Our school at a glance

Students
The school structure included 12 mainstream classes, one hearing support class, a support class language, two support classes for students with severe intellectual and physical disabilities and an early intervention class for pre-school aged children. The total enrolment in February was 323.

Staff
In 2009 there were eighteen teaching staff, four itinerant staff and five full time support staff based at the school.

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

Messages

Principal's message
At Lismore Public School we aim to maximise the outcomes for all of our students through the provision of quality teaching practices which engage students positively.

Our programs include a strong focus on literacy, numeracy and technology. Programs in music, sports, effective leadership and peer support are also provided.

The school environment has been improved with a new drainage system being installed, new playground equipment with a canopy over it and new soft fall being installed.

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.

Vladimir Knaus - Principal

P&C Message
At Lismore Public School the P&C meet on the second Monday of the month.

During 2009 the P&C organised a number of fund raising events such as disco nights, Easter raffles and a sausage sizzle at Bunnings Warehouse.

From the proceeds of the P&C's fundraising they were able to donate $6000 for the purchase of new playground equipment.

Besides fundraising the P&C also coordinates the school’s uniform shop which is run entirely by volunteers.

The P&C also runs the canteen and pays a coordinator to oversee its operations. This year the canteen with its new menu is providing healthy lunches for our students.

As the president of the P&C I would like to thank all of the community members who have volunteered their time to attend meetings, organise functions, work in the canteen or the uniform shop. I hope to see you all back in 2010.

P&C President - Tanya Bull

Student Representative's Message
As captains we help to run the school representative council meetings each Friday with the assistance of Mrs Jilek. At these meetings we discuss issues at the school and make decisions that will make our school a better place.

We also support the P&C with their fundraisers such as mufti days and disco nights.

Every Friday we run the school assembly and help the principal give out the awards.

We also support the teachers of the school by delivering messages and welcoming substitute teachers to our school.

The SRC also sponsors a child in Thailand each year.

School Captains, Tyson, Ben, Chloe and Caitlyn with Principal Mr Knaus

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>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>164</td>
<td>156</td>
<td>163</td>
<td>172</td>
<td>176</td>
</tr>
<tr>
<td>Female</td>
<td>158</td>
<td>129</td>
<td>127</td>
<td>139</td>
<td>147</td>
</tr>
</tbody>
</table>

Student attendance profile

Attendance rates are affected by some students whose families leave the area and who do not inform the school. Those students remain on school rolls until they can be located in their new school.

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>92.6</td>
<td>92.3</td>
<td>91.6</td>
<td>91.8</td>
</tr>
<tr>
<td>Region</td>
<td>93.2</td>
<td>93.3</td>
<td>92.8</td>
<td>90.1</td>
</tr>
<tr>
<td>State</td>
<td>94.0</td>
<td>94.0</td>
<td>94.1</td>
<td>92.1</td>
</tr>
</tbody>
</table>

Management of non-attendance

The school monitors attendance issues every third week. At this time letters are sent home to those who have not accounted for their absence. A follow up phone call is made to those who do not respond.

For students with chronic absenteeism, parents are contacted and a program of attendance is established. If at this point we are not successful the Home School Liaison Team is contacted.

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>
</thead>
<tbody>
<tr>
<td>1-2KE</td>
<td>1</td>
<td>12</td>
<td>24</td>
</tr>
<tr>
<td>1-2KE</td>
<td>2</td>
<td>12</td>
<td>24</td>
</tr>
<tr>
<td>1-2L</td>
<td>1</td>
<td>13</td>
<td>26</td>
</tr>
<tr>
<td>1-2L</td>
<td>2</td>
<td>13</td>
<td>26</td>
</tr>
<tr>
<td>1-2R</td>
<td>1</td>
<td>12</td>
<td>26</td>
</tr>
<tr>
<td>1-2R</td>
<td>2</td>
<td>14</td>
<td>26</td>
</tr>
<tr>
<td>1-2S</td>
<td>1</td>
<td>11</td>
<td>24</td>
</tr>
<tr>
<td>1-2S</td>
<td>2</td>
<td>13</td>
<td>24</td>
</tr>
<tr>
<td>3-4C</td>
<td>3</td>
<td>12</td>
<td>26</td>
</tr>
<tr>
<td>3-4C</td>
<td>4</td>
<td>14</td>
<td>26</td>
</tr>
<tr>
<td>3-4S</td>
<td>3</td>
<td>9</td>
<td>23</td>
</tr>
<tr>
<td>3-4S</td>
<td>4</td>
<td>14</td>
<td>23</td>
</tr>
<tr>
<td>3-4STG</td>
<td>3</td>
<td>12</td>
<td>24</td>
</tr>
</tbody>
</table>

Structure of classes

Classes comprised of two kindergarten classes and ten multi aged classes.

In Stage 3 (Years 5 and 6) the classes are organised into learning centres where teachers teach in their areas of expertise. This system is similar to what the children will experience at high school and prepares them well for the experience.

The school also has five support classes, a hearing class, a language class two classes for students with moderate intellectual disabilities and an early intervention class.

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>1.0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>9.0</td>
</tr>
<tr>
<td>Teacher of Severe Intellectual Disabilities</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher of Moderate Intellectual Disabilities</td>
<td>2.0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.420</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.2</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1.0</td>
</tr>
<tr>
<td>Itinerant Hearing Support Teachers</td>
<td>2.2</td>
</tr>
<tr>
<td>AP Special Education</td>
<td>1.0</td>
</tr>
<tr>
<td>AP Behaviour Support</td>
<td>1.0</td>
</tr>
<tr>
<td>Itinerant Teacher Behaviour Support</td>
<td>3.0</td>
</tr>
<tr>
<td>Disability Outreach Teacher</td>
<td>1.0</td>
</tr>
<tr>
<td>Preschool Transition Teacher</td>
<td>1.0</td>
</tr>
<tr>
<td>Early School Support Teacher</td>
<td>0.5</td>
</tr>
<tr>
<td>Language Support Teacher</td>
<td>1.0</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>6.522</td>
</tr>
<tr>
<td>Total</td>
<td>35.642</td>
</tr>
</tbody>
</table>

Currently 3% of the school’s workforce is Indigenous.
Teacher qualifications
All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>35%</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.

Date of financial summary: 30/11/2009

Income

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>173,466.00</td>
</tr>
<tr>
<td>Global funds</td>
<td>216,723.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>315,122.00</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>104,238.00</td>
</tr>
<tr>
<td>Interest</td>
<td>7,909.00</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>13,270.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>830,728.00</strong></td>
</tr>
</tbody>
</table>

Expenditure

Teaching & learning

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>26,574.00</td>
</tr>
<tr>
<td>Excursions</td>
<td>32,229.00</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>40,750.00</td>
</tr>
<tr>
<td>Library</td>
<td>3,513.00</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>3,523.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>281,136.00</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>43,047.00</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>83,834.00</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>41,353.00</td>
</tr>
<tr>
<td>Maintenance</td>
<td>27,183.00</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>20,320.00</td>
</tr>
<tr>
<td>Capital programs</td>
<td>12,630.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>616,092.00</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>214,636.00</strong></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
In 2009 the following achievements were achieved:

- The junior and senior choirs rehearsed weekly under the guidance Mrs J Berry and Mrs H Cole. The choirs performed with distinction at our school assemblies and our carols night.
- Our school band performed at the Lismore Performing Arts Festival as members of the combined district band.
- 50 students from Early Stage 1 (Kindergarten) and Stage 1 (Years 1 and 2) performed, with distinction, at the Lismore Performing Arts Festival.

Performing Arts

Sport
Lismore Public School has always produced quality sportman and sportswomen and 2009 has been no exception. In 2009 the following results were achieved:

- Six students from our school were selected in the North Coast Regional teams in sports which included athletics, basketball, netball, softball and rugby union.
- Our girl’s netball team were regional finalist in the Primary School Sports Association (PSSA) knockout.
- Our boys basketball team were regional finalist in the PSSA knockout competition.
- Our girl’s touch football team were regional finalist in the PSSA knockout competition.
• Our girl’s basketball team were placed 5th in the state in the PSSA knockout competition.

Girls Basketball team

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)
Yr 5: from Band 3 (lowest) to Band 8 (highest)

2009 was the second year of the National Assessment Program in Literacy and Numeracy (NAPLAN).

This year 35 Year 3 students and 51 Year 5 students sat the test.

Literacy – NAPLAN Year 3
In 2009 the following results were achieved:

• Overall results in literacy were below the state average.
• Our reading results showed an upward trend and were an improvement when compared to last year.
• 40% of students performed in the top three bands of literacy.
• We performed best in the grammar and punctuation component of the literacy test.

Numeracy – NAPLAN Year 3
In 2009 the following results were achieved:

• Our overall results in numeracy were slightly higher than last year’s.

• 47% of students performed in the top three bands.
• We performed best in the measurement, data, space and geometry component of the test.
• Our overall result in numeracy was below the state average.

Literacy – NAPLAN Year 5
In 2009 the following results were achieved:

• Our best result in literacy was achieved in reading. This result was slightly better than in 2007 and 2008.
• Our overall result in literacy was below the state average.
• 63% of students performed in the top three bands of reading.
• 77% of students performed in the top four bands of literacy.

Numeracy – NAPLAN Year 5
In 2009 the following results were achieved:

• Our overall result in numeracy was our best in the past four years.
• 58% of students performed in the top three bands of numeracy. 16% of these students performed in the top band.
• Our overall result in numeracy was just below the state average but well above the regional average.
• 92% of students who sat the test in Year 3 improved their results in Year 5.
Progress in reading for matched students Year 5 indicated on graph:

![Average progress in reading between Year 3 and Year 5](image)

Progress in reading for matched students indicated on table:

<table>
<thead>
<tr>
<th>Year Range</th>
<th>School</th>
<th>LSG</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005 - 2007</td>
<td>107.5</td>
<td>84.4</td>
<td>86.6</td>
</tr>
<tr>
<td>2006 - 2008</td>
<td>138.5</td>
<td>89.9</td>
<td>87.5</td>
</tr>
<tr>
<td>2007 - 2009</td>
<td>91.8</td>
<td>85.9</td>
<td>88.4</td>
</tr>
</tbody>
</table>

Progress in writing for matched students indicated on table:

<table>
<thead>
<tr>
<th>Year Range</th>
<th>School</th>
<th>LSG</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005 - 2007</td>
<td>69.8</td>
<td>73.5</td>
<td>76.1</td>
</tr>
<tr>
<td>2006 - 2008</td>
<td>76.9</td>
<td>69.1</td>
<td>69.3</td>
</tr>
<tr>
<td>2007 - 2009</td>
<td>59.3</td>
<td>60.4</td>
<td>57.7</td>
</tr>
</tbody>
</table>

Progress in numeracy for matched students Year 5 indicated on graph:

![Average progress in numeracy between Year 3 and Year 5](image)

Progress in numeracy indicated on table:

<table>
<thead>
<tr>
<th>Year Range</th>
<th>School</th>
<th>LSG</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005 - 2007</td>
<td>78.7</td>
<td>77.8</td>
<td>80.4</td>
</tr>
<tr>
<td>2006 - 2008</td>
<td>103.1</td>
<td>74.3</td>
<td>77.3</td>
</tr>
<tr>
<td>2007 - 2009</td>
<td>93.3</td>
<td>96.3</td>
<td>93.4</td>
</tr>
</tbody>
</table>

Progress in literacy

- 100% of all students who sat the test in 2007 showed improvement in 2009.
- The average school growth in reading of 91.7 was above the state average of 87.7.
- 67.9% of Year 5 students achieved growth in excess of the state average.

Progress in numeracy

- 92% of all students who sat the test in 2007 showed an improvement in 2009.
- 53% of all students demonstrated a growth rate in numeracy above the state average.

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 2009:

<table>
<thead>
<tr>
<th>Standard Area</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>91</td>
</tr>
<tr>
<td>Writing</td>
<td>88</td>
</tr>
<tr>
<td>Spelling</td>
<td>88</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>88</td>
</tr>
<tr>
<td>Numeracy</td>
<td>84</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>Standard Area</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>78</td>
</tr>
<tr>
<td>Writing</td>
<td>82</td>
</tr>
<tr>
<td>Spelling</td>
<td>82</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>80</td>
</tr>
<tr>
<td>Numeracy</td>
<td>88</td>
</tr>
</tbody>
</table>
Significant programs and initiatives

Aboriginal Education

In 2009 the following outcomes were achieved in Aboriginal Education:

- Accelerated literacy techniques have resulted in 61% of our Aboriginal students displaying significant levels of improvement in reading.
- Our NAIDOC Week assembly was rated as one of the school’s best.
- Our Year 5 indigenous students performed well above the state average for indigenous students in reading and all aspects of numeracy.
- Stage 3 students studied the techniques of Aboriginal artists. Three canvas paintings were completed and were outstanding in quality.
- One Aboriginal school learning support officer was employed through the Norta Norta program to support indigenous students in Years 4 and 6.
- Only 10% of indigenous students had Individual Learning Plans. This will be increased significantly in 2010.

Multicultural Education

Multicultural perspectives form an integral part of the school’s program delivery.

In 2009:

- Students discussed and made assumptions concerning cultural diversity through texts such as “How the birds got their colours”.
- Students participated in multicultural education public speaking competition.

- Universal Children’s Day was celebrated at the school with a special assembly which resulted in an understanding of children’s rights around the world. A Declaration of Human Rights banner was presented to our school by members of the local community.
- Our English as a Second Language (ESL) students, combined with students from Lismore Heights Public School, Lismore High School and Wyrallah Road Public School to experience and interact with Australian students from a small rural school at Crabbies Creek.
- Our ESL students introduced other students from our school to international foods at a party to celebrate Refugee Week.

Respect and responsibility

During 2009 the school’s focus on the Positive Behaviour for Learning Program became a whole school focus.

The students were introduced to the concepts of choices and how one can determine their pathway.

This concept has contributed to the growth of many of our students and has resulted in a number of students who have previously made the wrong choice being more productive at school.

As a result the students are being more respectful of themselves and those around them.

Results have included:

- More focussed classrooms.
- Less confrontational behaviours.
- A significant decrease in bullying type activities.
• Decease by over 49% in the number of students involved in inappropriate social behaviour.

Other programs

Priority Schools Program

In 2009 the school received $42,000 in extra funding to support literacy and numeracy development in our school through the Priority School Program (PSP). Through PSP we also received a staffing differential of two days per week.

The funding in 2009 was expended on items such as three interactive whiteboards, which have enhanced the level of engagement of the students.

Accelerated literacy courses were the focus of professional learning activities for staff while the community participated in a program “Communicating with Your Community.”

$1734 was spent on quality literacy resources and a further $3074 was spent on maths materials.

The .4 staffing component was utilised to support the growth of student’s literacy and numeracy skills.

Building the Education Revolution Funding (BER)

In 2009 the school was allocated $2.5 million dollars in federal funding to upgrade facilities.

This funding which will be expended by the end of 2010 has been set aside in order to complete the following.

• Refurbish Block C which will include the overhaul of our Early Intervention classroom, the construction of two interview rooms and the makeover of all of the other classrooms in the block.
• The construction of a C.O.L.A over the infant assembly area.
• Demolish and rebuild both the infants and primary toilets.

Support Classes

In 2009 we had five full time support classes and an Early School Support Program for 2.5 days per week operating at the school. The full time classes included a hearing class, a language class, an early intervention class and two classes for students with a moderate disability.

All of the students from these classes integrate daily with mainstream students in the playground and in class time.

These students also attend school excursions with students in the same stage as themselves.

The teachers of these classes provide each child with an individual learning plan so they succeed at their level of development.

Progress on 2009 targets

Target 1:

Accelerated literacy practices will be implemented by those teachers trained in the process and will mentor other teachers.

Our achievements included:

• 50% of all staff now trained in accelerated literacy techniques.
• The whole staff have been exposed to accelerated literacy techniques through in school professional learning.
• Staff have begun to mentor teachers in the use of accelerated literacy techniques through lesson observations.
• Criteria referenced techniques are being used by staff to assess writing progress.
• $1700 was spent on the purchase of quality reading materials in order to support the accelerated literacy model.

Target 2: Numeracy

In 2009 there will be an increase in student achievement in numeracy skills and the staff will implement new strategies

Our achievements included:

• Training and development sessions for all staff in assessment skills resulting in more focused learning.
• An increase of 20% by parent volunteers helping with numeracy groups.
• A restructure of the maths sessions resulting in ability groupings being established in Stages 2 and 3.
• Analysis of NAPLAN results which focus on a greater need for problem solving skills.

Target 3: Quality teaching
Staff will be involved in quality teaching practices which will enhance their teaching skills.
In 2009 our achievements included:
• A further 30% of staff attending the Quality Teaching Conference and sharing their new found knowledge with colleagues.
• 65% of staff are implementing accelerated literacy practices in their rooms during the literacy sessions.
• 50 % of staff now have interactive white boards in their rooms and are using them extensively for program delivery.
• Staff have high expectations of all students and teaching practices are being guided by this premise.

Educational and management practice
Positive Behaviour for Learning (PBL)

Background
An analysis of data was indicating that only minor changes in children’s behaviour was resulting from our PBL initiative.
At a staff development day the staff brainstormed the strengths and weaknesses of the initiative.

Findings and conclusions
It was decided, as a result of our reflection, that we would:
• Focus on one area of behaviour modification per term rather than three or four concepts.
• Teach explicitly the concept being targeted on a daily basis in order to reinforce the main points.
• Be consistent in implementing the program.

Some examples of the outcomes were:
• The numbers of suspensions in Term 4 were down 75% when compared to Terms 1 and 2.
• The number of daily incidents decreased markedly.
• The majority of students were more focussed in class and student engagement and participation increased.
• The overall tone of the school has risen.

Future directions
In 2010 the following initiatives will be put into place:
• The next focus will be transition in the school.
• Explicit teaching of what is expected of the students when moving around the school.
• Consistency in implementing rules by all staff will take place.
• The staff will role model all aspects of appropriate behaviour for the student.

Curriculum
Interactive White Boards
Background
During the year the school made the commitment to have 50% of all classes operating with an interactive white board in the room. The further 50% of the classes would have an interactive white board installed by Term 2, 2010.

Findings and conclusions
Outcomes included
• It was decided that all staff members would have an introductory session on the use of interactive white boards. This was completed.
• A staff ICT co-ordinator was established and he has mentored other teachers and provided extra professional learning sessions for the whole staff.
• Student engagement in classroom activities has increased significantly as a result of the use of interactive white boards in their classrooms as a teaching tool.

Future directions
• All classrooms will have an interactive white board installed in 2010.
• Staff will attend further district professional training courses such as Basic and Advanced White Board Skills.
• Lesson studies will take place in 2010.
• A school technology plan will be drafted.

Parent, student, and teacher satisfaction
In 2009 the school sought the opinions and input of parents, students and teachers with reference to the functioning of the school.

Parents were surveyed at a community meeting held in Term 4, their responses were as follows:

Strengths
• The quality of the staff.
• The acceptance of differences in the school.
• Extra support offered to students.
• The nil tolerance to bullying.
• Communication with the community.
• The school’s peer support program.
• The teacher’s aides on duty at recess and lunch.

Areas for development
• More staff on duty before school (already been implemented).
• Greater promotion of the school.
• The poor behaviour of a minority of students.
• The lack of volunteers in the canteen.
• The award system is not consistent.

In Term 4 all members of staff including teachers, office staff and school learning support officers were surveyed in order to assess their satisfaction with the school.

A summary of their results is provided on next page. (Page 11)
Strengths of the school

• 93% of respondents felt school targets were planned and implemented over time.
• 92% of respondents felt the school was responding to the learning needs of students.
• 93% of respondents felt the leadership of the school was supportive to the needs of the staff and students.
• 87% of respondents felt the school provided a stimulating and secure environment.
• 93% of respondents felt the staff were committed to reviewing their performance and modified their teaching practice.

Areas for development

• The poor behaviour of a small percentage of students.
• The continued improvement of NAPLAN results.
• The entry level of a number of students in Kindergarten.
• Further development by all staff of their technology skills.
• For all teachers to accept new pedagogy and implement it.

In Term 4 the senior sector of the student population met in an open forum to discuss the strengths and areas of development of the school. Their responses are listed below.

Areas of Strength

• The Stage 3 learning centres were perceived as a real strength.
• The broad range of experiences presented at the school e.g. sporting, cultural and excursions.
• The quality of the staff.
• The school’s playground was roomy.
• The use of interactive whiteboards in teaching.
• The friendly nature of the school.

Areas for development

• Some student’s behaviour.
• Our boy’s school uniform (grey).
• The toilet area.

• No fixed equipment in primary area (already completed).

Professional learning

Professional learning in our school is linked to our management plan and target areas for the year.

In 2009 a total of $25,402 was allocated to teacher professional learning.

The courses attended by staff included Accelerated Literacy, the Quality Teacher Conference, the Covey Course, Best Start, Moving on in Literacy, and Getting Ahead in Numeracy.

All of these experiences have had a positive impact on the students of our school.

School development 2009 – 2011

Target 1: Numeracy

In 2010 we will implement a whole school approach to the teaching of maths

Strategies to achieve this target include:

• Trial the North Coast Regional Maths Scope and Continuum.
• Provide training, through the use of district personnel, in the implementation of the above program.
• Each stage will collaboratively plan each term’s work.
• Programs to have authentic assessments tasks linked to them.
• Lesson studies will take place with a buddy.
• Major form of program delivery will be via our interactive white board.

Our success will be measured by:

• Improved outcomes for all students in both school based and systemic assessment tasks.
• A consistent and explicit approach to teaching will take place across the school.
• Staff sharing ideas, professional dialogue.
• All staff will use interactive white boards as a major form of program delivery.
• Assessment tasks will be relevant and authentic.
Target 2: Literacy
In 2010 all student's writing will demonstrate evidence of simple punctuation, sentence structure and character description.

Strategies to achieve this target include:

- Training and development of all staff in accelerated literacy practices.
- Purchase of further resources to support accelerated literacy.
- A scope and sequence for the teaching of writing skills will be developed.
- The explicit teaching of writing criteria will be implemented by all.
- Information sessions will be held for parents.

Our success will be measured by:

- Changes in teaching practices by all staff reflecting the accelerated literacy approach.
- Improvements by all students in their writing skills.
- The number of staff sharing ideas and mentoring others.
- Up skilling of all staff in the use of accelerated literacy techniques.
- A greater understanding by parents of the processes used by students in writing.

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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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: