Lismore South Public School
Annual School Report

2013
School context

Students
Students come from a wide range of backgrounds with some living in Lismore and others living in rural areas surrounding Lismore. There are a high proportion of students who had their parents and grandparents attend Lismore South Public School – this is a proud tradition.

Staff
Lismore South PS staff is comprised of a strong leadership team. There are three Assistant Principals (AP), qualified classroom teachers and experienced administrative and learning support staff. Staff contribute to the continuous development of school goals in cooperation with the Parents and Citizens’ Association and the wider community.

The end of 2013 saw 2 changes: two classroom teachers were appointed replacing teachers who retired. All staff are dedicated to improving the learning outcomes for all students and all meet the professional requirements for teaching in NSW public schools.

Principal’s message
I would like to congratulate our students and staff on another very successful year of teaching and learning. I am very proud of the fact that all our students, regardless of their ability, have been given every possible opportunity to be challenged, achieve success and feel valued in our school. During the year, a number of our students accepted new challenges – academic, sporting and cultural. Some entered external national competitions, absorbed themselves in extra-curricular activities such as community group and girls rock or represented our school in sport. Many students began to learn instruments, dance and drama skills and had the courage to perform in front of audiences for the first time. A highlight of the year was our Showcase – this night demonstrated the outstanding talent of our staff and students and was highly supported by parents and family.

All our students have been supported by highly dedicated teachers. Our teachers are incredibly committed to the well-being of all our students. They not only have exceptional talent in the art of teaching, they have enormous energy and determination. Each of them takes pride in their profession and responsibility for ensuring that our school is a wonderful example of a complete education. Our teachers could not do their job without the support of professional administration staff and school learning support staff and I thank every member of this group for your efforts throughout 2013. I’d like to say a huge thank you to all the parents and community members who have supported our school throughout the year in a variety of roles and to the P and C who have worked tirelessly to raise funds for our children and supported us in so many other ways.

Mr Phil Snape retired midway through this year after 39 years of service with the NSW DEC. We thank Phil for his commitment, dedication and valued service over many years to Lismore South and look forward to sharing the next chapter of his life with him in the coming years. Mr Tim Whalan replaced Mr Snape as a member of our teaching staff at LSPS in 2014. Mr Whalan attended SCU and has been appointed to our school by the DEC. Miss Kylie Organ also joined our teaching team in 2014. She was the recommended applicant after a merit selection process at the end of 2013. Miss Organ brings a wealth of experience to our school and she is looking forward to teaching the students and working with the families of the school. Miss Organ replaces Mrs Helen Stassi who retired at the end of 2012.

In 2013 we focused on the positives that our students demonstrate on a daily basis. Our PBL awards levels saw 167 students achieve their bronze level, 74 students achieve silver level, 20 students achieve gold level and 7 students achieve their platinum level – a wonderful achievement. Over 433 Principal's awards were presented throughout the year and students were also recognised for positive efforts and attitude at class and stage levels throughout the year.

The staff at Lismore South PS are committed to working positively together to provide outstanding experiences for children and will continue to do so for 2014 and beyond. One significant initiative that is being implemented for 2014 is ‘The Rivers P-12’ concept and this is focusing on public schools in Lismore working together to achieve positive outcomes for all students and our school is committed to being part of this exciting initiative.
I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Matt Hobbs  Principal

P & C message
The Lismore South Public School P & C is proud to report they have had a strong year of fundraising, member growth and above all, a great year in supporting the school in their endeavour to provide a great education for all students. Most notably the P & C supported the schools initiative to provide 21st century technology to our children's classrooms by donating $5,000 to assist with the purchase iPads. The P & C held numerous fundraising events during the year including Easter, Father’s Day and Christmas Raffles, Catering for the Caravan & Camping Show, Election Day and Bunnings BBQs and more which were all made possible due to the huge effort of volunteers from the school community including parents, grandparents, teachers and community members. The P & C’s membership grew in 2013 and we are seeking the support of new and existing members in the New Year to reach our goals for 2014 which include:

1. Continued support of the school IT plan
2. Continued upgrade of the school canteen
3. Assist with funding for a new outdoor area for our Preschool
4. Continue to provide feedback and suggestions to the school on ways to improve education outcomes for our children
5. Continue to motivate and encourage the parent community to have an active role in their children's education and well-being.

I look forward to working with parents and community members in 2014.

Jaime Bates  P & C President

Student representative’s message
During 2013, the Student Representative Council and Student Leaders facilitated school events, raised funds and made donations to organisations of their choice. Groups to benefit from their efforts were: Westpac Rescue Helicopter and Stewart House. The SRC also organised school socials for Stage 2 and 3 students to enjoy each term and provided a strong voice for students at Lismore South PS. A highlight for the year was the school handball competition organised in Term 4 and we congratulate all the students who took part.

Kate Malthouse  SRC Facilitator
Bethany Kennedy - Crockford  SRC President

Student information
It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
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<tbody>
<tr>
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<td>2</td>
<td>92.2</td>
<td>95.6</td>
<td>90.9</td>
<td>90.9</td>
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<tr>
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<td>92.2</td>
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<tr>
<td>4</td>
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<td>5</td>
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<td>93.6</td>
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<td>6</td>
<td>93.5</td>
<td>93.2</td>
<td>93.3</td>
<td>95.3</td>
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<tr>
<td>Total</td>
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<td>93.2</td>
<td>92.6</td>
<td>93.2</td>
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Enrolments were increased slightly on 2012. 272 students P-6 compared to 257 students P-6 in 2012.

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
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<td>Total</td>
<td>93.4</td>
<td>93.2</td>
<td>92.6</td>
<td>93.2</td>
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</table>

Management of non-attendance

The school wide attendance program introduced in 2010 was continued throughout 2013. At weekly assemblies awards were given out for each stage for the best class attendance. Classes were also acknowledged for returning absence notes. The class with the best attendance for the
week was acknowledged with a special certificate to display on their window. An Assistant Principal in collaboration with the Principal monitored attendance throughout 2013 as part of their executive role.

The importance of attendance is advertised in our weekly newsletters. When a student’s attendance is poor, parents are contacted by phone, by text and/or in writing. At times attendance plans are implemented to support families and students to re-enter school successfully. LSPS staff work in collaboration with DEC Staff to facilitate successful attendance plans.

Workforce information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
<td>1</td>
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<tr>
<td>Assistant Principals</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>7</td>
</tr>
<tr>
<td>Preschool Teacher</td>
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</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
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<tr>
<td>Support Teacher Learning Assistance</td>
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</tr>
<tr>
<td>Teacher Part-Time</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher – RFF</td>
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<tr>
<td>Teacher – RFF (Preschool)</td>
<td>0.084</td>
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<tr>
<td>Teacher – PSP</td>
<td>0.3</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3.722</td>
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<td><strong>Total</strong></td>
<td><strong>19.266</strong></td>
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The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

There are currently no indigenous teachers working at LSPS. An indigenous teacher will commence at LSPS in 2014 as part of the Aboriginal Scholarship Program.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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<tr>
<td>Degree or Diploma</td>
<td>88%</td>
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<tr>
<td>Postgraduate</td>
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<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>35%</td>
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Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

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<tr>
<th>Date of financial summary</th>
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<td><strong>Income</strong></td>
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<td>Balance brought forward</td>
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<td>Global funds</td>
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<tr>
<td>Tied funds</td>
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</tr>
<tr>
<td>School &amp; community sources</td>
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<td>Interest</td>
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<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
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<tr>
<td><strong>Total income</strong></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
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<tbody>
<tr>
<td>Teaching &amp; learning</td>
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<td>Key learning areas</td>
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<tr>
<td>Excursions</td>
<td>20380.07</td>
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<tr>
<td>Extracurricular dissections</td>
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<td>Library</td>
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<tr>
<td>Training &amp; development</td>
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<td>Casual relief teachers</td>
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<td>Administration &amp; office</td>
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<td>School-operated canteen</td>
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<tr>
<td>Utilities</td>
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<tr>
<td>Maintenance</td>
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<td>Trust accounts</td>
<td>35321.85</td>
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<tr>
<td>Capital programs</td>
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<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>477808.42</strong></td>
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</tbody>
</table>

| Balance carried forward    | 243729.44  |

Voluntary school contributions are $25 per child, $45 for 2 children and $55 for three or more children. 32% of families paid the contribution to the school in 2013.

A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.
School performance 2013

Academic achievements

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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO to access the school data.

NAPLAN Year 3 – Literacy

A higher proportion of students were in Bands 5 and 6 in 2013 in comparison to the 2009-2013 school average.

NAPLAN Year 5 – Literacy

A higher proportion of students were in Bands 6 and 7 in 2013 in comparison to the 2009-2013 school average.
Less students were in Bands 3 and 4 in comparison to the school average 2009-2013.

**Progress in reading**

Average progress in Reading was comparable to 2010 – 2012 and significantly increased on 2008 – 2010.

**Progress in numeracy**

Average progress in Numeracy for 2011 – 2013 was comparable to previous periods.

**Other achievements**

**Arts**

Students are given many opportunities to experience creative pursuits throughout the year.

- Our ‘didge group’ continued to grow in popularity. In 2013 the group combined with the school choral and guitar groups to present items at the Lismore Performing Arts Festival and ‘School Showcase’. The boys also performed throughout the year at concerts and community events. A highlight was performing at the opening of the Lismore Workshop on engaging and performing for Supreme Court Judge Matthew Myers.

- 4 students from our school participated in the Art Smart workshops with other students from local schools. LSPS was a host school for this event.

- Our guitar groups continued in 2013. Twelve students from years 3-6 were introduced to the instrument and performed at our annual ‘Showcase Performance’ and the Lismore Performing Arts Festival.

- All classes performed an item at the School Showcase displaying the talents of all students. This event was very well supported by the community with an audience of over 400 people in attendance.

- Dance and drama continues to be offered as an optional lunch time activity, culminating in performances for ‘School Showcase’, Lismore Performing Arts Festival and at the school talent show.

**Sport**

Our school’s sporting aim is to provide all students the opportunity to experience a wide selection of sports. During Friday sport, students experienced dance, team sports and leisure sporting activities. The teamwork, interest, confidence and fitness levels of our students have shown marked improvement.

- Students competed in the athletics, swimming and cross country carnivals at school, district, zone and regional levels.
• During lunchtime, students participated in sporting activities, which promoted fair play, cooperation, and playing to the rules. Additional staff on playground duty supervised this project.

• All students participated in the Premier’s Sporting Challenge – all completing the program at various levels and senior students participated in the Sports Leaders program at Richmond River HS.

• Students were also given the opportunity to play in touch football teams in competition after school during the week.

• Years 5 and 6 students had the opportunity to participate in a high school sport program with students from Richmond River High School.

• Students represented the school in the NSW Primary Schools Sports Association (PSSA) state knock outs in touch football, soccer and hockey.

Significant programs and initiatives

Aboriginal education

Lismore South Public School is located on the land of the Bundjalung nation. This is acknowledged with an acknowledgement of country at school assemblies and functions. The school flies the Aboriginal flag alongside the national flag.

Aboriginal perspectives are included throughout the school’s curriculum with all students learning about Aboriginal culture, history and language. Personalised Learning Plans were developed in consultation with families for all Aboriginal students – focus being on the conversations held. A successful NAIDOC Week celebration was held in June. Students, parents, staff and community members enjoyed a week of cultural activities. Targeted learning programs are implemented to assist Aboriginal students to improve their literacy and numeracy skills – this includes L3 in Early Stage 1, Reading Recovery and the Norta Norta program in Years 4 and 6. The Lismore AECG went into recess due to lack of numbers attending meetings. All staff participated in Cultural Awareness with training with the Principal completing Stronger Smarter Facilitator training.

Future directions

Highlights of Aboriginal education at LSPS in 2014 will be:

• Continue to implement recommendations from the 2011 Dare to Lead Snapshot.

• Personalised Learning Plans to continue being developed and implemented for all Aboriginal students in 2014 – focus being on the conversations between teachers and parents.

• All staff to participate in further Cultural Awareness training with other Lismore school staff throughout 2013.

• Selected staff and community members to complete Stronger Smarter Leadership Training.

• To work with Aboriginal families on developing shared understanding of high expectations / engagement.

• To further facilitate the Aboriginal Education Committee and its function in the education of students at LSPS.

• To work collaboratively with the newly formed Lismore AECG and school AEC.

Multicultural education

The school recognises the need to focus on multicultural education as part of all curriculum areas. This ensures our students develop the skills, knowledge and attitudes required to be part of a culturally diverse society. For example, students have engaged in integrated connected outcomes units (COGS) that focus on cultural diversity and cultural knowledge. A focus for 2013 was identifying the cultural background of all students and recognising that cultural
background may affect learning for students. Students in Years 3 – 6 had the opportunity to participate in multicultural perspectives public speaking competition.

Transitional Equity Funding
In 2013 Lismore South PS received Transitional Equity funding of $34600. This funding was utilised to provide professional learning for staff aligned to school strategic directions, to provide resources for staff and students aligned to the school technology plan and strategic directions, to provide opportunities for student participation in events such as NAIDOC Week activities and support of the school PBL program.

National partnerships and significant Commonwealth initiatives (participating schools only)
A report on our participation in the Low SES National Partnership is in the Program Evaluation Section of this Annual School Report.

School planning and evaluation 2012—2014

School evaluation processes
NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Conversations on focus points at events such as staff and P and C meetings
- Joint planning session held in collaboration with community groups to set school strategic directions.

School planning 2012—2014: progress in 2013
School targets for 2013 were in the following areas:
1. Literacy and Numeracy
2. Student Engagement
3. Community Involvement

School Priority 1
Increase the number of students achieving in the top 3 bands, in NAPLAN - Literacy and Numeracy. Decrease number of students in the lowest bands by at least 3%.

Kindergarten – Year 2 classes demonstrate minimum growth of two clusters on the literacy and numeracy continuum.

Evidence of progress towards outcomes in 2013:

- 100% of students who had their growth tracked against the literacy and numeracy continuums showed minimum growth of 1 cluster.
- 97% of students in Kindergarten demonstrated growth of 2 clusters in Literacy.
- 75% of students in Kindergarten demonstrated growth of 3 or more clusters in Literacy.
- 87% of students in Years 1 and 2 demonstrated minimum growth of 2 clusters in Literacy.
- 20% of students in Years 1 and 2 demonstrated growth of three or more clusters in Literacy.
- Oral language program continued with focus on students in Years 2, 3 and 5. 24 students accessed this program in 2013.
- In Literacy (Reading), average student growth between Years 3 and 5 was similar to that of students in similar schools and the average across NSW DEC.
- In Numeracy, average student growth between Years 3 and 5 was comparable to 2011 but still below that of similar school groups and NSW DEC averages.
Strategies to achieve these outcomes in 2014:

- Professional learning presented to all staff so that common understandings and key directions can be formed.
- Across stage meetings being held at least once per term for sharing of quality teaching practice.
- Whole school focus on Reading Texts and Comprehension elements of the Literacy Continuum.
- New staff on Kindergarten participation in professional learning on L3 and training of one staff member as an L3 Regional Trainer.

School priority 2

Improve attendance rate from 92.6% to 94%.

100% of programs address the diverse learning needs of boys and girls.

100% of programs show differentiated learning for all students.

Evidence of progress towards outcomes in 2013:

- School attendance rate was 93.2% which was close to the target percentage. Focus on high level absences reduced individual attendance issues. 87% of absences were explained within 7 days.
- All staff made concerted effort to develop relationships with all families, particularly families identified as ‘at risk’ in relation to attendance. Learning support team meetings facilitated by the school Learning and Support Teacher with parents and other key personnel such as counsellors, Occupational Therapists and Family Support Workers were seen as highly beneficial in meeting the needs of students.
- Running ‘Community Group’ and ‘Girls Rock’ programs on a weekly basis. Over 40 students from Year 3 through to Year 6 took part in these programs.
- Classroom programs demonstrated high levels of differentiation with all teachers considering the needs of individual students on a daily basis. Focus was on the quality of teaching being presented based on evidence presented.

Strategies to achieve these outcomes in 2014:

- Parent information sessions held at different times to include parents who have other commitments outside of school.
- Continuation of school ‘Community Group’ and ‘Girls Rock’ group with the school ‘Green Team’ to take on a higher profile. The Green Team will work on collaboration with the School P and C to develop, build and sustain a community garden in the school grounds.
- Work on building community partnerships with key support groups. Hold a Positive Parenting Program in conjunction with the Family Support Network in Terms 2 and 3.
- Teachers to work in collaboration with stage team colleagues from across the community of schools group on developing quality units of work for implementation in the classroom.
- Continue to promote the positive aspects of regular school attendance in newsletters, through regular parent contact and on the school website.
- Implement a school iPad program which will complement quality teaching and learning across key learning areas and provide students with access to 21st century technology in classrooms on a daily basis.

School priority 3

95% of families feel welcome and supported at the school.

All indigenous families are involved in developing PLPs for students.

Increase number of class room volunteers.

Evidence of progress towards outcomes in 2013:

- 93% of families feeling welcomed and supported at the school as indicated in the Quality of School Survey.
- All indigenous students had a Personalised Learning Plan (PLP) with which all families were involved in compiling and revising as required.
- Class room volunteer numbers increased from 11 in 2012 to 20 in 2013.
- The school hosted its second ‘Careers Expo’ in collaboration with the community group ‘Connect’ which was a great success. Year 6 students from Lismore South PS participated in the day and over 20 exhibitors attended. Year 6 students from Goonellabah, Lismore, Lismore Heights, Albert Park and Wyraallah Road Public Schools attended and thoroughly enjoyed the event.
Special events held throughout the year included School Showcase, Celebration of Achievement, Education Week, PBL Reward Days and Book Week Parade.

Strategies to achieve these outcomes in 2014:

- Parent information sessions held at different times to include parents who have other commitments outside of school.
- Use of modern technology such as text messaging to keep parents up to date with student progress.
- The PLP process to be revised and more inclusive of family goals.
- Greater recognition of class room volunteers in the school newsletter.
- Greater recognition of positive student behavior through commendation letters.
- Increased promotion of the school Careers Expo as a significant event for ‘The Rivers P – 12’ and Education Week.
- Staff being more proactive in interactions with parents on a daily basis including phone calls and face to face conversations – based on a strength based approach.

Professional learning

The school has a commitment to the professional learning of all staff. In 2013, funds came from 2 sources: Tied professional learning funds and Low SES National Partnerships.

All staff completed mandatory training in CPR, Code of Conduct and Child Protection. District consultancy support and our school leaders provided lesson study, stage team support and professional learning at staff meetings. All staff were encouraged to develop their own professional learning plan aligned to school targets. All staff (including support staff) completed the online module ‘Managing Challenging Student Behaviours’. The school has 5 new scheme teachers maintaining their accreditation at Professional Competence and 1 working towards their accreditation.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Quality of School Surveys were sent out to every family. 32 parent surveys were returned. All students in stage 2 and 3 were surveyed. Their responses were very positive and are presented below.

- Parents: 90% said that they were proud of the school. Students: 90%. Teachers: 100%.
- Parents: 85% believe that the school encourages students to do their best. Students: 90%. Teachers: 100%
- 100% of parents and teachers believe that the school leadership has the opportunity to have a positive influence on the school.

Program evaluations

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of our participation in the Low SES Communities National Partnership.

Background

Lismore South PS has been taking part in the Low SES National Partnership since 2010. The school has previously completed the Teacher Quality National Partnership in Numeracy and the school received Transitional Equity funding for 2013.

Findings and conclusions

Target 1: In 2013, 100% of K-2 students demonstrate minimum growth of one cluster, on
the literacy continuum tracked through Best Start (BS).

Result: Sound (target achieved)

- All students achieved growth of at least one cluster as tracked through Best Start (95 students).
- A high percentage of students achieved growth greater than one cluster across all aspects of the Literacy continuum.

**Target 2:** Writing: Using NAPLAN as a measure; Year 5 – Decrease the number of students in band 3 or 4 from 25% to 20% in 2013. Year 3 - Increase the number of students in band 6 from 3% in 2011 to 10% in 2013.

Result: Limited (little or no progress)

- 52% of students in Year 5 were in bands 3 or 4 for Writing in NAPLAN 2013 (up from 47% in 2012).
- 0% of students were in band 6 for Year 3 writing 2013 (same as 2012).
- Smaller target groups were commenced at the beginning of the year to develop skills.
- Later in the year collaborative work & team teaching, for differentiating class lessons was the focus.

**Target 3:** Numeracy: Using NAPLAN as a measure; Year 5: Decrease the number of students achieving in band 3 or 4 from 40 % in 2012 to 30% in 2013. Year 3: Decrease the number of students in achieving in band 1 or 2 from 40% in 2012 to 30% in 2013.

Result: Sound (target achieved)

- Year 5: 25% of students were in bands 3 and 4 in Numeracy in 2012 (increase of number in bottom bands).
- Year 3: 29% of students were in bands 1 and 2 in 2013 (increase of number in bottom bands).

**Future directions**

**Target 1:**

- Teachers in Kindergarten continue implementation of L3 program – strategies shared across whole school through PL sessions. Further staff trained in L3 and current L3 trained staff moved in to Stage 1 with one staff member to train as a Regional Trainer.
- All Stage 1 teachers trained and utilising Best Start including Literacy Continuum. All students tracked on the Literacy Continuum against clusters. Stage 2 and 3 teachers being led in use of the Literacy continuum by the school Literacy team and tracking students on PLAN.
- Focus in class programs to be on Reading Texts and Comprehension elements of the Literacy Continuum.

**Target 2:**

- Staff knowledge of Quality Teaching elements improved and high expectations evident in programs and teaching. Differentiation of curriculum across stage groups to be a focus across the school.
- Small target groups identified at beginning of year and supported to develop skills as required (focus on Years 2, 3 and 5).
- Employ additional SLSO and teacher to support classes with a focus on explicit teaching of writing with skills and understanding in grammar and in sentence structure.
- Continue focus from 2013 of building student vocabulary.

**Target 3:**

- Work in stage teams using the North Coast Scope and Continuum to plan and teach mathematics, integrating strategies from Taking off With Numeracy (TOWN), CMI & CMIT.
- QuickSmart intervention program for identified students to be discontinued in current form with expertise of staff utilised to up skill other staff and across all class groups during Numeracy sessions.
- Ongoing professional learning in teaching numeracy K-6, including the introduction of the ‘New’ NSW Syllabus Mathematics K-10 which links to the Australian curriculum. All staff to participate in joint ‘Rivers’ Staff Development Day on Numeracy (Term 2, 2014).
All future directions align to school priorities for 2014.

**About this report**

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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