Principal's message

Throughout the year Lethbridge Park Public School maintained its focus on enhancing student outcomes, particularly in literacy and numeracy as well as sport and the creative arts. It was a year of success on the sporting field. We are proud of the diversity of programs provided at the school to cater for the needs of all children.

In 2008 the Positive Behaviour for Learning initiative was launched at the school providing clear and consistent expectations of behaviour.

I pay tribute to the hard working students who try their best, their parents and carers for their support and the teachers and staff who every day make a difference to the lives of their students.

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.

Irene Faros

P&C and/or School Council message

2008 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 2007. Fundraising again was the major focus of the P&C. Several successful raffles were held, a cake stall, lolly and slice drives as well as Mothers and Fathers Day stalls. The funds raised were used to contribute to the school for building supplies for the new connected classroom. Donations were also given to the support unit for camp, to the choir for their bus, books for presentation day and show bags for maintaining gold badge recipients.

Heather Edwards, P&C President

Student representative's message

At Lethbridge Park Public School the Student representative Council (SRC) is comprised of class elected representatives and the School Captains, who were elected at the end of Year 5 by students and staff members. SRC members often give up their lunches to attend meetings and to organise special events for the school. Highlights for 2008 included Harmony Day, Halloween discos, mufti days, Clean Up Australia Day, fundraising events and taking responsibility for school assemblies and representing the school at Mt Druitt celebrations.

Mitchell Portelli and Kerliesha Williams

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

![Enrolments graph]

Student attendance profile

![Student attendance rates graph]

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 2008 class size audit conducted on Tuesday 25 March 2008.
Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal (PAS)</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>5</td>
</tr>
<tr>
<td>Assistant Principal- Mentor</td>
<td>0.5</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>16</td>
</tr>
<tr>
<td>Teacher of Preschool</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Language Disabilities</td>
<td>2</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 Reading Recovery</td>
<td>0.7</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher of ESSP</td>
<td>0.4</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.5</td>
</tr>
<tr>
<td>Teacher Aide Special</td>
<td>3</td>
</tr>
<tr>
<td>Teachers Aide Preschool</td>
<td>1</td>
</tr>
<tr>
<td>Aboriginal Education Officer</td>
<td>1</td>
</tr>
<tr>
<td>General Assistant</td>
<td>0.6</td>
</tr>
<tr>
<td>School Administrative Manager</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative Officers</td>
<td>1.8</td>
</tr>
</tbody>
</table>

Due to the age and size of the school a General Assistant was employed for an additional two days per week in 2008.

Staff retention

The large majority of teachers were retained for the commencement of 2008. The Principal was promoted to another school at the end of Term 1 and another Principal commenced at the beginning of Term 4.

Staff attendance

Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 94.1% which is similar to the rate for past years.

Teacher qualifications

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

Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>230 975.91</td>
</tr>
<tr>
<td>Global funds</td>
<td>249 924.82</td>
</tr>
<tr>
<td>Tied funds</td>
<td>338 904.93</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>74 277.00</td>
</tr>
<tr>
<td>Interest</td>
<td>19 384.46</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>13 249.43</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>926 716.55</td>
</tr>
</tbody>
</table>

| Expenditure               | $          |
| Teaching & learning       |            |
| Key learning areas        | 45 757.51  |
| Excursions                | 18 516.00  |
| Extracurricular dissections| 36 577.41  |
| Library                   | 0.00       |
| Training & development    | 0.00       |
| Tied funds                | 370 861.88 |
| Casual relief teachers    | 60 635.48  |
| Administration & office   | 76 367.26  |
| School-operated canteen   | 0.00       |
| Utilities                 | 68 593.13  |
| Maintenance               | 64 340.80  |
| Trust accounts            | 13 103.60  |
| Capital programs          | 0.00       |
| Total expenditure         | 752 753.07 |
| Balance carried forward   | 173 963.48 |

In 2008 the school did not ask for voluntary contributions.
A full copy of the school's 2008 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 2008

Achievements

Arts
This year Lethbridge Park Public School entered 4 artworks into Operation Art and they were selected and displayed at Penrith Regional Gallery.
50 Stage 2 students were selected to be part of the Penrith Regional Gallery’s Outreach program.
The Dance group performed in the Sydney West Dance Festival, they performed at school during Education Week and also at the concert at the end of the year.
The school choir performed, as part of the Pulse Choir, at the Sydney Opera House.

Sport
There were many outstanding school and individual achievements throughout the year.
Fifteen teams participated in the Mt Druitt PSSA competitions.
Senior netball girls won the PSSA grand final and the senior AFL won the PSSA grandfinal.
The Junior and Senior Rugby League teams won the Mt Druitt Zone PSSA grandfinals, the Royce Simmons Shield and the three age divisions of the Panther Trophy. Our senior team also made it to the semi finals of the Classic Shield for which they travelled to Dubbo.
Fourteen students represented Mt Druitt Zone at Sydney West carnivals.
Shiem Fuimano and Andrew Aiono represented Sydney West at state carnivals and Shiem also represented NSW at the School Sport National Exchange.
Kewell was the overall winning house for 2008.

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, 53 Year 3 students participated. The Year 3 literacy results in the following graphs indicate:
- no students in Band 1 for overall literacy;
- percentage of students in Band 1 & 2 lower than like school group for all areas of literacy; and
- significant proportion of students continue to fall in the middle bands.
Numeracy – NAPLAN Year 3

For the NAPLAN numeracy tests this year 52 Year 3 students participated. Results indicated:

- a significant decrease in the number of students in band 1,
- a significant increase in the number of students in band 4 & 5,
- for overall numeracy there was 25% of students in the bottom two bands in 2008 compared to 45% of students in 2007; and
- the gap between the school’s performance and the LSG has decreased significantly in the top 3 bands.
Literacy – NAPLAN Year 5

43 students participated in the Year 5 literacy NAPLAN tests this year. Results for overall literacy indicated:

- a similar proportion of students were in top 3 bands in 2008 compared to 2007;
- girls continued to outperform boys; and
- in reading, making inferences was identified for further improvement.
Numeracy – NAPLAN Year 5

For the Year 5 NAPLAN numeracy tests this year, 43 students participated. Results indicate:

- a significant decrease in the number of students in band 3,
- no students were in the top two bands this year,
- the school’s performance was below schools in the LSG; and
- girl and boy achievement was similar.

Progress in literacy

In 2008 average progress in NAPLAN literacy between Year 3 & 5 indicated that students were above the LSG average.

Of the 43 students who sat for both the Year 3 & 5 tests, 40% improved by one skill band or more.
Progress in numeracy

The graph below shows that progress between Year 3 and Year 5 for overall numeracy from 2006 to 2008 shows significant growth, above that of LSG.

Of the 43 students who sat for both the Year 3 & 5 tests 51% improved by one skill band or more.

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.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>85</td>
</tr>
<tr>
<td>Writing</td>
<td>84</td>
</tr>
<tr>
<td>Spelling</td>
<td>84</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>84</td>
</tr>
<tr>
<td>Numeracy</td>
<td>86</td>
</tr>
</tbody>
</table>

These results indicate an improvement across all areas compared to 2007 results.

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>59</td>
</tr>
<tr>
<td>Writing</td>
<td>74</td>
</tr>
<tr>
<td>Spelling</td>
<td>66</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>66</td>
</tr>
<tr>
<td>Numeracy</td>
<td>76</td>
</tr>
</tbody>
</table>
These results indicate an improvement across most areas compared to 2007 results with reading results remaining the same.

**Significant programs and initiatives**

**Aboriginal education**
The school continued to develop and implement a range of programs to raise the learning outcomes of all Aboriginal students including:

- all Stage 1 teachers and ESL teacher trained to implement Accelerated Literacy (AL) program;
- purchase of AL resources for program implementation;
- employment of Aboriginal community members as in class tutors in literacy and numeracy, funded through DEEWR, SRA, ICT. Preschool to Year 6 term 1 week 9 to term 4 week 5;
- Aboriginal community lead NAIDOC celebration with guest speakers discussing Stolen Generation, motivation speakers from the sporting field, cooking, artefacts and Aboriginal student Totem Mural. Students researched and presented successful Aboriginal achievements;
- all staff were involved in learning traditional Aboriginal games; and
- students with language/speech difficulties were assessed by Speech Pathologist and a program has been purchased and implemented for identified students.

In 2009 Lethbridge Park Public School intends to:

- develop community networking and involvement in decision-making and school program;
- incorporate Aboriginal perspectives in the curriculum;
- promote student leadership among Aboriginal students; and
- further develop personalised learning plans.

**Multicultural education**

Multicultural perspectives continue to be implemented in all key learning areas. More than 35% of the students are from a background other than English with Samoan representing the main group. The English as a second language (ESL) teacher supported K-6 students through individual and group withdrawal, involvement in teaching and learning teams and classroom programs. Our different cultural groups participated in a variety of activities including dance, choir and many sporting teams. Parents from different cultural backgrounds continue to be involved in the school through a number of programs including our P&G, the Support – Talker oral language program and the Playgroup.

**Respect and responsibility**

Rights and responsibilities of all at Lethbridge Park Public School are supported by the Positive Behaviour for Learning program (PBL) which was introduced in 2008 with the launch of three core rules which are:

- Be Safe
- Be Respectful
- Be a Learner

Students recognise that all students, staff, parents and community members are entitled to equitable, respectful treatment. The three school rules are displayed in all classrooms and visibly in a variety of school settings.

The rules are regularly revised and discussed as part of the day to day expectations of the school. Behaviours are modelled and lessons taught to support student understanding of them.

**Other programs**

**Priority Schools Program**

In 2008 LPPS continued to receive significant funding through Priority Action School (PAS) as well as Priority Schools Program (PSP). These programs aim to promote equality of learning outcomes for all students.

In 2008 these programs included:

- providing Deputy Principal support to focus on welfare and discipline issues including the introduction of Positive Behaviour for Learning (PBL) program,
- reducing class sizes and composite classes by providing two extra classes,
- providing additional support by funding an additional executive position,
- providing 2 3 days per week Community Liaison Officer; and
- providing additional time for stage collaborative planning and T&D activities.

In 2009 the intention is to:

- provide Deputy Principal support to focus on literacy and numeracy programs,
- provide staff training and support in the development and implementation of Individual Learning Plans; and
- Continue a focus on collaborative planning.
**Student Leadership**

During 2008 Captains and Councillors at Lethbridge Park Public School played an active role in a variety of school activities.

School Captains led formal assemblies such as our Badge Assembly, Education Week Assembly, NAIDOC Day gathering and Presentation Day Assembly. Captains spoke to the large gatherings of students, teachers, parents and community members who supported our school on these important occasions. Our Captains represented us with pride and revealed a developing confidence and initiative as they supported staff on these vital days.

In addition our Captains and Councillors were supported by our Student Representative Council. Together they assisted staff in the organisation of school wide celebrations and activities such as Clean Up Australia Day, Jeans for Genes Fundraiser, Buddy Discos, NAIDOC Day, school photo day and as “Meet and Great” representatives for the arrival of special guests.

**Information and Communication Technology**

Throughout 2008 there have been many changes, upgrades and improvements to technology at Lethbridge Park PS. The Connected Classroom was installed in Term 4. This room has an interactive whiteboard and video conferencing capabilities with the potential for some exciting lessons in 2009. The computer lab has been regularly used by classes this year to enhance student learning. An extra two computers have been set up in our Stage 3 classrooms.

**Programs for students with additional educational needs**

Forty eight students with disabilities were enrolled in support classes at Lethbridge Park Public School. Six students are supported in mainstream classes K-2 by the Early School Support Program (ESSP). Five students were supported through integration funding in mainstream classes. The Learning Support Team (LST) co-ordinates additional academic, social and emotional support for all students.

Support class students participate in whole school activities including school sport, PSSA, assemblies and sporting carnivals.

Students in the language classes returning to mainstream class settings are supported through an intensive transition program.

Students in mainstream classes with an identified disability in the high support range have been assisted by Student Learning Support Officers through integration funding.

Students in the support classes have continued to undertake life skills and social development programs.

**Further Directions**

As from the commencement of 2009:

- students in mainstream classes who are identified as low support needs will continue to be targeted by the Learning Support Team (LST). The LST will prioritise caseloads for the STLA's and the Learning Support Coordinator; and
- students in support classes will continue to undertake integration, transition, life skills and social skills programs. These programs will be linked to students Individual education Programs and Key Learning Areas including Literacy, Numeracy and PDHPE.

**Progress on 2008 targets**

**Target 1**

*Increase the number of Year 3 and 5 students in the top three bands for reading to 60%*

Our achievements include:

- extensive training and development across stage 1 for Accelerated Literacy,
- utilised PAS funding to decrease class sizes enhancing teacher student ratio,
- provided additional support through PAS, ICT and STLA funds for targeted students; and
- above state average increase in the value added for Year 3 to Year 5.

**Target 2**

*Increase the number of students in the top three bands in Numeracy for Year 3 to 65% and for Year 5 to 60%.*

Our achievements include:

- a significant decrease in the number of students in Band 1 and a significant increase in the number of students in Band 4 for Year 3; and
- a significant decrease in the number of students in Band 3 for Year 5.

**Target 3**

*To improve student’s social skills*

Our achievements include:

- whole school system implementation of PBL; and
• most students achieving bronze award level with many students achieving silver and gold levels as well.

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 2008 our school carried out evaluations of leadership and English.

Educational and management practice
Leadership was chosen as a focus for a major evaluation to determine the extent to which leadership supported student learning.

The large majority of students (90%), parents (80%) and teachers (more than 90%) indicated that the school’s leadership shaped school culture, built collegial, respectful & trusting relationships and valued & promoted equity.

In addition, all stakeholders indicated that opportunities were provided for staff, parents and students to take on leadership roles within the school.

In relation to promoting leadership for learning most parents and students felt school leaders utilised reflective practice and challenged educational practice but only 70% of staff indicated this.

Future directions will focus on developing the school’s capacity for change through training and development activities.

Curriculum (English)
The key learning area of English was evaluated to determine the effectiveness of programs in improving student learning outcomes.

Results of the evaluation indicated that student achievement had been enhanced particularly in the improvement of performance of students in lower bands. Initiatives that contributed to student learning in English included:

• implementing Accelerated Literacy (AL) in Stage1 which encouraged teachers to cooperatively plan and teach units of work;

• implementing Writing Rescue in Stage 3; and

• the small number of students in lower bands for literacy indicated that intervention programs including Reading Recovery, ESSP were having a positive effect on student learning outcomes.

Future directions
• Extension of AL into Stage 2 utilising the two AL trainers at our school,

• Utilise the process of lesson study to support teaching in the area of English; and

• Review literacy assessment schedule.

Parent, student, and teacher satisfaction
In 2008 the school sought the opinions of parents, students and teachers about the school. Approximately 30% of families responded to the survey.

Their responses are presented below.

Aspects of school life that the school promotes including academic achievement, extra activities, student welfare and the quality of teaching and learning were well supported by parents, teachers and students.

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

As of the commencement of 2009 the homework policy will be reviewed. The school will also continue to offer extra programs including dance and the end of year concert.

Professional learning
In 2008 staff participated in a variety of professional learning opportunities. The total amount spent on staff professional learning was $28 014.

These funds were expended on developing teacher and support staff knowledge in the areas of

• Student welfare

• Literacy and numeracy teaching

• Stage planning and corporate programming

• Leadership development for executive staff

• Special needs students in support classes and mainstream

• Assessment and reporting

• Cardio Pulmonary Resuscitation

• Information Technology and the Connected Classroom

• Technology and its implementation across the curriculum

• A range of professional interest courses
School development 2009 – 2011

During Term 4 staff collaboratively evaluated the previous school plan and put forward directions for the next 3 years with literacy and numeracy the priorities.

Targets for 2009

Target 1
To improve learning outcomes in literacy for K-6 students

Strategies to achieve this target include:

• professional development around quality teaching practices and lesson study,
• targeted support for Aboriginal students,
• school support for parents,
• implementation of AL in stages 1 & 2; and
• development and implementation of personalised learning plans.

Our success will be measured by:

NAPLAN results in literacy indicated more students achieving in the higher bands and more students progressing at least one skill band between Years 3 & 5.

Target 2
To improve learning outcomes in numeracy for K-6 students

Strategies to achieve this target include:

• professional development around quality teaching practices and lesson study,
• targeted support for Aboriginal students,
• school support for parents,
• implementation of Quicksmart program; and
• professional learning in the Count Me In Too program.

Our success will be measured by:

NAPLAN results in literacy indicated more students achieving in the higher bands and more students progressing at least one skill band between Years 3 & 5.

Target 3
To improve students social skills

Strategies to achieve this target include:

• review of student welfare policy to incorporate PBL;
• explicit teaching of anti-bullying strategies; and
• continued implementation of PBL across the school.

Our success will be measured by:

• PBL implemented across the school
• reduction in school suspensions; and
• evidence of anti-bullying strategies utilised.

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.

Irene Faros, Principal
Sue Bywater, Deputy Principal
Jasmin Tailford, Assistant Principal
Cathy Binning, Assistant Principal
Claire Thickett, Assistant Principal
Dominique Kean, Assistant Principal
Jane Wade, Assistant Principal
Sue Wallace, Assistant Principal
Heather Edwards, P&C President

School contact information

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Copeland Rd,
Lethbridge Park 2770
Ph: 9628-6655
Fax: 9628-0651
Email: Lethbridpk-p.school@det.nsw.edu.au
School Code: 4408

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:


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