

# Lismore Public School Annual Report



2018



1780

## Introduction

The Annual Report for **2018** is provided to the community of Lismore Public School as an account of the school's operations and achievements throughout the year.

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

Jackie Nilon

Principal

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### Message from the Principal

2018 has been a very busy year for the students at Lismore Public School. The school has continued to provide them with a variety of opportunities to achieve their full social, emotional and academic potential.

I was appointed as principal of Lismore Public School in July of this year. I am proud to be the principal of a school that is deeply steeped in tradition but also moving forward with outstanding curriculum delivery and the provision of opportunities for students to develop their future focused learning skills and capabilities.

I would like to thank everybody who has supported my transition into the principal role by providing information and answering my many questions! Lismore Public School has a professional dedicated team who work collaboratively to ensure that all students are known, valued and cared for. Our teaching staff, office staff and support staff work tirelessly to support the continual improvement of our school.

Thankyou to our wonderful P&C and broader school community for their ongoing support of the school. The P&C has worked hard this year to financially support the school through the purchase of a sound system, the provision of interactive whiteboards in the school and a variety of other things during the year. They have recently been successful in securing a grant that will provide fitness stations in the playground to be used by all students.

I would like to take this opportunity to thank Al Duroux for his outstanding leadership of the school during first semester in 2018. During his time as relieving principal at Lismore Public he implemented programs and lead the development of a school plan that provides an excellent platform for the school to continue to thrive.

I am very much looking forward to working with the staff, students, parents and carers of students at LPS to continue to provide a safe, supportive learning environment where students can reach their full potential in all aspects of school life.

## School background

### School vision statement

At Lismore Public School we value a culture of high expectation and aspiration, leading to success for all.

### School context

Lismore Public School has an enrolment of 272 students in 15 classes. There are 11 mainstream classes and four support classes. 19% of students identify as Aboriginal or Torres Strait Islander.

Lismore Public School has a culture of effective community engagement, high expectation and a commitment to continual improvement. Students are supported by experienced and dedicated staff. Authentic professional learning based on student data and staff need are priorities.

Lismore Public School attracts a diverse range of students. The school houses the Support Class – Early Intervention, and the Summerland Early Intervention Transition class.

In 2018 Lismore Public School continues on the Early Action for Success (EAFS) program to target literacy and numeracy development from Kindergarten to Year 3.

Effective community involvement is a priority for the school.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

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

The results of this process indicated that in the School Excellence Framework domain of Learning Lismore Public School is delivering. Staff at Lismore Public School are committed to all students making learning progress. The wellbeing of students is the responsibility of all staff who are supported by an Assistant Principal (Wellbeing) and clearly communicated Learning and Support structures within the school. All staff recognise that student wellbeing and engagement are vital for student learning and acknowledge the important role they play in ensuring all students are known and cared for. The implementation of the Early Action for Success program has provided the scaffold for staff to employ a well developed evidence based approach to Literacy and Numeracy which regularly monitors and reviews student learning needs. Positive Behaviour for Learning (PBL) provides explicit teaching of behaviour expectations across the school. Sentral is used for the collection of current behaviour data. This data is analysed and compared to historical data to support the effectiveness of PBL. Formative and summative assessment is being used effectively in classrooms to identify where to next for students. Staff are supported in the effective use of assessment strategies and data analysis by an Instructional Leader. Teachers are also engaging in regular learning conversations to guide planning to ensure continuous growth for students. Parents are provided with information on the learning progress of their children. This includes written reports and parent teacher interviews. Analysis of value added in Scout Reports shows that Lismore Public School is sustaining and growing in this area for students K–3 and delivering in Yrs 3–5 and 5–7 resulting in an overall result of delivering.

The results of the external validation process indicated that in the School Excellence Framework domain of Teaching Lismore Public School is delivering. Our work with an Instructional Leader as part of the state wide program Early Action for Success has demonstrated our commitment to identifying, understanding and implementing the most effective teaching methods. High priority is given to evidence based teaching practice. Teachers regularly review and revise teaching strategies to ensure that content is based on the curriculum and teaching practice is individualised and effective. Teachers meet regularly with an Instructional Leader to engage in professional dialogue to review previous content and preview learning planned for their students. Classrooms are organised and Positive Behaviour for Learning supports the maintenance of a positive environment for learning. Processes are in place to support teachers in managing challenging behaviours, including the engagement of an Assistant Principal (Wellbeing). Student progress and achievement data is used to evaluate students understanding of lesson content. Data conversations occur with the

Instructional Leader. Student progress is entered on PLAN every 5 weeks and guides professional learning, both for individuals and stage groups. All staff have Professional Development Plans that are aligned with the School Plan and address their individual needs. Teachers are supported to achieve and maintain accreditation and are proficient in the teaching of literacy and numeracy. Teachers engage in professional learning that is targeted to school priorities and student need. Technology is used to enhance students learning.

In the School Excellence Framework domain of Leading it was validated that Lismore Public School is delivering in this area. The school leadership team at Lismore Public School supports a culture of high expectations and encourages community engagement. All staff and the community have worked together to develop and implement an innovative and strategic school plan that promotes continuous school improvement and includes initiatives including Positive Behaviour for Learning and Early Action for Success. The School Plan aligns to school and system priorities and is responsive to changing needs. The plan is continually monitored to ensure the school is on track to achieve strategic directions and adjustments are made as required. The school provides regular opportunities for staff and the school community to provide feedback on current initiatives and activities. Our evidence indicates that parents and community members have the opportunity to engage in a range of school related activities which result in the school being seen within the community as welcoming and encouraging community involvement. The school also plans for the community to use school facilities including after school care and a local community group. All staff engage in the PDP process and are committed to achieving personal growth through actively engaging in professional learning opportunities aligned to school and individual needs. Staff are provided with opportunities to undertake leadership roles within the school. School staffing is organised to ensure an effective learning environment. This has included the engagement of an Assistant Principal (Wellbeing). School resources are used effectively to support the successful implementation of The School Plan. Long term financial planning ensures the continuity of successful programs including Early Action for Success, additional teachers, School Learning Support Officers (SLSOs) , a technology coordinator and a non-teaching Assistant Principal (Wellbeing) are employed to meet the needs of our students. All students have equitable access to technology to support their learning.

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

### Learning and Wellbeing

#### Purpose

To ensure positive, respectful relationships across the school community which underpin a productive learning environment and support student's development as learners.

To build school systems committed to establishing practices and processes that develop a culture of high expectations.

#### Overall summary of progress

Positive, respectful relationships are evident across the school and within the school community. A significant proportion of families confidently engage with school staff to improve the wellbeing and learning outcomes for students.

A culture of high expectations continues to develop across the school. A review of communication practices and processes, particularly around rewards and recognising achievement has commenced and as a result communication pathways within the school have been streamlined and clearly articulated to the school community.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
There is a high degree of students actively engaging with their learning as evidenced by improved performance and enhanced well-being.	\$10,000 to release staff to support PBL Implementation  \$52,420 additional staffing/professional learning used by Instructional Leader to support data conversations	Staff have focused on high expectations and learning behaviours as part of PBL. Behaviour data has reflected a decrease in students leaving the classroom without permission.  NAPLAN Data continues to show above average growth compared to similar schools.  Anecdotal evidence suggests less students are self referring to the AP Wellbeing to resolve minor issues.
Planning for learning is informed by sound holistic information about each student's well-being and learning needs in consultation with parents and carers.	\$ 18,250 used to support the review of LST structures and release staff to engage in review meetings with parents/carers	Learning and Support Team structures continue to develop. All students requiring additional learning and behaviour support have Individual plans which have been prepared in consultation with parents/carers.  Parents regularly engage with teachers in formal and informal meetings to provide information on students progress.

#### Next Steps

The role of the AP Wellbeing will continue to be refined, with the intended focus for 2019 being on the delivery of a program that is proactive and gives students strategies to regulate their own behaviour before they have escalated to negative behaviours.

The delivery of KidsXpress program has been finalised and dates locked in to the 2019 calendar. KidsXpress is a wrap around support program that will provide staff with professional learning and practical in-class support to develop their skills in trauma informed practice. Staff have been informed of how the program will be implemented and PL opportunities that will be available as a result.

The School Positive Behaviour for Learning (PBL) processes will be reviewed in 2019 with a view to "rebooting" the program to ensure it is reflecting current need as identified by data analysis.



## Strategic Direction 2

### Learning and Assessment

#### Purpose

To provide differentiated teaching and learning programs that explicitly teach students to develop literacy and numeracy skills which allow them to experience success.

#### Overall summary of progress

Teacher knowledge and understanding of the literacy and numeracy syllabus is reflected in teaching and learning programs across the school. Stages collaboratively plan teaching and learning activities during stage meeting times. This is evident in teaching and learning programs.

Data is entered in PLAN each 5 weeks and is analysed by the Instructional Leader and teachers. Other contextual data is also included in data conversations. Areas of need identified are reflected in teaching and learning programs. Regular professional learning has occurred for teaching staff in the effective use of the literacy and numeracy progressions.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increased proportion of students at or above expected levels in literacy and numeracy.	\$52,420 additional staffing/professional learning used by Instructional Leader to support data conversations	Use of the literacy and numeracy progressions show that the majority of students are showing positive growth.
Enhanced parental engagement in student learning, assessment and reporting.	Staff participated in these interviews outside school hours or in their RFFF time. Formal review meetings were funded from the LST budget.	The majority of parents engaged in parent teacher conversations either in person or by phone. The focus of these conversations is shifting to learning.
All teaching and learning programs demonstrate the effective use of formative and summative assessments in classrooms to inform student learning.	Stage meeting and whole staff meeting time was used to develop the skills of staff in this area. Staff regularly participated in professional learning around consistent teacher judgement as part of the EAfS program.	Summative assessment practices across the school are strong with teachers collaborating to develop assessment tasks to ensure consistency of judgement across stages.  Formative Assessment is occurring regularly in most classrooms.

#### Next Steps

The Leadership team will investigate professional learning opportunities to develop their knowledge around formative assessment with a view to providing whole school PL in 2020 to enhance the skills of all teachers.

The MAPPEN program will be purchased and implemented across K–6 in 2019. This will support staff to scaffold differentiation and explicitly teach learning habits to students. Support during implementation will be provided during stage meetings.

The Early Action for Success program will continue to support teachers to collect and analyse data to improve outcomes for students in literacy and numeracy.

## Strategic Direction 3

### Teaching and the Curriculum

#### Purpose

To ensure all teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

#### Overall summary of progress

Staff at Lismore Public School have become increasingly aware of the importance of implementing evidence-based teaching strategies. There is a school focus on working collaboratively to analyse data and formulate teaching and learning programs that are based on current need. A culture of high expectations is evident in most settings.

Parent participation in school activities has continued to increase. Parents continue to build positive partnerships with the school to enhance student outcomes.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increased proportion of students at or above expected levels in literacy and numeracy.	\$52,420 additional staffing/professional learning used by Instructional Leader to support data conversations and the use of the literacy and numeracy progressions.	Use of the literacy and numeracy progressions show that the majority of students are showing positive growth.
All teachers are enacting the Professional Teaching Standards, with a significant proportion of teachers seeking higher levels of accreditation.	\$6893 Beginning teaching funding was used to support this process	Three teachers attained accreditation at proficient level during 2018. All other staff are at proficient level.  Staff have been provided with professional learning opportunities to attain higher accreditation.  Teaching standards are embedded in professional learning sessions and lesson observation proformas and meetings.

#### Next Steps

Teachers will continue to be offered opportunities to seek higher accreditation.

Teachers will continue to collaborate to develop dynamic teaching and learning programs which are fluid and meet current students needs.

All teachers will continue to participate in professional learning activities to further embed their knowledge, understanding and confidence in all curriculum areas to support the development of quality differentiated teaching and learning programs.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$80,184	<p>5 staff members trained in the Stronger Smarter Program.</p> <p>Aboriginal Community Liaison Officer (ACLO) employed one day per week to engage with the school community.</p> <p>Aboriginal School Learning Support Officer (SLSO) employed to work with targeted students.</p> <p>All Aboriginal students have a Personalised Learning Plan (PLP) and are showing growth on internal and external assessment data.</p> <p>Bundjalung Language and Cultural Nest program implemented K–6.</p> <p>Stage 2 students participated in a cultural excursion to the Cape Byron Marine Park in term 3.</p> <p>Community involvement through participation in the celebration of NAIDOC week and parent meetings.</p>
<b>English language proficiency</b>	\$9,583	<p>English as an Additional Dialect / Language (EALD) teacher employed.</p> <p>EALD teacher worked with class teachers and new arrival students to develop the English proficiency of students.</p> <p>Teachers liaised with families to coordinate programs, paperwork and interpreters as required.</p>
<b>Low level adjustment for disability</b>	\$54,275	<p>School Learning Support Officers (SLSO's) employed to support student learning and wellbeing in classrooms and playground. Students were given additional support to access curriculum and engage in appropriate decision making across all school settings.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	0.622 Staffing allocation	<p>School executive were able to meet with teachers to provide instructional leadership through data conversations on a regular basis.</p> <p>Mentoring and lesson observation opportunities were provided to enhance teaching and learning in all classrooms.</p> <p>Evaluation, reflection, management and program discussions were held regularly to build teacher capacity.</p>
<b>Socio–economic background</b>	\$199,482	<p>School Learning Support Officers (SLSO's) employed across classes to support learning and behaviour. This enables students to better access the curriculum in all learning, social and emotional areas.</p> <p>SLSO support provided to ensure effective implementation of L3 in Kindergarten classrooms.</p>



<p><b>Socio-economic background</b></p>	<p>\$199,482</p>	<p>All classrooms received additional funding to purchase flexible furnishing and active play equipment to support learning for all students.</p> <p>Supported the release from class for our Assistant Principal, Wellbeing to provide continuity of support for students with high behavioural needs. A classroom space was also refurbished to provide a safe welcoming area for students who require support self regulating.</p> <p>Partially funded the continuation of the school breakfast club and purchased picnic tables for students to use whilst accessing breakfast.</p>
<p><b>Support for beginning teachers</b></p>	<p>\$13,786</p>	<p>One beginning teacher received additional release time to spend with a mentor. This time was used to engage in professional dialogue around practice, participate in co-teaching and planning and lesson observations. Reflection time was also factored into this process. Support was also provided which allowed the teacher to achieve accreditation at proficient level.</p> <p>Funds were used to support Professional Development Plans (PDPs) through Teacher Professional Learning (TPL) and Beginning Teacher Courses.</p>
<p><b>Targeted student support for refugees and new arrivals</b></p>	<p>\$3,289</p>	<p>English As Additional Language/ Dialect (EALD) teacher employed.</p> <p>Teacher worked with students in classrooms to provide learning support to new arrivals / refugees.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	181	172	173	153
Girls	171	154	145	138

Enrolments at Lismore Public School have remained stable in 2018. Due to a large number of stage 3 students it is anticipated that the school will lose one class in 2019.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	92.2	93.4	93.2	93.5
1	91.9	89.8	93	92.2
2	93.9	92.7	91.2	91
3	92.8	92.6	92	91.7
4	91.6	92.2	93	89.8
5	92.5	93.2	92.3	91.9
6	92.3	90.7	90.8	92.7
All Years	92.5	92.1	92.2	91.7
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### Management of non-attendance

The school monitors the daily attendance of students through SENTRAL. A text message is sent to families if a child is absent from school after the roll has been marked. Should absences remain unexplained a letter is sent to parents / carers to explain the absence.

Class teachers phone parents/ carers if students are absent for 3 consecutive days. Should a students overall attendance fall below 90% the class teacher

makes contact with the family. Should they be unable to make contact or attendance does not improve the matter is referred to the Learning Support Team and Principal. Attendance plans are developed and interviews with parents conducted. Should there be no improvement after school based intervention the matter is then referred to the Home School Liaison Officer (HSLO) who then works with the family.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	15.08
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.6
School Counsellor	1
School Administration and Support Staff	6.42

\*Full Time Equivalent

6% of school staff at Lismore Public School identify as Aboriginal.

### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	30

### Professional learning and teacher accreditation

All teaching and support staff at Lismore Public School completed the Department of Education's Performance and Development Framework with each teacher having a Performance and Development Plan (PDP) comprising three to five goals aligned with accreditation requirements, the school plan and DoE priorities. Professional Learning continues to be a high priority for Lismore Public School staff. Staff participated in regular professional learning activities designed to build the capacity of staff, improve students educational outcomes, improve student educational outcomes and work towards the key priorities in the school plan.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	373,072
<b>Revenue</b>	4,681,704
Appropriation	4,566,842
Sale of Goods and Services	0
Grants and Contributions	113,164
Gain and Loss	0
Other Revenue	0
Investment Income	1,699
<b>Expenses</b>	-4,389,032
Recurrent Expenses	-4,389,032
Employee Related	-4,062,969
Operating Expenses	-326,063
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	292,672
<b>Balance Carried Forward</b>	665,744

The Lismore Public School finance committee meets monthly to monitor school expenditure to ensure the budget forecast is correct. The accuracy, reliability and integrity of accounting and financial administration is regularly monitored. The Finance in Schools handbook is used to support the school in complying with the Public Finance and Audit Act 1983.

Staff have engaged in professional learning this year to continue to support their learning in the LMBR system, HR Payroll and the EFPT tool to support the continued effective financial management of the school.

The use of funds rolled over from 2018 will continue to provide school teams to the resources required to achieve outstanding outcomes for Lismore Public School students in all areas of their learning.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	2,136,159
Base Per Capita	63,820
Base Location	2,932
Other Base	2,069,407
<b>Equity Total</b>	468,460
Equity Aboriginal	80,184
Equity Socio economic	199,482
Equity Language	9,583
Equity Disability	179,211
<b>Targeted Total</b>	875,877
<b>Other Total</b>	742,352
<b>Grand Total</b>	4,222,848

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

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

Reading: State average 82.66–School average 98.82. Students achieving greater than or equal to expected growth is 67%.

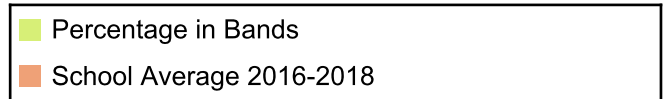
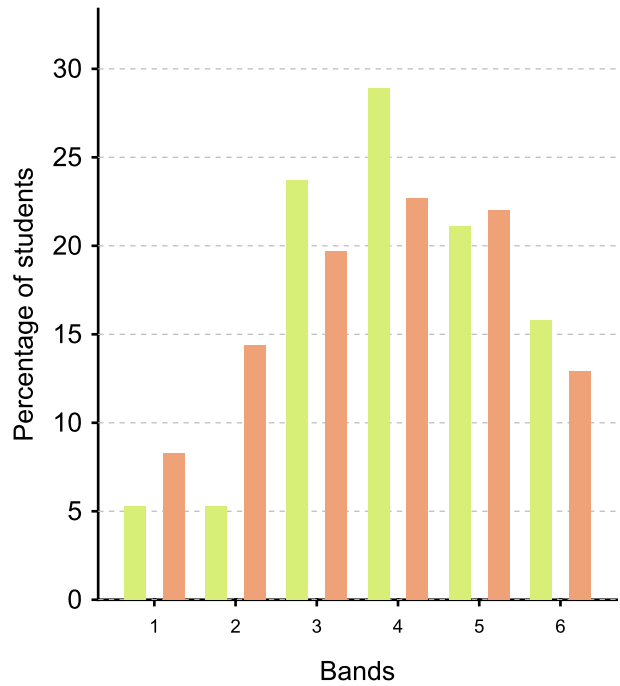
Writing: State average 47.55–School average 51.28. Students achieving greater than or equal to expected

growth is 52.5%.

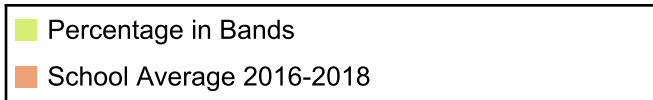
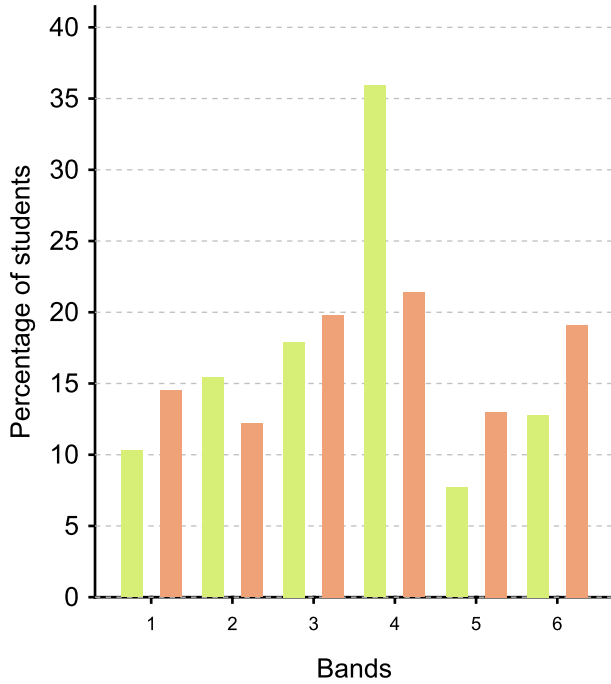
Spelling: State average 79.66–School average 100.23. Students achieving greater than or equal to expected growth is 65%.

Grammar and Punctuation: State average 68.31–School average 89.56. Students achieving greater than or equal to expected growth is 60%

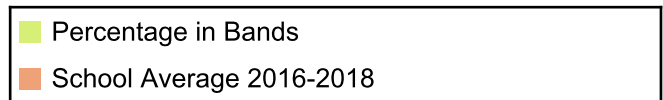
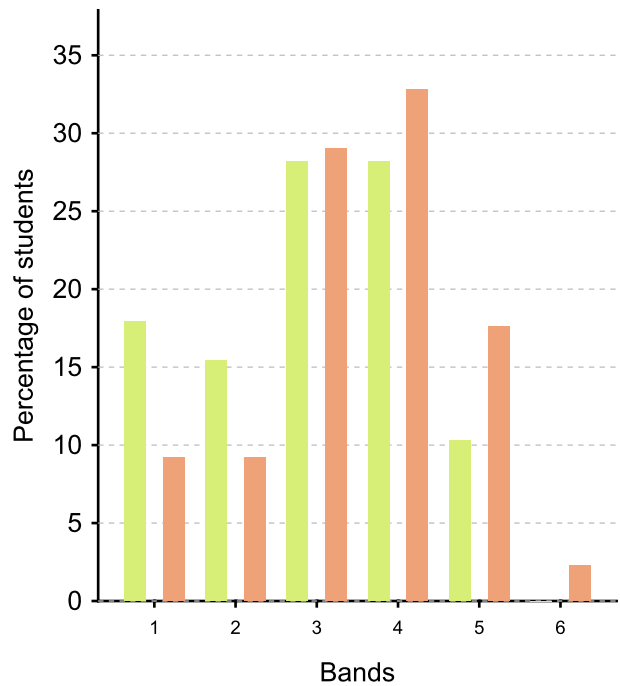
**Percentage in bands:**  
Year 3 Reading



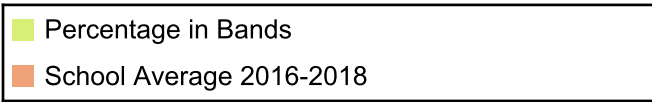
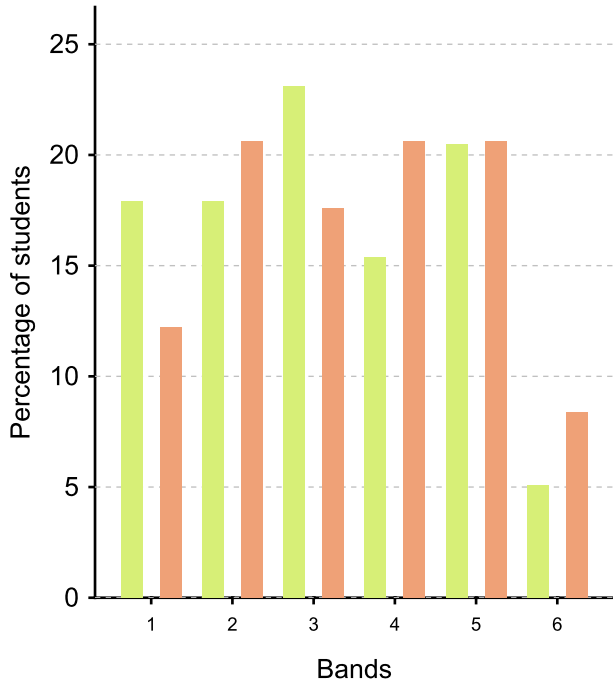
**Percentage in bands:**  
Year 3 Grammar & Punctuation



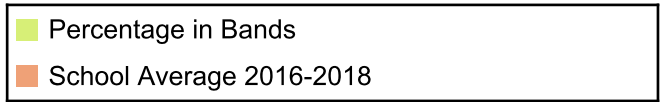
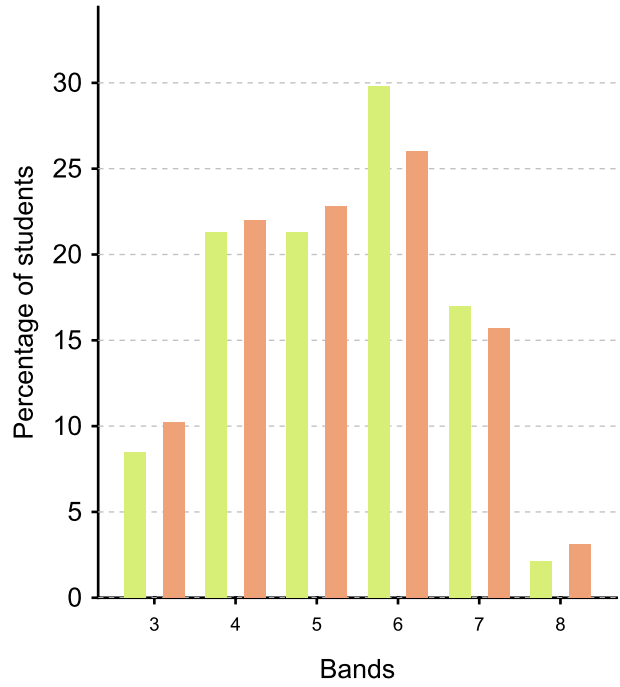
**Percentage in bands:**  
Year 3 Writing



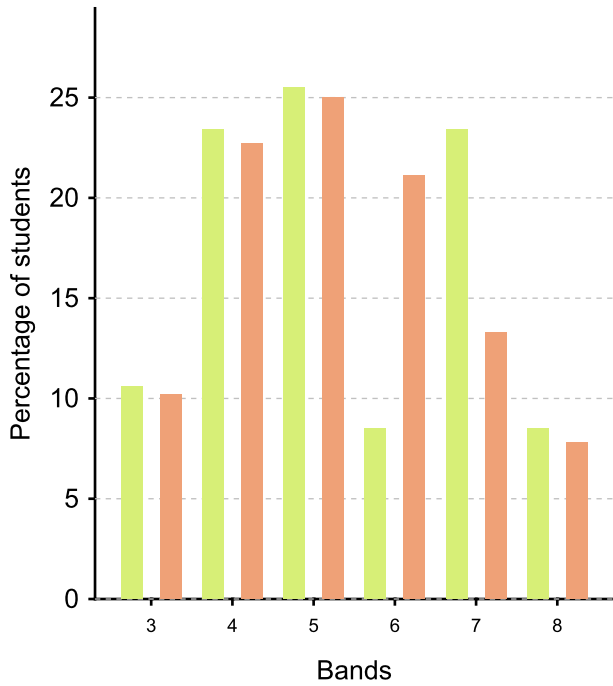
**Percentage in bands:**  
Year 3 Spelling



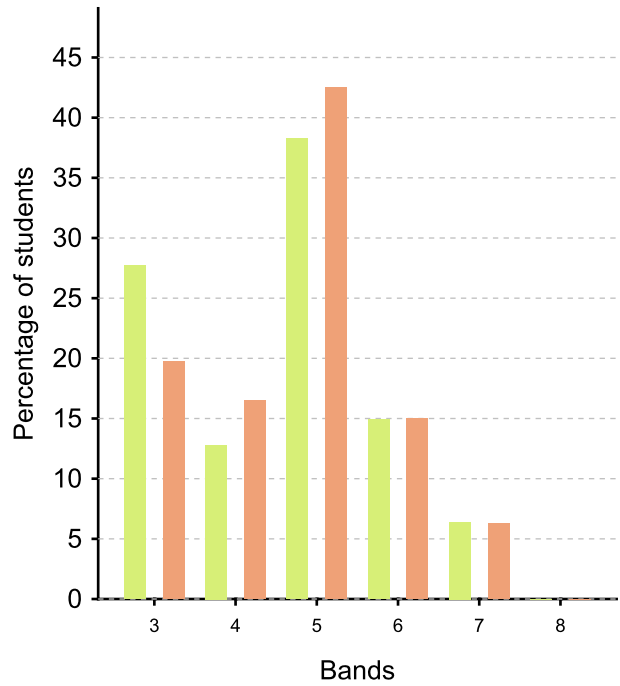
**Percentage in bands:**  
Year 5 Spelling



**Percentage in bands:**  
Year 5 Reading

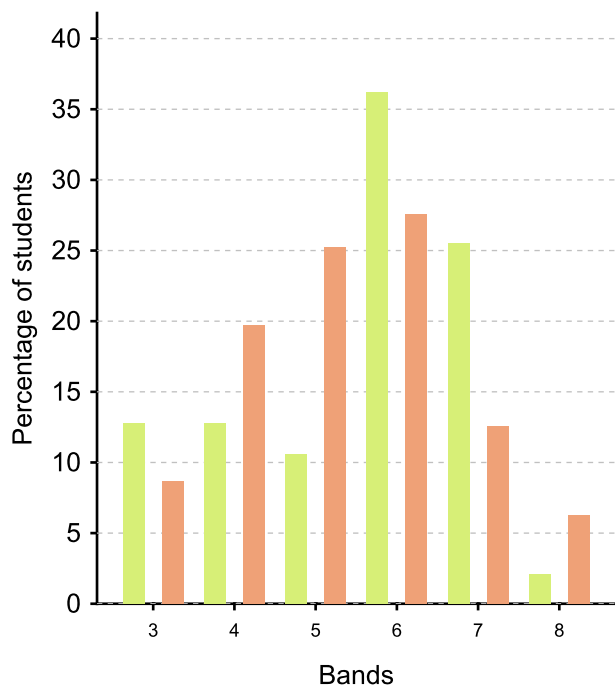


**Percentage in bands:**  
Year 5 Writing





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



Percentage in Bands  
School Average 2016-2018

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

Numeracy: State Average 93.15–School average 106.28. Students achieving greater than or equal to expected growth is 64.1%

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* and *State Priorities: Better services – Improving Aboriginal education outcomes* schools must report on the number of Aboriginal students in the top two NAPLAN bands.

Year 5 – 0 % of Aboriginal students were in the top two bands for grammar and punctuation and spelling, 42% were in the top two bands for Reading, 16.7 % were in the top two bands for Spelling and 14.3% were in the top two bands for numeracy.

Year 3– 0% of Aboriginal students were in the top two bands for writing, 14.3% were in the top two bands for grammar and punctuation, reading and spelling. 16.7% were in the top two bands for numeracy.

## Parent/caregiver, student, teacher satisfaction

At Lismore Public School a strong focus in our school plan is on student wellbeing, attitudes to learning and

building a positive school culture. In 2018 students in Years 4, 5 and 6 participated in the Tell Them From Me Survey. The survey is designed to provide schools with data on a variety of measures that are based on the most recent research on school and classroom effectiveness.

In 2018, 83 students completed the survey.

Results of the survey showed that 64% of students at Lismore Public School feel accepted and valued by their peers and others at the school and 81% feel they have friends at school they can trust and who encourage them to make positive choices. The survey also identified that although 85% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future only 37% of students do their homework with a positive attitude and in a timely manner.

Whilst 83% of students try hard to achieve in their learning, only 56% are interested and motivated in their learning. 88% of students did not get into trouble at school for disruptive or inappropriate behaviour.

The survey also identified that students who felt that they had high skills and were challenged in literacy and numeracy were below the state norm as were those who were confident in their skill level but did not feel challenged. As a cohort our students who found literacy and numeracy challenging were above the state norm.

Students were also surveyed on the drivers which result in positive learning outcomes which include the provision of effective learning time, the relevance of instruction to their everyday lives, the rigour of classroom instruction and provision of immediate feedback, bullying, students feeling that they have an advocate at school and positive teacher– students relationships. Results showed that Lismore Public School fell just below the state average across the board.

58 % of Aboriginal students felt good about their culture when they were at school with 42% agreeing or strongly agreeing that their teachers had a good understanding of their culture (26% neither agreed or disagreed).

Parents and teachers also had access to the survey but the rate of response was too low to provide accurate data

### Areas for Development in 2019 will include:

Rebooting our Positive Behaviour for Learning matrix to ensure it is responsive to data to ensure classrooms promote a culture of learning.

Continue to refine the role of the Assistant Principal, Wellbeing to include providing students with a sense of belonging and the provision of strategies to support overall students wellbeing.

Continue to provide quality professional learning for all staff to ensure the delivery of a highly engaging, differentiated learning program that allows all students

to feel challenged and successful

Promote the Tell Them From Me survey to parents and teachers to increase the number accessing the survey so it can be combined with student data to guide whole school improvement.

## Policy requirements

### Aboriginal education

The Aboriginal Education Team was active during 2018. An Aboriginal Community Liaison Officer continued to be employed for one day per week to continue to enhance communication and engagement with our Aboriginal families. Aboriginal families engaged positively in parent meetings to guide future directions for the school. There was also a significant increase in the number of Aboriginal families participating in school events and interactions with the school regarding their children.

Aboriginal culture was recognised and celebrated with NAIDOC Week activities, peer reading program, assemblies and newsletters. Selected students in Stage 3 also attended the Bundjalung Cultural Camp held at Lake Ainsworth.

Our Aboriginal students were supported in their learning by the development of Personalised Learning Plans. The Bundjalung Language and Cultural Nest program continued in 2018, with a break in term 3 while a replacement tutor was found. This program will continue in 2019.

Understanding and respecting Aboriginal history and culture continues to be an important aspect of Lismore Public School's teaching and learning programs.

### Multicultural and anti-racism education

Lismore Public School promotes an inclusive environment for staff, students and our community. 2018 saw the Lismore Public School community participate in a number of events that celebrated the cultural diversity within our school, the broader community and beyond. The school celebrated Harmony Day, NAIDOC Week and National Reconciliation Week through activity days, assemblies and school displays.

An English as an Additional Language or Dialect (EAL/D) teacher worked closely to support students and their families with their learning.

Multicultural perspectives, cultural awareness and cultural harmony are promoted through various units of work across all curriculum areas in all stages.

Lismore Public School has an Anti-Racism Contact Officer (ARCO) who promotes the school's values of Rights, Respect and Responsibility to support cultural harmony within the school and community.