

Lismore Public School 2019 Annual Report



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Introduction

The Annual Report for 2019 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.

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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 2019 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

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

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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

For more information about the School Excellence Framework:

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

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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.

Improvement Measures

There is a high degree of students actively engaging with their learning as evidenced by improved performance and enhanced wellbeing.

Planning for learning is informed by sound, holistic information about each student's wellbeing and learning needs in consultation with parents and carers.

Progress towards achieving improvement measures

Process 1: Learning

At Lismore Public School our students will develop foundation skills in literacy and numeracy, strong content knowledge and the ability to learn and adapt. Learning programs will reflect syllabus outcomes and individual need.

Evaluation	Funds Expended (Resources)
Our processes and practices relating to Learning and Support were reflective of individual student need throughout 2019. Students who were at risk of not achieving the minimum standard for their cohort were placed on an intervention program. Current levels of achievement was measured and individualised programs developed and delivered by the Learning and Support teachers (LaST). Our LaST reported great improvement from all students involved in this intervention, which was based around phonological awareness. The program also included multi-sensory aspects including body movement, actions, music and narrative, to cater to the needs of students with learning disabilities including dyslexia. Students who were just under our minimum standard were also provided with a small group intervention focusing on reading and comprehension strategies. Again, all students involved progressed at a pleasing rate.	School Funds– provided release for LST coordinator to support staff in formulating individual student learning plans and conduct review meetings. In school Professional Learning sessions

Process 2: Wellbeing

At our school there is a strategic and planned approach to develop whole school processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

Evaluation	Funds Expended (Resources)
Anecdotal evidence, classroom observations and facilitator feedback shows that Professional Learning strategies relating to trauma informed practice are being implemented across the school and are having a positive impact on behaviour for all students in all settings. All staff attended mandatory professional learning sessions delivered by the KidsXpress facilitator. 80% of staff engaged in optional professional learning sessions and 95% volunteered to have the KidsXpress facilitator work in their classrooms to develop strategies for classes and individual students. The exit survey from the program identified that all staff who had participated in professional learning sessions felt their ability to engage students who had been impacted by trauma had improved and that they were implementing strategies that were based on trauma informed practice. The school will implement the Smiling Mind program in 2020 and beyond to continue building our	Uniting Church Grant (\$20,000) School Professional Learning funds / In school professional learning sessions School Funds to release PBL team / provide physical resources

Progress towards achieving improvement measures

implementation of school wide trauma informed practice.

All PBL signage has been updated and is displayed around the school. Expected behaviours are being explicitly taught across the school. Further work needs to be done on developing a time that these occur across the school. PBL data has been shared with staff at communication meetings. 2020 will see this become a regular focus at whole staff meetings.

Our PBL mascot, Arbee, was launched at a school assembly in early term 4 following a design competition and school community voting process. 2020 will see Arbee embedded on all PBL correspondence and signage across the school as we aim for our mascot, and the values it represents, to become part of our school culture.

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.

Improvement Measures

An increased proportion of students at or above expected levels in literacy and numeracy.

Enhanced parental engagement in student learning, assessment and reporting.

All teaching and learning programs demonstrate the effective use of formative and summative assessments in classrooms to inform student learning.

Progress towards achieving improvement measures

Process 1: Assessment and Reporting

Develop teacher and community knowledge and understanding of the syllabus, particularly in literacy and numeracy.

Evaluation	Funds Expended (Resources)
<p>This year our school ran a program for our parents and parents of our neighbouring school, Lismore Heights PS. PaTCH (Parents as Teachers and Classroom Helpers) is a programme specifically designed for volunteers in the school community to confidently assist in school classrooms. Our PaTCH program equips volunteers with skills to enable them to feel greater confidence to support learning and communicate with students and teachers about learning. It ran for 10 weeks and the ten parents involved expressed great appreciation for their new found knowledge and skills in understanding how children learn to read, write and become numerate.</p> <p>Teachers engaged in workshops using the Mode Continuum in Literacy which outlined how the acquisition of writing starts with spoken language and the explicit nature of how our lessons must be structured to ensure students become successful communicators through drawing, speaking and writing.</p>	<p>In School Professional Learning Sessions</p> <p>Instructional Leader released to run parent sessions</p>

Process 2: Assessment for Learning

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers.

Evaluation	Funds Expended (Resources)
<p>Through learning conversations, teachers reflected on how to regularly provide students with opportunities to demonstrate what they know and can do in relation to the learning intentions and success criteria of the lesson. Teachers have also reflected on how to challenge students with questions that prompt them to deepen their thinking and articulate their reasoning. Our next focus will be on how to provide specific feedback, emphasising how students can improve their learning.</p>	<p>OTSS funds accessed to provide release for teachers to participate in learning conversations</p>

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.

Improvement Measures

An increased proportion of students at or above expected levels in literacy and numeracy.

All teachers are enacting the Professional Teaching Standards, with a significant proportion of teachers seeking higher levels of accreditation.

Progress towards achieving improvement measures

Process 1: Professional Learning

The teachers at Lismore Public School are committed to building curriculum knowledge, understanding and confidence to effectively develop teaching and learning programs for their students.

Evaluation	Funds Expended (Resources)
During our Staff Development days in 2019, our whole school teaching staff collaborated on developing teaching and learning programs for our students. We identified which syllabus outcomes required explicit teaching and linked them to the Literacy Progressions, allowing us to ascertain where students placed on the learning continuum and thus cater to individual and group needs. We developed a common success criteria, ensuring a consistency in teaching and assessment. Together we decided on how to measure student learning growth and how we were going to celebrate this.	Staff Development Days In school professional learning sessions

Process 2: Teacher Practice

The school has a high performing teaching staff as measured against the Australian Professional Standards, whose capabilities are continually built to ensure every student experiences high quality teaching.

Evaluation	Funds Expended (Resources)
The Executive team regularly review the Australian Professional Standards for Teachers and plan professional learning for stage teams, whole school staff and individual teachers according to need. This year staff have had opportunities to engage with colleagues and improve practice (standard 6.3) with an emphasis on planning for and implementing effective teaching and learning (standard 3). Teachers have collaborated on establishing learning goals (3.1) and using a range of teaching strategies (3.3). All teachers have planned for students with diverse linguistic, cultural, religious and socioeconomic backgrounds and ensured that they have demonstrated broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds (1.4).	In School professional learning sessions Staff Release from face to face sessions QTSS funding to release teachers to engage in learning conversations with IL and supervisors.

Key Initiatives	Resources (annual)	Impact achieved this year
<p>Aboriginal background loading</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$64.00) 	<p>The employment of school ACLO for one day per work developed strong communication lines between the school and Aboriginal families. The ACLO ensured that our Aboriginal families were aware of events occurring at the school via phone calls and regular text messages. The ACLO also supported families to engage with programs specific to Aboriginal students including the Bundjalung language and Culture Camp, STEM Camp and Sista Speak programs.</p> <p>Aboriginal parent meetings were held at least once per term and were well attended. Our Aboriginal families actively engaged in the planning on NAIDOC week activities and supported the delivery of some activities during that time.</p> <p>Funding was used to support the formation of an Aboriginal Boys Dance group who performed at school events and the Lismore NAIDOC week activities. A cultural excursion to participate in the "Dolphin Dreaming" program at Cape Byron was also funded.</p> <p>Additional SLSO support was also provided to Aboriginal students through the employment of an AEO who facilitated playing traditional Aboriginal games during break times.</p> <p>These programs have resulted in strong links being developed between Lismore Public School and our Aboriginal families which is having a positive impact on outcomes for our Aboriginal students.</p>
<p>English language proficiency</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> English language proficiency (\$8 992.00) 	<p>A specialist EALD teacher was employed to work with targeted students across the school to support their development of English language skills. The teacher provided support both one on one and in class depending on individual need. Support was also provided in social settings such as the playground. The teacher engaged in regular communication with their families and this supported the development of positive relationships between home and school.</p> <p>All students participating in the program showed improvement in PLAN data and in anecdotal observations.</p>
<p>Low level adjustment for disability</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> (\$54 275.00) 	<p>Low Level disability funding was used to provide additional SLSO support in all classrooms. The provision of additional classroom support allowed for the effective implementation of school wide trauma informed practice. The employment of additional SLSOs allowed teachers to implement individualised learning and support plans to those students who did not already receive integration funding support.</p> <p>Increased adult support in all classrooms was</p>

<p>Low level adjustment for disability</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • (\$54 275.00) 	<p>reflected in improved behaviour and leaning data across the school as well as for individual targeted students.</p>
<p>Quality Teaching, Successful Students (QTSS)</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$57 306.00) 	<p>QTSS funding was allocated to releasing teachers from face to face teaching duties twice a term to engage in professional learning and mentoring with the Instructional Leader and/or Assistant Principals. Teachers and executive staff analysed NAPLAN data, identifying incorrect responses and looking for patterns of error. Programs were adjusted in response to this.</p>
<p>Socio–economic background</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio–economic background (\$206 862.00) 	<p>Socio–Economic background funding was used to implement a number of school wide programs to support students across the school to achieve social, emotional and educational outcomes.</p> <p>These included:</p> <ul style="list-style-type: none"> • Releasing a stage AP off class to support behaviour and well being of staff and students across the school. This position provided time to develop positive relationships between parents and the school and increased positive interactions between school and home. It allowed for one point of contact to liaise with class teachers. The AP well being also supported students with challenging behaviours to self regulate which minimised disruption to classroom activities. • A daily breakfast club where students who had not had breakfast were provided with food. Breakfast Club is also a place where students socialise and teachers have an opportunity to check in with students before the school day. Lunches were also regularly provided to students who needed it and fruit supplied for fruit break in the Infants classrooms • Additional SLSOs in classrooms to support the learning of all students. SLSO support has allowed teachers to plan for individual students to access the curriculum at their level. This has resulted in improved outcomes for students accessing additional support • implementation of playground programs to support the social interaction and development of positive relationships for students. Additional staff were employed to support positive interactions between students in the playground. Passive activities were also provided which allowed students "time–out" form physical activity when required. As a result negative playground incidents were reduced for our yellow zone students. • Subsidising extra curricular activities, including incursions and excursions. This allowed all students, regardless of their socio–economic situation, the opportunity to participate in all school activities. • The provision of release time and additional resources to support the implementation of school wellbeing and additional programs including PBL , participation in the Lismore Performing Arts Festival and a variety of

Socio-economic background	Funding Sources: • Socio-economic background (\$206 862.00)	external cultural and sporting activities.
Support for beginning teachers		There were no beginning teachers at Lismore PS in 2019.
Targeted student support for refugees and new arrivals	Funding Sources: • Targeted student support for refugees and new arrivals (\$1 401.00)	Funding was used to support refugee and students new to our country transition positively to school. Funding was supplemented to provide classroom and playground support to adjust to routines and form relationships. Our specialist EALD Teacher communicated with families to support children transitioning to their new learning environment. As a result students and families felt supported and developed a contact point with Lismore Public School.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	172	173	153	148
Girls	154	145	138	125

Student attendance profile

School				
Year	2016	2017	2018	2019
K	93.4	93.2	93.5	87.2
1	89.8	93	92.2	90.2
2	92.7	91.2	91	89.6
3	92.6	92	91.7	90.8
4	92.2	93	89.8	89.8
5	93.2	92.3	91.9	88.9
6	90.7	90.8	92.7	92.2
All Years	92.1	92.2	91.7	90
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	13.85
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

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	665,744
Revenue	4,667,286
Appropriation	4,566,002
Grants and contributions	98,659
Investment income	2,225
Other revenue	400
Expenses	-4,443,370
Employee related	-4,189,957
Operating expenses	-253,413
Surplus / deficit for the year	223,916

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	966,305
Equity Total	462,648
Equity - Aboriginal	64,529
Equity - Socio-economic	206,862
Equity - Language	8,922
Equity - Disability	182,334
Base Total	1,977,204
Base - Per Capita	71,105
Base - Location	2,639
Base - Other	1,903,460
Other Total	858,531
Grand Total	4,264,687

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

Parent/caregiver, student, teacher satisfaction

Tell Them From Me surveys were used to evaluate parent/carer, student and teacher satisfaction about student engagement, student outcomes and school climate.

In 2019 students in Years 4, 5 and 6 provided us with their thoughts and opinions about several aspects of school life.

Students who are 'socially' engaged are actively involved in the life of the school, they have friends and are involved in sports or other extra-curricular activities. Survey results indicated that 87% of Lismore Public School students participated in school sports or extra curricular activities and 88% identifies that they had developed positive relationships within the school setting, while 57% felt a positive sense of belonging.

Students who value schooling outcomes and meet the formal rules of schooling are considered engaged in school. Students who feel that what they are learning at school is directly related to their long-term success exhibit positive learning behaviours at school and home. 85% of our students value school and believe it is linked directly to their future, 81% of students believe they exhibit positive behaviour at school but only 25% identified that they have positive homework behaviours.

The TTFM Surveys also asked students how engaged they felt in their learning whilst at school. 60 % of Lismore Public School students agreed that they were interested and motivated whilst at school, 75% said they always put in their best effort when completing tasks and 71% felt that they received quality instruction from their teachers.

Students were also asked questions about school culture and climate and their expectations around learning outcomes. 67% of students agreed that they always tried to improve, 71% said they always tried their best at school and 53% said they liked to be challenged in their learning. Students also gave positive feedback around teaching practice with 80% believing they knew what was expected of them in class most or all of the time. 70% responded that their teachers asked them questions to ensure understanding.

60% of students either agreed or strongly agreed that they expected to go to university. 88% of Aboriginal students agreed or strongly agreed that they felt good about their culture and 88% agreed that their teachers had a good understanding of their culture.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.