Term 1 we had a very successful Grandparents Day and were able to raise almost \$1100 in book donations. A big thankyou to all the grandparents who came along on the day to help support the Library. In Term 2 we were fortunate to have a visit from author Gary Eck who came to share with students from K–6 his new picture book 'Wake Up Sleepy Head'. He read the story, showed the students how to draw one of the characters and answered many questions from students. All of the students had a good time and enjoyed the experience. Term 3 was a big term for the Library, the students looked at the Children's Book Council of Australia shortlisted picture books and voted on their favourite of the 6 selected. We also held the annual Scholastic Book Fair which raised over \$4300 in sales due to the great response from the families and community members of Lisarow. The students were also able to enjoy a whole school book parade and there were lots of great costumes worn by both the students and the staff.

ICAS

This year students performed well in the ICAS tests in Digital Technologies, Science, Spelling, Writing, English and Maths. Students performed well with the school receiving 1 High Distinction, 8 Distinctions, 29 Credits and 22 Merits.

Sport

It has been a very positive and active year of sport at LPS. As well as having a successful school fitness and sport program, our whole school was again involved in The Premier's Sporting Challenge, Crunch 'n' Sip and the Active Schools Program. These initiatives have been a great way for us to highlight the importance of physical activity, exercise and eating well in our current climate, and along with our many visits from a range of sporting development agencies, such as Hot Shots Tennis and AFL, our students have again been encouraged to participate, enjoy and get involved in sport. Our students were also selected in 5 different sporting teams to compete in the NSW PSSA Knockout Competitions. We had several successes with Boys Football (soccer) being our strongest making it to Round 6, both Boys and Girls Basketball making it to Round 5 and Girls Softball to Round 3. We also had success in several Central Coast Gala Days, our mixed Touch team coming 2nd, Girls Touch coming 1st and both our Girls and Boys Soccer 5's Teams winning their Central Coast tournament. Overall our sporting teams were competitive and all children involved are to be

congratulated for their efforts and sportsmanship. We again held Swimming, X-Country and Athletics Carnivals encouraging participation and sportsmanship as well as giving over 150 students the chance to represent at the BW Zone Carnivals. We had a very successful Swimming Carnival with our school team of 26 competitors placing 3rd in the overall points trophy and winning the handicap trophy as well as 5 students representing Brisbane Water at the Sydney Nth Carnival. Chloe B was again successful in being the Brisbane Water Junior Girl Champion and also made the State Team for butterfly. Cross Country saw 48 students compete with Spencer and Olly A-B both becoming Brisbane Water District Champions. 6 students made it through to the Sydney Nth Carnival with Olly progressing onto the State Cross Country. Through the PSSA specific sporting trials that are on offer we also had 10 students trial and 4 students gain selection, providing the stepping stones for our elite sportspeople. Jack C and Connor C were selected to go to the Syd Nth Basketball Trial and Malakai H made the Brisbane Water Rugby Team. Grace N made both the Brisbane Water and Sydney Nth team for Touch Football, barely missing state selection. At LPS we have a supportive staff and community when it comes to sport. Several staff members were involved at the State, Zone and District levels which is impressive for our little school, and our parent body have remained supportive with their aid in transport and manager/coaching help when needed.

SRC

Lisarow PS runs a parliament-style Student Representative Council (SRC) with a Prime Minister and Deputy Prime Minister, various Yr 6 ministerial roles (on a rotational format) and all of Stage 3 being parliament members. The SRC meets fortnightly and raises issues for improvement within the school, runs functions and fundraises for chosen charities each year. This year saw our SRC raise \$220 for Devil's Ark and \$60 to the Lions Club Festival of Magic as well as running school discos each semester.

Leadership Forum

Our Leadership Forum consisted of 12 Year 6 students this year who were committed to making a positive difference to our school. A Valley Schools Leadership Forum Workshop was held early in Term 2 where our leaders heard local successful businessmen and the Mariner's CEO speak about their own leadership journeys and the students also got to meet the leaders of the local primary and high schools. All students participated in workshop activities to do with team building and leadership roles. From here our school leaders embarked on a project to align with and promote our current PBL changes within LPS. Our Forum Leaders analysed PBL data and designed a 5 week series of lessons based on areas of need to improve student behaviours. These areas were playing on the oval, transition between classrooms, using the toilets properly, keeping hands and feet to ourselves and behaviour at discos and movie nights. Lessons were then delivered by the students and provided a powerful message of ownership of student behaviours at LPS. An analysis of PBL data after the 5 week

lesson intervention then occurred with the Leadership Forum leaders discussing the positive impact that they had across all stages of LPS in the chosen 5 areas. A very worthwhile experience for all involved.

Debating

This year 825 teams entered the Years 5 & 6 Debating competition across NSW. Lisarow entered calling themselves the 'Lisarow Water Dragons' named after our new school mascot. The team consisted of Kasey P, Lara P, Keely M, Saskia A and Savanah L. Over the 6 debates the girls improved significantly going on to be district champions. Our team should be very proud of their efforts as it real pleasure coaching and mentoring them.

Performing Arts

This year has been a very exciting and rewarding year for the performing arts at Lisarow PS. Our band numbers have continued to grow with both a concert band and a training band. Both bands have had several opportunities to perform for the school throughout the year and have enjoyed the performance side of band. Many thanks to our tutors for being so enthusiastic and fostering a love of playing an instrument and music. Band numbers look set to rise again in 2018 with a large number of students showing an interest in joining the training band.

The Year 2 dance group performed at Laycock Street Theatre in June as part of Central Coast Dance Festival. They were also selected to perform as part of Central Coast Schools Showcase in August. In addition they have performed for school assemblies and community events. The Stage 2 and 3 dance groups have also performed at these school events.

The choral choir performed as part of Central Coast Choral Festival at the Art House in October. The choir was afforded the opportunity to work with a renowned composer in September which was a wonderful experience for them. Choral Festival is a fantastic opportunity for students to work with other students from across the Central Coast. Lisarow was fortunate to have three students selected to perform a solo at Choral Festival which was indeed an honour. Two students were also selected to perform at Central Coast Schools Showcase in August. The choir enjoyed singing Christmas Carols at Woolworths at Lisarow Plaza, a great community event.

Lisarow prides itself on providing opportunities for students within this curriculum area.

Positive Behaviour for Learning (PBL)

PBL continues to be a major focus for everyone at Lisarow PS. PBL is; Everyone, Everywhere, Every time. Our expectations were refined to truly reflect the direction of our school. The students were involved in a competition to design and name a mascot. This created lots of interest and generated lots of positive conversation. We were very proud to introduce 'Lizzie' our water-dragon mascot. This year we celebrated our launch with lots of activities around our expectation for

all to be engaged in. Flags were purchased with the expectations and these are displayed daily at the school entrance. We have been designing and teaching lessons for positive behaviour in all areas including the playground and assembly. Data has shown a decrease in the severity and quantity of playground incidents. As we move forward with PBL we will continue to focus on all areas and aim to take PBL into all classrooms to increase the positive behaviour across the school.