Lethbridge Park Public School
Annual School Report

2011
Our school at a glance
Significant programs and initiatives

Low SES School Communities National Partnership

The following programs were funded under National Partnerships Low SES:

- Assistant Principal Literacy
- Literacy Consultant
- Literacy resources
- Stage planning days for literacy and COGs
- Speech Therapist
- Executive mentoring and team leadership consultant
- Assistant Principal Student Wellbeing
- Autism consultant
- School Learning Support Officer 2dpw
- Technology consultant
- Technology hardware
- Library resources
- Regional shared position for National Partnerships

Priority Action Schools (PAS)

The following programs were funded under Priority Action Schools:

- Maths Consultant
- School Learning Support Officer
- Early Childhood Teacher Semester 1
- implementing Personalised Learning Plans
- Community Liaison Officer to support the attendance program
- Pacific Island Community Liaison Officer 2 days per week
- Numeracy Resources
- Deputy Principal Engagement
- Library resources

Priority Schools Programs

The staffing allocation from PSP was used to support quality teaching in classrooms. Assistant Principals provided additional support to the teachers they supervised, with particular focus given to early career teachers. Stage teams were also able to work together every five weeks with the mathematics consultant to develop quality teaching and learning programs. PSP funds also supported the provision of a Community Liaison Officer 2 days per week to further develop community partnerships for learning.

Messages

Principal's message

I have recently been appointed to the position of Principal at Lethbridge Park PS. I am proud and honoured to be in this school. I thank Mrs Binning, who relieved in the position for a period of time including leading and managing the school and staff through various school programs, evaluations and initiatives; leading to a strong school to work in. I thank her along with the entire staff and students for their work and perseverance in this report.

I also acknowledge the entire teaching, ancillary and support of the school for their contributions to Lethbridge Park PS. The school has also benefitted from the work done by the school P & C.

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.

Todd Miladinovic

P & C and/or School Council message

The P&C continued in 2011 to raise funds for the school. Fundraisers raised monies which were used to purchase two shade cloths which are used for school events including summer PSSA. This year various P&C members were trained in merit selections procedures and participated in at least one panel.

Stephanie Lewis - P&C President

Student representative’s message

The captains and councillors played a vital role in a variety of ways in 2012. They led school assemblies, greeted guests on official visits and
were responsible and presenting the morning announcements.

The other members of the Student Representative Council became more involved this year by attending to the daily tasks of raising and lowering the flags, helping to distribute information regarding special days and competitions, taking part in and surveying fellow students in regards to decisions relating to Positive Behaviour for Learning.

At all times they acquitted themselves with great respect and pride in the role they played as school leaders.

**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 attendance profile**

![Student attendance rates](image)

**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/1H</td>
<td>K</td>
<td>6</td>
<td>20</td>
</tr>
<tr>
<td>KC</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KR</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>1L</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1M</td>
<td>1</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>K/1H</td>
<td>1</td>
<td>14</td>
<td>20</td>
</tr>
<tr>
<td>2C</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>2G</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>3/4F</td>
<td>3</td>
<td>21</td>
<td>28</td>
</tr>
<tr>
<td>3C</td>
<td>3</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>3/4F</td>
<td>4</td>
<td>7</td>
<td>28</td>
</tr>
<tr>
<td>4/5R</td>
<td>4</td>
<td>7</td>
<td>29</td>
</tr>
<tr>
<td>4K</td>
<td>4</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>4/5R</td>
<td>5</td>
<td>22</td>
<td>29</td>
</tr>
<tr>
<td>5P</td>
<td>5</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>6M</td>
<td>6</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>6Q</td>
<td>6</td>
<td>26</td>
<td>26</td>
</tr>
</tbody>
</table>

**Gender**

<table>
<thead>
<tr>
<th></th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>210</td>
<td>216</td>
<td>219</td>
<td>222</td>
<td>208</td>
</tr>
<tr>
<td>Female</td>
<td>197</td>
<td>198</td>
<td>194</td>
<td>189</td>
<td>174</td>
</tr>
</tbody>
</table>

**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>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>10</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher of Autism Disabilities</td>
<td>2.0</td>
</tr>
<tr>
<td>Teacher of RFF</td>
<td>.84</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>.63</td>
</tr>
<tr>
<td>Pre-school teacher</td>
<td>1</td>
</tr>
<tr>
<td>Home School Liaison Officer</td>
<td>2</td>
</tr>
<tr>
<td>AP Primary Behavior disorders</td>
<td>1</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>2.0</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>.8</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>.6</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>8.22</td>
</tr>
<tr>
<td>Total</td>
<td>36.09</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.
Staff retention
During 2011 the Principal Mrs. Irene Faros gained a merit selection position to the Sydney South region and Yvonne Smith received a service transfer to another school in Sydney West.

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</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>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>354495.00</td>
</tr>
<tr>
<td>Global funds</td>
<td>290011.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>696254.00</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>72942.00</td>
</tr>
<tr>
<td>Interest</td>
<td>25377.00</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>17173.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>1456252.00</td>
</tr>
</tbody>
</table>

Expenditure
- Teaching & learning Key learning areas: 50373.00
- Excursions: 17961.00
- Extracurricular dissections: 33796.00
- Library: 0.00
- Training & development: 0.00
- Tied funds: 499154.00
- Casual relief teachers: 86155.00
- Administration & office: 56228.00
- School-operated canteen: 0.00
- Utilities: 69026.00
- Maintenance: 44992.00
- Trust accounts: 16662.00
- Capital programs: 0.00
- Total expenditure: 874347.00
- Balance carried forward: 581905.00

A full copy of the school’s 2011 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 2011

Achievements
Arts
All students from Preschool through to Year 6 participated in the Annual School Concert themed ‘Medley Mania’.

The School Dance Group performed at the annual school concert, Presentation Day and at the Education Week Concert at Westfield Shopping Centre in Mount Druitt. The School’s Cultural Group performed at one of the school’s Badge Assemblies.

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

Fourteen teams participated in the Mount Druitt PSSA competitions. Both the junior and senior Netball teams won their respective PSSA grand-finals. The Newcombe Ball team were runners up in the PSSA grand-final, as was the junior Rugby League team.

Our Rugby League team won the Panther Trophy and as a result, participated in the All Schools Carnival, placing 8th. They also participated in the Greg Alexander Shield and the Royce Simmons Shield.

Thirteen students represented the Mt Druitt Zone at Sydney West Carnivals. Duwayne Fuimaono, Shawn Blore, Silivia Saua, Reupena Aiono, Kyle Lowe and Courtney Taylor represented the Sydney West region at State carnivals.

Ellis was the overall winning house for 2011.

The Sports in Schools Program ran in Term 2, offering K-6 students a range of fun activities using a variety of sports equipment. Panthers on the Prowl worked with the four Stage 3 classes during term 4 with a focus on skill development and fitness. These students also participated in a Sports Day at the end of the year, ran by Panthers on the Prowl.

Two teachers undertook Live Well training and developed a scope and sequence, accompanied with detailed resources for class teachers to
implement in order to develop the student’s gross motor skills.

Majority of our students attended the Healthy Harold the sessions that were on offer.

Crunch and Sip was initiated into all classrooms. Children were offered and exposed to a variety of fruits and vegetables with the support of parents and Woolworths, who donated food on a weekly basis.

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 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)

Literacy -NAPLAN Year 3

- In reading, there are more students in band 5 and fewer students in band 4 than in previous years.
- In writing, there are an equal number of students in both bands 4 and 5.
- In spelling, there are more students in bands 4 and 5 than in previous years.
- In grammar & punctuation, the spread of students across the bands 4 and 5 is similar to the spread in other years.

Literacy- NAPLAN Year 5

- In reading, there are more students in bands 6 and 7 than in the previous year.
- In writing, there are more students in bands 5 and 6 than in band 7.
- In spelling, there are fewer students in bands 6 and 7 and more students in band 8 than in previous years.
- In grammar & punctuation, there are more students in bands 6 and 7 than in other years.

Progress in Literacy

Our average growth in reading is higher than the average growth for the state and for schools in our local school group. 42.6% of students in year 5 achieved growth equal to or higher than the expected rate.

Average growth in spelling is higher than the average growth for the state and lower than the average growth for schools within our local school group. 54.3% of students achieved a growth rate equal to or higher than the expected growth rate for year 5 students.

Our average growth in grammar and punctuation is higher than the average growth for both the state and the local school education group. 39.1% of students achieved growth equal to or higher than the expected growth rate.

Numeracy - NAPLAN Year 3

- 22% of Year 3 students achieved in the top 3 bands.
- 84% of Year 3 students achieved at or above the national minimum standards.
Numeracy - NAPLAN Year 5

- 19% of Year 5 students achieved in the top 3 bands.
- 83% of Year 5 students achieved at or above the national minimum standards.

Progress in Numeracy

Our average growth in numeracy is higher than the average state wide growth and higher than the average of schools in our local school education group. 47.8% of students achieved greater than or equal to expected growth.
Progress in literacy

Minimum Standards data

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<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>Percentage of Year 5 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
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</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Progress in numeracy

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.

Significant programs and initiatives

Aboriginal Education

Aboriginal culture continues to be acknowledged at our school. This year cultural activities were organised to celebrate NAIDOC Week. The community supported this day by reading stories and by cooking; craft and art activities including making boomerangs. Mrs Debbie Marlowe, AEO, is to be congratulated for the cooking class initiative organised this year.

Multicultural education

Students from Language backgrounds other than English continue to be supported through specialist teacher’s team teaching in the classroom and withdrawal for specific support. Our multicultural background was recognised and celebrated with our Multicultural Day held at the end of Term 2. A Pacific Island Community Liaison Officer (PICLO) was employed on a trial basis one day a week. The PICLO co-ordinated part of the Multicultural Day events and has started to make valuable links with the community.
Respect and responsibility

Students at Lethbridge Park Public School learn about respect and responsibility through weekly ‘Positive Behaviour for Learning’ (PBL) lessons which are linked to the school rules of:

- Be Safe
- Be Respectful
- Be a Learner

Students learn what each rule looks like in various settings within the school and are rewarded with Caught You Being Good cards, which earn collective rewards for the class, when they demonstrate the school rules in the playground. Respect and responsibility are also encouraged through the criteria for Bronze, Silver and Gold badges which students can work towards each term. The ongoing Bully Prevention program teaches children to act respectfully towards each other and to respond to disrespectful behaviour in a calm, non-threatening way using three key actions summarised by the saying STOP, WALK, TALK.

Progress on 2011 targets

Target 1

Literacy

At least 35% of students in Year 5 in the top 3 bands in NAPLAN reading.

80% of K-6 students achieving benchmark levels in reading.

At least 30% of students achieving in the top 3 bands in Year 3 NAPLAN reading.

Our achievements include:

- 29% of Years 3-6 students are achieving stanine 5 and above on grade appropriate TORCH reading tests
- 42% of K-2 students have achieved regional reading benchmarks
- 62.5% of Year 5 students are achieving above NMS in NAPLAN literacy
- 56% of Year 3 students are achieving above NMS in NAPLAN numeracy

Target 2

Numeracy

To improve student learning outcomes in number through ongoing professional learning with at least 30% of students in Year 5 in the top three bands in numeracy in NAPLAN; at least 30% of students in Year 3 in the top three bands in numeracy in NAPLAN; 60% of students achieving stage appropriate outcomes in numeracy.

Our achievements include:

- 19% of Year 5 students achieved in bands 6-8, an increase from 14% in 2009;
- 22% of Year 3 students achieved in bands 4-6, an increase from 12% in 2009;
- 51% of students in Years 3 and 5 achieved stage appropriate outcomes in numeracy, an increase from 39.5% in 2009;
- 68% of Year 2 students were using counting on or facile strategies by the end of term 3;
- 76% of kindergarten students achieved perceptual or above by the end of term 3.

Target 3

Student Well-Being

To improve student outcomes in literacy and numeracy by increasing the percentage of students identifies in the green section of the PBL triangle to 80%.

Our achievements include:

- an average of 80% of students are in the green section of the PBL triangle (one or less referral per month)
- 93% of student achieved their Bronze level and more than 20% achieved Gold level;
- ongoing teaching of Anti-bullying strategies;
- comprehensive attendance program;
- implementation of PBL Classroom systems

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.

Educational and management practice

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.

School Organisation

Findings and conclusions

ALL survey data

80% of respondents agreed that the school organises all teaching and learning programs efficiently. They felt that the school plans activities very well (75%) with parents normally given enough time to plan and pay for any activities. Some parents expressed a concern to have more warning for activities (8%).

94% of respondents agreed that the school is organised to support student achievement.

Some parents expressed concern that the school could invite more parents to provide feedback to improve policies and programs (4%).

All staff are happy with the activities offered and expressed concern over the increasing costs of events particularly bus costs, which are taken into consideration prior to any event being planned.

Future directions

The findings of this survey indicate that students and parents are highly satisfied with the organisational practices of the school. Some parents were not aware that the school website has events for each on term available. Term planners are distributed at the beginning of each term or at the end of each term for the following one.

Most parents (78%) understand the issues relating to the school being somewhat isolated therefore some excursions have late arrivals due to this. Costs are becoming more of a concern for the staff when organising events, and more communication with parents before an event will be forthcoming.

Homework

Background

Parents were surveyed about the area of Homework. At Lethbridge Park homework is offered to all students and is expected to be completed by the week or fortnight.

Findings and conclusions

Parent/Caregiver / Students survey data

- Over 80% of parents agree that Homework should be given to their children;
- However, over 80% of respondents said that Homework does cause issues in the home;
- On average parents believe homework should be between 10 minutes (Kindy) to 30 minutes (years 1-6) in total each day for children;
- Over 80% of respondents agreed that there should be no homework on weekends.
- And parents agreed that Friday is the most suitable day for children to hand in homework.
- All students agreed that their homework should be marked and returned as soon as possible to them.
- Students believe (78%) that homework should be varied in content, but spelling / maths type work be tested each week.
- All students agree that there should not be any homework on the weekends.

Future directions

As a result of the findings the following strategies will continue to be adopted:

- Homework will continue to be handed each week or fortnight, marked as soon as possible as it is handed in and be relevant to school content.

Professional learning
In 2011 the Accelerated Literacy Program was extended to Stage 1 with new staff to Stages 2-3 also being trained. Executive staff continued the Team Leadership for School Improvement modules and found it so effective that the whole staff will undertake the program in 2011. Professional learning was provided to staff by our Teacher mentors as well.

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

Outcome for 2012–2014

Targets for 2012

Literacy

- Increase the percentage of students in Years 3-6 achieving a Stanine of 5 and above on grade appropriate TORCH reading tests from 29% in 2011 to 35% in 2012

- Improve K-2 reading achievement so that Kindergarten students show growth of 1 independent reading level per term: Year 1 and Year 2 students show growth of 2 independent reading levels per term using the Fountas and Pinnell Benchmark Assessment System.

- Increase the percentage of students K-2 achieving regional reading benchmark levels from 42% in 2011 to 50% in 2012

- Increase the percentage of Year 5 students achieving above NMS in NAPLAN literacy from 56% in 2011 to 62% in 2012

Strategies to achieve this include:

- Literacy consultant and DP-Literacy develop pedagogy utilising current research based teaching practices through professional learning, team planning and co-teaching

- Consistent school wide assessment schedule implemented to embed assessment into the teaching and learning cycle

- Implementation of Accelerated Literacy pedagogy

- Implementation of Minilit and Multilit reading intervention strategies

Numeracy

- Increase the percentage of Year 5 students achieving above the NMS in NAPLAN numeracy from 57% in 2011 to 65% in 2012,

- Increase the percentage of Year 3 students achieving above the NMS in NAPLAN numeracy from 46% in 2011 to 52% in 2012,

- Increase percentage of Kindergarten students achieving figurative level at the end of term 3 from 25% in 2011 to 28% in 2012,

- Increase percentage of Year 2 students achieving counting on and back level at the end of term 3 from 61% in 2011 to 65% in 2012.

Strategies to achieve this include:

- mathematics consultant to develop pedagogy for number through
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.

**Todd Miladinovic – Principal**

**Catherine Binning – Executive Staff**

**Georgina Bacon – Executive Staff**

**Deborah Goddard – School Admin. Manager**

**Sue Wallace – Executive Staff**

**Susan Andrews – Executive Staff**

**Dominique Kean – Executive Staff**

**Kathryn Cohen – Executive Staff**

**Naomi Hammond – P & C President**

**School contact information**

**Lethbridge Park Public School**

**Copeland Road, Lethbridge Park, NSW 2770**

**Ph:** 9628 6655; **Fax:** 9628 6301

**Email:** lethbridpk-p.school@det.nsw.edu.au

**Web:** www.lethbridpk-p.schools.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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professional learning, team planning and team-teaching K-6;
- K-2 undertaking the TENS program in Semester 2;
- developing and implementing a comprehensive scope and sequence for teaching mathematics
- embedding assessment in teaching

Our success will be measured by:
- improved NAPLAN and school based data

**Target 3**

**Student Well-Being**

- Increase the percentage of students in the green section of the triangle in the PBL model from 80% in 2011 to 85% average each month in 2012.
- Reduce the average number of classroom referrals each term from 390 in 2011 to 290 in 2012.
- Attendance to be maintained at 91% or higher for whole school.

Strategies to achieve this include:

- PBL DP for Term 1 to secure classroom systems implementation
- AP employed with responsibility for behaviour support, data and student leadership;
- social skills teaching embedded in school wide timetable
- CLO, PICLO and AEO support school programs and attendance
- Teachers and community trained in KidsMatter

Our success will be measured by:

- an increase in student engagement and improved student attendance.