

Lisarow Public School

2019 Annual Report



Introduction

The Annual Report for 2019 is provided to the community of Lisarow Public School as an account of the school's operations and achievements throughout the year.

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

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Message from the principal

In 2019 the school continued its journey towards excellence mapped against the School Excellence Framework. Significant opportunities were provided to students to showcase and develop their talents, skills and engagement. The staff worked tirelessly throughout 2019 to achieve improvement measures outlined in the 2018–2020 School Plan focusing on Curriculum, Connections and Capabilities. Equity funding was utilised across the school for intervention and additional support for students.

David Ireland

Principal (rel)

School background

School vision statement

Lisarow Public School values authentic connections in a safe, nurturing atmosphere with a commitment to environmental accountability and visible leadership.

Students are provided with explicit and individualised learning opportunities where teachers deliver on a shared commitment of high expectations, personal achievement and continual professional growth.

At our school opportunities are provided for students to develop resilience and critical thinking skills to become innovative, problem solvers in a future ready society.

School context

PROUD COMMUNITY, QUALITY LEARNING

Lisarow Public School is a comprehensive K–6 primary school with 280 students serving the Lisarow and Ourimbah communities. Enrolments have remained steady over the years with students supported by a Principal, three Assistant Principals and nine teaching, support and office staff.

Lisarow Public School prides itself on its long community connections from its beginnings in 1928. Positive Behaviour for Learning (PBL) strategies based on the core values; Respectful, Safe and Personal Best are embedded into all aspects of school life.

A genuine partnership with P & C and School Council ensures the school is well positioned in supporting quality outcomes for our students.

The school offers a range of academic, cultural and sporting programs which provide differentiated opportunities for students to excel. The school continues to offer research based literacy and numeracy programs focusing on the relevant, ongoing development of pedagogy.

Positive links are being strengthened with the Valley Schools Learning Community which is a collaboration of local public schools including high schools. Other links include Cooinda Local Aboriginal Education Consultative Group (AECG) and The University of Newcastle, Ourimbah Campus.

A rich data analysis across the school drives the shared commitment to improving student achievement, developing leadership capacity and authentic connections.

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

Strategic Direction 1

CURRICULUM

Purpose

To ensure engaging and explicit differentiated curriculum is delivered based on evidence based practice and ongoing assessment meeting the diverse needs of students.

School Excellence Framework V2 Reference

- Reporting
- Curriculum
- Assessment
- Data Skills and Use
- Student Performance Measures
- Effective Classroom Practice

Improvement Measures

The percentage of Yr 3 students in the top two bands for reading in NAPLAN will increase to 65% (Baseline 56% 2015–2017) & Yr 5 & 7 will increase to 44% & 32% respectively (Baseline 2017 – 35% & 23%).

The percentage of Yr 3 students in the top two bands for numeracy in NAPLAN will increase to 51% (Baseline 42% 2015–2017) & Yr 5 & 7 will increase to 37% & 41% respectively (Baseline 2017 – 28% & 32%).

Overall summary of progress

Process 1: CURRICULUM – Kindergarten staff were trained in L3 and will continue their training in 2020. LaST and SLSO's were allocated to support students with additional needs. Intensive Reading Program (IRP) implemented. Staff professional learning (TPL) provided on the new PDHPE and Science and Technology Syllabus.

Evidence based teaching practices were explored to create a high expectations framework, within which all students effectively developed their knowledge, understanding and skills.

Process 2: ASSESSMENT AND REPORTING – Executive unpacked assessment and reporting policy and created guidelines for planning new reports. Stage teams utilised syllabus documents to create content markers for all KLAs and aligned report content markers for Semester 1 and 2 to clearly devised assessment processes. Parent feedback was sought on updated report format. Staff TPL was held on using Sentral reports.

This resulted in student reports that were personalised, comprehensive and showing specific areas for improvement.

Process 3: DATA SKILLS AND USE – Teaching and learning programs were reviewed, using student feedback, tracking of assessment data and best practice to enable all students to achieve high expectations.

Staff effectively plotted and monitored student learning goals to drive planning, programming and reporting resulting in explicit teaching based on individual needs.

Progress towards achieving improvement measures

Process 1: CURRICULUM – Curriculum differentiated in content, process and product providing appropriate opportunities, challenges, intervention and ongoing feedback.

Introduction, implementation and ongoing review of mandatory syllabus documents.

Professional learning based on research and evidence based practice in high quality literacy and numeracy learning.

Evaluation	Funds Expended (Resources)
Intensive Reading Program implemented for targeted Year 1 and 2 students.	Literacy and Numeracy Funds

Progress towards achieving improvement measures

<p>Reviewed student progress at LST of MacqLit and IRP. Further intervention planned for 2019.</p> <p>L3 training commenced for Kindergarten staff</p> <p>SLSO's trained in MacLit to improve capacity in reading intervention.</p> <p>LaST and SLSOs allocated to support students with additional needs identified through LST.</p> <p>Introductory sessions held on learning progressions.</p> <p>PLAN and learning progression data informed teacher, stage and whole school intervention.</p>	<p>\$52,911</p> <p>Socio Economic Background \$18,739</p> <p>Low Level Disability \$24,879</p>
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Process 2: ASSESSMENT & REPORTING – Reporting process aligns to assessment, policy and provides information relevant to parents.

Collaborative quality assessment practices inform ongoing planning and teaching.

Evaluation	Funds Expended (Resources)
<p>TPL sessions held on learning progressions.</p> <p>Whole school assessment data analysis (NAPLAN, PLAN, school assessment) leading to learning and support focus for the school.</p> <p>Reporting to parents program has been updated.</p>	<p>Literacy and Numeracy Funds \$52,911</p> <p>Socio Economic Background \$18,739</p> <p>Low Level Disability \$24,879</p>

Process 3: DATA SKILLS AND USE – Teaching and learning programs are reviewed, using student feedback, tracking of assessment data and best practice to enable all students to achieve high expectations.

Staff effectively plot and monitor student learning goals using learning progressions to drive planning, programming and reporting resulting in explicit teaching based on individual needs.

Evaluation	Funds Expended (Resources)
<p>TPL sessions held on learning progressions.</p> <p>Data Team Leader worked with Numeracy Consultants to review formats for school Maths scope and sequences and program structures.</p> <p>Whole school assessment data analysis (NAPLAN, PLAN, school assessment) leading to learning and support focus for the school.</p> <p>EAS small group intervention for students Stage 1–3</p>	<p>Literacy and Numeracy Funds \$52,911</p> <p>Socio Economic Background \$18,739</p> <p>Low Level Disability \$24,879</p>

Next Steps

- New staff will be trained in L3 in 2020. Kindergarten staff to complete L3 training.
- Plan for further staff professional learning based on data and learning progressions.
- Data Team to lead staff TPL to implement revised formats for school Maths scope and sequences and program structures.
- Staff TPL new PDHPE and Science and Technology syllabus.

Strategic Direction 2

CONNECTIONS

Purpose

To build confident students who are connected to community demonstrating flexible, problem solving skills as innovative, future ready learners.

School Excellence Framework V2 Reference

- Wellbeing
- Community
- Educational Leadership
- Management Practices & Processes

Improvement Measures

Maintain 90% or above of students receiving recognition for demonstrating school expectations.

The Interactive Technology aspect of Eight Drivers of Student Learning increases to exceed the NSW Government norm (Baseline 5.0 for school compared to 6.7 state average for NSW in the 2017 *Tell Them From Me* Teacher Survey).

The Motivation and Interest aspect of Social and Emotional outcomes increases to meet or exceed the NSW Government norm (Baseline 61% of Year 4–6 students compared to 78% for NSW in the 2017 *Tell Them From Me* Student Survey).

Overall summary of progress

Process 1: WELLBEING – Lisarow PS continued with the implementation of Positive Behaviour for Learning (PBL) Whole school systems continued to be refined and explicit expectations reinforced across the school. The PBL team met regularly to analyse trends in data and strategically planned interventions and adjustments. The introduction of SENTRAL provided staff with an effective platform to monitor and record student behaviour and collect data.

Process 2: CONNECTED LEARNING – Two flexible learning spaces were established across the school. Nominated teachers researched, purchased and utilised flexible furniture in their classroom to cater for the needs of their 21st century learners. iPads were purchased and rolled out across all K–2 classrooms. Interactive panels replaced outdated Smartboards and WeDo Lego Robotics Kits were purchased for use across the school. All students K–6 participated in coding lessons through Scope IT.

Process 3: COMMUNITY ENGAGEMENT – Student goal setting meetings were conducted with parents and strengthened the partnership between home and school. This included the development of Personalised Learning Plans (PLPs) for Aboriginal students to further assist with academic, social/emotional and cultural goal achievement and a teacher was employed to support these students in the classroom. Parent information sessions were held and coincided with student activities in the evening to facilitate attendance. The Tell Them From Me Survey was conducted to inform school planning and Principal Forums were held to gather further information about parent and student satisfaction levels. Staff attended a combined Valley Schools Staff Development Day which allowed staff greater choice in the professional development sessions they were able to attend.

Progress towards achieving improvement measures

Process 1: WELLBEING – Embedding of proactive processes and strategies focusing on resilience, social and emotional learning.

Student support processes are reviewed through consultation with a clear set of practices and procedures established to improve monitoring and communication.

Evaluation	Funds Expended (Resources)
PBL school based survey and focus groups (K–6) indicates 89% of students	Low Level Adjustments for Disability

Progress towards achieving improvement measures

have found that PBL at our school has helped build strong, safe, respectful learners, 88% value our tickets, awards and certificate. 80% enjoy our rewards day, 100% understand what the school expects of a strong, safe, respectful learner and 88% indicated that they are taught the PBL lessons each fortnight.

The PBL coach advised the Equity Team of the Tiered Fidelity Inventory (TFI) results throughout 2018 and 2019. The TFI identified the areas of strength and areas for improvement in all aspects of wellbeing. As a result the school tracked and monitored cyclically during program implementation more accurately, implemented a rigorous process for staff to refer students to wellbeing intervention programs and improved opportunities for feedback to teachers and parents at a tier two level. Data collection improved throughout program implementation.

Benchmarks of Quality (BOQ) of critical areas of PBL indicates our schools overall performance of the PBL team as 83%, staff commitment 83%, effective procedures for dealing with discipline 100%, expectations and rules developed 91%, reward / recognition program 81%, lesson plans for teaching expectations 67%, implementation plan 92%, classroom systems 93% and the overall BOQ performance at 90%.

\$43500

Learning and Support Teacher

Student Learning and Support Officers
\$55000

Process 2: CONNECTED LEARNING – Future focused skills and capabilities are developed to enhance teaching and learning programs and student engagement.

Innovative and dynamic teaching strategies are implemented to increase collaboration skills, critical thinking and creativity.

The school will increase its capacity to use technology for learning through acquisition of hardware including mobile devices and sustained professional learning.

Evaluation	Funds Expended (Resources)
Data indicated that 100% of student enjoyed the peer support program, all students can tell you at least three ideas they learnt from the peer support program and 65% of our students participated in Parliament. 100% of students engaged in Parliament motions or activities over 2019.	Low socio-economic \$4000
Tell Them From Me data indicates: improved student's positive relationships; stronger sense of belonging and purpose; increased curriculum relevance; improved positive teacher student relations; improved positive learning climate and improved behaviour and engagement at school as a direct result of these programs.	Low Level Adjustments for Disability \$43500 Learning and Support Teacher

Process 3: COMMUNITY ENGAGEMENT – Improved commitment to learning community initiatives.

Increased use of consultation strategies to provide enhanced partnerships.

Evaluation	Funds Expended (Resources)
Findings: Community engagement events were held throughout the year and were well attended. These events included the Welcome BBQ, community working bee, Harmony Day and Easter Hat Parades, Mums 'n' Muffins, Education Week performances and the Book Week Parade. Additionally our country fair provided an opportunity to showcase student visual art work and our Christmas event,	\$15000
Our choir and band students shared the holiday spirit with residents at local nursing homes and students at local preschools on the annual Christmas Tour.	School Operational Funds
The transition to high school program with Lisarow High School was highly successful with students in Years 5 and 6 attending a range of transition days	

Progress towards achieving improvement measures

at the high school, including Enrichment Challenge Days, Primary Fun Day and Orientation Day. Lisarow Public School ran the Launch into Lisarow program to support students coming into Kindergarten in 2020 and the program was well attended.

Where to next: The school will engage students, teachers and the community in the Maker Faire and Aboriginal Cultural and educational initiatives.

Next Steps

- Develop staff understanding of the importance of Social and Emotional Learning (SEL) and the impact this has on school and learning.
- Investigate and implement SEL initiatives/programs across the school.
- Investigate and undertake teacher professional learning around innovative pedagogy to complement flexible learning spaces.
- Future teacher professional development in the innovative use of technology (iPads, interactive panels and robotics kits).
- Increase attendance at the Valley Schools network meetings and encourage staff to provide feedback to colleagues.
- Yarning circle development.

CAPABILITIES

Purpose

To create a school culture which values sustainable, instructional leadership which develops confidence and collaboration across the school community.

School Excellence Framework V2 Reference

- Educational Leadership
- Professional Standards
- Learning & Development
- Management Practices & Processes

Improvement Measures

The percentage of parents acknowledging the school has high expectations and communicates effectively regarding their child's progress will increase to 95% (Baseline 85% 2017 *Parent Satisfaction Survey*).

The Four Dimensions of Classroom and School Practices of Feedback where school leaders provide useful feedback about teaching practice will increase to exceed 8.0 (Baseline 7.2 2017 *Tell Them From Me Teacher Survey*).

Overall summary of progress

Process 1: LEADERSHIP IMPROVING TEACHER QUALITY – This process developed whole staff engagement in line with the Australian Professional Teaching Standards providing many opportunities throughout the year across various areas of interest and expertise. Aspiring leaders were supported through Department initiatives as well as in school Leadership Pathways for the Assistant Principal role.

Process 2: STUDENTS AS LEADERS – Students were involved in goal setting, developing an ownership and responsibility in individual student learning. Student Representative Council (SRC) and Leadership Forum also provided relevant opportunities for student leadership across the school and learning community.

Process 3 SYSTEMS AND PROCESSES – New systems were introduced expanding Sentral and other administrative practices to support school operations, teaching and learning.

Progress towards achieving improvement measures

Process 1: LEADERSHIP IMPROVING TEACHER QUALITY – All staff engage in quality performance and development aligned to the teaching standards to improve and expand their teaching practice.

Aspiring and current leaders are coached and mentored to achieve higher accreditation modelling visible, distributive and instructional leadership.

Evaluation	Funds Expended (Resources)
<p>Implementation of the additive strategy learning progression was successful. Staff survey indicated that professional learning assisted staff in identifying the learning behaviours of students. As a result teaching and learning activities were explicit. Staff reported movement throughout the term however in 2020 we need to snapshot this data more effectively.</p> <p>As a school it was important to consider student data as the learning continuum had been replaced with the National Learning Progressions. 100% of staff engaged in professional learning to use the grammar progression to analyse our student's writing. Teachers conducted five week interventions which involved conducting assessments to determine where individual students were in their learning. Collaborative workshops allowed staff to communicate effective teaching strategies and modifications required to support their learners. A survey revealed that 100% of staff felt confident</p>	<p>Quality Teaching Successful Students \$4000</p>

Progress towards achieving improvement measures

when aligning students to the grammar progressions. However staff suggested that analysing word and sentence level threads was needed on the progression to build knowledge of student learning behaviours.

NAPLAN results revealed an opportunity to focus on developing student's ability to think imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts. Time was spent analysing student data and determining syllabus outcomes to address in our teaching more effectively. As a result, the comprehension strategy, making connections was taught explicitly twice each week K–6. Data taken from the beginning of the program to the conclusion revealed a slight increase in student achievement and findings from a staff survey indicated that student learning for making connections needed to continue to be embedded in English units and as part of guided reading each week.

Process 2: STUDENTS AS LEADERS – All students set goals through the process of reflection, self-assessment and feedback strategies.

Student leadership opportunities are provided to develop student skills, resulting in quality student leadership throughout the school and across the learning community.

Evaluation	Funds Expended (Resources)
<p>Across the school, students engaged in additional leadership and opportunities. In Parliament students engaged in additional leadership and opportunities across the school, (400 opportunities), Peer Tutoring (28 students), Peer Support (all students), Environmental initiatives, GRIP project (all Year 6 students) and buddy programs (all students).</p> <p>Data indicated that 100% of student enjoyed the peer support program, all students can tell you at least three ideas they learnt from the peer support program and 65% of our students participated in Parliament. 100% of students engaged in Parliament motions or activities over 2019.</p> <p>Tell Them From Me data indicates: improved student's positive relationships; stronger sense of belonging and purpose; increased curriculum relevance; improved positive teacher student relations; improved positive learning climate and improved behaviour and engagement at school as a direct result of these programs.</p> <p>Where two next: Develop two Peer Support programs for 2020 on creative and critical thinking and resilience. Engage students in the Maker Faire and continue to enhance partnerships with environmental agencies</p>	<p>Low socio-economic \$4000</p> <p>Low Level Adjustments for Disability \$43500</p> <p>Learning and Support Teacher</p>

Process 3: SYSTEMS AND PROCESSES – Current administrative whole school practices and systems are reviewed with clear documentation created which effectively supports school operations.

School procedures are aligned with policy and are implemented with consultation and consistency.

Evaluation	Funds Expended (Resources)
<p>Semester 2 reports were completed in Sentral. Sentral systems were established to facilitate efficient communication and monitoring systems for attendance, wellbeing and student reporting. Semester One and Two student academic reports were completed in Sentral, improving consistency and the streamlining of reports. Technology days were used to ensure all technology is working and upgrades were undertaken. The school employed outside expertise to maintain and service laptops. Semester Two report template was adjusted taking into consideration feedback from the community and staff.</p> <p>All staff engaged in professional learning on Sentral, as well as STEM, critical and creative thinking and project based learning in preparation for the planned Maker Space. The Maker Space was put on hold until 2020 due to</p>	<p>One hour per fortnight of technology support on timetable 0.01 allocation through permanent part-time teacher allocation</p>

Progress towards achieving improvement measures

the school undergoing External Validation. An ICT equipment audit was completed and resources topped up as needed.

All classes engaged in Dojo for PBL and Seesaw for communication with parents. The website continues to remain a key source of information for our community, as does the school app.

Where to next: Attendance notes and procedures to be placed on Sentral for automated notes. School rosters and bookings of major school facilities and resources to be located on Sentral to streamline bookings and for equitable use of school resources. Continued professional learning on design thinking, creative and critical thinking and inquiry based learning. The school initiates STEM opportunities embedded through all curriculum areas. The school showcases STEM learning through a Maker Faire Showcase. The school Maker Space is completed and classes utilise the Maker Space for STEM learning opportunities.

Next Steps

- Continued focus on more explicit professional learning in Maths and the new PDHPE Syllabus.
- Support staff in maintenance cycle of accreditation by developing a system to record teacher professional learning.
- Continue to use funding to support the PDP process.
- Further professional learning on eTams and NESA.
- Continue student goal setting practice. Develop stage proformas for consistency.
- Improve our communication of student opportunities in newsletter.
- Continued involvement in Leadership Forum and running of school SRC.
- Continued use of Sentral, adding/using such things as reading levels and student tracking capabilities for the progressions.
- Wellbeing procedures communicated to and revisited by all staff.
- Continued use/update of Sentral reporting function.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$5185	Individual students were provided additional learning and support time to assist in the achievement of their curriculum based personalised learning goals.
English language proficiency	\$13 396	English language proficiency funding was utilised along with New Arrivals Program (NAP) to provide intensive support from the Learning and Support Teacher utilising EALD resources.
Low level adjustment for disability	\$91697	School Learning Support Officers (SLSOs) were employed to support student's personalised learning and support plans as well as provide intervention. Parents were consulted regarding adjustments. Literacy and numeracy programs including MacqLit and social skills were delivered by SLSOs in consultation with the Learning Support Team.
Quality Teaching, Successful Students (QTSS)	\$50,287	The executive were released to lead staff in focused initiatives aligned to the school plan and their leadership of their strategic direction. Key improvements focused on L3, numeracy and wellbeing.
Socio-economic background	\$15817	The Intensive Reading Program was provided for additional Year 1 and Year 2 students to improve comprehension and decoding skills. Additional Learning and Support Teacher time was also provided utilising socio-economic funding.
Support for beginning teachers	\$17,950	Beginning teacher funds were utilised to release two teachers along with mentors to provide structured mentoring sessions aligned with individual performance and development plans as well as support for proficient accreditation.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	169	152	144	134
Girls	137	132	125	122

Student attendance profile

School				
Year	2016	2017	2018	2019
K	96.8	95.4	96.4	95.6
1	94	96	93.4	94.1
2	95.9	96.6	94.3	92.1
3	95.1	95.8	94.7	94.1
4	94.6	95.8	93.5	92.8
5	94.7	94.2	95.3	92
6	93	94.2	93.2	94
All Years	94.8	95.3	94.4	93.6
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)	3
Classroom Teacher(s)	8.27
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
School Administration and Support Staff	2.62

*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	324,340
Revenue	2,349,984
Appropriation	2,244,734
Sale of Goods and Services	719
Grants and contributions	96,022
Investment income	2,408
Other revenue	6,100
Expenses	-2,479,008
Employee related	-2,118,241
Operating expenses	-360,766
Surplus / deficit for the year	-129,024

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	67,899
Equity Total	126,094
Equity - Aboriginal	5,185
Equity - Socio-economic	15,817
Equity - Language	13,396
Equity - Disability	91,697
Base Total	1,876,020
Base - Per Capita	63,118
Base - Location	0
Base - Other	1,812,902
Other Total	154,134
Grand Total	2,224,147

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 website.

Reading

In reading, 59.5% of our students were in the top two bands compared to 51.7% of the state in year 3.
In reading, 41.2% of our students were in the top two bands compared to 36.1% of the state in year 5.

Numeracy

In numeracy, 43% of Year 3 students were in the top two bands compared to 39% of students in the state.
In numeracy, 21.9% of Year 5 students were in the top two bands compared to 29.8% of students in the state.

Parent/caregiver, student, teacher satisfaction

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

A majority of the parents surveyed felt:

- * They feel welcome at our school.
- * The school's administrative staff are helpful when they have a question or problem.
- * Reports on their child's progress are written in terms they understand.
- * They are informed about school activities.
- * Teachers listen to concerns they have.
- * Their child is encouraged to do well at school.

The parents surveyed felt improvements could be made in:

- * They are being informed about their child's social and emotional development.
- * They are being well informed if their child is not making adequate progress.

30 parents attended parent consultation morning and afternoon teas where they were asked 3 questions: What do we do well at Lisarow PS, What needs to improve at Lisarow PS and any suggestions.

Some feedback regarding what we do well includes nurturing teachers, coding, environment, playgrounds, reporting to parents and communication.

Some feedback regarding areas to improve or suggestions included more robotics and improved infrastructure.

Students

Student voice forms part of an inclusive learning environment. In 2019, students in years 4,5 and 6 completed the *Tell Them From Me* survey taken at two points in the school year.

The results reflected:

- * More students participated in extracurricular activities compared to the state norm.
- * They needed to improve their homework behaviours.
- * Students felt less accepted at their school compared to the state norm.

Staff

Staff completed the *Tell Them From Me* survey which evaluated the eight drivers of student learning and the four dimensions of school and classroom practice. Results from this survey were shared at P&C Teachers at Lisarow identified strengths in:

- * School leaders creating a safe and orderly learning environment.
- * Monitoring the progress of individual students.
- * Discussing learning goals with other teachers.
- * Setting high expectations for student learning.

Future improvements aligned to the school plan will focus on:

- * Students receiving written feedback on their work at least once a week.
- * Using computers or interactive technology to give students feedback on their learning.

* Students using technology to track their own progress.

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.

In 2018, Lisarow Public School had 7 students who identified as Aboriginal. Our teachers worked closely with each student, in partnership with parents or carers, to develop Personalised Learning Pathways (PLP) to map pathways for students to achieve learning goals tailored to their developmental and motivational needs. The Aboriginal students attended the Valley Schools Learning Community Cultural Day at North Gosford Learning Centre. They participated in various activities to support their understanding, appreciation and connection to Aboriginal culture. Kindergarten students learnt the Acknowledgement of Country using AUSLAN sign language and presented it at various community events. During NAIDOC week, in Term 2, the Aboriginal students proudly performed The tale of Tiddalik the Frog, a legend from Australian Aboriginal mythology at a school assembly. They also attended a workshop and viewed a dance performance by NAISDA Dance College at Wyong. Three of our students received awards for academic excellence and engagement in community events at the Coinda AECG awards ceremony. In the latter part of the year, our indigenous students also choreographed and performed a traditional dance at our biannual School Performance at the EV Church in Erina. This performance was enjoyed by the whole school community. Lisarow Public School now proudly displays the Aboriginal flag on the recently erected flag pole at the front of the school.

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.

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Other School Programs (optional)

Public Speaking

In Term 3, all students across Years 1 to 6 participated in Lisarow's Public Speaking Competition. Stage finalists competed for a place in the zone finals during our Education Week assembly. Lisarow PS had the honour of hosting 8 different schools as they came together for the Zone Public Speaking Finals. We were able to secure a judge with the help and partnership of Lisarow High School. Thank you to Ms Bancroft for adjudicating the day. Storm G was lucky enough to receive a place at the Zone Finals and make her way through to the Central Coast Public Speaking Finals which were held at Warnervale Public School. In Term 4, Kindergarten students participated in their own Public Speaking Competition and finalists presented their speeches at a whole school assembly in Week 4. Students presented high quality speeches and showed great skill in their deliveries and topics.

Debating

The Premier's Debating Challenge continues to grow every year with more schools and students participating in this fantastic opportunity. This year 872 teams competed in the challenge. Lisarow entered one team consisting of 7 students. Students rotated through the position to build their skills in each position. The team included James G, Lucy W, LiGao B, Monica D, Mia T, Chloe B and Katie R. Our team won 3 out of 4 debates, allowing us to come second in our zone.

Leadership Forum

Our Leadership Forum consisted of 10 Year 6 students this year who were committed to making a positive difference to our school and community. Two Valley Schools Leadership Forum Workshops took place this year. As our Valley Schools Leadership Forum theme was "Community" the first workshop was held at the Newcastle University Ourimbah Campus early in Term 2 where our leaders heard local community and charity groups speak. All students participated in workshop activities to do with team building and leadership roles with a strong emphasis being placed on what changes we can make to our community.

From here our school leaders embarked on a project to align with the theme of community and to promote our current PBL. Our Forum Leaders analysed PBL data and noticed that a high percentage of incidents were due to name calling, and particularly to do with body differences. Leaders then tried looking into Central Coast Council resources without success, then were steered towards a great community resource Kids Helpline. The Kids Helpline people were very helpful and our leaders designed a 3 week series of lessons based on body image and self-esteem to improve student behaviours. Lessons were then delivered by the students and provided a powerful message of ownership of student behaviours at LPS. An analysis of PBL data after the 3 week lesson intervention then occurred with the Leadership Forum leaders discussing the positive impact that they had across all stages of LPS. A very worthwhile experience for all involved.

To follow on the theme of community, the Leadership Forum Team then embarked upon raising just over \$1500 for our NSW Farmers through the "Buy a Bale" Charity, holding a coin donation day.

Sport

2019 has been a good year in sport at Lisarow Public School. Again for a small school we have achieved great things, definitely punching above our weight. As well as having a successful school fitness and sport program, our whole school was again involved in The Premier's Sporting Challenge, Crunch 'n' Sip and the Active Schools Program. These initiatives have been a great way for us to highlight the importance of physical activity, exercise and eating well in our current climate, and along with our many visits from a range of sporting development agencies, such as Hot Shots Tennis, Sport In Schools Australia and Gosford City Basketball, our students have again been encouraged to participate, enjoy and get involved in sport.

We have again provided stepping stones for our students to compete at District, Regional and State levels across a range of sports. Our major carnivals were a success with over 150 students representing us proudly at BW Swimming, X-Country and the BW Athletics carnival where we came second overall. In swimming, Chloe B achieved BWPSSA Age champion going on to represent at Sydney Nth and State Carnivals. Cross Country saw Oliver A-B win his age race also competing at Sydney Nth and State carnivals. Oliver was also named age BWPSSA Age Champion in Athletics and along with Darcy K and Kaden H, competed at Sydney Nth and State Athletics. Of these high achievers, Chloe B was successful in making the Central Coast Academy for Swimming and secured a scholarship with AIS in Canberra for 2019.

Our students were also selected in 4 different sporting teams to compete in NSW PSSA Knockout Competitions and Central Coast Gala Days. Overall our sporting teams were competitive and all children involved are to be congratulated for their efforts and sportsmanship. Our PSSA Knock out and Gala Day sports also saw our students compete successfully in Basketball, Netball, Touch, Oz Tag, Softball, Cricket and Football. We had several students progress to making BW teams in their perspective sports and trialling at Sydney Nth level. These included – Sam C and Jesse M in Basketball, Dominic S in Basketball and Cricket, Travis J for AFL and Touch, Harley R and Jamelia W for Football and Darcy K for Rugby League.

At LPS we have a supportive staff and community when it comes to sport. Several staff members were involved at State, Zone and District levels which is impressive for our little school, and our parent body have remained supportive with their aid in transport and manager/coaching help when needed. A BWPSSA Life Membership was awarded to Lee Wood this year for his convenor work with district Soccer and commitment to school sport.

Learning Support Team

The Learning Support Team is a dynamic team consisting of a wide range of staff members from across the school, committed to improving the educational, emotional and social success of all students at Lisarow Public School. The team met on a weekly basis to identify students at risk, plan interventions and conduct reviews for students to enhance their success at school. Teachers and parents were welcome to refer students of concern to the team for assessment and support.

The team, in particular the Learning and Support Teacher, worked in partnership with parents and teachers to create Personalised Learning and Support Plans (PLaSPs) for students provided with Integration Funding Support, accessing Low Level Disability Funding or those requiring significant classroom adjustments.

The National Consistent Collection of Data (NCCD) on School Students with Disability was completed with the support of the Learning Support Team. Teachers were guided through the process to accurately determine the level of adjustments being made for particular students and supported in the collection of evidence to justify their decisions.

Student Learning and Support Officers were strategically utilised to assist students requiring additional support. They assisted teaching and learning within classrooms and supported students with social and behavioural needs in the playground. SLSOs were vital in the implementation of specific intervention initiatives including the MacqLit Program. The MacqLit Program provided targeted students with explicit, small group instruction to develop essential literacy skills.

The Student Support Officer once again supported the development of students social-emotional health through the implementation of the Seasons for Growth program and through the facilitation of a drumming group aimed at providing a supportive social environment for a wide range of students.

Technology

Through the support of Lisarow Public School's P &C, **15 Lego WeDo 2.0 robotics** kits were purchased and utilised in our school this year. In term two, the LPS teaching staff were introduced to the robotics equipment and participated in school based professional learning based on WeDo 2.0 ran by Ms Medina. The in-service included an introduction to coding robots using a drag and drop interface, access to the curriculum guide and ways to embed STEM challenges in teaching and learning activities. The activities aimed to develop students' computational thinking and problem-solving skills. Staff were able to construct a robot and create a short program to mobilise it. The purchase of the software, **Air Server**, for every classroom allowed teachers to further support students in accessing the application and programming the robots through demonstration via mirroring. Every class in LPS were able to experience WeDo 2.0 in their classrooms and engage in building, coding and STEM-related activities using these robots. Students were highly motivated and engaged in designing and constructing solutions using innovative learning tasks. Parents and carers had a couple of opportunities during our 90th birthday and Education Week celebrations to experience robotics and learn its value in future proofing our students' learning. The community gave positive feedback and high interest in these understandings. Greater access to robotics, integrating innovative types of teaching and learning and mapping these learning into our new Science and Technology syllabus forms an integral part of LPS' technology team's plan for the future.

Positive Behaviour for Learning (PBL)

PBL continues to be a major focus for everyone at Lisarow PS. PBL is; Everyone, Everywhere, Every time. Our expectations, Respectful, Safe, Personal Best truly reflect the direction at our school. We have continued to design and teach lessons for positive behaviour in 'all areas', including playground and assembly. Signs have been erected at various focal points within the school to remind students and visitors to our school of the expectations of the different learning spaces. A major focus this year was designing a behaviour system within each classroom and learning space which was consistent across the school. The 'Ready to Learn' charts, which have seven steps are displayed in each classroom and provide a visual for all students. The behaviour is recorded using a coded system for each step and is reset at the beginning of each session. Working parallel with this is a positive system allowing students to self-regulate and make positive choices. This consistent approach is assisting students to make decisions about their learning. All misdemeanours are now recorded on Sentral and this data is continuing to show a decrease in the severity and quantity of playground incidents. As we move forward with PBL we will continue to focus on all areas of the school and continue to implement more strategies to highlight the PBL focus in all classrooms and to increase the positive behaviour across the school.

Performing Arts

This year has been a very exciting and rewarding year for the performing arts at Lisarow PS. Our band numbers have continued to grow with both a concert band and a training band. Both bands have had several opportunities to perform for the school throughout the year and have enjoyed the performance side of band. Many thanks to our tutors for being so enthusiastic and fostering a love of playing an instrument and music. Band numbers look set to rise again in 2019 with a large number of students showing an interest in joining the training band. Six students attended Creative Arts Camp and enjoyed the opportunity to work within their chosen area with professional tutors. The Year 2 dance groups performed at Laycock Street Theatre in June as part of Central Coast Dance Festival. In addition they have performed for school assemblies and community events. The choir joined three other schools and performed as part of a mini-massed choir at Central Coast Schools' Showcase. In addition, Lisarow was fortunate to have Eli G selected to perform a vocal solo at this event. We were also represented at Starstruck by Eli G who was invited to perform a vocal solo which was indeed an honour. Community engagement was a feature with the choir singing Christmas Carols at Woolworths at Lisarow Plaza. This great community event was enjoyed by many. The Talent Quest, held every year at Lisarow PS, was another great opportunity for students to showcase their talents in their chosen field and the school body was kept entertained throughout the show. Our Carols Night was another huge success with students from all stages singing and parents and community enjoying this festive evening. All students were involved the school musical 'One Hit Wonders'. Lisarow students danced and sang their way through a great night of entertainment and were supported by drama students telling the story. The school musical provides all students with an opportunity to shine, a very successful night. Lisarow prides itself on providing opportunities for students within this curriculum area.

Premier's Spelling Bee

During Term 3 students from 3–6 participated in the annual Premier's Spelling Bee. This competition allowed students to see the value of spelling in a fun, friendly and competitive environment. Student names were submitted by class teachers for the competition and then had four weeks preparation time with the spelling word list provided by The Arts Unit. These students then battled it out to determine who would go through to the regional finals. The finalists from this competition, Imogen, Jared, Lucy and Will, represented our school in the regional finals of the Premier's Spelling Bee Competition. The regional finals were held at Peats Ridge Public School and the state finals at the ABC Centre in Sydney. All students did a great job at the regional competition, with Jared coming 3rd in the junior spelling bee.

Library

In the Library this year it was open 3 days each week during lunch so that the students could come in and use the computers, books and other resources. In Term 2 we had a very successful Grandparents Day and were able to raise almost \$900 in book donations. A big thankyou to all the grandparents who came along on the day to help support the Library. New mobile picture book shelving and seating was purchased for the Library from the generous donations provided by the parents and community of Lisarow. This has helped to brighten the Library greatly and helped to make it an environment the students now enjoy being in. Term 3 was a big term for the Library, the students looked at the Children's Book Council of Australia shortlisted picture books and voted on their favourite of the 6 selected. We also held the annual Scholastic Book Fair which raised over \$3700 in sales due to the great response from the families and community members of Lisarow. The students were also able to enjoy a whole school book parade where there were lots of great costumes worn by both the students and the staff.

ICAS

This year students performed well in the ICAS tests in Digital Technologies, Science, Spelling, Writing, English and Maths. Students performed well with the school receiving 2 High Distinctions, 6 Distinctions, 29 Credits and 14 Merits.