

Lalor Park Public School

Annual Report



2017



4191

Introduction

The Annual Report for 2017 is provided to the community of Lalor Park Public School as an account of the school's operations and achievements throughout the year.

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

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School background

School vision statement

‘Nurturing a community of visible learners and empowering them to strive for continuous growth’

- At Lalor Park Public School we pride ourselves on being an inclusive learning environment, from preschool to year six in mainstream and support classes.
- Our school is focussed on continuous improvement, fostering the needs of the whole child.
- Our school community exhibits the characteristics of assessment-capable learners. We all understand what we are learning, how we are going and where we will go next, as well as knowing how to get there.
- We can all interpret assessment results and act on this understanding.
- We are all creative, critical thinkers, able to problem solve, communicate and collaborate. We all strive for our life and career purpose and we all understand our personal and social responsibility.
- We all value ourselves and our important place in the world.

School context

Lalor Park Public School lies in the heart of Lalor Park. We are a comprehensive P–6 school with a preschool operating on a two and three day a week, semester about program. We have 5 mainstream classes K–6 and an additional 5 Support Unit Classes. Our school enrolment including the Preschool is 180 students.

From 2017 LPPS is an *Early Action for Success School* (EAfS) with an Instructional Leader appointed to deliver the State’s Literacy and Numeracy Strategy 2017–2020. The Instructional Leader will maintain a focus on diagnostic assessment, differentiated learning and tiered Interventions.

We are a Positive Behaviour for Learning (PBL) School, our core expectations are: Be Safe, Be Respectful, Be Responsible, Be a Learner.

LPPS provides a comprehensive curriculum, including all key learning areas (KLAs) as set by the Board of Studies.

We enhance these KLAs through a vast array of programs and extra-curricular activities run at the school which include:

- *Language for Learning* (L4L)
- Sound Waves
- Speaking and listening
- Future Focused Learning and Engagement projects and technology such as XO laptops and iPads
- *Garden Greenies*
- Wellbeing for *Success for Complex Learners* (SFCL)
- Choir
- Dance Group
- Public Speaking, debating.

We also provide our students with a range of sporting opportunities including:

- In-school Sport
- PSSA
- Gala days
- Athletic carnivals
- Swimming carnivals
- Cross Country and more.

Lalor Park PS provides our students leadership opportunities through having Captains and Prefects of the school, Sport Captains and Vice Captains as well as students being able to be represented on the extended Student Representative Council (SRC). There are leadership opportunities provided within each classroom too, as well as having older students ‘buddying up’ with younger students for reading groups and the like. *Student Voice* is an important aspect of Lalor Park PS.

We are fortunate to have community participation through:

- In-school volunteer program
- *Schools as Community Groups* (with The Meadows PS)
- FOCUS – a Lalor Park community focus group working on community collaboration

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 (SEF), school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the SEF.

The results of this process indicated that in the School Excellence Framework domain of Learning our on-balance judgement indicates we are Sustaining and Growing. As evidenced across all our evidence sets, the on-balance judgement clearly demonstrates that Lalor Park Public School's culture demonstrates the building of educational aspiration and ongoing improvement across our community to support students' development of strong identities as learners. Lalor Park Public School's vision is to 'nurture a community of visible learners and empower them to strive for continuous growth'. We have high expectations for our students and in turn they have high expectations of themselves and clearly aspire to be the best they can be. Our semester one Tell them from me survey results indicate that students at Lalor Park PS believe that attending university is possible and something they might aspire to do.

Our focus on embedding Visible Learning principles and strategies across our whole school also ensures we are continuously focusing on 'where to next', emphasising that improvement is possible. Students understand what they need to do to improve by identifying where they are on the Literacy and Numeracy Continuums through the use of student Visible Learning journals and class and whole-school data walls. Students take on the responsibility of learning. Staff are embedding the practice of learning intentions and success criteria to assist students on this journey.

PLAN Data is essential to continuous improvement by mapping growth. The use of consistent teacher judgement (CTJ) to ascertain whether a student has mastered a particular skill ensures the mapping is authentic. As part of the EAfS initiative, K-3 PLAN data is scrutinised and analysed on an ongoing basis. Essential also is the quality teaching and learning collaborative practice that is explicit, time framed and informed by needs analysis.

Within the Learning domain of the SEF the element of Wellbeing was overwhelmingly reported by the school community as Excelling (as evidenced in the evidence set Connect, Succeed, Thrive). All stakeholders confirm that we have a strategic and planned approach to support the cognitive, social, emotional, physical and spiritual wellbeing of students. However, we need to continue to plan, implement, review, reflect and refine to ensure we continue to meet the needs of the entire school community. Our recent Wellbeing Analysis Tool results indicate that we work to this effect as a school and the data this has provided will ensure Lalor Park PS plans ongoing work around Wellbeing.

Our systems to support consistent assessment and reporting are used to monitor, plan and report on student learning across the curriculum. We ensure we adhere to the DoE assessment and reporting policies and procedures and formally report to parents twice per year, ensuring we are highlighting what the individual student can do and areas for growth. Other systems that we have established and or adhere to include: review meetings for support unit students, Personalised Learning and Support Plan (PLaSP) and Personalised Learning Pathway Plan (PLP) meetings to establish goals and change goals as students' progress. As well as entering PLAN data twice a term, we review and determine that data every 5 weeks. We hold parent workshops on literacy and numeracy so that parents and carers can be upskilled in understanding the learning needs of their children.

Student Performance Measures is an element within the domain of Learning where our on-balance judgement indicated we were Delivering. Lalor Park Public School's NAPLAN data reflects most students performing below state average, although it is pleasing to see growth in areas that have had a particular focus, such as writing. Through the EAfS strategy we intend that the systems, practices and processes being implemented will demonstrate a positive effect on all performance data. Already we see growth in internal school-based assessment measures and through PLAN data. Attendance and suspension data has been improving and this will have a flow-on effect towards learning. The results of this process indicated that in the School Excellence Framework domain of Teaching we are Sustaining and Growing. At Lalor Park PS we are committed to identifying, understanding and implementing the most effective teaching methods, with a high priority given to evidence-based teaching strategies.

Effective Classroom Practice begins with teachers regularly reviewing and revising their teaching and learning programs. Classrooms are well managed with well-planned teaching taking place, so that students can engage in learning productively and with minimal disruption. At Lalor Park PS this is key due to the complexities of the school being made up of a preschool, mainstream and a five-class support unit. Teachers are improving in their use of student performance data and other student feedback to evaluate the effectiveness of their own teaching practice. From 2017, Lalor Park PS has an Instructional Leader promoting and modelling effective evidenced-based practice. The Instructional Leader works as part of the leadership team to ensure we continue to strive for improvement which can be further developed to ensure

student performance measures indicate growth. Within our school's evaluation of the School Excellence Framework all stakeholders indicated that we were Sustaining and Growing in the area of data skills and use and this will remain a focus as our work continues.

The school community declared that our Collaborative Practice was, as an on–balance judgement, Excelling and this was overwhelmingly supported through all evidence sets but in particular the evidence set Building Collective Capacity. There are explicit systems for collaboration and feedback to sustain quality teaching practice. This is further supported through the element of learning and development as professional learning is aligned to the school plan and its impact is evaluated in terms of the impact on student learning outcomes. Professional standards are at the forefront of staff practice. We align professional learning to the Australian Professional Standards for Teachers (the 'Teaching Standards'), assess professional learning against the standards and review our teaching and learning programs and other work against the Teaching Standards.

Staff are committed to their ongoing development as members of the teaching profession.

The results of this process indicated in the School Excellence Framework domain of Leading our on–balance judgement is Sustaining and Growing. Leadership development is critical to school capacity building. Lalor Park PS has an extended leadership team comprising the Principal, Deputy Principal Instructional Leader, Assistant Principal Support Unit, Relieving Assistant Principal Preschool Early Stage One and Stage One, Relieving Assistant Principal Stage One, Stage Two and Stage Three, Assistant Principal (Itinerant Hearing Team), Assistant Principal (Learning and Support) and aspiring leaders. This ensures staff have purposeful leadership roles based on professional expertise. The school leadership team makes deliberate and strategic use of its partnerships and relationships to access resources for the purpose of enriching the school's standing within the local community and improving student outcomes.

School Planning, Implementing and Reporting at Lalor Park PS is underpinned by ensuring that the school community understands our School Strategic Plan, our three Strategic Directions and the purpose of each of these directions. We have systems in place to review and monitor our progress as we reflect every five weeks on our milestones which leads us to determine whether we are on track, delayed or off track in what we have planned to do. This assists us in reviewing the investment and return on school resources. Most importantly, workforce planning supports curriculum provision and the recruitment of high quality staff, such as the Deputy Principal Instructional Leader and intervention staff.

Strategic Financial Management is used to ensure equity to opportunity for all stakeholders. Examples of this include, but are not limited to, aligning staff external professional learning applications to the School Strategic Plan and their individual Performance Development Plan (PDP) to ensure the return on investment in attending the professional learning. Whole–school sporting programs are provided to include all students rather than asking for payment and having a significant proportion of the student cohort unable to pay. This is pertinent as it aligns to the rationale of the School Budget Allocation Report (SBAR) and its Equity Loadings.

Our self–assessment and the external validation 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

Leading Learning for Life

Purpose

To engage all students in inclusive high quality educational programs, enabling all students to achieve success across a range of academic, cultural and sporting pursuits, to be successful Future Focused assessment capable learners. At LPPS our students will know where they are in regards to the learning and know what they need to do to move forward.

Overall summary of progress

Process 1: Visible Learning

Annual Milestone: Staff utilise student data to inform instruction to improve student outcomes

Students are empowered in their learning by being provided opportunities to reflect on their own learning by evaluating their own progress and achievement. Our learners know what they have to do to succeed in their learning activities through the explicit use of learning intentions and success criteria. Students are able to participate in learning experiences that give them the opportunity to demonstrate initiative, evaluate their own individual progress and develop further goals. Additionally, students who are not displaying expected growth are given the opportunity to access additional instruction and support to maintain engagement and achieve success in their learning. These students require differentiated instruction to work at their ability level, build additional skills and work towards identified learning goals in a supportive learning environment. This improves their engagement and motivation, leading to improved outcomes and student confidence.

Over the course of 2017, Lalor Park Public School implemented a number of systems, practices and processes to support Visible Learning across the school. Under Visible Learning pedagogy, students were given opportunities to talk about and reflect on their learning journey and teachers trialled the implementation of lessons with defined learning intentions, success criteria and individual learning journals. Visible Learning pedagogy is the driving force behind this improvement measure and will continue to be an emphasis for a number of years as we endeavour to support our students to become assessment-capable learners. Learning goals have been embedded throughout Mainstream and Support Unit classrooms, as is the focus on success criteria. For some staff this has been a focus area for both personal and team-based professional learning. The whole school continued to participate in professional learning with a concentration on assessment-capable learners, learning goals and success criterias.

Process 2: Cohesive Three-Tiered-Approach

Annual Milestone: Positive growth for all students in the Literacy and Numeracy Continuums

Tiered intervention presents a means of delivering tailored learning support for students in literacy and numeracy. Tiered interventions are designed to progressively adjust the intensity and nature of support according to how students respond to interventions. Student progress is closely monitored every five weeks at each tier of intervention to determine the need for progressively intense instruction.

At LPPS, educators work together to meet the needs of all students. They come together as teams, working interdependently to achieve a common goal while holding one another mutually accountable. The culture at Lalor Park Public School is one of collaboration and a focus on learning for all students and for all staff.

There is a demonstrated commitment within the school community to strengthen and deliver on school learning priorities. With well-developed and current policies, programs and processes staff identify, address and monitor student learning needs. As a result of this, there is a school-wide, collective responsibility for student learning and success. Systematic policies, programs and processes identify and address student learning needs and allow teachers to differentiate curriculum delivery to meet the needs of individual students and provide equitable academic opportunities. Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices and innovative delivery mechanisms where appropriate.

Staff analyse assessment data to monitor, track and report on student performance on an ongoing basis. Assessment data is used to monitor achievements and gaps in student learning and is used extensively to inform planning for particular student groups and individual students. The Instructional Leader uses data on student progress to strategically plan targeted interventions as well as identify and support the professional learning needs of staff.

Process 3: Assessment and Reporting

Annual Milestone: PLAN data accurately reflects students learning capabilities

In addition to baseline data, the progress of K–2 students in Early Action for Success is closely monitored every five weeks against the Literacy and Numeracy Continuums. This progress data is entered in the Planning Literacy and Numeracy (PLAN) software each term and assists in measuring the effectiveness of specific interventions.

The Instructional Leader uses effective data sources to focus strategically on student and teacher need. The Instructional Leader develops and implements effective practices to systematically collect, analyse and monitor student progress in order to support and enable quality teaching practices using all levels of tiered intervention. Effective data use involves identifying individual and collective need and recognising when interventions have been impactful and when additional support is required.

Teachers analyse and use student assessment data to understand the learning needs of students. Data analysis informs the school's learning goals and monitors progress towards them. Teachers incorporate data analysis in their planning for learning. Teachers take responsibility for changes in practice required to achieve improved school performance and are using data on a regular basis to monitor the effectiveness of their own efforts.

Early Action for Success meetings are used to review the curriculum and to revise teaching and learning programs. Staff regularly evaluate teaching and learning programs including the assessment of student outcomes. Teachers work together to improve teaching and learning in their year groups, stages or for particular student groups. Teachers provide and receive planned constructive feedback from peers, school leaders and students to improve teaching practice. Processes are in place to provide formal mentoring or coaching support to improve teaching and leadership practice. A framework for collaborative inquiry supports the Instructional Leader's focus on student learning and move through on-going cycles of investigation, enhancing teaching practices for the betterment of student learning. This systematically creates the conditions where curiosity is encouraged, developed and sustained which supports our school to focus on student learning as their core business. A number of frameworks exist that support the Instructional Leader in developing collaborative inquiry.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Every student will articulate at their level, their assessment capabilities. All students improve literacy and numeracy outcomes against the literacy and numeracy continuums as evident in PLAN DATA K–6, NAPLAN, School based data	DP IL EAfS 0.4 \$60,000 1.0 SLSO \$50,000 0.8 SLSO \$40,000 PL \$10,000	<ul style="list-style-type: none">• School-based professional learning unpacking Visible Learning in the LPPS Context• Classroom data walls• TPL NAPLAN data, PLAN data and Consistent Teacher Judgement• TPL on embedding Sound Waves synthetic phonics and phonemic awareness program using differentiated teaching• TPL scaffolded student learning and EAL/D approaches to Visible Learning authentic feedback• TPL best practice in how to use Visible Learning Journals with worked examples from classrooms• Teachers engage parents and students in Support Unit PL&S review meeting, 5 weekly update on all Intensive and Targeted Intervention students (NAP, EAL/D, MultiLit, L4L)• Continuous and ongoing review of PL&S Plans• Skilled EAfS support staff timetables• Fortnightly EAfS team meeting & weekly student profile meetings.
Every staff member will articulate accurately, based on consistent teacher judgement the level of assessment capability of their students in the literacy and numeracy continuums (PLAN DATA K–6, NAPLAN, School based data)	DP IL EAfS 0.4 \$60,000 1.0 SLSO \$50,000 0.8 SLSO \$40,000 PL \$10,000	<ul style="list-style-type: none">• Consistent teacher judgement TPL• Review report templates to ensure mainstream and support unit are reflecting all new syllabus outcomes in line with DoE assessment and reporting guidelines• Staff observations and practice analysis conversations throughout 2017 related to building capacity within and across teams• Syllabus implementation TPL• Ongoing engagement between LST, parents, students and classroom teachers to establish authentic and consistent NCCD data• PLAN data updated every 5 weeks across K–6

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Every staff member will articulate accurately, based on consistent teacher judgement the level of assessment capability of their students in the literacy and numeracy continuums (PLAN DATA K–6, NAPLAN, School based data)		Data conversations led by Instructional Leader <ul style="list-style-type: none">• TPL rubrics and success criteria• NAPLAN SMART/SCOUT data analysis

Next Steps

Lalor Park Public School revised the Three Strategic Directions from the 2015 – 2017 School Plan to the 2018–2020 School Plan to align closely with the School Excellence Framework.

For the 2018–2020 School Plan, Strategic Direction 1 will be titled *Excellence in Learning*.

National Literacy and Numeracy Learning Progressions

The National Literacy and Numeracy Learning Progressions are a teaching and learning resource. They describe common pathways of literacy and numeracy development from Kindergarten to Year 10. The learning progressions map to the NSW syllabuses and the Australian curriculum in English and Mathematics, demonstrating the development needed to meet stage outcomes. They can be used to determine what students know already, and what they need to learn next.

As a K–2 Action Plan School, Lalor Park Public School will be implementing the National Literacy and Numeracy Learning Progressions from 2018. The learning progressions will replace the literacy and numeracy continuums that have been used in many schools. This implementation will include;

- Participation in professional learning delivered by State Office
- Professional learning at a school level delivered by the Instructional Leader and EAfS team
- Collect student data using the National Literacy and Numeracy Learning Progressions and record these judgements in PLAN2
- EAfS fortnightly team meetings

Three–Tiered Model of Support

Universal, targeted and intensive support is applied to all teaching and learning programs resulting in positive outcomes for all students. This will be achieved through;

- Fortnightly Learning and Support Team meetings
- Personalised Learning and Support Plans used authentically to support individual student need. Staff will work collaboratively with students, parents and carers, staff members and the community to develop PL&S Plans which are purposeful and authentic to the needs of the individual student. The PL&S Plans will guide teaching and learning programs and intervention programs
- Personalised Learning Pathways used authentically to support individual student need
- PBL data tracking and review
- Support unit review meetings
- Skilled EAfS intervention timetables and programs
- Thorough identification of students requiring intensive and targeted intervention to improve learning outcomes
- Professional learning coordinated by the Instructional Leader

Assessment and Reporting

School–wide practices for assessments are used to monitor, plan and report on student learning across the curriculum, providing support for further progress.

- Trial the Revised Kindergarten Best Start Assessment in 2018
- Collect student data using the National Literacy and Numeracy Learning Progressions and record these judgements in PLAN2
- PLAN2 Data harvested by State Office
- Formal reporting reflective of DoE policy documents
- Assessment schedule developed to support all staff

- SCOUT NAPLAN data analysis
- Professional learning coordinated by the Instructional Leader

Strategic Direction 2

Leading Systems Leadership and Collective Efficacy

Purpose

To embed quality leadership and organisational practices, by leading and inspiring a culture of collaboration, engaged communication and empowered leadership. At LPPS our staff value the need for their professional learning to continue to build capacity and deliver quality learning programs to our students.

Overall summary of progress

Process 1: Performance Development

Annual Milestone: Complete annual cycle of Performance Development Framework with Performance Development Plans aligned to the Australian Teaching Standards.

Throughout 2017 all teaching staff at Lalor Park Public School have been working on their Performance Development Plans (PDPs) in conjunction with their supervisors. Regular meetings were scheduled on our teacher professional learning (TPL) calendar throughout the year to ensure the process was authentic. PDPs were aligned to the Australian Teaching Standards and the School Plan. These PDPs also guided our professional learning, practice and capacity to improve student learning. The purpose of the PDPs was to outline staff personal growth plans and their leadership aspirations. PDP implementation, self-evaluation review and annual review between staff and supervisors were completed in line with the Performance Development Framework for 2017.

Negotiated observations occurred for staff to build capacity and work collaboratively.

In 2017, School Learning Support Officers (SLSO) and office staff created and implemented their own PDPs in versions similar to that of teachers and in consultation with their supervisors. All staff at Lalor Park Public School have a voice and through the PDP process, support staff have opportunities to express their educational and professional goals in the same manner as teaching staff.

Process 2: Leading and Management of Efficient Systems to Enhance Practice

Annual Milestone: Lalor Park Public School evaluating practice as per the A to Z Policy Implementation Tool (AZT) and the School Excellence Framework (SEF). Completion of Blacktown Learning Communities SEF Validation Project.

A system was developed to support staff so they could review teacher professional learning against the School Plan, SEF and PDPs. The professional learning calendar is reviewed and adjusted regularly to support the ongoing needs of the school and the staff.

Lalor Park Public School engages in the School Planning, Implementation and Reporting Cycle. As part of this process, the school identifies milestones in the school plan. The school has established a monitoring process to regularly review achievement. The school has embedded appropriate and ongoing evaluation and review practices including self-assessing against the SEF through the SEF Survey Tool and the Extended Leadership Team uses the AZT as part of our evaluating practice.

The school's leadership, management and administrative policies and practices improves through the direction given by the SEF, AZT, Learning, Management and Business Reforms (LMBR) and in collaboration with Leadership Pathways and the Quality Teachers Successful Schools (QTSS) initiative to build capacity in all staff and broaden leadership opportunities within the school.

Once again, Lalor Park Public School had three teachers complete the Blacktown Learning Community Aspiring Leaders Project in 2017. The Principal supported five aspiring Leaders from neighbouring learning community schools. One of Lalor Park Public School's Aspiring Leaders is in a relieving Assistant Principal role at Lalor Park Public School and another has been supporting our local Learning Community in implementing the History and Geography curriculum into their schools. The third has been involved in Project Based Learning across our learning community. The BLC Aspiring Leaders Project was actioned through to completion.

In 2017 Lalor Park Public School completed the School Excellence Framework External Validation. Our team comprised of our extended leadership Team with additional support from three classroom teachers, a SLSO and our Office Manager.

We selected seven areas for validation, which were 'Building Collective Capacity', 'Partnering with Community', 'Early Action for Success' (EAFS), 'Growing the Green', 'Connect, Succeed, Thrive', 'Empowering Students through a Quality Learning Culture' and 'I am, You are, We are Lalor Park'. The team put together extensive evidence sets, analysis and artefacts to support our belief of validation for all seven chosen areas in relation to the SEF. These evidence sets were shared with our whole staff for comment and evaluation. We were involved in an evaluation discussion with our Department of Education peers, where we stated our beliefs and presented our evidence. We were successfully validated by our peers who believed our validation selections to be an accurate representation of where our school is at in relation to the SEF in all 7 chosen areas.

Process 3: Embedding a Whole School Approach to Learning

Annual Milestone: The Early Action for Success strategy embedded as a whole school approach to learning.

The EAFS strategy is a plan to ensure NSW students have the essential literacy and numeracy skills they need for success in learning and in life. Literacy and numeracy skills are described clearly, taught explicitly, assessed meaningfully and reported regularly in all schools across NSW. Our Instructional Leader works directly with teachers to *build student and teacher capacity* in both literacy and numeracy. They draw upon a strong understanding of, and high expertise in, *quality teaching* in literacy and numeracy across Kindergarten to Year 2 and beyond.

At Lalor Park Public School, educators work together to meet the needs of all students. We come together as teams, working interdependently to achieve a common goal while holding one another mutually accountable. The culture at Lalor Park Public School is one of collaboration and a focus on learning for all students and all staff.

A teacher professional Learning calendar is developed and regularly reviewed to ensure all required curriculum areas are covered. This evidence shows professional learning at Lalor Park Public School happens on an ongoing basis throughout the year, supported by Staff Development Days and external professional learning opportunities.

All staff are confident and proficient in implementing new NESA syllabus documents into programs as evidenced by their programs and teaching practice. Teacher programs are regularly submitted to, and reviewed by, supervisors who give feedback to their colleagues via a feedback checklist and professional dialogue which ensures all relevant documentation is accounted for in a teachers program and support provided where required. There are also spot reviews by the Principal who gives appropriate feedback to staff members.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff will have a PDP with goals that outline their personal growth plan and leadership aspirations aligned to the school plan teaching staff will also align to the Professional Standards for teachers. These PDPs guide professional learning, practice and capacity to improve student learning.	PL \$15,000	<ul style="list-style-type: none"> All staff completed annual cycle of PDF with PDPs aligned to standards SASS staff completed their PDPs in a shortened timeframe TPL calendar aligned to PDPs and EAFS directions
The school's leadership, management and administrative policies and practices improves through the direction of the SEF, AZT, LMBR and in collaboration with Leadership Pathways and the QTSS initiative to build capacity in all staff and broaden leadership opportunities within the school.	PL \$5,000	<ul style="list-style-type: none"> LPPS completed the evaluation practice as per AZT and SEF Completion of BLC SEF Validation Project Nirimba Preschool Network led by LPPS Preschool Teacher
Staff confident and proficient in implementing new NESA syllabus documents into programs as evidenced by their programs and teaching practice.	PL \$5,000	<ul style="list-style-type: none"> Programs submitted to and reviewed by supervisors Spot program review by Principal Feedback provided– using new checklist TPL coordinated by IL EAFS strategy EAFS strategy embedded as a whole school approach to learning

Next Steps for Strategic Direction 2

Lalor Park Public School revised the three Strategic Directions from the 2015 – 2017 School Plan to the 2018 – 2020 School Plan to align closely with the School Excellence Framework.

For the 2018 – 2020 School Plan, Strategic Direction 2 will predominantly become Strategic Direction 3 and will be titled: *Excellence in Learning*.

Leadership

In 2018 the leadership capacity of the leadership team will continue to be developed through targeted, research-based programs.

Lalor Park Public School Leadership Team will participate in the Coaching Accreditation Program (CAP) with 2020 Vision Blacktown Learning Community (BLC) school leadership teams at Metella Road Public School. Penny Verdich from Growth Coaching International will be leading the sessions.

Lalor Park PS will continue to be involved in the Success for Complex Learners project in cooperation and collaboration with the four Schools for Specific Purposes and two other schools with support units. This project has been established and developed with the endorsement of Schools Plus and is an ongoing project.

Professional Learning

All staff will participate in professional learning to develop their leadership capacity and contribute to a culture of continuous improvement.

All Lalor Park staff will attend the Blacktown Learning Community (BLC) combined Staff Development Day where Dan Haesler will present Growth Mindsets. This will lead to the 2020 Vision Leadership Teams of all four schools unpacking Dan Haesler – Growth Mindsets to support interconnection with Peer Coaching in 2019.

LPPS will participate in BLC programs as per BLC Plan e.g. REACH, Early Career Network, BLC Instructional Leadership Network.

Our involvement in Preschool Network Meetings will continue and be led by Lalor Park Public School Preschool Educators.

Our Itinerant Hearing Team and Assistant Principal Learning & Support will continue to support APITH /APL&S network meetings.

Community Partnerships

The community accesses engagement and improvement programs which up skill the capacity of parents and carers to support educational practices.

Lalor Park Public School will support Schools as Community Centres (SACC) and provide social opportunities for our parents and carers through our Kindergarten Tea and Tissues Morning Tea, preschool Mother's and Father's Day celebrations, plus many other opportunities to come into the school and share and enjoy our programs, all culminating in a Family BBQ at the end of the year.

Learning opportunities will also continue for our Parents and Carers through our Education Workshops, BLC Programs as per BLC Plan, our Instructional Leader will continue to lead Parents as Teachers and Classroom Helpers (PaTCH). Our Transition to School program and our Kindergarten Orientation parent sessions will all help to establish positive partnerships with our parents and carers.

Strategic Direction 3

Leading Partnering in Education

Purpose

To develop a learning community that is spirited, stimulated and sustainable with a culture of trust and respect that we can be proud of, by fostering and inspiring a culture of collaboration and visible learning. At LPPS our community will partner with the school to ensure a positive learning school culture.

Overall summary of progress

Process 1: Wellbeing

Annual Milestone Learning: All students progress at least one level at least through the PBL Merit System by the end of the year.

Students, staff and the broader school community are well versed in the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes. The school has identified aspects of, and factors contributing to, wellbeing in the delivery of teaching and learning. Through PBL philosophies and procedures students are taught to accept responsibility for their own behaviours as appropriate to their age and level of understanding, as expressed in the Behaviour Code. The school, through embracing significant occasions such as NAIDOC Day and Harmony Day inspires students to recognise and respect cultural identity and diversity. School staff continually maintain currency of knowledge about requirements to meet obligations under the Keeping Them Safe policy. The school consistently implements a proactive whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment. The school has in place a comprehensive and inclusive framework to support the cognitive, emotional, social, physical and spiritual wellbeing of students, which measurably improves individual and collective wellbeing. Individual learning is supported by the effective use of school, systems, community expertise and resources through contextual decision-making and collegial planning.

Throughout 2017, Lalor Park Public School continued to implement Positive Behaviour for Learning (PBL) strategies and address procedural systems that ensured all staff and students, from Preschool to Year 6, could experience and actively promote a happy, safe and collaborative learning environment. With a number of new staff undertaking PBL training our school successfully continued with a three-tiered approach to Strategic Direction Three, towards Positive Behaviour for Learning and has built upon and strengthened those systems which support a culture of respect and collaboration across the whole school community. Some of the programs and strategies embarked on in 2017 to promote Strategic Direction Three include Kindergarten Buddies, Life Education (Healthy Harold), PBL Check-In programs reviewed, PBL whole-school assembly lessons and regular critiques of our PBL systems background as well as teacher professional learning on tier one universal systems. Stemming from such programs and procedures there has been a marked growth in utilising PBL strategies by staff and improved student engagement with a decrease in undesired student behaviour and a greater sense of comradery, confidence and pride amongst the students. In 2017, Lalor Park Public School continued to implement a series of dynamic whole-school PBL assemblies where students took the lead in delivering targeted PBL lessons where identified wellbeing needs were disseminated to the whole student body. The planned regular PBL assemblies were well received by the students and had the added advantage of allowing the student body to take ownership of the PBL messages being addressed at Lalor Park Public School, thus further fostering our Visible Learning opportunities. The PBL message was further enforced by review of our PBL Check-In individualised program cards that better reflected our core expectations and allowed individual students to work towards meeting their respective learning goals.

Student wellbeing was also a strong focus of our fortnightly newsletters in which PBL articles would feature regularly to inform and remind the wider school community about our weekly PBL focus area and other articles covering a broad spectrum of ideas and tips for parents to better support their children's wellbeing both at home and at school. Student wellbeing was also further addressed by the continuation of yoga and relaxation classes during Physical Education lessons in some classes. These yoga classes and relaxation lessons have been of great benefit to a number of students, particularly those students in the support unit classes who require additional strategies and life skills to help with their overall wellbeing and place them in a more conducive frame of mind for learning. Yoga sessions also provided opportunities for students to learn the health benefits of exercising and also strengthened the philosophy of PBL in ensuring that all students were provided with opportunities to learn respectful and responsible attitudes that would not only benefit their own wellbeing, but also the wellbeing of others. The idea of providing students with a set of life skills and knowledge was also addressed in 2017 by utilising Healthy Harold Life Education. These outside agencies/programs were funded by the school in an effort to provide equality of education and opportunity for all our students. These two programs provided our students with valuable learning experiences to promote their future wellbeing by teaching health and fitness outcomes. They also provided valuable opportunities for our staff to learn new teaching programs and skill

sets in the areas of PDHPE and furthering our collaborative professional learning with outside educational personnel.

New initiatives in 2017 saw the creation of a lunchtime girls club conducted by members of the school executive and the school counsellor. This program sought to provide a fun and informal meeting place for targeted students to experience personal development talks and learn personal grooming techniques especially to support their participation in end of year farewells and parties. This program proved very successful and all the students who participated experienced a decrease in anxiety and better relationships with their peers.

The school has also expanded its breakfast club in 2017 to include extra toasted sandwiches at recess or lunch times with SLSOs rostered on duty to prepare toast for those students who simply forgot their lunch or for those students who require extra support due to situations beyond their control. The toast lunch program is an inexpensive and effective way to ensure that no child ever goes hungry whilst at school, ensuring that they are in the best frame of mind to experience success in learning.

Overall, Lalor Park Public School continued to be highly positive and proactive in its approach to Student Wellbeing in 2017, providing opportunities for students to grow in their self-confidence as individuals. The school's wellbeing policy seeks to make all students feel valued by their peers and the whole school community. The school continued to cement its Wellbeing Policy and continued to support a number of regular programs, such as scripture, Breakfast Club, Garden Greenies, Toast Program, Girls Club as well as addressing all the mandatory curriculum units, such as Child Protection that continue to promote a safe and happy life for all.

Process 2: Collaborative Learning Culture

Annual Milestone Learning: All staff engage in professional collaboration that explicitly aims to improve teacher practice and student outcomes.

Lalor Park Public School is an active participant in the BLC across the 3 Strategic Directions of the BLC Plan. The importance of collaborative learning was further advanced at Lalor Park Public School in 2017 by the continued implementation of a Teacher Professional Learning (TPL) calendar. The purpose of this calendar was to ensure that Lalor Park School met its obligation in ensuring equality and accountability in quality TPL for all staff members. This calendar was partly derived from careful forward planning from the previous year and is aligned with the needs of the SEF and School Plan. TPL at Lalor Park Public School is not merely a collection of random seminars or workshops, but is carefully planned by the executive team drawing on extensive survey results to meet the needs of the school and provide ample opportunities for staff to build their professional capacity to initiate, plan and deliver collaborative professional dialogue within the school with the purpose of fostering professional discussions and evaluative practice to further improve teacher knowledge, practice and thus the educational outcomes of students.

The spirit of collaborative learning was also imparted to the students of Lalor Park School in 2017 by the participation of our school in the Blacktown Learning Community (BLC) student Sharing Program. This collaborative learning program provided opportunities for students of our school to travel to other schools in the local area to participate in various intensive lessons with students from other schools. It also gave opportunities for some Lalor Park staff to offer their expertise and conduct specific lessons as part of this program. Overall, this Sharing Program proved a great success and helped to promote the notion in our students that learning can be shared and is not limited to the confines of a single school.

On a similar theme 2017 also saw our school leaders have the opportunity to attend the Halogen Foundation Young Leader's Day held at the Sydney International Convention Centre at Darling Harbour. This day provided an opportunity for our school leaders to see a wider community of young leaders and be inspired by a number of inspirational people. Likewise, 2017 saw Lalor Park Public School continue to participate in the BLC network meetings where members of the executive team would attend and report back to staff on programs and professional learning opportunities that were taking place in our local area. This collaboration with other local schools helped to foster professional networks and provided opportunities for Lalor Park Public School to stay abreast of innovations and initiatives that were being implemented in our local learning community.

Process 3: Positive Partnerships

Annual Milestone: Parents and carers engage in educational planning for student learning.

In 2017, Lalor Park PS continued a collaboration with targeted after-school parent information seminars conducted by various staff members throughout the year. These sessions initially focused on explaining to parents how to help their children develop effective numeracy skills but have since evolved to include workshops and information sessions on PBL, homework tips, and numeracy skills for all. The number of parents attending these seminars continues to grow and many parents are frequent attendees as these sessions have become a relaxed but informative meeting place for staff and parents to connect and reflect not only on their own children's learning but on learning in general. They also continue to provide opportunities for staff and parents to form new partnerships as well as providing opportunities to inform parents of current pedagogy and best practice. The community feedback about this initiative remains very supportive and has highlighted a strong desire and need for this new partnership to be continued into the future. It has also introduced

more opportunities for the teaching staff at Lalor Park Public School to meet their professional aspirations by helping to build their capacity in successfully engaging with colleagues, parents/carers and the wider school community. Parental engagement also saw continued growth in 2017 with an increase in attendance of parents at the school's Meet the Teacher Night and Parent Teacher Interviews. These events were well supported by staff and feedback from the meetings was positive, stating the meetings were very worthwhile.

Engagement with the parent body in 2017 also saw a consistency in the number of parents and/or family participating in the planning of Personalised Learning Pathways (PLPs) for Aboriginal students thus furthering the trust and dialogue between the Aboriginal parent body and the teaching staff. Personalised Learning and Support Plans were also targeted in 2017 with changes made to the way they were planned and implemented leading to parents/carers having more involvement in their planning. The preschool program was also enhanced by the development and implementation of individual learning plans for each child in attendance, drawing on family input in the creation of learning goals. Overall, the school attained its milestone goal of having 80% of these targeted parents/carers engaging in the educational planning for their children's learning. Positive partnerships with the school community were further enhanced in 2017 at Lalor Park Public School by addressing the need for highly effective communication with the parent body. This was achieved by the provision of a termly calendar to parents. This calendar involved forward planning by the executive team to ensure that all school events were posted on a comprehensive school calendar with the chief purpose of keeping parents, staff and the wider community abreast of upcoming events and educational opportunities occurring throughout each term at Lalor Park Public School. Another area where Lalor Park Public School sought to maintain positive partnerships was through further implementation of the Got It! program. Founded by NSW Western Area Health Team, this program helped staff develop and hone their emotional coaching skills in an effort to better support student anxiety and the behavioural needs of specific students. The program also provided opportunities for a number of parents and family members to meet regularly with trained staff to learn effective strategies to help with parenting skills and strategies to better support the emotional needs of their children.

Positive partnerships regarding student learning was also well addressed by undertaking various transition programs offered by our school and Seven Hills High School. Lalor Park Public School and other local primary schools took part in the Smooth Walking to High School transition program offered by Seven Hills High School. Through this program Stage 3 students attended a number of highly engaging visits to Seven Hills High School where they experienced some of the routines and highlights of high school life. Since this program began all the schools concerned have noted a marked decrease in the number of Year 7 students experiencing high levels of anxiety as they begin their educational journeys at high school. The support unit continue to have strong transition programs in place to support all students with SLSOs attending transition programs at various high schools to offer a familiar face and general support. Continued strong transition programs for Preschool to Kindergarten were also carried out throughout 2017 with student leaders taking on active roles as Student Buddies, to support beginning Kindergarten students. Lalor Park Public School also extends on these transition programs by additional projects through our partnerships with Families Connect and our Schools as Community Centres playgroups.

Another area that saw significant impetus for establishing positive partnerships in 2017 was the school's Garden Greenies program. This program run by a dedicated member of staff saw new equipment purchased for the school's community garden and saw a number of working bees initiated to promote the benefits of having a sustainable and educational school garden operating. Indeed 2017 saw Lalor Park enter Blacktown Council's annual gardening competition in the schools community section. As well as the obvious benefits to student wellbeing in learning, relaxing, gardening skills and techniques, this program also provided an opportunity for the students, parents and staff to rally together to prepare the school's garden for the competition. The benefits of such a project included, allowing hands-on activities for targeted students and connecting the school and its community with other schools and environmental officers from local government and other environmental agencies.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
LPPS P-6 demonstrates the expectations of being a learner, being respectful, being responsible and being safe across the school community through an increase in student attainment in PBL Merit System.	PL \$1,000	<ul style="list-style-type: none"> • PBL practices (newsletters, staff badges, assemblies, lessons) • TPL eBS4 behaviour tracking • Learning and Support Team meetings
Increased engagement in school and BLC learning opportunities by students (BLC Leadership, BLC Sharing, Debating, Public Speaking, School Leadership, PSSA, Choir, Dance) staff (increase in staff leading school	\$3000	<ul style="list-style-type: none"> • Life Education • Scripture • DoE mandatory units of work • Yoga • BLC student leadership • BLC Sharing • Debating

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
based TPL sessions, BLC Network Meetings, BLC Syllabus, BLC Early Career Networks) and parents/carers(Increased participation at educational meetings: PLPs, PL&S Plans, Review Meetings, Interviews, Positive growth in attendance at Parent Workshops both at school and BLC, PaTCH participation).		<ul style="list-style-type: none">• Public Speaking• PSSA• Choir• Dance• BLC Early Career Teacher network• PLP, PL&S Plans• PaTCH• Parent workshops

Next Steps

Lalor Park Public School revised the Three Strategic Directions from the 2015 – 2017 School Plan to the 2018–2020 School Plan to align closely with the School Excellence Framework.

For the 2018–2020 School Plan, Strategic Direction 1 will be titled *Excellence in Teaching*.

Performance Development Plans

All staff demonstrate personal responsibility for maintaining and developing their professional standards, learning and professional growth. The Performance Development Framework will be embedded as practice through peer observations including practice analysis conversations, program checklists, professional dialogue and professional learning inclusive of evaluative measures.

Classroom Practice

Collaboratively use evidence-based teaching strategies to drive and improve classroom practice. Teachers will regularly use student progress and achievement data to inform lesson planning. All staff will monitor and evaluate intervention programs and strategies (EAfS, EAL/D, PL&S Plans, PLPs) to improve student progress and achievement and reflect on teaching effectiveness.

Data Skills and Use

Assessment underpins an effective teaching and learning cycle. All staff comprehend the importance of and use assessment and data analysis to inform their practice to promote consistent and comparable judgement of student learning.

Data analysis is driven by CTJ, use of data walls, PLAN2, SCOUT, data conversations and professional learning.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Staffing Resources Financial Assistance • Aboriginal background loading (\$1 250.00) • Aboriginal background loading (\$484.00)	SLSO employed to support Three–Tiered Model Approach and learning programs inclusive of Aboriginal students. Targeted Aboriginal Programs run throughout term. Financial assistance provided to Aboriginal students.
English language proficiency	Staffing • English language proficiency (\$4 600.00)	SLSO employed to support Three–Tiered Model Approach using EAL/D strategies Teacher employed to support Three–Tiered Model Approach using EAL/D strategies LST Teacher supports EAL/D students
Low level adjustment for disability	Staffing • Low level adjustment for disability (\$6 250.00)	LST Teacher and SLSO supports students with disabilities through PL&S Plans, OOHC Plans, PLPs and NCCD. Three–Tiered Model of Support provide universal, targeted and intensive intervention to identified students.
Quality Teaching, Successful Students (QTSS)	Staffing • Quality Teaching, Successful Students (QTSS) (\$5 000.00)	Teachers are strongly supported through the ethos of the Strong Start Great Teachers initiative. All staff engage in lesson observations and team teaching to improve their teaching practice.
Socio–economic background	Staffing • Socio–economic background (\$8 000.00)	The Instructional Leader works directly with teachers to build student and teacher capacity in both literacy and numeracy. The Instructional Leader is responsible for developing and implementing effective practices to systematically collect, analyse, track and monitor student progress in order to support and enable quality teaching practices.
Support for beginning teachers	Staffing Professional Learning • Support for beginning teachers (\$4 800.00)	Beginning teachers are provided with mentoring and coaching structures, ongoing feedback and support that is embedded in the collaborative practices of the school.
Targeted student support for refugees and new arrivals	Staffing • Targeted student support for refugees and new arrivals (\$2 500.00)	NAP Teacher providing universal, targeted and intensive intervention through Three–Tiered Model of Support to new arrival students.

Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	82	76	81	78
Girls	69	63	58	67

Student attendance profile

School				
Year	2014	2015	2016	2017
K	92.2	92.2	89.5	93
1	90.3	90.3	91.4	91
2	94.8	92.6	89.9	92.1
3	92.3	94.3	91.7	91.6
4	92.5	92.7	81.5	90.1
5	91.1	89.2	87.2	88.1
6	91.1	94.7	87	92
All Years	92	92.4	89	91.3
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

Regular attendance at school is essential for students to achieve their educational best and increase their career and life options. Attendance rates are regularly monitored and action is taken promptly to address issues with individual students.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	5
Head Teacher(s)	0
Classroom Teacher(s)	13.83
Teacher of Reading Recovery	0.32
Learning & Support Teacher(s)	0.4
Teacher Librarian	0.4
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	8.01
Other Positions	0

*Full Time Equivalent

There are no members of staff who identify as being Aboriginal or Torres Strait Islander.

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

LPPS has an ongoing culture of valuing and supporting the professional growth of all staff at all experience and leadership levels. Aligning with the School Strategic Plan priorities and Department of Education (DoE) requirements, strategic professional development of staff focuses on the development and implementation of Performance and Development Plans (PDPs), inclusive of SASS staff. School priorities for professional growth also include the strategic implementation of the new History and Geography Syllabus as well as the foundational skills of literacy and numeracy through the state program Early Action for Success (EAfS). Leadership development is centred on capacity building, succession planning and

distributed leadership.

Professional learning is an integral aspect of Lalor Park Public School, ensuring the capacity of staff is continually built to provide optimum learning opportunities for students. Professional learning is school based, provided through learning communities as well as seeking it from expert external providers. We have a timetabled professional learning plan across the school year where quality professional learning is delivered weekly.

In addition to this, we have the DoE scheduled School Development Days (SDD), compliance training and days where attendance in external PL is essential offsite. Further to this, the school has a mentor who provides ongoing day to day support for staff in all areas of learning needs.

Professional learning funds were used to develop teaching and non-teaching staff, which includes our SASS staff, with training that focused on school initiatives as well as the mandatory DoE compliance training. Some examples of specific teacher professional learning included; curriculum implementation, Visible Learning, EAfS, and Women in Educational Leadership.

There were no staff in 2017 who completed NESA accreditation at proficient level.

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	114,787
Revenue	3,758,699
Appropriation	3,643,702
Sale of Goods and Services	66,126
Grants and Contributions	47,167
Gain and Loss	0
Other Revenue	0
Investment Income	1,703
Expenses	-3,472,315
Recurrent Expenses	-3,472,315
Employee Related	-3,275,548
Operating Expenses	-196,767
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	286,384
Balance Carried Forward	401,171

Lalor Park Public School uses financial management processes and governance structures to meet financial policy requirements per department guidelines. The school expends equity funds according to the purpose set out against Socio-economic, Aboriginal Background, English Language Proficiency and Low Level Adjustment for Disability as well as initiative funding such as professional learning, beginning teacher support, literacy and numeracy support, as well as Integration Funding Support. Our finance committee and the tracking of the school plan through milestones set ensure all public monies are being spent appropriately and in the best interests of the students and the school.

Whilst the carry-over figure appears significant this is largely due to staff costings that had not been subtracted prior to the financial report being drafted. Salary costs are still to be taken off for the months of November 2017, December 2017 and January 2018, including the \$94,000 for the Deputy Principal Instructional Leader 0.6 FTE. Preschool fees were also not transferred back to State Office. Once these transactions are finalised the carry-over figure will be \$83,753.

The carry-over amount will accommodate some planned maintenance works that have been identified as needing to be undertaken throughout Term 1. As well as supporting our Professional Learning budget to ensure all staff at Lalor Park Public School are kept current with best practice to ensure the best learning outcomes for students.

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	1,113,997
Base Per Capita	27,836
Base Location	0
Other Base	1,086,161
Equity Total	275,939
Equity Aboriginal	13,876
Equity Socio economic	163,955
Equity Language	36,813
Equity Disability	61,294
Targeted Total	895,469
Other Total	1,216,811
Grand Total	3,502,216

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.

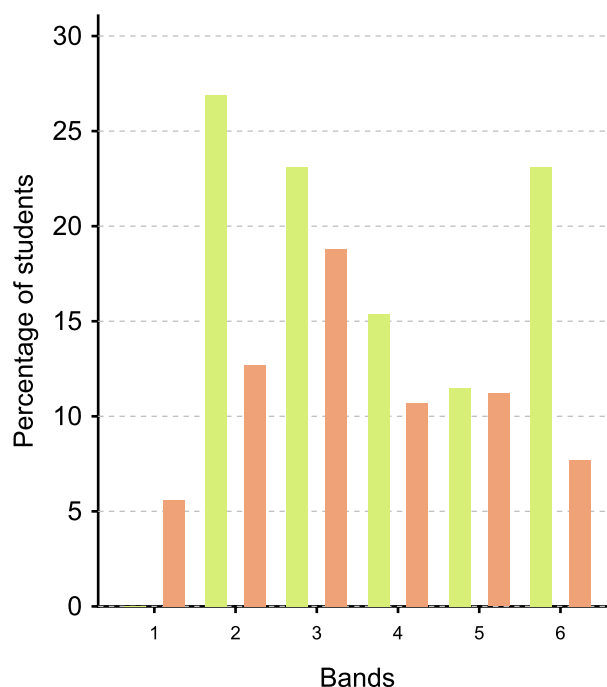
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

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.

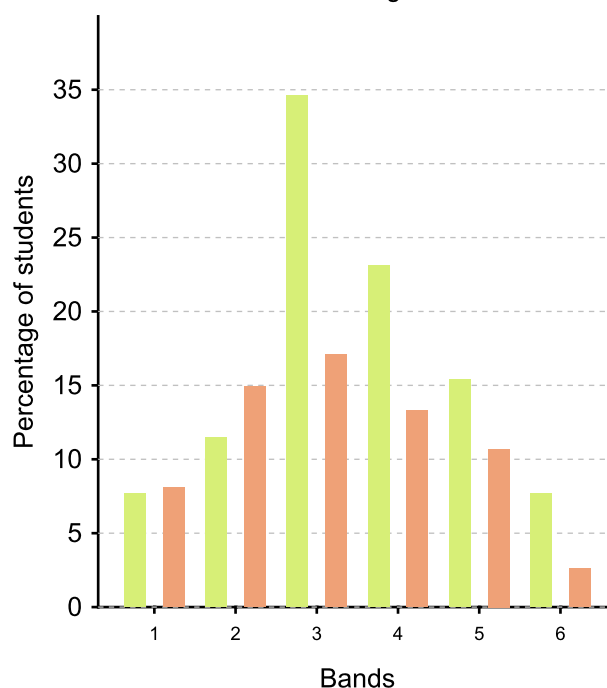
Percentage in bands:
Year 3 Grammar & Punctuation



Percentage in Bands	
School Average 2015-2017	

Band	1	2	3	4	5	6
Percentage of students	0.0	26.9	23.1	15.4	11.5	23.1
School avg 2015-2017	5.6	12.7	18.8	10.7	11.2	7.7

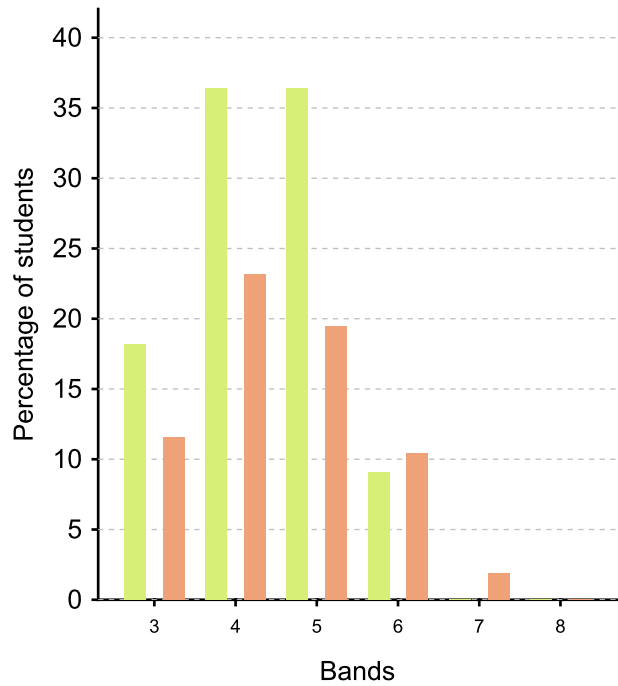
Percentage in bands:
Year 3 Reading



Percentage in Bands	
School Average 2015-2017	

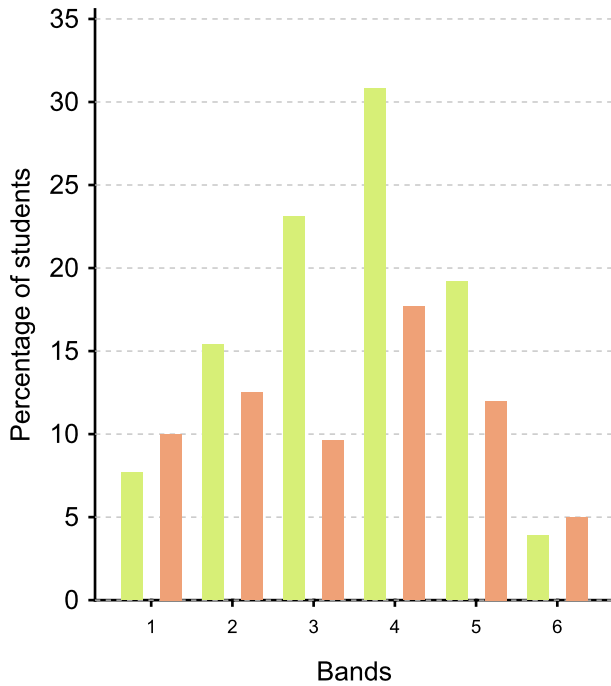
Band	1	2	3	4	5	6
Percentage of students	7.7	11.5	34.6	23.1	15.4	7.7
School avg 2015-2017	8.1	14.9	17.1	13.3	10.7	2.6

Percentage in bands:
Year 5 Writing



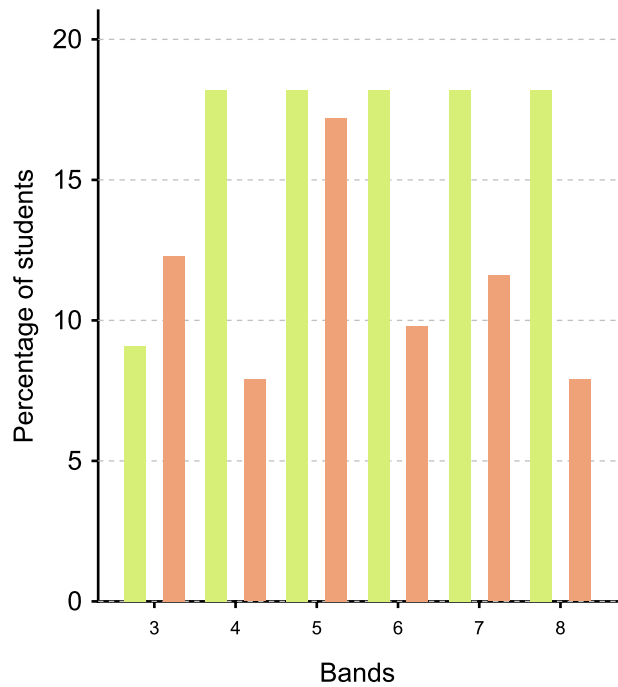
Band	3	4	5	6	7	8
Percentage of students	18.2	36.4	36.4	9.1	0.0	0.0
School avg 2015-2017	11.6	23.2	19.5	10.4	1.9	0.0

Percentage in bands:
Year 3 Spelling



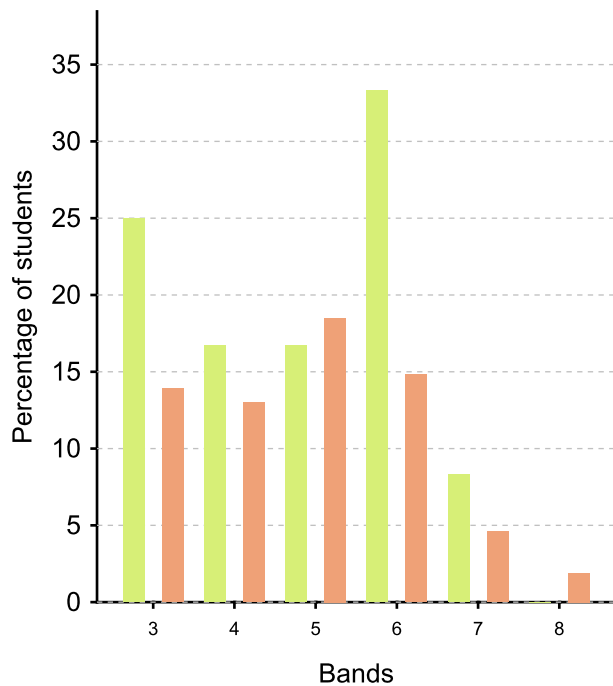
Band	1	2	3	4	5	6
Percentage of students	7.7	15.4	23.1	30.8	19.2	3.9
School avg 2015-2017	10.0	12.5	9.6	17.7	12.0	5.0

Percentage in bands:
Year 5 Spelling



Band	3	4	5	6	7	8
Percentage of students	9.1	18.2	18.2	18.2	18.2	18.2
School avg 2015-2017	12.3	7.9	17.2	9.8	11.6	7.9

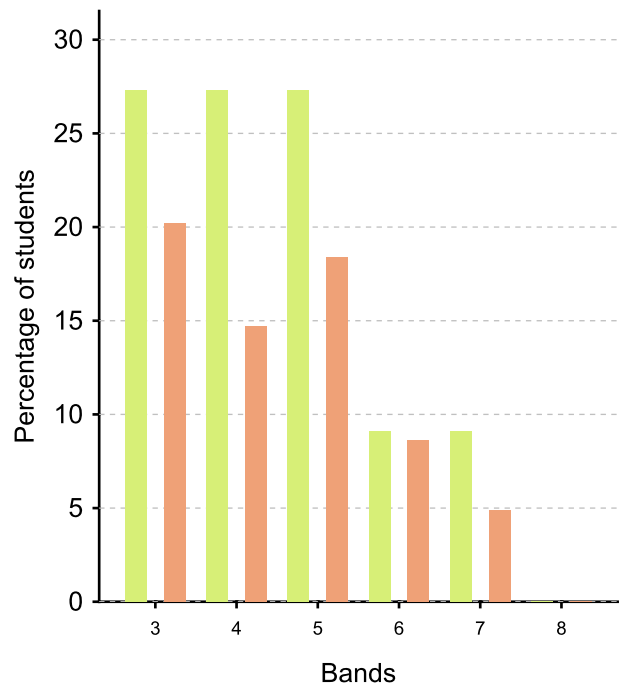
Percentage in bands:
Year 5 Reading



Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	25.0	16.7	16.7	33.3	8.3	0.0
School avg 2015-2017	13.9	13.0	18.5	14.8	4.6	1.9

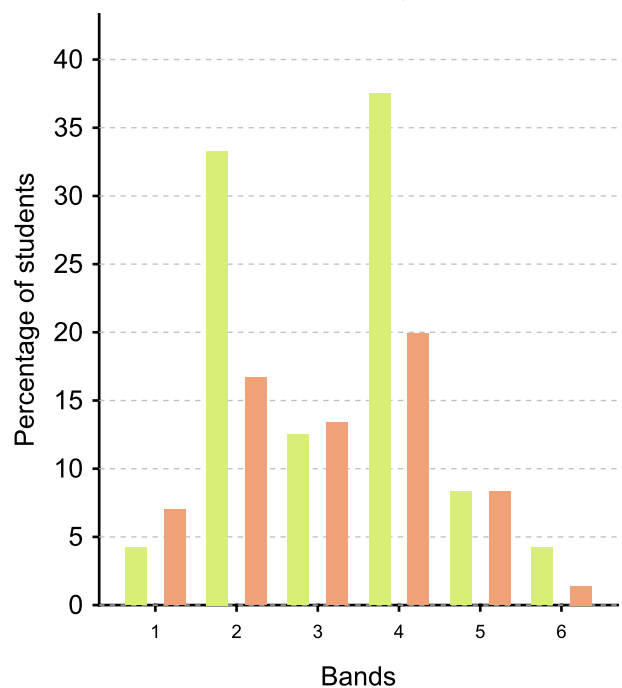
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	27.3	27.3	27.3	9.1	9.1	0.0
School avg 2015-2017	20.2	14.7	18.4	8.6	4.9	0.0

Percentage in bands:
Year 3 Numeracy



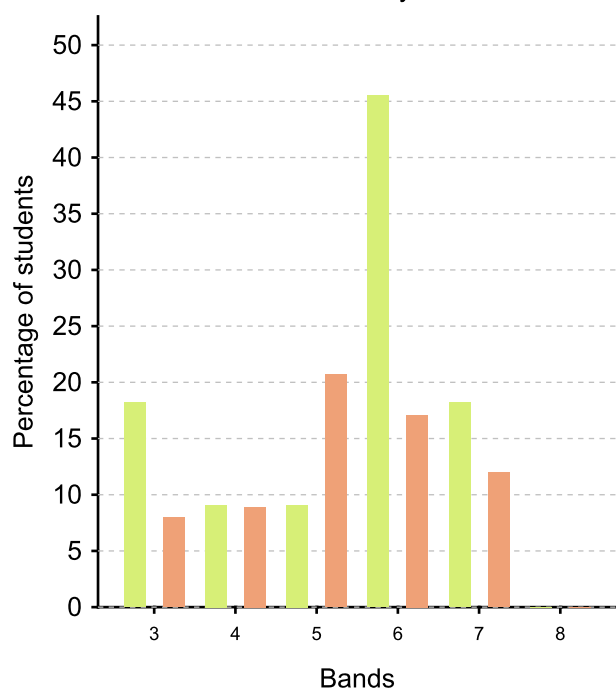
Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	4.2	33.3	12.5	37.5	8.3	4.2
School avg 2015-2017	7.0	16.7	13.4	19.9	8.3	1.4

based assessment measures and through Assessing Literacy and Numeracy data.

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.

Percentage in bands:
Year 5 Numeracy



Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2017, students, staff and parents participated in Tell Them From Me survey.

Overall students at Lalor Park articulated high levels of satisfaction with the areas of Learning Opportunities, PBL and Wellbeing initiatives. Through the Tell Them From Me Survey, students reported a high sense of belonging, positive relationships, valuing schooling outcomes and effort in schooling. Areas for improvement were articulated as being Student Relationships and School Environment.

Overall parents at Lalor Park articulated high levels of satisfaction with the areas of Learning Opportunities and Wellbeing initiatives. Through the Tell Them From Me survey, parents indicated that Lalor Park Public School was an inclusive school that supports student learning and provides safety for all. Areas for improvement were articulated as being School Environment.

Overall staff at Lalor Park articulated high levels of satisfaction with the areas of Learning Opportunities, PBL and Wellbeing Initiatives. Through the Tell Them From Me survey, staff indicated high levels of an inclusive school environment, learning culture and collaboration. Areas for improvement were articulated as being School Environment and Technology.

As per the school plan the annual milestone of all students achieving positive growth across numeracy and literacy is successfully met through quality teaching and learning practices, thorough assessment for, of and as learning and the support of targeted and intensive interventions for identified students. Trend data indicates an improvement in student scale scores all aspects of Year 3 NAPLAN (Numeracy, Reading, Writing, Spelling and Grammar and Punctuation).

Similarly, Year 5 NAPLAN data indicates an increase in student scale scores for Numeracy, Spelling and Grammar and Punctuation. In Reading, 80 percent of students in Year 3 achieved Band 3 or higher which is attributed to the strong focus and intervention implemented under the three-tier model of support.

In Numeracy, 64 percent of students in Year 5 achieved Band 6 or higher which is a significant increase in comparison to previous years. Through the Early Action for Success strategy we are confident that the systems, practices and processes that are being implemented will demonstrate a positive effect on all performance data, as already we see growth in internal school-

Policy requirements

Aboriginal education

Some of our students are from an Aboriginal background. Aboriginal funding from RAM allocation supports the learning of Aboriginal students through targeted programs, including Multiliteracy and Language for Learning (L4L), as well as the assistance of School Learning Support Officers to support students in class as well as their support of targeted programs, as mentioned. We also support the students learning of culture. We recognised Aboriginal Children's Day with an Aboriginal Families afternoon tea, celebrated NAIDOC through a day of cultural activities, with traditional Aboriginal people sharing their stories and included cultural activities in Harmony Day celebrations.

Multicultural and anti-racism education

Learning English is essential for success at school and for further education, training and employment for students who speak a language other than English as their first language. Educating students with English as an additional language or dialect aims to develop their English language competence and improve their learning outcomes throughout the curriculum to a level where they can fully participate in schooling and independently pursue further education and training.

English as an Additional Language or Dialect (EAL/D), makes up 50% of our student population. Mrs Milne is employed as the EAL/D teacher who works with students across K–6, four days a week. She supports students who are placed within the Emerging and Developing stages of English proficiency. Supporting EAL/D students involves targeted and intensive intervention working specifically to improve language acquisition through individualised programs. The learning that takes place includes increasing academic oral language, developing reading and comprehension abilities, and improving writing skills.

Lalor Park Public School is committed to building a diverse and inclusive learning environment that benefits all students including those from language backgrounds other than English. Students are prepared for engagement and participation in Australian society. Multicultural education provides programs promoting anti-racism and community harmony, intercultural understanding and positive relationships between students from all cultural backgrounds. Yearly involvement in Harmony Day allows schools to celebrate our cohesive, culturally diverse society and promote inclusiveness, respect and a sense of belonging for everyone. At Lalor Park Public School we believe in providing a multicultural education that goes well beyond the observance of annual celebrations. We strive to provide a learning environment that promotes our diversities and this is woven through our curriculum and practices.

We developed intercultural understanding within teaching and learning. Staff implement and show

intercultural understanding and appreciation throughout classroom practices and programming. They are aware of the varying cultures within their classrooms and they work collaboratively with the EAL/D teacher to utilise any resources that would improve and make an impact upon the student's continuous intercultural understanding within the syllabus.

In 2017 the school supported the current professional development of two staff members; one the current Anti-Racism Contact Officer (ARCO) and an executive member in the current policy and practice of supporting anti-racism in schools.

Other school programs

The Support Unit

At Lalor Park Public School our support unit is made up of five classes, each with a teacher and a full time School Learning Support Officer. The classes include two Autism, two Multi-categorical and one Moderate Intellectual Disability class.

Students are fully integrated into the mainstream school for all social aspects including lunch, recess, sport, assembly and any special days that may occur, for example, Harmony Day, NAIDOC Day and the Easter Hat Parade. Opportunity also exists for individual integration for those students who may have strengths in certain areas for example; numeracy, science or the arts. This is done in cooperation with our mainstream teachers and is based on the student being capable in the chosen area and is able to cope in the larger classroom setting for short periods of time.

The students from the support unit also have opportunities to participate in PSSA sport, choir and dance groups. Our students can also try out for the leadership teams of our school, including the Student Representative Council, Captains and Prefect roles.

In the support unit we teach from the six Key Learning Areas; English, Mathematics, Science & Technology, History & Geography, Personal Development, Health & Physical Education and Creative & Practical Arts. To cater for the individual learning needs of our students we produce a Personalised Learning & Support Plan in conjunction with the parents/carers. This partnership is valuable to us and we appreciate the contribution and time given to produce this plan.

Parents/carers also participate in an annual review which is an administrative process carried out by the Department of Education where every student's placement in the support unit is reviewed for suitability for the following year.

Transport is also an option for the students which is organised by the Assisted School Travel program. The relevant paperwork is sent off to Assisted School Travel for consideration. There are certain criteria for acceptance for this service and a process to follow before approval is given.

This year we were also fortunate enough to participate

in a Music Therapy program in cooperation with the Autism Advisory & Support Service; made possible through the generous donations of the Kings Langley Lions and Blacktown Rotary Clubs . We were truly grateful for this wonderful opportunity.

Preschool

2017 was another engaging and enjoyable year for the whole Lalor Park Public School Preschool community. As an integrated part of the P–6 school, preschool students have been able to take part in numerous school events, including NAIDOC celebrations, the Easter hat parade and Education Week celebrations, holding open day visits for all families. Children took part in the school Mother's and Father's Day stalls and were also excited to host their parents and carers for a Mother's Day afternoon tea and Father's Day breakfast at the preschool.

Children's interests, strengths and abilities continued at the heart of the preschool program, with play-based learning experiences actively supporting the growth and development of all children. In response to family feedback, children were also able to participate in daily activities with a focus on developing foundational literacy and numeracy skills. Children responded positively to the playful and hands-on nature of the experiences, inspiring positive dispositions toward current and future literacy and numeracy learning.

Positive Behaviour for Learning (PBL) also continued as an important part of the preschool program in 2017. Children adopted language and behaviours consistent with the Lalor Park Public School PBL expectations of being Safe, Respectful, Responsible Learners. With such principles instilled throughout the program, supporting the development of a strong sense of wellbeing, children were able to experience a smooth transition as they moved into the formal school context.

Sporting Schools Funding

This year was the first time Lalor Park Public School participated in sport programs funded by Sporting Schools each term.

Term One – Tennis – 6 Week Program

Term Two – Little Athletics – 6 Week Program

Term Three – Golf – 6 Week Program

Term Four – Dance – 5 Week Program

The benefits of these wonderful programs were that the students were given expert instruction in new sports and the sports were chosen to fit into our school calendar. Term Two was Little Athletics and that was just prior to our own Athletics Carnival. Therefore participation at our own carnival was maximised for our field events as the children were given instructions in high jump, shot put and long jump just prior to these events.

Utilising existing sport questions, the school created a golf program for all students K – 6. Not many primary

school age children would have participated in golfing sessions and through this funding all of our students experienced the thrill of hitting a golf ball.

Three of the four programs were run with outside agencies and one was run by a teacher at our school who had the opportunity to broaden their own teaching skills.

Lalor Park Public School also ran their PSSA, Carnivals and Backyard League events throughout the year.

Public Speaking

In 2017 students from Lalor Park PS participated in the (BLC) Blacktown Learning Community, Public Speaking Competition held at Bert Oldfield PS. Lalor Park sent four finalists, including two students from our Support classes, selected after a vigorous school based-competition to compete. All competitors performed with distinction on the day and received highly commended certificates for their efforts. The benefits of this competition were an increased awareness and development of formal public speaking skills as well as providing opportunities for our students, staff and parents to see aspects of the English syllabus outcomes in action. Overall, this was a very successful program that has been embraced by the school for future participation.

Choir

In 2017 our school choir participated in the Blacktown Festival of the Performing Arts as part of the Blacktown Schools Combined Choir. The evening was well supported by LPPS staff and families. LPPS choir also performed at school assemblies and our annual open day for Education Week.

Breakfast Club

The tradition of Breakfast Club at the school continues to be strongly supported. Breakfast Club operates 3 days per week for the students. The Red Cross continues to support the school with this valuable, healthy and nutritious program. Of course, the volunteers – including a large proportion from St Clements Church and school staff – ensure this program continues to provide the healthy start children need for learning.

Library

Students attend library lessons once per week where they browse and borrow from our well-resourced collection. Library programs encourage a love of reading for leisure and pleasure in all students with exposure to quality literature. Our library is a quality learning environment in every way.

Environmental Education and Sustainability

Our school engages in a variety of programs with a focus in this area. These include: Garden Greenies, Clean up Australia Day and Tree Day. Garden Greenies is an ongoing school program that enables students to participate in sustainable programs, both as

part of the curriculum and also as an extracurricular activity during lunch and recess breaks. Mrs Milne is the backbone of this program and without her the students would not be able to engage in such a worthwhile opportunity.

Premier's Reading Challenge

Every year since 2011 the vast majority of the student body at Lalor Park Public School have achieved recognition from the Premier of NSW for their outstanding participation in the Premier's Reading Challenge. These excellent results reflect the determination that our students, parents and their carers offer when meeting the Challenge. Furthermore, the teacher dedication towards the promoting quality texts, effective teaching of literacy and inclusivity of all students combine to make this event such a success.

Student Leadership and SRC

Student voice and leadership is a priority at Lalor Park Public School. The student leadership team comprises of two school captains and two prefects. These students from our mainstream and support unit classes are elected by the student body. All students in Year 5 are given opportunities and support to develop their potential leadership and follow a rigorous self-select nomination process.

These leadership roles are held in high regard by our school community and staff ensure that all leadership roles build student leadership capacity by facilitating vigorous roles and responsibilities for each of our student leaders. In 2017 our student leaders participated in many special events and activities. These included the National Young Leaders Day held at Darling Harbour, ANZAC & Remembrance Day ceremonies, Peer support programs, parental information sessions not to mention the myriad of tasks ranging from welcoming official guest to monitoring sports equipment. In 2017 the traditions and duties of student leadership have once again been well abided by.

All student leaders are given various opportunities throughout the year to develop their leadership skills.

Elected by their fellow students, the Student Representative Council (SRC) comprises of 16 students from Years 1–6 inclusive. In 2017, our SRC team was also made up with an extended Year 6 leadership team based on student interest for leadership positions. SRC members represent all students in the school and organise ways for students to participate in school and wider school life. The SRC students work together, with assistance from Miss Moscovis and Miss Allen to improve school life, contribute students' ideas and raise money for charities.

Following our success in 2016 to raise much-needed funds for charities in 2017, the SRC continued to support local and national charity events and expanded on raising more funds for the school.