2009 Annual School Report
Lethbridge Park Public School

NSW Public Schools – Leading the way
Messages

Principal's message
2009 was yet another busy and exciting year at Lethbridge Park Public School. The school priorities of literacy and numeracy continued to be supported through continued and new initiatives including Accelerated Literacy, Quicksmart, Count Me In Too and attendance programs.

The school pursues the mantra “Be Safe; Be Respectful; Be a Learner.” This philosophy is embedded in lessons to promote consistent school expectations and celebrated at our Badge Assemblies. Survey results indicated that the first phase of the Positive Behaviour for Learning (PBL) program has been consolidated throughout the school community which will enable us to move onto the classroom phase in 2010. We are proud to provide a diverse range of programs at the school and once again it was a year of continued success in the sporting and creative arts fields.

The profile of the school’s P&C has been enhanced with representation on various school committees.

In commending our students for their efforts and achievements I recognise the dedication and hard work of staff and community members.

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.

Mrs Irene Faros

P&C message
2009 was another successful year for Lethbridge Park Public School P&C. With the New Year came new faces and a new enthusiasm to improve on 2008. Fundraising again was the P&C’s major focus. The P&C held several successful raffles, lolly and slice drives, Mothers and Fathers day stalls. The funds raised were used to contribute to the new sound system in the hall. Donations were also given to the support unit for camp, books for presentation day and show bags for maintaining gold badge recipients. The P&C looks forward to seeing more new faces and another productive and co-operative year in 2010.

I would like to encourage parents to join your P&C as you can make a difference to the education of your children.

Heather Edwards
P&C President

Student representative’s message
2009 has been a busy year for the Student Representative Council (SRC) of Lethbridge Park Public School. We were elected as School Captains at the end of 2008 by our peers and teachers and were excited to take on the role. The SRC is made up of a class representative from each class from year 2 to year 6. The SRC worked hard together throughout the year to help organise and run many different events for the school. Some of the highlights include: The 40th Anniversary Celebrations, Clean up Australia Day, various fundraisers most memorably ‘Dress like a Punk Day’ and a poster competition for Stop, Walk and Talk which was a new anti-bullying plan for our whole school. The SRC have also been responsible for leading all school and formal assemblies. We have both enjoyed our time as school captains and have developed many skills that will help us in our future.

Aorangi R. & Brock S.

School context

Student information

Student enrolment profile
Student enrolments have continued to remain steady compared to previous years. In 2009 there was an almost even proportion of male to female students with 53% of the student population being male.

![Enrolments Chart]

Student attendance profile
During 2009 there were 74 new enrolments into the school in addition to Kindergarten and excluding Year 6 leaving, there were 34 additional
students that left the school, giving the school a mobility rate of 26%.

The school’s average attendance rate in 2009 was 90.4%, just below the regions average of 92.1%. Years 3-6 attendance was greater than K-2 attendance.

Management of non-attendance
Weekly audits of attendance were conducted and the Home School Liaison Officer supported the school with follow up letters and meetings relating to attendance. Where necessary attendance improvement programs were implemented resulting in improved attendance of the students involved.

During Term 4 Lethbridge Park Public School participated in the focussed school support Home Attendance Program resulting in new initiatives to support attendance (see student well being target 2010).

Class sizes
In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2009 class size audit conducted on Wednesday 18 March 2009.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
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<tbody>
<tr>
<td>1/2B</td>
<td>1</td>
<td>7</td>
<td>26</td>
</tr>
<tr>
<td>1/2B</td>
<td>2</td>
<td>19</td>
<td>26</td>
</tr>
<tr>
<td>1B</td>
<td>1</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>1L</td>
<td>1</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>2S</td>
<td>2</td>
<td>28</td>
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<tr>
<td>3B</td>
<td>3</td>
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<td>28</td>
</tr>
<tr>
<td>3K</td>
<td>3</td>
<td>25</td>
<td>25</td>
</tr>
</tbody>
</table>

4/5T 4 10 27
4/5T 5 17 27
4K 4 24 24
4M 4 25 25
5F 5 29 29
6B 6 23 23
6F 6 24 24
KH K 16 16
KM K 18 18
KP K 17 17

Staff information
Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>16</td>
</tr>
<tr>
<td>Teacher of Autism</td>
<td>2</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Language</td>
<td>2</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.7</td>
</tr>
<tr>
<td>Early School Support Program</td>
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<tr>
<td>Support Teacher Learning Assistance</td>
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<tr>
<td>Teacher Librarian</td>
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</tr>
<tr>
<td>Teacher of ESL</td>
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</tr>
<tr>
<td>Counsellor</td>
<td>0.5</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
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<tr>
<td>School Learning Support Officer</td>
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<tr>
<td>Aboriginal Education Officer</td>
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<tr>
<td>School Learning Support Co-ordinator</td>
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<tr>
<td>General Assistant</td>
<td>0.6</td>
</tr>
<tr>
<td>Total</td>
<td>42.2</td>
</tr>
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</table>

In 2009 there was one fulltime Indigenous member of staff with 4 additional Indigenous School Learning Support Officers working in a part time capacity.

The school supplements the staff establishment with the provision of the following:

- Additional general assistant one day per week due to the size of the grounds and the buildings aging conditions,
- Employment of a community liaison officer 2 days per week to support home school partnerships as part of the Priority Schools Program (PSP),
- School Learning Support Co-ordinator employed for an additional day per
fortnight to support students with complex needs; and

- The two Deputy Principal positions are PAS funded.

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

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

Date of financial summary: 30/11/2009

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<th>Income</th>
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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>
<td>School &amp; community sources</td>
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<tr>
<td>Interest</td>
</tr>
<tr>
<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
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<tr>
<td>Total income</td>
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</table>

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

A full copy of the school's 2009 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2009

Achievements

Arts
Each year, Lethbridge Park Public School enters 4 artworks into Operation Art. Operation Art is a program which encourages young people to create artworks for children in hospital. This year the works of Kaleb M., Lachlan H., James M. and Mark M. were entered into the competition. Kaleb's artwork was chosen to be part of a teacher's resource CD-ROM and selected for Operation Art Bank, which is to be shared among regional hospitals.

A selected group of Stage 2 and Stage 3 students participated in a Dance Sport Competition. This developed the students interest in ballroom dancing and confidence to dance with a partner.

The Dance Group were selected and performed in the Sydney West Dance Festival.

All students at Lethbridge Park Public School performed in the end of year concert with the theme, 'Dance!'.

Sport
There were many outstanding school and individual achievements throughout the year.

Fourteen teams participated in the Mt Druitt PSSA competition. Six of those teams played in the grand final.

The senior boys rugby league team won the PSSA grand final. The junior rugby league team were finalists in the Royce Simmons Shield. The under 10's team were semi-finalists in the Panther Trophy.

The Junior AFL team also won their PSSA Grandfinal.

Twenty students represented Mt Druitt Zone at Sydney West Carnivals. Isaiah T., Richmond T., Jacob L. and Tyron P. represented Sydney West at state carnivals.

Sterling was the overall winning house for 2009.

Other
In 2009 the school celebrated its 40th Anniversary with a celebration during Education Week. Past Principals, teachers and students attended as well as government and department dignitaries.
Academic

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 the 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)

Literacy – NAPLAN Year 3

For the NAPLAN literacy tests this year, 57 students participated, including students from the support unit. The Year 3 literacy results in the following graphs indicate:

- An average of 50% of students were in the middle bands,
- Writing results were better than reading results with 38% of students in lower bands for reading; and
- Girls outperformed boys in all areas.

Numeracy – NAPLAN Year 3

This year 57 Year 3 students from mainstream and special education classes undertook the NAPLAN numeracy test. Results indicated:

- an increase number of students in band 1 and band 2,
- students performing better in band 3 and band 4 compared to like school group,
- a significant increase of students achieving band 4 in measurement, data, space & geometry; and
- 50% of Indigenous students in band 2, 13% in band 3, and 25% of students in band 4 compared to 19% in the state.
Literacy – NAPLAN Year 5

58 students participated in the Year 5 literacy NAPLAN test this year including students from the support unit. Results for overall literacy include:

- An average of 47% of students in middle bands,
- There were fewer students in the bottom three bands for reading in 2009 compared to the school’s average between 2007 – 2009; and
- The school performed better in reading than writing.
Numeracy – NAPLAN Year 5
This year 58 Year 5 students from mainstream and special education classes undertook the NAPLAN numeracy test. Results indicated:

- an increase of students in band 3 compared to 2008 results,
- 24% of students achieved band 4 compared to 56% of students in 2008 showing a significant decrease in the number of students in band,
- 41% of students achieved band 5 compared to 26% of students in 2008 a significant increase of students in band 5,
- a slight decrease in the number of student in band 6,
- a significant increase of students in band 7; and
- no students were in band 8.

In 2009 the average progress in NAPLAN literacy between Year 3 & 5 indicated that growth was well above LSG in reading and close to state progress in writing. Our indigenous girls closely matched LSG and boys were slightly below.

28% of students improved by one or more bands.

LBOTE girls outperformed state average growth and Indigenous growth was on par with state average growth.

Average progress in writing for matched students

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>School</td>
<td>85.0</td>
<td>60.4</td>
<td>55.0</td>
</tr>
<tr>
<td>LSG</td>
<td>80.3</td>
<td>73.7</td>
<td>67.5</td>
</tr>
<tr>
<td>State</td>
<td>76.1</td>
<td>69.3</td>
<td>57.7</td>
</tr>
</tbody>
</table>

Progress in numeracy

Average progress in numeracy for matched students

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<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>75.3</td>
<td>91.6</td>
<td>72.7</td>
</tr>
<tr>
<td>LSG</td>
<td>85.6</td>
<td>87.1</td>
<td>80.7</td>
</tr>
<tr>
<td>State</td>
<td>80.4</td>
<td>77.3</td>
<td>93.4</td>
</tr>
</tbody>
</table>

Girls outperformed boys and were close to state average growth and LBOTE girls performed better than state average growth.

46% of students improved by more than one band.

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.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at and above minimum standard</th>
<th>88</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>88</td>
</tr>
<tr>
<td>Writing</td>
<td>80</td>
</tr>
<tr>
<td>Spelling</td>
<td>82</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>75</td>
</tr>
<tr>
<td>Numeracy</td>
<td>85</td>
</tr>
</tbody>
</table>
Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at and above minimum standard</th>
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</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

In 2009 the school received significant funding to support literacy and numeracy programs through PAS, PSFP, and various funds specifically for Aboriginal students. These programs are reported below.

Aboriginal education

Staff understanding of the Aboriginal Education Policy was enhanced with a staff meeting during Term 2.

Personalised Learning Plans were developed for Aboriginal students in Stages 1 & 2.

Regular community meetings were held with the Principal throughout the year to further develop school/community relationships.

NAIDOC week was celebrated with an event at the end of Term 2 including an incursion to show Aboriginal weapons, learn Aboriginal games and the Aboriginal community cooked Johnny Cakes for the students.

The school’s preschool has had an Aboriginal focus, funded through Building Stronger Connections funds, with Aboriginal guest speakers, an Aboriginal mural being created and the employment of an Aboriginal School Learning Support Officer to support Aboriginal student’s transition to preschool and school.

4 students were supported through the Norta Norta program.

A successful Aboriginal Family night was held to celebrate the achievement of students at the end of the year.

Multicultural education

Approximately 35% of our students are from a language background other than English with languages of the Pacific Islands representing the main groups. Multicultural perspectives continue to be implemented across all key learning areas with the English as a Second Language (ESL) teachers supporting K-6 students across the school.

Special programs involving withdrawal, group teaching and team teaching were implemented and in particular Accelerated Literacy was taught cooperatively with Stage 1 and Stage 2 classes focusing on our ESL students.

An Anti-Racism Contact Officer is available at the school when needed with several other staff members supporting this role.

Several parent information sessions were conducted to inform parents about special programs that run in the school. We had a small percentage of our multicultural parents attend. Also a special parent excursion was organised to promote cultural relations and highlight the value of excursions for our students. Parents from different cultural backgrounds continue to be involved in the school through a number of programs including our P&C, the Support-a-Talker language program and Home Reading.

Respect and responsibility

Learning about respect and responsibility was supported in the student population by the launch of the Bully Prevention program. Linking closely to the rules and values promoted in the ongoing Positive Behaviour for Learning program (PBL), students were taught to recognise bullying behaviours and to respond in a calm, non-threatening way using three key actions summarised by the saying: STOP, WALK, TALK. Students engaged in regular role plays to build their knowledge and teachers now respond to reports of bullying in a consistent manner that encourages students to use the strategies effectively. Awareness is also maintained through the display of students’ posters in various school settings and by promoting the message to parents via the P&C, assemblies, newsletters and the School Cool Handbook.

Other programs

Priority Schools Programs

Effective Communication (PAS funded)

Eighteen students were identified with articulation needs and a trained School Learning Support Officer implemented an articulation program resulting in improvements for all students involved.

Community Liaison Officer (CLO)

Home school partnerships were enhanced with the support of a CLO. Attendance to parent information sessions improved, attendance at parent teacher interviews reached 50% and school culture surveys indicated a majority of parents felt the school celebrated student
success. Parents also indicated they feel proud to be part of the Lethbridge Park PS community.

**Literacy and Numeracy Deputy Principals (PAS funded)**

In 2009 significant funds were allocated to the employment of two Deputy Principals to lead improvement in literacy and numeracy for K-6 students. Achievements include:

- An 8% increase in students reading at regional target levels (73%),
- NAPLAN results indicate that more students in Year 5 were in the higher bands; and
- 29% of students were in top bands for spelling.

Further achievements are reported in progress of 2009 Literacy and Numeracy Targets.

**Student Welfare**

The Positive Behaviour for Learning (PBL) program underwent an extensive review process in 2009. The staff reviewed and simplified the existing matrix of school rules and expectations as well as the lesson format for teaching each expectation. Data was used to prioritise the lesson sequence for 2009, with behaviour expectations in the key settings of playground, toilets and assemblies targeted in semester two.

Teachers were trained in implementing the ‘Bully Prevention’ program developed by PBL researchers and lessons began across the school in Term 3. The lesson sequence for 2010 has been established and incorporates revision of all expectations and the ‘Bully Prevention’ program. The ‘School Cool’ handbook was developed to summarise the PBL program for parents and includes the school rules matrix, reward systems, discipline structures and anti-bullying measures. This information was distributed to all families and will be part of the information package for all new enrolments.

A survey of staff and students confirmed that the language and strategies promoted by PBL (Be Safe; Be Respectful; Be a Learner) and the Bully Prevention program (Stop, Walk, and Talk) have been adopted by more than 80% of the school community. Further evidence of the success of PBL and Bully Prevention is in the increasing percentage of students achieving Badge levels and a significant reduction in suspensions and discipline referrals this year.

**Programs for students with additional educational needs**

Forty eight students with disabilities were enrolled in support classes at Lethbridge Park Public School. This included eighteen students with mild intellectual disabilities, sixteen students with language disorders and fourteen students with Autism spectrum disorders. Six students were supported in mainstream classes K-2 by the Early School Support Program (ESSP). Four students in mainstream classes with identified high support needs were assisted by Learning Support Officers through integration funding.

The Learning Support Team (LST) coordinated additional academic, social and emotional support for all students with the additional assistance of the Learning Support Coordinator position established for 2009.

Students from the support unit participated in whole school activities including school sport, PSSA, swimming scheme, assemblies and sports carnivals.

Students in the language classes returning to mainstream settings have been supported through transition programs. Year six students from the support unit have also participated in transition to high school programs.

**Progress on 2009 targets**

**Target 1**

To improve learning outcomes in literacy for K-6 students

Our achievements include:

- Extensive training and development across Stage 2 for Accelerated Literacy,
- Extensive professional development around quality supervision practices and lesson study,
- Development and implementation of personalised learning plans for Aboriginal students in Stages 1 & 2,
- Guided reading results indicate an average of 73% of students working at or above regional expectations, an increase of 8% on previous year; and
- NAPLAN results indicate more students were in the higher bands for overall literacy and more students progressed more than one band.
Target 2
To improve learning outcomes in numeracy for K-6 students
Our achievements include:
- 85% of Year 3 students and 80% of Year 5 students reaching minimum standards for numeracy
- Stage 1 teachers participated in the CMIT indigenous project.

Target 3
To improve students social skills
Our achievements include:
- PBL lessons on school rules and expectations implemented across the school,
- Anti-bullying strategies taught and utilised by students,
- Short suspensions reduced by 50%,
- Playground discipline referrals for teasing and violence reduced by 62%; and
- 91% of students receive their Bronze badge for being safe, respectful learners with their classroom teacher.

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 2009 our school carried out evaluations of the mathematics curriculum and school culture.

Educational and management practice
School culture was chosen as a focus for a major evaluation in 2009 using the School Map evaluative tools.

Background
In 2009 the school sought the opinions of parents, students and teachers about the culture of the school. Approximately 30% of families responded to the survey.

Findings and conclusions
Parents, students and teachers all agree that our school encourages students to achieve their best, praises and awards individuals who are successful and regularly recognises and celebrates achievements. This is done in weekly and fortnightly assemblies with the award of merit certificates, in the morning assemblies at lines and in the classroom with our “Caught you being Good” tickets. Members of staff and KLA committees who achieve professional success or contribute significantly to life at school are recognised and thanked in regular staff meetings. The school also encourages everyone to become lifelong learners and to value their education. Teachers regularly evaluate their teaching and learning programs to encourage all children to learn and give out “Caught you being a Learner” awards to encourage children to stay on task. The overwhelming majority of respondents agree that they are proud to be a part of Lethbridge Park Public School.

Future directions
Some future directions for 2010 are for us to better communicate to parents about the many programs the school participates in such as Accelerated Literacy and Quicksmart which are intended to improve what we do at the school and the learning outcomes of all students, including those who experience difficulties in some areas and those who need encouragement to achieve even higher results. An Induction Program is also being developed to ensure new teachers feel welcome and valued at the school.

Curriculum
The key learning area of Numeracy was evaluated to determine staff confidence and the effectiveness of programs to improve student learning outcomes.

Background
In 2009 the position of Deputy Principal, Numeracy was created to implement programs to further improve student numeracy outcomes

Findings and conclusions
Initiatives implemented this year to improve student numeracy outcomes:

QuickSmart
An initiative to improve accuracy and speed for identified Year 5 and Year 6 students to recall basic knowledge and number facts that students already understand but cannot yet automatically recall. Improvements noted by teachers:
- Increased attendance
- Students willing to take risks
- Students attempting numeracy tasks
- Increased confidence in numeracy
- Accuracy of number facts noted.

Norta Norta
Commonwealth funding to support identified Year 6 Indigenous students who achieved band 3 in 2008. Teachers noted that the students were engaged in learning with the support of School Learning Support Officer. Students were supported in class during maths lesson twice a week.
Other initiatives in 2009:
- Stage 2 and Stage 3 teachers undertook numeracy groups 3 times a week,
- Stage 2 and Stage 3 teachers where involved in Lesson Study to evaluate students learning and quality teaching,
- Stage 1 teachers also where involved in Lesson Study to evaluate student learning and quality teaching,
- Support Teachers Learning (STL) supported all classes during allocated numeracy times,
- 10 teachers participated in the on-line Count Me In Too program, increasing teacher confidence in teaching numeracy.
- Funds were was allocated to purchase and upgrade maths materials; and
- Teachers undertook professional learning programs after school to ensure quality teaching programs in the area of maths.

Future directions
- Organisational structure changed to enable sustained focus of allocated staff member to support teachers in the implementation of numeracy programs,
- QuickSmart to continue for students identified in Year 5 and Year 6,
- Utilise the process of lesson study to support teaching in the area of Numeracy,
- Teacher Professional Development of Newman’s Error Analysis to ensure that students are able to understand what numeracy equation is needed to solve problems,
- Students involvement in goal setting and evaluating performance,
- Pre and post testing of concepts; and
- Norta Norta funding to support Indigenous students performing in band 3.

Parent, student, and teacher satisfaction
In 2009 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Parents and teachers responses indicated a high level of support for programs and events at the school. Parents and teachers also indicated that the school is continually finding ways to improve what it is doing. Students feel the programs they are involved in at school are useful and important to them.

School programs which received the most support by the whole school community included Book Week, NAIDOC day, badge assemblies, the end of year concert and the home reading program.

Professional learning
In 2009 staff participated in a variety of professional learning opportunities to support school targets. The school’s allocated Teacher Professional Learning budget was supplemented with further funds. These funds were expended on developing staff knowledge in area including:
- Accelerated Literacy
- Count Me In Too
- PBL
- Stage planning
- Lesson study
- CPR
- Leadership development for executive staff
- Staff and student resilience
- Non Crisis Intervention training

School development 2009 – 2011
The school plan was evaluated at the end of 2009 taking into account data collected on student achievement during the year. Targets for 2010 have been developed as a result on this analysis.

Targets for 2010

Target 1
Literacy
To improve student learning outcomes in reading by an increase from 12 – 20% of Year 3 students achieving Bands 4-6, an increase from 23-30% of Year 5 students achieving Bands 6-8 and an increase from 73-80% of K-6 students meeting regional reading benchmark levels.

Strategies to achieve this target include:
- Utilising a teacher mentor to support staff to further develop teaching practices, programs and use of assessment to inform teaching practice,
- Implementation of Accelerated Literacy within Stage 3; and
- Targeted programs for students achieving in the middle bands and grouping of students into classes support targeted students to improve their learning outcomes.

Our success will be measured by:
- NAPLAN results indicating more students are achieving in the higher bands and more students progressing at least one skill band level; and
School based data indicating students are showing improvement and more students reaching regional targets.

**Target 2**

**Numeracy**
To improve student learning outcomes in number by an increase from 23-30% of Year 3 students achieving Bands 4-6, and increasing from 14-20% of Year 5 students achieving Bands 6-8 and 60% of students working at or beyond stage appropriate outcomes.

Strategies to achieve this target include:

- Utilising a teacher mentor to support staff to further develop teaching practices, programs and use of assessment to inform teaching practice,
- Professional learning and developing teacher expertise in the use of Newman’s Error Analysis and Reciprocal Numeracy; and
- Targeted programs for students achieving in the middle bands and grouping of students into classes support targeted students to improve their learning outcomes.

Our success will be measured by:

NAPLAN results indicating more students are achieving in the higher bands and more students progressing at least one skill band level.

School based data indicating students are showing improvement and more students reaching regional targets.

**Target 3**

**Student Well-being**
To increase student outcomes in literacy and numeracy by increasing student engagement and decreasing student misbehaviour.

Strategies to achieve this target include:

- Implementation of the classroom systems phase of the PBL initiative,
- Development and implementation of strategies to develop students social skills,
- Professional learning in the area of Quality Teaching to further engage students; and
- Implementation of attendance program.

Our success will be measured by:

- Reduction of incidences on behaviour during the middle session,
- Improved student learning outcomes (see Target 1 & 2); and
- Improved attendance rates.

**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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Ms Susan Wallace Deputy Principal
Mrs Dominque Kean Assistant Principal
Mrs Claire Thickett Assistant Principal
Mrs Jane Wade Assistant Principal
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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: