Lismore Heights Public School
Annual School Report

School code: 4085
Our school at a glance

Students
In 2011 the number of students enrolled at our school at the time of census was 225. This is 12 students more than at the same time the previous year. Of the total, approximately 39 students identified as Aboriginal. We had 17 students with disabilities enrolled in our two Support Classes and 8 students with disabilities supported in our regular classes. The attendance of our students at school is very similar to previous years. On any given day we have an average of 93% of students present at school.

Staff
As mentioned above our student enrolment increased in 2011. The increased number of students resulted in the establishment of an additional class. Mrs. Le Sueur came to us from Bangalow Public School to take the newly established class. At the end of 2011 the total number of teachers working in various roles across the school was 15. We also had 9 School Support Staff assisting in various programs.

Significant programs and initiatives
During 2011 we continued our focus on English and Mathematics. The programs and strategies which gained excellent student learning outcomes included; Fast Maths, Reading Recovery, implementing a balanced numeracy lesson, grouping students for their Mathematics lessons, dance, Positive Behaviour for Learning, Computer Education, Student Representative Council (SRC), Extension and Enrichment, Direct Instruction Spelling and Maths and Environmental Education.

Student achievement in 2011
Highlights
Mean Scores In Year 3 the percentage of students in the bottom two bands for reading is 22%. The average in our school for the period 2008 – 2011 is 30%. The number of students performing in bottom bands is slowly reducing.

Our Year 5 average score in writing is 7 points above similar schools across the state.

Our Year 5 average score in numeracy is 7 points above similar schools across the state.

Growth The growth of our students in Spelling from Year 3 to Year 5 is 104 points. The growth in students from similar schools across the state is 78 points.

The growth of our students in Numeracy from Year 3 to Year 5 is 112 points. The growth in students from similar schools across the state is 91 points.

The growth of our students in Grammar and Punctuation from Year 3 to Year 5 is 86 points. The growth in students from similar schools across the state is 79 points.

Areas for Investigation
Mean scores The 2011 Year 3 group of students’ average scores in all areas are below that of students in similar schools across the state. We need to examine the reason(s) for this and identify strategies to address the problem.

Growth The growth of our students in Reading from Year 3 to Year 5 is 9 points lower than the growth of students in similar schools across the state. We need to determine why this is the case and identify strategies to redress the problem.

Messages
Principal’s message
2011 saw the culmination of a number of initiatives we have been involved in over the last two years. We have completed a significant amount of work in a number of areas, all vital to the delivery of high quality educational programs to primary-aged children. Our trialing of new ways of teaching mathematics has lead us to a uniform approach to teaching Mathematics across the school and is based on what is considered to be ‘current accepted practice’.
Mr Hickling and the 2011 school captains

We have implemented and mastered an approach to getting kindergarten children off to the best possible start in their schooling by comprehensively assessing them in their first weeks of school and providing them with a strong foundation skills in Literacy and Numeracy.

We have recently started to explore the notion of a continuum-based approach to education in which students are placed on a continuum of learning in Literacy and Numeracy, having their progress along the continua closely and frequently monitored to ensure they are progressing at their maximum potential. This process of monitoring and progression can be applied equally to children experiencing difficulty in their learning and those who are progressing rapidly and who find learning quite easy. This ‘case-management’ approach ensures children move up through the years of schooling without huge gaps appearing in their learning and without unnecessary repetition of material they already know and skills they have mastered.

Last year we provided opportunities for teachers to plan their programs together in pairs. This collaborative approach to programming encourages the sharing of ideas and also ensures greater continuity and consistency of curriculum content across the whole school.

Last year also some of our teachers trialed the use of spelling and mathematics programs that utilize an approach referred to as Direct Instruction. The feedback from teachers who used these programs has been very positive. We will continue to explore the use of these programs within our school.

As we move forward into a new school planning cycle covering the years 2012, 2013 and 2014 I would like to assure you that we will continue to work very hard to identify and implement teaching methods that maximize learning outcomes for your children.

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.

Ken Hickling

P & C message

The focus of the Lismore Heights P&C is to provide support and inclusiveness for parents, carers, the school and the local community. This includes a financial input into the school as well as providing opportunities to engage the local and school community.

The financial input mainly involves the running of the school canteen and fund raising activities that are designed to enhance the school and the community.

The canteen provides a small profit but the costs are kept low to provide a service to the school.

The fundraising activities include Mothers and Father Day stalls, Skating nights, Bunnings BBQ, Greyhound Nights and refreshment stalls at the biannual Showcase evening. The P&C also play a large part in conjunction with the school in running the annual Community Carols.

In the recent past the P&C have provided funds to provide interactive whiteboards and build an outdoor playground. Its present focus is to provide funds to make this area sun safe.

The P&C is appreciative of all the work our community volunteers provide to ensure that the school continues to provide a positive learning environment for our children.

Jack Scarrabelotti, P&C Secretary

Student representative’s message

At the beginning of 2011 we only had a vague idea of what the captaincy job involved. It didn’t take long however to realize the extent of the
tasks involved in being a school leader and the sudden realization of what a great job past school captains and student leaders had done. They had set such a high benchmark for all the new leaders to meet.

Throughout the year we achieved and participated in many leadership activities including; Young Leaders’ Convention, leadership training and public speaking, SRC meetings, fundraising, organizing and running assemblies, representing the school at special events, setting a good example to other students in the school and much, much more.

All the of the school’s student leaders feel they have learnt many skills that will help them greatly in the future.

We are especially proud of our schools’ new chicken coop and of course the chickens that are now kept at school.

Mollie Scarrabelotti for the 2011 SRC

School context

Student information

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

Student enrolment profile

Table 1 below shows that on ‘census day’ we had 225 students enrolled. We continue to have more boys than girls enrolled.

Table 1

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>117</td>
<td>118</td>
<td>112</td>
<td>117</td>
<td>122</td>
</tr>
<tr>
<td>Female</td>
<td>128</td>
<td>106</td>
<td>89</td>
<td>98</td>
<td>103</td>
</tr>
</tbody>
</table>

Graph 1 below shows clearly a steady increase in overall student numbers since the low point we experienced in 2009. Our kindergarten enrolments have been consistently up over 30 students in recent years and this augers well for the future.

Graph 1

Student enrolments

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>117</td>
<td>128</td>
</tr>
<tr>
<td>2008</td>
<td>118</td>
<td>106</td>
</tr>
<tr>
<td>2009</td>
<td>112</td>
<td>89</td>
</tr>
<tr>
<td>2010</td>
<td>117</td>
<td>98</td>
</tr>
<tr>
<td>2011</td>
<td>122</td>
<td>103</td>
</tr>
</tbody>
</table>

Graph 2 above shows the average school attendance of students expressed as percentages. It shows clearly that there is little variation in student attendance over the years and little difference between the average attendance rates of students at our school and that of students in other schools in the North Coast Region and across the state. It is important to note that one or two students with very poor attendance can skew a school’s average attendance significantly.

Graph 2

Student attendance rates
Management of non-attendance

The law in NSW states that all children between the ages of 6 and 17 years are required to attend school regularly. Schools now have an obligation to notify the Department of Family and Community Services if children are continually absent from school.

Schools are required to check the attendance of every child every day. If the absence of a child from school is excessive or unexplained the school may contact the Home School Liaison Officer, who will in turn contact the parents or carers to resolve the problem.

Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total In class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K/1P</td>
<td>K</td>
<td>6</td>
<td>23</td>
</tr>
<tr>
<td>KW</td>
<td>K</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>1/2B</td>
<td>1</td>
<td>13</td>
<td>27</td>
</tr>
<tr>
<td>K/1P</td>
<td>1</td>
<td>17</td>
<td>23</td>
</tr>
<tr>
<td>1/2B</td>
<td>2</td>
<td>13</td>
<td>27</td>
</tr>
<tr>
<td>2/3R</td>
<td>2</td>
<td>15</td>
<td>29</td>
</tr>
<tr>
<td>1/2B</td>
<td>3</td>
<td>1</td>
<td>27</td>
</tr>
<tr>
<td>2/3R</td>
<td>3</td>
<td>14</td>
<td>29</td>
</tr>
<tr>
<td>3/4W</td>
<td>3</td>
<td>17</td>
<td>29</td>
</tr>
<tr>
<td>3/4W</td>
<td>4</td>
<td>12</td>
<td>29</td>
</tr>
<tr>
<td>4L</td>
<td>4</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>YR 5-6C</td>
<td>5</td>
<td>13</td>
<td>27</td>
</tr>
<tr>
<td>YR 5-6R</td>
<td>5</td>
<td>13</td>
<td>28</td>
</tr>
<tr>
<td>YR 5-6C</td>
<td>6</td>
<td>14</td>
<td>27</td>
</tr>
<tr>
<td>YR 5-6R</td>
<td>6</td>
<td>15</td>
<td>28</td>
</tr>
</tbody>
</table>

In addition to the regular classes listed above we had another class (3LE) established in Term 2. The teacher on this class was Mrs. Le Sueur. In total we had 9 regular classes in 2011 and 2 support classes. One support class (3-6S) provides specialist educational services for students with a mild intellectual disability and the other support class (3-6D) caters to students with an emotional disturbance.

Structure of classes

Of the 11 classes at our school last year 9 were arranged as composite classes. This means they were set up with children of different ages, different years and different abilities. Research suggests that composite classes can have a positive effect on the learning of both younger and older students.

Staff information

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

Table 3 below shows the number of teaching and school and administrative and support staff working at the school last year.

Key    0.2 = 1 day per week
       0.4 = 2 days per week
       0.5 = 2.5 days per week
       0.6 = 3 days per week
       0.8 = 4 days per week
       1.0 = 5 days per week (full time)

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>7</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.9</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher of ESL( English as a second lang.)</td>
<td>0.4</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>19.6</strong></td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.
In 2011 we had no paid member of staff who identified as Aboriginal or Torres Strait Islander.

A great shot of our 2011 school staff

Staff retention

The turnover of staff at our school is quite low compared to schools in other parts of the state. At the end of 2011 only one member of staff changed. Ms Powell, a teacher who had worked at the school for many years retired. Our very best wishes are extended to Helen Powell.

Teacher qualifications

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

The postgraduate qualifications held by our staff include masters degrees and graduate diplomas in a range of areas such as special education, educational management and library studies.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>90%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>10%</td>
</tr>
</tbody>
</table>

Financial summary

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

### Table 4

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2011</th>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
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<tr>
<td>Balance brought forward</td>
<td>195535.72</td>
</tr>
<tr>
<td>Global funds</td>
<td>148949.52</td>
</tr>
<tr>
<td>Tied funds</td>
<td>161701.48</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>34424.70</td>
</tr>
<tr>
<td>Interest</td>
<td>9346.52</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>29224.93</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>579182.87</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>25001.73</td>
</tr>
<tr>
<td>Excursions</td>
<td>9728.36</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>11866.03</td>
</tr>
<tr>
<td>Library</td>
<td>0.00</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>6591.44</td>
</tr>
<tr>
<td>Tied funds</td>
<td>195440.31</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>43646.35</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>34714.20</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>33106.83</td>
</tr>
<tr>
<td>Maintenance</td>
<td>11716.55</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>52774.12</td>
</tr>
<tr>
<td>Capital programs</td>
<td>10482.27</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>435068.19</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>144114.68</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2011 financial statement is tabled at the annual general meeting of the Parents and Citizens’ Association. Further details concerning the statement can be obtained by contacting the school.

School performance 2011

Achievements

Arts

During 2011 we continued our commitment to the Arts, through whole school and individual teacher programs.
The school’s teaching staff worked collectively to present ‘Showcase’ in Term 3. The school community came together to view our children’s performance skills. It was a great success, on a bigger stage at Richmond River High School. This provided the teachers and children more space to perform, and more seating for our school community to enjoy the performance.

The School Choir performed at various school functions during 2011. The highlight for the choir was performing at Showcase. The Choir year concluded when they lead the carols at the school’s annual Community Christmas Carols. All classes presented their Christmas items and this provided yet another opportunity for the students to perform and sing.

The students were also given the opportunity to audition for ‘Lismore Heights Has Talent’ in Term 4. Students from Year 1 to Year 6 auditioned and 3 finalists from each Stage group were selected to perform in front of the school community. Kindergarten began the show with a group performance which is always enjoyable.

In addition to singing, the students were provided with many opportunities to develop their skills in Visual Arts. Teachers complete visual art lessons regularly in their classrooms and display students work for our school community to view. Students from Kindergarten to Year 6 were invited to display their artwork at District Office, and student work is regularly displayed in the school foyer (and other places around the school).

Sharon Ryan, Creative Arts Coordinator

Swimming
The year started off with a win for Wilson in the school swimming carnival. Many students represented our school in the zone and regional carnivals.

Junior Swimming Champions
Katarina Wellings-Fuller and Ben Hogan
11Years Swimming Champions
Ruby-Lee Riordan and Izac Monseure
Senior swimming Champions
Hayley Wyatt- Anderson and Jy Fisher

Athletics
The school athletics carnival was held in fine weather which produced a great sporting event. Boys and girls from all years displayed athleticism across the board with many being selected to represent our zone. Ethan Hooker was selected in the PSSA athletics team. Clay House was the overall winner.

Junior Athletics Champions
Keeley Lowenstein and Ben Hogan
11 Years Athletics Champions
Ruby-Lee Riordan and Connor Whitehall
Senior Athletics Champions
Sarah McKie and Khalil Hammond

Some of young up-and-coming athletes

Sport
The students at Lismore Heights had a successful and enjoyable year in Sport. We entered the Primary School Sports Association (PSSA) competitions for boys cricket, girls and boys soccer, girl’s netball and touch football. These students played their hardest and displayed great sportsmanship at all times.

Our in-school results are as follows:

Cross Country
The school cross country carnival was held on a wet track due to constant rain. The overall house winner was Wilson House. Our students travelled
by bus to Yamba to compete in the regional carnival.

Junior Cross Country Champions
Tahli Fisher and Ben Hogan
11Years Cross Country Champions
Ruby-Lee Riordan and Izac Monseure
Senior Cross Country Champions
Mollie Scarrabelotti and Khalil Hammond
Simon Porter, Sports Coordinator

Academic
In 2011 we saw some exceptional academic performances from many children. The school’s academic awards for 2011 are as follows:
Year 6 Academic Excellence Award
Ellen Welstead-Cloud
Stage 3 Academic Excellence Award
Meera Jacka
Stage 2 Academic Excellence Award
Alisha Herington
Stage 1 Academic Excellence Award
Mia Orams
Early Stage 1 Learning Excellence Award
Olivia Crick
In the National Assessment Program (NAPLAN), 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.
Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

In 2011 our Year 3 and Year 5 students participated in the National Assessment Program - Literacy and Numeracy (NAPLAN). We have analyzed the performance of our students and the results are presented below.

NB All our students participated in the testing, even those with diagnosed disabilities. This can have a significant impact when scores are averaged out across the whole school.

Literacy – NAPLAN Year 3
Literacy refers to the practical application of skills learnt in the Key Learning Area of English. It includes their skills in reading, writing, spelling, grammar and punctuation.

Our aim is to have fewer students in the lower bands (Bands 1 and 2) and more in the higher bands (Bands 5 and 6).

In 2011 32 Year 3 students completed the NAPLAN literacy test. As can be seen in Graph 3 below for reading we have far fewer students in Band 1 than our average over the past three years. This is an excellent result! It can be seen very clearly that we have a large number of students in Band 3. Our aim now is to move that large group of students up into the higher bands. The highlights are:-

- The percentage of students in Band 1 is 22%, down on the average over the past 3 years of 30%.
- For Year 3 students Band 2 is referred to as the ‘National Minimum Standard’. It is very pleasing to see that we have nearly 80% of Year 3 students above the National Minimum Standard.

Graph 3 – Year 3 Reading
In **Graph 4** below our results in writing indicate a need, as with reading, to move the large number of students in the middle bands up into Bands 5 and 6. We also have 80% of students above the National Minimum Standard for writing.

**Graph 4 – Year 3 Writing**

The information in **Graph 5** shows a similar trend in spelling. We have the majority of students in the middle bands and so we will work hard to move them up into the top bands. It is very pleasing to see the increase in the percentage of students in Band 5.

**Graph 5 – Year 3 Spelling**

We can see in **Graph 6** below that we have only 3% of students in Band 1. This represents only 1 child so this is an excellent result.

**Graph 6 – Year 3 Grammar and Punctuation**

**Numeracy – NAPLAN Year 3**

Numeracy is the practical application to everyday life of skills learnt in Mathematics. The Mathematics KLA is divided into six strands; Working Mathematically, Number, Patterns and Algebra, Data, Measurement and , Space and Geometry.

In 2011 thirty-two Year 3 students sat for the NAPLAN Numeracy test.

**Graph 7 – Year 3 Numeracy**

In **Graph 7** above indicates that we only have 1 student in the lowest band. We exceed other schools in the state with the number of students in the middle bands and we will continue to identify Mathematics teaching strategies to move these students into the higher bands.
**Literacy – NAPLAN Year 5**

As for Year 3, Year 5 Literacy is divided into; reading, writing, spelling and grammar and punctuation.

In 2011 twenty-seven Year 5 students participated in the NAPLAN Literacy tests.

**Graph 8 – Year 5 Reading**

In Graph 8 above we can see that a significant number of our 2011 Year 5 students required some intensive support in reading as 41% of them were performing in the bottom two bands in May when the testing was done. Whilst the number of our students in Bands 5 and 6 exceed our average over the past 3 years we have fewer in Bands 7 and 8 so we will identify strategies to address this problem.

**Graph 9 – Year 5 Writing**

Our results in writing (see Graph 9 above) are very pleasing.

- The percentage of our students in Band 7 far exceeds other schools in the state.
- We have very low numbers of students in the bottom two bands.
- 85% of our students are above the National Minimum Standard.

Looking at Graph 10 below, we better other similar schools in the state with the numbers of students in Bands 2, 5, 7 and 8.

**Graph 10 – Year 5 Spelling**

**Graph 11 – Year 5 Grammar and Punctuation**
Numeracy – NAPLAN Year 5

Graph 12 – Year 5 Numeracy

Graph 12 above shows a favourable distribution of students across the bands for numeracy.

- We have fewer students in the bottom two bands.
- We compare favourably with other schools with the number of students we have in the top two bands.
- We will focus on moving the large number of students in Band 5 up into the higher bands.

Progress in literacy

An important measure of the work of any school is the ‘value added’ to the learning, skills and abilities of students.

The information following shows the improvement or progress our 2011 Year 5 students have made since they were tested in Year 3.

The progress of the 2011 Year 5 is compared with the progress made by the two previous Year 5s at our school (2010 and 2009) and also with the average progress made by Year 5 students from ‘like schools’ across the State. There is also a comparison made between our school and all schools in the State.

It can be seen by examining the Tables below that the progress made by our students has been outstanding. In all areas, with the exception of reading, our average growth exceeds that of other all other public schools across the state.

Key

School = Our school
SSG = Similar Public School in the State
State DEC = All Public Primary Schools

Table 5 – Progress in Reading

<table>
<thead>
<tr>
<th></th>
<th>Average progress in Reading between Year 3 and 5*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2008-2010</td>
</tr>
<tr>
<td>School</td>
<td>85.1</td>
</tr>
<tr>
<td>SSG</td>
<td>81.9</td>
</tr>
<tr>
<td>State DEC</td>
<td>83.7</td>
</tr>
</tbody>
</table>

Table 6 – Progress in Spelling

<table>
<thead>
<tr>
<th></th>
<th>Average progress in Spelling between Year 3 and 5*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2008-2010</td>
</tr>
<tr>
<td>School</td>
<td>85.9</td>
</tr>
<tr>
<td>SSG</td>
<td>85.7</td>
</tr>
<tr>
<td>State DEC</td>
<td>84.5</td>
</tr>
</tbody>
</table>

Table 7 – Progress in Grammar and Punctuation

<table>
<thead>
<tr>
<th></th>
<th>Average progress in Grammar &amp; Punctuation between Year 3 and 5*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2008-2010</td>
</tr>
<tr>
<td>School</td>
<td>92.1</td>
</tr>
<tr>
<td>SSG</td>
<td>96.2</td>
</tr>
<tr>
<td>State DEC</td>
<td>96.6</td>
</tr>
</tbody>
</table>

Table 8 – Progress in Numeracy

<table>
<thead>
<tr>
<th></th>
<th>Average progress in Numeracy between Year 3 and 5*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2008-2010</td>
</tr>
<tr>
<td>School</td>
<td>65.8</td>
</tr>
<tr>
<td>SSG</td>
<td>84.5</td>
</tr>
<tr>
<td>State DEC</td>
<td>89.6</td>
</tr>
</tbody>
</table>

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and
punctuation, spelling and numeracy for Years 3,
5, 7 and 9.
The performance of the students in our school in
the National Assessment Program – Literacy and
Numeracy is compared to these minimum
standards. The percentages of our students
achieving at or above these standards are
reported below.

<table>
<thead>
<tr>
<th>Table 8 - Minimum Standards data Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</strong></td>
</tr>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Table 9 – Minimum Standards data Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Percentage of Year 5 students achieving at or above minimum standard (exempt students included)</strong></td>
</tr>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

**Significant programs and initiatives**

**Aboriginal education**

We had a very successful year with Aboriginal
education and learning. The whole school
participated in **NAIDOC celebrations** at Heritage
Park, as we do every year. **Harmony Day**
recognition with an assembly and in-class
activities were also undertaken.

**NRL – Rugby League Gala Days** began for the first
time in 2011 with former and current indigenous
stars participating in training with our students
while discussing healthy life styles in all
communities.

An organization called Dare To Lead conducted a
comprehensive 3-day evaluation of our work in
the area of Aboriginal Education. The
recommendations listed in their extensive report
will begin to be implemented in 2012. The details
of the evaluation are listed in the section below
called ‘Key Evaluations’.

The Norta Norta program targets Aboriginal
students who need additional support identified
through analysis of NAPLAN results. Last year the
Department of Education allocated our school
$3900 to support our students.

Also last year our school was identified as a focus
school by the Aboriginal Education and Training
Directorate (NSW Department of Education). As a
focus school we received $15,000 additional
funding to strengthen the connection between
the school and our local community and to
develop the skills of our staff in Aboriginal
Education.

**Aboriginal Education Committee**

**Support Classes**

Our school is very fortunate to have two Support
Classes. One of the classes is for students with a
mild intellectual disability and the other class,
which was established in Term 3 2011, is for
children with emotional problems. This
specialized class caters for 7 students with
diagnosed mental health issues. The students
attend our class for approximately 4 terms. They
spend 4 days per week with us and 1 day back at
their home school practising the skills they have
been taught. The class is designed to give very
needy students a safe and supportive learning
environment to build healthy relationships, focus
on missed learning opportunities and learn self-
control skills.

Elizabeth Davy, Teacher

**Library**

**K-6 Literacy programs** have been supported
through the following library activities:-

**A Book Fair** was held during Education Week and
**Scholastic Book Club** was offered each term in
order to support positive attitudes toward books
as a valued possession by purchasing for personal
library development by students.

All students participated in the **Premier’s Reading
Challenge** with a record number achieving the
award. **Student Leadership developed through
Volunteer** library assistants trained to work in the
library performing regular routine tasks, gaining knowledge about how libraries work. **Library displays** promote literature that is quality, current, age appropriate and of high interest to students. **Co-operative library/class** units integrating **Information Skills**. **Book Week** celebrated with CBCA winners studied in class. Students and teachers celebrated with a book picnic activity where they share books in an informal and positive environment in order to foster a love for literature and engaging with it as a leisure pursuit. **MSreadathon** was promoted and participation encouraged to raise funds for this very worthwhile cause in order to promote social responsibility and foster empathy with people who suffer with life changing disorders.

**Di McInnes, Teacher-Librarian**

**Gifted and Talented Education**

**EGATS on-line learning program**: 3 students sat test to be included in the North Coast Program, with 1 student being selected. Congratulations to **Meera Jacka**!

**Debating**: Some of our students attended debating workshops at Alstonville Public School. These students included; **Haley McPhail, Alexander Davis, Ned Dowling, Ellen Welstead-Cloud, Meera Jacka and Beatrice Hogan**.

**Premier’s Spelling Bee**: 4 stage 2 and 3 students competed in the regional final at Alstonville.

**University of NSW Competitions**: Students completed tests in Science, Mathematics, English, Writing, Spelling and Computer Science.

**Tournament of the minds**: 6 students attended the Regional Final held at Southern Cross University in Term 3.

**Newspapers in Education Page for the Northern Star**: Students from Stages 2 and 3 wrote newspaper articles and supplied photographs for publication in the weekly page that features in the local newspaper.

**Recycling Art Competition**: was entered by stage 2 and 3 students.

**Differentiated Programming Professional Development Training**: Delivered by Helen Brown to all staff members in two staff meetings it gave teachers the background knowledge, skills and motivation to cater to the needs of GAT students within their own classroom and embed that learning across the Key Learning Areas.

**Withdrawal sessions for GAT students from Stages 1-3** in KLA’s of Performing Arts, English, Science and LOTE on a weekly basis.

**Di McInnes, Gifted and Talented Coordinator**

**National partnership program - Numeracy**

Throughout 2011, Maths was again a major focus for our school K-6. For the first 2 terms we continued to use National Partnership funding to enable stage partners to have an addition 1 hour for planning quality Maths Lessons. Staff followed the **North Coast Scope and Sequence** and prepared lessons based on the **Balanced Numeracy Session guidelines**. In Stages 2 and 3 we also continued to have **Graded Maths** grouping for 3 lessons a week focussing on the **Number Stand**. During Terms 3 and 4 we were able to continue the Maths Grouping by using STL allocation, although the Stage 2 lessons
were reduced to 1 hour lessons instead of 90 minutes.

Fast Maths continued to be used through the school, and for homework, to develop automaticity of number facts.

To finalise National Partnership, Lynn Clarke and Jodie Linton attended the Sharing Success, Embedding Changing Conference in Sydney presenting (along with Tweed Heads PS and Lismore South PS) the “Balanced Numeracy Session” to the conference.

The success of the project was evidenced by the fantastic growth between the Round 3 and 4 National Partnership Testing (a 12 month period).

Results for Round 3 and 4 EMSAD showing 12 month growth.

All three of these graphs (above and below) show a solid shift to the right indicating the outstanding growth in the twelve month period, especially in Years 4 and 6.

Reading Recovery

‘Reading Recovery’ is an intervention program for Year 1 students who have been identified in need of reading support. The aim of the program is to prevent young children slipping too far behind in their development of reading skills as it becomes very difficult to make up lost ground in reading if children fall too far behind. It also impacts greatly on their confidence in reading and other subject areas.

Explicit and systematic teaching, coupled with classroom and home support, help to ensure a successful ‘catch-up’ program.

During 2011 13 students spent time in the program, 12 students successfully completed the program and due to extenuating circumstances 1 child was recommended for long term support.

Helen Powell, Reading Recovery Specialist Teacher

N.B. Mrs. Powell retired at the end of last year. We wish her all the best and hope to see her from time to time when she fills in for our new Reading Recovery teacher Mrs. Rankin.

Environmental Education

In 2011, environmental education at our school not only involved the students but also the wider community. Each class had an environmental responsibility, ranging from harvesting the bush tucker (KW) to organising whole school environmental action days (5/6). Donations of time, resources and expertise from many staff members, parents, organisations (such as the Permaculture Institute, Landcare, Rous Water) and even the Mayor enabled many projects to take place. Most notable of these projects was the introduction of chooks to the school, to clean up our waste and provide eggs and fertilizer.

Thanks to everyone involved!

Kath Barker, Environmental Education Coordinator

Jodie Linton, Mathematics Classroom Leader
Progress on 2011 targets

Target 1

In Grammar and Punctuation 50% of Year 3 students in Bands 4, 5 and 6 and 88% of Year 5 students in Bands 5, 6, 7 and 8.

Our achievements include:

- 54.9% of Year 3 students performed in Bands 4, 5 and 6 for Grammar and Punctuation.
- 74% of Year 5 students performed in Bands 5, 6, 7 and 8 for Grammar and Punctuation.
- Teachers measuring student progress in English through analysis of NAPLAN data, National Partnership assessment data, Best Start data, reading Benchmarking and South Australian Spelling Test.

Target 2

In Numeracy 64% of Year 3 students in Bands 4, 5 and 6 and 74% of Year 5 students in Bands 5, 6, 7 and 8.

Our achievements include:

- 31.3% of Year 3 students in Bands 4, 5 and 6 for Numeracy.
- 76% of Year 5 students in Bands 5, 6, 7 and 8 for Numeracy.
- Teachers measuring student progress in Mathematics through analysis of NAPLAN data, National Partnership data, Best start data, Newman’s Error Analysis, PAT Maths testing, Fast Maths levels.

Target 3

A further reduction in timeouts, detentions, principal referrals and suspensions during 2011.

Our achievements include:

- 20 timeouts for the year, down from 84 in 2010.
- 3 Principal referrals for the year, down from 9 the previous year.
- 14 suspensions for the year, slightly up on 11 in 2010.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school carried out evaluations of Aboriginal Education practices and curriculum options delivered by the school.

Educational and management practice

Aboriginal Education

Background

Since 2007 our school has had an enrolment of Aboriginal students averaging 16% of the total student population. The attendance at school of Aboriginal students has been very good with the 2010 percentage at 94% compared with 93% as the average for the whole school. After analyzing the 2010 NAPLAN results we became concerned about the results for some Aboriginal students so we decided to do a comprehensive evaluation of Aboriginal Education within our school. We engaged an organization called ‘Dare to Lead’ to conduct the evaluation. They spent 4 days interviewing staff parents and students and produced a report which is summarized below.

Commendations

- Parents acknowledged our school as a friendly, safe and caring environment where the staff strives to cater for the individual needs of students.
- Students believe they have a wonderful relationship with most of their teachers.
- There is no evidence of endemic racism.
- Parents perceived most teachers as approachable.
Parents are very supportive of the school and are confident Aboriginal students are well supported.

Aboriginal students recognize cultural safety and trust within the school.

Future directions

- We will provide a cultural immersion program for all staff.
- We will investigate ways to increase parent engagement with the school.
- We will increase staff understanding of the process of Developing Personalized Learning Plans for all Aboriginal students.
- Incorporate more Aboriginal content into teaching learning programs.
- Developed stronger relationships with high schools attended by Aboriginal students.
- Increase opportunities for Aboriginal student leadership.
- Conduct an audit of Aboriginal resources.
- Utilize the expertise of local Aboriginal people in the planning and delivery of educational programs.

In the survey a series of questions were asked:

1. Do you support a continuation of our focus on Literacy?
   - Yes – 64
   - No - nil

2. Do you support a continuation of our focus on Numeracy?
   - Yes – 64
   - No – nil

3. Are you in favour of further developing learning opportunities for students who are gifted and/or talented and who may need learning support to maximise their potential?
   - Yes – 62
   - No – 1
   - Unsure – 1

4. Would you like to continue implementing the PBL program?
   - Yes – 64
   - No – nil

5. Are you in favour of grouping students with similar needs for certain lessons so as to effectively meet their learning needs?
   - Yes – 61
   - No – nil
   - Unsure – 3

6. Are you able to spare some time to help in our classrooms?
   - Yes – 27
   - No – 32
   - Maybe – 5

7. Any other suggestions?
   - Yes – 28
   - No - 36

A great example of our students’ love of learning

Curriculum

Scope of School Curriculum

Background

The general level of staff, parent and student satisfaction within English and Mathematics is quite high. Through our informal observations and general discussion we have identified an interest in expanding delivery of high quality programs in other Key Learning Areas. We acknowledge that student engagement in the Creative Arts can have a positive impact on other areas of learning. We conducted a survey of parents at the end of 2011 to ascertain directions for our work for the period 2012 to 2014.

Findings

Future directions

- Our focus on literacy and numeracy will continue.
- We will enhance our Creative Arts program placing increased emphasis on visual arts, music, dance and drama.
• We will enhance our Gifted and Talented programs and provide increased learning opportunities for these students.

• We will continue teaching our students positive behaviours to facilitate their learning.

• We will introduce teacher/parent interviews to create greater connection between home and school.

**Professional learning**

We contend that having high quality teachers makes the most difference to children’s learning. Having well-trained teachers who constantly update their skills ensures your children are receiving the highest quality education. The range of professional learning our staff participated in last year is indicated by the courses they attended below:

• Professional Mentoring
• Taking Off With Numeracy
• Prioritizing Grammar
• Anti Racism Training
• Effective ‘English as a Second Language’ training
• Teaching Physical Activity to Students with Disabilities
• Stress Management
• Positive Behaviour for Learning training
• Leading Maths Learning
• Using Interactive Whiteboards
• Improving Student Outcomes in Persuasive Writing
• Quality Teaching conference
• General Computing Skills

**School planning 2012—2014**

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

**School priority 1 - Literacy**

**Outcomes for 2012–2014**

• Increased student literacy learning outcomes
• Positive school environments
• High expectations
• Whole school literacy strategy

**2012 Literacy Target**

• 50% increase in the number of students at or above proficiency in Literacy.

**Strategies to achieve this target include:**

• Implement a reading program for low-progress readers.
• Utilize ‘Lesson Study’ to design balanced literacy lessons.
• Introduce a ‘Focus on Literacy’ for Years 3 to 6 and ‘Language, Learning and Literacy’ (L3) for Kindergarten to Year 2.

**School priority 2 - Numeracy**

**Outcomes for 2012–2014**

• Increased student numeracy learning outcomes.
• Whole school numeracy strategy

**2012 Numeracy Target**

• 50% increase in the number of students at or above proficiency in Numeracy.

**Strategies to achieve these targets include:**

• Implement a numeracy program that utilizes explicit, systematic, intensive instruction.
• Utilize ‘Lesson Study’ to design balanced numeracy lessons.

**School priority 3 – Attendance and Engagement**

**Outcomes for 2012–2014**

• Increased student attendance at school by students and greater engagement in learning.
• School-community partnerships that promote early engagement, regular and positive
contact and which develop respectful relationships.

Strategies to achieve these targets include:
- Monitor attendance regularly.
- Introduce attendance awards.
- Promote good attendance through school communication channels.

School priority 4 - Parent and Community Connectedness

Outcomes for 2012–2014
- Increase in number of Personalised Learning Plans.
- A school and community partnership agreement.

Strategies to achieve these targets include:
- Implement a cultural immersion program.
- Promote relationship building between home and school.
- Increase opportunities for student leadership.
- Implement a high quality Creative Arts Program.
- Implement a high quality Gifted and Talented program.

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.

Ken Hickling Principal
Kim Witchard Assistant Principal
Lynn Clarke Assistant Principal
Jodie Linton Classroom Leader

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School Code: 4085
Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: