

Lilli Pilli Public School

Annual Report



2018



4084

Introduction

The Annual Report for **2018** is provided to the community of **Lilli Pilli 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.

Jane Shepherd

Principal

School contact details

Lilli Pilli Public School

Lilli Pilli Point Rd

Lilli Pilli, 2229

www.lillipilli-p.schools.nsw.edu.au

lillipilli-p.school@det.nsw.edu.au

9524 9705

Message from the Principal

Within the context of a caring environment where staff are committed to nurturing wellbeing and attaining outstanding learning outcomes for our students, 2018 has been a year of significant growth and achievement for Lilli Pilli Public School in all aspects of our schooling life. A wide range of quality educational programs were provided which ensure our students achieved their personal best and were active and involved community citizens. Our students excelled in their academic, creative arts and sporting achievements. A consistent focus on improving literacy and numeracy outcomes for all students was supported by excellent classroom practice, a focus on personalised learning and an extensive teacher professional learning program. We built on innovative initiatives and literacy support programs.

Our dedicated teachers are to be commended for their work throughout the year. They combine a strong sense of caring with high expectations for teaching and learning. They are well supported by an equally committed team of administrative and support staff. A strong partnership exists within the school between staff and the parent community. Teaching and learning has been enhanced through parental involvement in the P&C, a range of successful fundraising efforts and parent assistance within the classrooms. We are extremely appreciative of this support.

Transformational progress is a priority for us at Lilli Pilli as we work to develop and educate our students for a rapidly changing future. We expect that over their time at our school, the children in our care will maximise their learning potential and reflect deeply on that learning. As teachers, we are also constantly learning and adapting to new ways of working and new pedagogies. Changes in curriculum, new approaches to teaching and advances in technology all impact on the important work teachers undertake in classrooms.

The annual reporting process serves as an opportunity for the school to capture this cycle of change. At the end of 2018 the school participated in an extensive self-assessment measured against the *School Excellence Framework*. This gave us clarity about our future directions, ensuring those directions are both aspirational and rigorous.

I am proud of the academic achievement of our students and the ongoing success of the strategies being implemented by our school to create high quality learning experiences. I feel privileged to be the leader of this outstanding school, and thank the staff, community and our wonderful students for an exciting and learning-focused year.

In 2019, we will continue to strive to cultivate resilient, self-regulated learners who are willing and able to use their learning differently to contribute positively to our society.

I certify that the information provided in this report is the result of a rigorous school self-assessment and review processes undertaken with staff, parent and school leaders. While it is impossible to capture the diversity of learning and achievement in any one document, this annual report captures a snapshot of our achievements throughout the school year, highlights the strengths of our school community and identifies our future directions. It is with a sense of optimism and pride that I ask you to celebrate our successes and reflect on our future goals as we look forward to 2019.

**Jane
Shepherd – Principal**

Message from the school community

The vision of the LPPS Parents and Citizens (P&C) Association is to raise money to support the school in educating our children and ensure the community and parents feel connected to school life.

During the past 12 months the P & C has worked hard to make a valuable contribution to the school. A special thank you to Dina Osgood (Treasurer) and Desi Seccombe (Secretary) who have worked tirelessly to ensure fundraising events and administration activities run smoothly. Thank you to Adele and Rebecca who took over the running of the canteen and have been doing a fantastic job with the health school canteen strategy. Adele and Rebecca have also donated their time at the Summer Disco and Election BBQ which has ensured these events are well run. Thank you to Melinda and Lisa who continue to provide an excellent uniform shop and provide an ongoing income source to the P&C. Lastly, thank you to Jeni Willcock who has been the P&C Auditor for the past ten years. During this time Jeni has not only ensured the financial accounts are in order but was successful in a state government grant for the upgrade to the Canteen and assisted the canteen staff with pricing items, stock levels and keeping a track of the canteen finances. Jeni your wealth of knowledge and financial expertise has been critical to the success of the P&C for the last ten years.

I would also like to thank all the parents who attended committee meetings, represented the P&C on school committees and volunteered to work at the canteen, be on the ice, block and chip roster and run fundraising events or helped out at these events. It could not be done without you. People have contributed in many ways big or small and my thanks goes to each and every one of you.

During 2018 the P&C raised approximately \$25,500. Special thanks to the parents who assisted with the Bogan Bingo Night which raised \$10,761 of this total. The P&C were also successful in receiving a \$15,000 State Government Grant to refurbish the upper site playground. As a result the P&C could fund the following equipment, resources and facilities for the school:-

- Top Site Playground Refurbishment \$15,000 (grant);
- Technology for Classrooms \$15,000
- New Home Readers \$879;
- Bottom Site Landscaping \$3,344; and
- Replace Canteen Air Conditioner \$2695.

At the first meeting of the P&C for 2019 the committee agreed to fund a further \$26,500 of resources for the school including;

- more technology devices in classrooms,
- a new BBQ for the Top Site;
- an aboriginal mural for the bottom site;
- a mural with positive phrases for the bottom site;
- new honour boards for the Halls;
- new outdoor speakers for both sites; and
- \$1,000 donation to the Melanoma Institute in memory of Melinda Beaumont.

The Committee looks forward to further partnering with the school in achieving the best outcomes for the students in Lilli Pilli Public School. Lastly, I would like to recognise Jane, the school executive team, the wonderful teaching staff and the school administration for all their support and working together with us collaboratively.

Ian Naylor

President

School background

School vision statement

At Lilli Pilli Public School we are working in partnership with parents and the broader community, providing quality education to prepare students for a complex and rapidly changing world in a nurturing and respectful environment.

Lilli Pilli Public School is a respectful, collaborative school with high expectations for all students. We work in partnership with parents and our community to provide quality education and to ensure that 'Everyone Matters'.

School context

Lilli Pilli PS is in the southern suburbs of Sydney on the surrounding shores of the Port Hacking River. All programs at Lilli Pilli Public School are underpinned by a Student Wellbeing Policy which aims to realise the school's mission that 'Everyone Matters'. Programs include student achievement and social responsibility through a balanced, challenging and engaging curricula. The school caters for the individual needs of all students, supported by a strong Learning Support Team. The school, which is on two sites, has a very well developed K/6 ethos, fostered through our Peer Support Program, Buddy and Award Systems and an inclusive philosophy in our educational goals, professional development, school planning and evaluation. The school enjoys a high profile in the community in extracurricular activities that include band and the creative arts, dance, sport, public speaking and debating. Our school works very closely with and is strongly supported by our parent community in all aspects of education. The collaborative and cohesive staff, strive for excellence in providing the best learning environments and opportunities for all our students. At Lilli Pilli Public School 'Everyone Matters'.

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 Lilli Pilli Public School will extend the great literacy practice of explicit teaching in writing to numeracy with evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning.

We will embed formative assessment into daily practice and ensure that the school develops processes to support teachers consistent, evidence based judgement and moderation of assessments.

We will increase data analysis to ensure that all teachers feel confident reading data, including school trends and drive instruction from the analysis of data.

We will continue to monitor and refine a whole school approach to student engagement, to improve learning.

We will continue to track student wellbeing as a priority for 2019, building on our currently playground system and implementing this into the classroom.

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

We teach Effectively

Purpose

To build a collaborative learning culture where teachers are activators of learning, have high expectations, are committed to excellence and continually strive to reflect, maintain and improve on quality teaching practice, thereby improving Literacy and numeracy outcomes of our students.

We will drive Literacy and Numeracy forward to ensure continuous development, improvement and refinement of quality educational programs, sustained improvement in student outcomes and excellence in primary education.

Overall summary of progress

An increased number of students met grade expectations on the literacy and numeracy continuums. NAPLAN results for Year 3 and Year 5 were above state averages. Teaching staff participated in writing professional learning sessions designed to develop sound writing strategies in students through explicit and systematic teaching. Staff engaged in collegial classroom observations and the modelling of effective teaching practice and feedback. Staff reflected and reported on the achievement of their own learning and leadership goals through their Performance and Development Plans. Staff shared expertise of exemplary teaching practice and reflected on these in stage and staff meetings. All staff understand the importance of current pedagogy and how the Australian Professional Standards for Teachers need to reflect their practice. Beginning and Early Career teachers were mentored by experienced staff. They gathered and collated evidence for the purposes of accreditation. Three early career teachers submitted their portfolios and have achieved proficient teacher accreditation.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased % of students in top 2 bands for NAPLAN in literacy and numeracy. Increased student growth/value added in internal and external measures (E.G PLAN, NAPLAN, school based data)	All staff attended professional development "Data with Confidence" run by CESE at a cost of \$1800.	All staff use the learning continuums to track student growth and have been introduced to the idea of recording data in PLAN. All teaching staff utilised standardised assessment such as SENA and PAT R to assess and review student progress with identification of students at risk. This ongoing data is used across K–6 to inform successive teachers of student capabilities and learning with the purpose of targeting teaching to ensure student growth.
Professional learning evaluations recognise whole school and inter school relationships which shows an increase in teacher knowledge through research is being implemented. An increase in teachers using professional standards and PDP's to identify and monitor specific areas for development or continual improvement.	QTSS funding of \$ 25 000 used to relieve teachers for observations and mentoring with executive staff and peer colleagues	All teaching staff participated in formal lesson observations and feedback processes enabling them to effectively implement new pedagogies in their classrooms. Teaching staff were also able to define and revise their own professional learning plans and goals more effectively within researched pedagogies.
K– 6 Teaching and learning programs show an increased percentage of stage teams sharing programming and analysing class/stage data. Classroom observations, programs and surveys show that teachers have transformed teacher practice. Teacher PDP,	Purchase of Assessment resources such as PAT R and PAT maths, online maths programs and Individual planning days for all teaching staff at a cost of approx. \$8100.	All teaching staff utilised standardised assessment such as SENA and PAT–R/PAT maths to assess and review student progress with identification of students at risk. Teachers attended a variety of professional development opportunities to further strengthen their knowledge and practice within their teaching.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Lesson observation feedback and staff surveys show improvement in teaching practice and collaboration.		All teaching staff utilised standardised assessment such as SENA and PAT–R/PAT maths to assess and review student progress with identification of students at risk. Teachers attended a variety of professional development opportunities to further strengthen their knowledge and practice within their teaching.

Next Steps

To Implement key initiatives from the Literacy and Numeracy Strategy. From Term 2 2019, schools will undertake professional learning in PLAN 2 for implementation in 2019. From Term 4 2018, schools will undertake professional learning in the revised Best Start assessment and learning progressions for implementation in 2019.

Continue to develop data collection and tracking systems to enhance our focus on monitoring student achievement including formative assessment focused on student growth in literacy and numeracy. Continue to implement and revise our school-wide Assessment and Reporting schedule to formalise assessments and the collation of data driven evidence to show student growth and differentiate learning programs.

Increase professional learning for all staff members to promote collaboration, observation and sharing of evidence-based future focussed teaching strategies..

All teachers to continue to participate in professional learning in writing and strategies for students. Establish professional learning teams across stages and curriculum areas to lead improved and embedded practice in relation to curriculum continuity and quality future focussed teaching in classrooms.

Strategic Direction 2

Everyone Matters

Purpose

To actively engage all members in dynamic and challenging evidence based learning experiences in the pursuit of personal excellence. We will ensure all students become accountable, self-directed and resilient learners and we will focus on quality relationships and high expectations, integral to being an inclusive school and fostering a shared sense of responsibility for student engagement, student learning and student success.

Overall summary of progress

Student data collected through summative and formative assessment is used across all stages and an assessment schedule was established in 2018 to collect and collate whole school data progressively throughout the year. Teachers worked collaboratively to review and analyse stage and student data in line with curriculum to ensure quality differentiation and explicitly targeted student need was embedded in everyday practice. This led to a performance and development culture where the key to professional learning and enhancing staff efficacy has been the change to a culture of collaboration and to regularly use student assessment data school wide to identify student achievement and progress, in order to inform future school directions. The teachers have taken techniques and, through regular use, incorporated them into their own theories of classroom practice and thus changed their own ideas about practice.

The improvements are focused on those things that make the greatest difference in student achievement. Teachers are engaged in professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teacher monitor the effectiveness of their own efforts. We have built the collective capacity of the staff and school community to use data to inform strategic school improvement efforts. explain how written teacher comments help to continually improve.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
There is an increase in the schools value-added results, significantly above the value added by the average school.	Addition of Instructional Leader at a cost of \$104 000 to support K-6 teachers in their rooms in a collaborative environment.	Instructional leader was structured to support teachers in class to improved student outcomes particularly in writing. In class support focussed not only on teacher pedagogy and practice, but also on a second pair of eyes to evaluate student learning behaviours within the classroom. This change in focus improved both formative assessment and effective feedback at both the student and teacher level.
School data shows the student progress and achievement is greater than students at statistically similar schools on external measures and this is consistent with increased student progress and achievement on internal measures.	:Data with Confidence for all teaching staff \$1800.	Data was collated over the semesters. Analysis from the Learning Support Team was coordinated and presented to staff. Student attainment and progress was gathered using various forms of whole school assessment data and evaluated through LST.
TTFM data indicates a higher proportion of students feeling included and engaged in school activities.	Continued survey participation from school students, parents and teachers. Student leaders across 1 to 6 participated in SRC leadership day at a cost of 2 casual relief days.	Tell Them From Me survey results continue to remain high with regard to student engagement at Lilli Pilli PS. Continued focus on student wellbeing and inclusivity has remained a focus with opportunity for students to participate in such days as the SRC leadership day. The learning Support team continued to be the hub for information on the wellbeing of students and used various assessment tools to measure student wellbeing.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Staff wellbeing increased as a result of coaching and mentoring from leadership team. as seen in the Wellbeing Assessment Tool and TTFM surveys.	Executive Team participated in Community of Practice Growth Coaching and mentoring sessions throughout 2018.	All teaching staff formed performance and development plans that articulated goals related to whole-school, stage and personal targets. Staff collegiality has increased within stages, with collaborative planning and programming increasing over 2018..
Wellbeing Assessment Tool indicate an increase in levels of student engagement.	Participation in Wellbeing Assessment Tool for 2018 at no cost.	There was a focus on staff collegiality and collaborative practice during 2018. All goals and personal development areas identified by staff were targeted through a differentiated approach to professional learning. A continued focus was to build the leadership capacity of staff to ensure an authentic opportunity for staff to increase capabilities.

Next Steps

The performance and Development process will be directly informed by staff self evaluation utilising tools including the AITSL Self Assessment Survey.

Continue to build on the Learning and Support Team processes and strengthen the support for students, with regular and timely referrals, counsellor support and communication with parents. .

Analysis of 2018 NAPLAN data to inform future planning of teaching and learning programs and to identify the support needs of individual students.

Strategic Direction 3

We provide a positive learning environment – Future Focused Learning

Purpose

To develop an inclusive and accepting environment that fosters collaborative interactions between staff, students, parents and the wider community.

To provide students with Future-focused learning environments that inspire them to be leaders of their own learning. Students collaborate and use critical and creative thinking to solve complex problems and become mindful global citizens.

To prepare students across all curriculum areas and learning stages with skills and capabilities to thrive in a rapidly changing and interconnected world. It connects students and engages their sense of curiosity.

Overall summary of progress

With the ongoing commitment to embedding technology into all aspects of our teaching, learning and administration, all staff are now using online platforms for primary communication and sharing of resources creating a cohesive learning environment across our K–6 sites. The school has responded to parent support of increased devices in every classroom. Presently there is a 1:2 student ratio of iPads in all K–2 classrooms and a 1:4 ratio of student lap tops in 3 to 6 classrooms.

The commitment to developing STEM in our school has further fostered an environment of technology embedded into our 21st century learning programs providing the facility to research, collaborate and design in problem solving tasks.

The use of Sentral and Microsoft 365 continues to be used to record data to ensure continuity throughout the student's schooling.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teaching and learning programs across the school show increasing evidence that they are adjusted to address future focused approaches including critical and creative thinking practices.	Staff attendance at future focussed professional learning courses at a cost of \$15 000. Use of STEM share community – no cost. We were able to secure the LEGO robotics kits for Term 4.	STEM programs embedded across the Learning areas to enhance student learning and foster best scientific, technological and engineering practice in all students.
There is increasing evidence of Staff evaluating professional learning activities to identify and systematically promote and implement the most effective contemporary strategies and teachers are supported to trial innovative or evidence-based, future-focused practices as is evident in teaching and learning programs.	Staff teams research around future focussed learning environments. nil cost. Teacher Professional Learning afternoons team discussions around CESE and "kids most likely to succeed" \$400	Staff participated in research and discussion with international researchers. Staff initiated talk around what and how to teach in a future focussed learning environment.
Learning spaces are increasingly and flexibly utilised to enhance student learning.	Kindergarten classes supplied with flexible classroom furniture to enhance collaborative teaching spaces – \$7000	Teachers report the benefits of furniture that encourages collaboration and communication between teacher and students has been very successful. Year 6 committed to renovating entire classroom for

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Learning spaces are increasingly and flexibly utilised to enhance student learning.	Funds committed for all classrooms K–2 to be supplied with furniture \$11 000 for 2019.	beginning of 2019. to cater for student need and diversity.

Next Steps

The acquisition of additional devices with an aim to provide every student with access to a device supplied by the school continues.

Professional development of staff in STEM, coding and robotics to provide a future focussed learning environment to enable teachers to embed higher order thinking tasks to challenge students of all levels.

Use of qualified staff to share and develop the knowledge across all stages of teachers and continued sourcing of external expertise to ensure confidence and consistent progress by all members of staff.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$1313	This funding was used to support our Indigenous students with the development of Personalised Learning Plans developed in consultation with parents. Individual written reports were provided to parents.
Low level adjustment for disability	\$86 672	<p>The funding was used to support students with additional learning needs who are not eligible for individual fundig.</p> <p>Student Learning Support Officer support provided to targeted students.</p> <p>Additional learning and support teacher intervention funded in response to student needs.</p>
Quality Teaching, Successful Students (QTSS)	\$66320	Professional learning funds along with additional school funds were used to provide both an Instructional leader and for additional time for teachers to work collaboratively to build shared understandings of learning particularly in the area of writing.
Socio–economic background	\$6395	<p>Additional Learning and Support Teacher Intervention funded in response to student needs.</p> <p>Targeted financial support to ensure participation of students in specific activities.</p> <p>School funded welfare initiatives were included.</p>
Support for beginning teachers	\$14 130	<p>These funds have been used effectively to support out beginning teachers in the areas of professional learning and mentoring allowing for genuine collaboration among staff.</p> <p>Funding used for beginning teachers to attend beginning teacher conference.</p> <p>Professional needs were identified and personal professional learning plans were developed collaboratively with mentors. These plans were supported and funded through this funding and professional learning opportunities both in school and those specifically designed for beginning teachers such as the beginning teacher conference.</p>
Targeted student support for refugees and new arrivals	\$0	Not applicable

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	187	174	180	179
Girls	184	188	192	189

School enrolments remain steady at Lilli Pilli Public School as boundaries are controlled. Currently we are not accepting out of area enrolments, and the school is not losing large numbers of students throughout the year.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	96.6	96.4	96.2	96.4
1	96.1	95.8	96.6	95
2	96	94.8	96	95.2
3	96.1	95.3	94.7	96.2
4	95.8	95.3	96.4	93.3
5	95.1	94.9	96.6	92.3
6	95.6	94.6	95.9	94.8
All Years	95.9	95.3	96.1	94.8
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

Support Team. Attendance concerns for individual students are referred to the Home School Liaison Officer.

The school maintains accurate records of the attendance of students. Staff are informed of their responsibilities related to student attendance and the expectations and responsibilities of every classroom teacher with regards to monitoring and following up of absences. The school has provided clear information to parents regarding attendance requirements and the consequences of unsatisfactory attendance. Parents and families are emailed weekly when absences are not explained. The School uses Sentral to monitor attendance, email communication to contact parents with absences within timely manner. Students with attendance patterns of concern are supported locally at the school in consultation with parents and through referrals from the Learning Support Team. The Home School Liaison Officer visits the school regularly to report on areas of concern with regard to roll marking and attendance concerns. Students have the opportunity to be involved in engaging and exciting programs including social skill programs to encourage attendance and engagement in school.

Class sizes

Class	Total
KFW	19
KB	20
KM	20
1/2B	25
1/2S	26
1/2P	26
1/2D	26
3C	29
3W	29
4P	24
4C	23
5L	30
5H	31
6M	24
6B	23

Management of non-attendance

Students are to attend school on each day that the school is open. Should a student be absent a parent must send an explanation in writing to the school, requesting their child's leave be approved. Should an absence remain unexplained a parent will receive a formal advice from the school. All attendance data is recorded electronically and monitored regularly departmentally and through the school's Learning

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	13.87
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
School Administration and Support Staff	3.42

*Full Time Equivalent

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

The Australian Education Regulation, 2014, requires schools to report on Aboriginal composition of their work force. 0% of teaching staff identify as Aboriginal and Torres Strait Islander.

1 teacher has taken maternity leave. and 2 teachers are taking part time maternity leave, allowing for the full year employment of temporary staff. We have had a professional teacher exchange for 2018 with a teacher from a local school.

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	0

Professional learning and teacher accreditation

Professional learning meetings are scheduled each Tuesday to address mandatory training requirements and teacher learning aligned with the school strategic directions, goals and priorities outlined in the school plan.

During Semester 2 our focus was on building a shared vision for our new school plan and using appreciative inquiry to develop a school vision and priorities for 2018. Teachers worked together to align their classroom programs, assessment and reporting practices. Timetabling enabled teachers to observe colleagues, visit classrooms, both within our own

school and across other local schools. Collaborative time allowed teachers to engage in deep professional dialogue about student assessment data to ensure consistent teacher judgement across the grade, stage and school.

Financial information

Financial summary

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

	2018 Actual (\$)
Opening Balance	134,389
Revenue	3,210,498
Appropriation	2,866,819
Sale of Goods and Services	18,865
Grants and Contributions	320,889
Gain and Loss	0
Other Revenue	0
Investment Income	3,926
Expenses	-3,145,673
Recurrent Expenses	-3,145,673
Employee Related	-2,588,280
Operating Expenses	-557,393
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	64,826
Balance Carried Forward	199,215

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.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	2,564,593
Base Per Capita	71,933
Base Location	0
Other Base	2,492,660
Equity Total	96,672
Equity Aboriginal	1,313
Equity Socio economic	6,395
Equity Language	1,292
Equity Disability	87,672
Targeted Total	25,984
Other Total	94,421
Grand Total	2,781,670

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.

The percentage of Year 3 students in the top two bands for reading was 75%. This is 10% above state results. The results for Grammar and Punctuation and spelling are also above state average. The results over the last 3 years have remained steady for Year 3.

In Year 5, more than 80% of our students are working at proficiency in all areas of literacy. Approximately 17% of our Year 5 students gained results in the top two bands for Writing, above state average. Out Year 5 results have remained steady this year.

Percentage in Bands:

Year 3 - Reading

Band	1	2	3	4	5	6
Percentage of students	1.8	1.8	5.3	15.8	35.1	40.4
School avg 2016-2018	1.9	1.3	11.9	18.8	31.3	35

Percentage in Bands:

Year 3 - Writing

Band	1	2	3	4	5	6
Percentage of students	0.0	1.8	7.0	24.6	43.9	22.8
School avg 2016-2018	0	1.3	8.1	18.1	46.3	26.3

Percentage in Bands:

Year 3 - Spelling

Band	1	2	3	4	5	6
Percentage of students	0.0	1.8	14.0	19.3	35.1	29.8
School avg 2016-2018	0	4.4	15.6	21.9	29.4	28.8

Percentage in Bands:

Year 3 - Grammar & Punctuation

Band	1	2	3	4	5	6
Percentage of students	0.0	3.5	5.3	29.8	19.3	42.1
School avg 2016-2018	0.6	3.1	8.8	23.1	23.8	40.6

Percentage in Bands:

Year 5 - Reading

Band	3	4	5	6	7	8
Percentage of students	1.7	8.3	20.0	28.3	28.3	13.3
School avg 2016-2018	2.9	5.3	18.2	30	27.6	15.9

Percentage in Bands:

Year 5 - Writing

Band	3	4	5	6	7	8
Percentage of students	1.7	6.7	36.7	40.0	11.7	3.3
School avg 2016-2018	1.8	5.8	38.6	36.8	12.9	4.1

Percentage in Bands:

Year 5 - Grammar & Punctuation

Band	3	4	5	6	7	8
Percentage of students	1.7	6.7	13.3	35.0	20.0	23.3
School avg 2016-2018	1.8	7.6	12.3	29.8	22.8	25.7

Percentage in Bands:

Year 5 - Spelling

Band	3	4	5	6	7	8
Percentage of students	1.7	6.7	25.0	31.7	28.3	6.7
School avg 2016-2018	1.8	8.8	23.4	32.7	26.9	6.4

The percentage of Year 3 students in the top two bands for numeracy is 60%. This has remained steady as a comparison to 2017.

The percentage of Year 5 students in the top two bands for numeracy was 47%, on par with the state average.

Percentage in Bands:

Year 3 - Numeracy

Band	1	2	3	4	5	6
Percentage of students	0.0	1.8	8.8	15.8	47.4	26.3
School avg 2016-2018	0	5	12.6	22	25.8	34.6

Percentage in Bands:

Year 5 - Numeracy

Band	3	4	5	6	7	8
Percentage of students	0.0	1.7	26.7	25.0	25.0	21.7
School avg 2016-2018	1.2	4.1	22.4	25.3	22.4	24.7

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 literacy, our Year 3 students have consistently remained at more than 70% of students achieving in the top 2 bands, with the majority of Year 3 students in the top 2 bands for writing.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

Parents were asked to complete a survey (Tell Them From Me). There were 30 respondents representing approximately 15% of Lilli Pilli PS families. The results indicated that there is a strong sense of welcome for parents at the school. Parents felt comfortable and could speak easily with their child's teacher. They believed mostly that our school reports are written in terms that they understand. There were high expectations for homework and the survey suggests that parents believe teachers show an interest in their child's learning. Parent responses also noted informal and formal face to face teacher meetings were most useful when communicating with the school.

There is a strong emphasis on celebrating success and achievement at the school from all stakeholders within the school.. Parents also noted the need for continued high expectations from both school and at home with a resounding emphasis on tertiary education as a pathway for their children.

The school plan was implemented in 2018 in consultation with the community, staff and students of Lilli Pilli Public School. The vision and strategic directions were developed from the triangulation of data from all stakeholders involved in the evaluation process.

Students in Years 3 to 6 completed the "Tell Them From Me" survey. The survey also asked students what the school should include in teaching programs over the next three years. Teaching staff participated in a yearly review of school programs focussing on whole school data. Growth and trends across stages and grades were highlighted at the end of term 4. Targets and goals were set for the beginning of 2019.

Policy requirements

Aboriginal education

At Lilli Pilli PS aboriginal perspectives are included in units of work, as part of the implementation of new syllabus documents. They are incorporated in all areas of the curriculum, across all stages. Les Bursill, our local Dharawal (Aboriginal Australian) historian, archaeologist, anthropologist, and publisher continues a wonderful relationship with our school, led by Anne Martyn. He continues to support the school with the development of our Indigenous garden, discussing the significance of our site for the local Dharawal people. Our acknowledgement of country, written by our students, is now part of each assembly, of this we are very proud,

Multicultural and anti-racism education

At Lilli Pilli PS, we have implemented the NSW Department of Education and Communities Anti-Racism Policy. Our staff are committed to the elimination of all forms of racism. WE promote positive and inclusive behaviours and teach resilience and strategies to cope with racial issues. We encourage and celebrate all students achievements and diversity. We have an ARCO appointed on staff to provide professional, timely and informal response to complaints or racism to see a resolution. It is our responsibility to promote acceptance of Australia's culture and out ethnic and religious diversity within our school.