School context
All programs at Lilli Pilli Public School are underpinned by a Student Welfare Policy which aims to realise the school’s mission of Student Achievement and Social Responsibility through balanced, challenging and relevant curricula. The school caters for the individual needs of all students, supporting those in need of remediation and extension. The school, which is on two sites, has a very well developed K/6 Ethos, fostered through our Peer Support Program, Buddy and Award Systems and an inclusive philosophy in our educational goals. Students participate in all class programs, such as carnivals, choral groups, academic competitions and dance groups, while self-nomination is encouraged in extra-curricular activities such as Chess Club, Enrichment class, Concert Band and Tournaments of Minds Competition.

Principal’s message
It is an honor to be the Principal of Lilli Pilli PS. It is such a rewarding role leading a team of dynamic and collaborative teachers, SASS and support staff. I have been made to feel extremely welcome by our students and the supportive community. I am looking forward to working with all stakeholders in improving student learning and welfare for many years to come. I am very fortunate to be the Principal after the retirement of Mrs Narelle Purkiss who achieved so much for the school and had excellent programs and procedures in place.

It is so rewarding to see the high level of student achievements across all grades. We had students represent LPPS at regional band and regional public speaking finals. This year we had 3 students make NSW sports representative teams and large numbers of students represent Sydney region in various sporting teams.

Technology has continued to move forward with the first replacement of an old interactive whiteboard with the new multi touch screen. Our library received 32 laptop computers and a wireless system to enhance teaching and learning during library on the lower site. New furniture also gave the library and modern look. Year 5 also held student lead video conferences with another school to learn about visual literacy and the launch of our new website that is updated regularly for our local community which is receiving on average thousand page views per week.

Both admin foyers have been painted to make the school welcoming to parents and prospective enrolments. The large black and white prints have received very positive feedback from the community.

This year saw the launch of our first online student newsletter. This was created by some Year 6 students and published regularly throughout the term to give students information and celebrate their achievements at school.

I would like to thank the P&C and the fundraising committee for their commitment and continued support of the school. This team gives up countless hours to raise money to improve the teaching and learning environment for all of our students.

Sue Azzopardi retired this year after a long and successful career at our school. Sue has been associated with the school for over fifty years as she came here herself as a student. I would like to acknowledge the wonderful contribution that Sue has made to our school over the years.

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.

Craig Snudden
Principal

P & C and/or School Council message
2013 was a terrific year for Lilli Pilli Public school. We welcomed a new principal Mr Craig Snudden and a new Assistant Principal Lisa Sands.

Over the last 6 years most of our fundraising efforts have gone into significant upgrades of the school grounds so that the kids can play more safely and have fun on the various courts. So the funds raised this year contributed to upgrades in the library and upgrades of some IT teaching aides in the k-2 site.

The fundraising activities this year included School Disco, Election Day cake stall, the Trivia
night as well as our Mothers and Father’s day stalls.

The P&C contribution paid by each family is used to fund school awards; merit cards, banners, Principal awards and medals. It supports the library and supports the services of a computer technician for the school. The school awards are very popular with the kids and I am sure the mums and dads love the smile on their child’s face when they come home with the awards.

The P&C and fundraising committees are great forums to hear first-hand what is happening in the school. I have been involved with the P&C for 8 years and I have always had fun taking part of all of the activities in the school.

I would like to thank all of the P&C members who have given their time during the 8 years I have been associated with the P&C. To any of the parents who have not been involved in the P&C or the fundraising committees, have a go, you will enjoy it and your kids will love it!

You will surely be impressed by the great things being done every day by the dedicated teachers and the terrific kids at Lilli Pilli Public School.

Grahame Smith
P&C President

Student representative’s message
This year the SRC have worked very hard to raise money for the school and other charities. The first event the SRC organised was for the children’s hospital, we raised money by bringing in a teddy bear and a gold coin donation. Pyjama day was held so we could raise money for our school to buy new sporting equipment. We all wore our pyjamas to school and brought a gold coin donation, in total we raised around $900.

We also organised Dress Happy Day which is where we raise money for all of the families that were affected by the bushfires. Emersyn and Ruby have also started a student newsletter which is for all the students here at Lilli Pilli. The newsletter has been very popular and a number of the newsletters have been in the top ten flyers in Australia. The SRC was rewarded for their efforts by being given a spot in Zoo Snooze, which is where we sleep at Taronga Zoo for one night. We got to meet lots of animals up close and learn about them.

The SRC have done a great job this year and have raised lots of money.

Ruby Blackhall and Damon Smith
School Captains

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
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<td>Male</td>
<td>187</td>
<td>185</td>
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<td>194</td>
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<tr>
<td>Female</td>
<td>171</td>
<td>181</td>
<td>193</td>
<td>196</td>
<td>202</td>
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Student attendance profile

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<thead>
<tr>
<th>Year</th>
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<th>2011</th>
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<tr>
<td>K</td>
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<td>94.2</td>
<td>94.4</td>
<td>95.8</td>
</tr>
<tr>
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<td>95.1</td>
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<td>95.3</td>
<td>94.7</td>
<td>94.8</td>
<td>95.7</td>
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</table>

Management of non-attendance
Students are to attend school on each day that the school is open. Should a student be absent a parent must send an explanation in writing to the school, requesting their child’s leave be approved. Should an absence remain unexplained a parent will receive a formal advice from the school. All attendance data is recorded electronically and monitored regularly by the Department of Education and Communities.

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

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
<td>1</td>
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<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>13</td>
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<tr>
<td>Teacher of Reading Recovery</td>
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</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
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<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
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<tr>
<td>School Counsellor</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3.8</td>
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<tr>
<td>Total</td>
<td>22.3</td>
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</table>

There are no members of staff with an Aboriginal background currently employed at Lilli Pilli Public School.

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>
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<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
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<tr>
<td>Postgraduate</td>
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<tr>
<td>NSW Institute of Teachers Accreditation</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.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
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</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
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<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
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</tr>
<tr>
<td>School &amp; community sources</td>
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<tr>
<td>Interest</td>
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<tr>
<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td>Total income</td>
<td>817220.65</td>
</tr>
</tbody>
</table>

Expenditure

Teaching & learning
  Key learning areas             36169.55
  Excursions                   74134.10
  Extracurricular dissections   135427.97
Library                         8283.35
Training & development         1802.23
Tied funds                    81219.61
Casual relief teachers         50388.51
Administration & office        101275.90
School-operated canteen        0.00
Utilities                     52046.34

Maintenance 34846.35
Trust accounts 58607.47
Capital programs 0.00
Total expenditure 634201.38
Balance carried forward 183019.27

A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the P&C. Further details concerning the statement can be obtained by contacting the school.

School performance 2013

ARTS

Band

This year our performing band has 18 members and our training band has 16 members. Two staff members perform with the bands.

Band members have participated in a number of events in 2013:

- Bandfest – where both bands were awarded “Gold” and received many positive comments.
- Band Camp for band members in years 5 & 6 - two days at Stanwell Tops Conference Centre with five local schools where members have an opportunity to perform in a large combined band
- Blow In for Training Band Members- a one day event with five local schools giving the younger band members an opportunity to perform in a large band
- School Performances include Grandparent’s Day, Band Showcase, Public Speaking Night and Presentation Day.

This year two band members were selected for the Sydney Region Band. The Region Band is made up of students in Years 5-8 from Sydney Region Schools. As members of this band, the students performed at Sydney Opera House in the Expanding Horizons Concert, Forever Young Concert at Sydney Town Hall and as foyer entertainment for the School Spectacular.

One band member was successful in auditioning for the Sydney Region Orchestra. The Region Orchestra is made up of students in Years 5-8 from Sydney Region Schools. She performed at the Forever Young concert at Sydney Town Hall.
School Performance Choir
LPPS has two school choirs. In 2013, all 47 students in Year 4 were in the Senior Choir, with 24 of these students making up the Performing Choir. The Year 2 choir in 2012 comprised 23 students. For the first part of the year the primary focus was the Sutherland Shire Schools Music Festival, culminating in the concert in August. They worked hard to learn the large repertoire required and performed with excellence. Students reaped the benefits of regular rehearsals where they learned about musical concepts such as pitch, rhythm, dynamics, beat, timbre and vocal production. The choir also performed at a number of school events throughout the year, including the ANZAC day service and Grandparent’s Day.

Dance
In 2013 K-2 had two dance groups – Year 2 and Years 1 & 2. The 2013 performances included:

Kurranulla Dance Festival, Shire Youth on Parade and Grandparent’s Day.

The Year 1 & 2 Dance Group performed at Sutherland Shire School’s Music Festival where the dance group was awarded the Silver award. Other performances included Shire Youth on Parade and both dance groups each prepared a Christmas Dance for Presentation Day

Lessons are before school one morning a week and both groups include boys and girls.

Boys Dance
Boys from Year 3-6 were given the opportunity to partake in a dance program. They rehearsed on Monday mornings in Term 1, 2 and 3. During these lessons students developed knowledge and understanding about the elements of dance including action, dynamics, time, space, relationships and structure. Students are congratulated on their hard work, commitment, level of participation and discipline and this is reflected in their successful performances.

These included:
Kurranulla Dance Festival
Shire Youth on Parade
School Performances- Grandparent’s Day and Peer support
Create
Each year CREATE South, being a program for gifted and talented students in Sydney Region, is offered to those exceptionally talented in Choir, Dance, Technology, Art, Band and Drama. It is a 3 day program culminating in a performance on the last night for friends and family. Students must learn dances, songs, make programs and dvds, paint sets, make costumes, and learn lines in a short period of time. This year’s performance was titled ‘Castaway’. All students were selected from school applications and then auditioned at a regional level. Lilli Pilli PS had 8 people selected for this workshop.

Grandparent’s Day
Another successful Grandparent’s day was held on both sites in 2013. The celebration was moved to the afternoon to allow our Grandparents time to travel as they come from all over Australia. Classrooms were open to the Grandparents to visit and a concert by all the performing arts groups was held in the hall. The day received very positive feedback from the community.

Sport
KIDZ N SPORT
Provided in-school sport for the non- PSSA students at Lilli Pilli during Term 4. The company developed a 5 week Minky skills program (hockey) which catered for students from Years 3 – 6. This program was fun, exciting and safe for all participants. The staff were skilled, trained, focused and have a high degree of empathy and enjoyment in coaching students.

During Term 2, all K-2 students participated in a gymnastics program provided by Sportspro. Skills taught included rolling, jumping, landing and
basic movement patterns. The safe and correct use of equipment, which included balance beams, mats and mini trampolines, was reinforced. All students were assessed on their proficiency in each skill at the end of the term and teachers provided with a report.

DANCE 28FIT

During Term 2, non PSSA students attended a Dance 2B Fit session held in the Hall on the K – 2 site. Stage 2 and 3 students joined in and participated with the emphasis being on having fun and getting fit rather than precise dance movements.

Year 2 Swimming

During Term 3, Year 2 students attended a two week intensive swimming program at Sutherland Leisure Centre. The swimming scheme is a free program provided by the Department of Education and Communities. The students learn to swim, develop various swimming techniques and learn water safety. A qualified Stage 1 teacher from our school assists the professional swim teachers to implement the program.

Carnivals

Swimming

Cronulla Zone PSSA Carnival:
LPPS came 4th in the ‘Percentage Point Score’ and 7th in the ‘Overall Point Score’.
Four students gained a top four placing at Zone level in the following events: junior boys and junior girls 200m medley, 8yrs and 10yrs boys 50m freestyle, junior boys and girls 50m butterfly, junior boys and girls 50m backstroke.
The junior boys 4 x 50m freestyle relay team came 4th at Cronulla Zone level.
Sydney East Regional PSSA Championships: One student came 4th in the junior girls 200m medley.

Cross Country

Cronulla Zone PSSA Carnival: LPPS came 4th in the ‘Overall Point Score’ and 2nd in the ‘Percentage Point Score’.

Three students finished the Cronulla Zone PSSA carnival in the top six in the following age divisions: 10yrs boys, 11yrs boys and 12/13yrs girls. Three of these students went on to compete at the Sydney East Regional Championships.

Athletics

Two school records were broken at the LPPS K-6 Carnival - in the 8yrs girls 100m and 12/13yrs boys discus.
Cronulla Zone PSSA Carnival: LPPS was 9th in the ‘Overall Point Score’ and 11th in the ‘Percentage Point Score’.
Five students gained a top four placing at Zone level in 8yrs girls 100m, 9yrs boys 100m, 11yrs boys 100m, 12yrs girls 100m, 11yrs boys 200m and 12/13yrs girls long jump.
Relay Results: Junior girls 3rd, Junior boys 2nd, Senior girls and boys 3rd.
Sydney East Regional Championships: Six students represented across seven different individual events. Relay results: junior boys 3rd and senior girls 4th. The junior boys represented LPPS at the NSWPSSA State Athletics Championships.

Team Sports

Twelve students were selected in various Sydney East Regional PSSA teams: boys and girls basketball, boys football, rugby league, AFL (Australian Football), boys and girls softball, rugby union and water polo.
Students were selected in NSWPSSA State teams in rugby league, boys football, girls softball and boys softball.
Stage 3 students competed in the AFL Paul Kelly Cup and Sydney East Regional water polo gala days. Both the LPPS girls and the boys AFL squads were Zone and Regional champions. The girls team were Swans Zone Champions and runners-up in the State Final played at ANZ stadium (held during the half-time break of the Sydney Swans vs Hawthorn Rd 23 match).
In Season 1 Cronulla Zone PSSA sport, LPPS entered teams in mixed basketball, boys AFL and girls football.

In Season 2 the senior Division 1 football team were joint champions in the combined Cronulla and Sutherland Zone PSSA competition.

Three LPPS netball teams were semi-finalists (and one grand-finalist) in their respective divisions of the combined Cronulla and Sutherland Zone PSSA competition.

In Season 3 LPPS was represented in mixed basketball, cricket and softball. The senior boys team were declared Cronulla Zone Champions after winning the final.

**Chess**

Lilli Pilli School entered four teams, comprising nineteen students, in the 2013 Primary Schools Chess Teams Competition. There are many varied educational benefits why children should play chess. Besides being fun, chess develops their skills in concentration, memory, imagination, creativity, logic, reasoning, strategic thinking and decision making.

Practice sessions were held each Friday morning before school during the competitive season and parent helpers were on hand to provide coaching. Competition matches were held Friday after school where parents provided afternoon tea for home games and transport for away games. Parents also adjudicated home games along with two former Lilli Pilli Public School students.

Results:
- Intermediate (GS2-LPPS A): 9th
- Intermediate (GS3-LPPS B): 4th
- Rookies (GS4-LPPS C): 2nd
- Junior Rookies (GS7-LPPS D): 2nd

Twenty-four students participated in a One-Day Tournament in October at Miranda Public School. Two of our junior teams took out equal fifth-place honours.

**Japanese**

Japanese lessons were offered to students from K-6 for the first time this year. The teacher, Ms Alison Baker, took lessons on Tuesdays on the K-2 site and Thursdays on the 3-6 site before school. The students participated in various Japanese speaking activities from basic greetings and numbers to more complex conversations and studied different aspects of culture.

**Year 1 Play Day**

During Term 3, Year 1 students participated in drama workshops led by Linda Leavers, actor and drama tutor. The sessions encouraged participants to take on dramatic roles and explore familiar and imagined situations. Following the workshops each Year one class wrote a play script, designed costumes and rehearsed their plays. On October the 24th the students performed the plays at the St George Auditorium in front of class groups from other schools.

These valuable learning experiences provided students with a greater awareness of their own performance capabilities and enabled them to make connections with their learning in English.

**Y2 transition program**

During Term 4, Year 2 participate in a site transition program to prepare them for a smooth introduction to Year 3. This involves several weekly visits where the students meet with the Assistant Principal of Stage 2 and the Year 4 students to orientate them to the lower site. They discuss rules, organisation and handy hints about life on the lower site. The assistant principal will also spend 3 Fruit Breaks on the K-2 site to become familiar with the younger students.

**NSW Premier’s Reading Challenge**

The Premiere’s reading Challenge encourages students to read for pleasure and leisure, using a wide variety of quality literature. Once again, our school had a high participation rate in the PRC. Of the 265 participants at our school, 193 students were from the Infants school and 72 from the primary school, with certificates to be handed out at the end of the year.
Premiers Sporting Challenge

As a whole school initiative all students in K-6 were involved in ‘Premier’s Sporting Challenge’ which included daily fitness activities that were individually recorded.

Book Fair

Our Book Week activities this year saw the inclusion of some past and new activities. Our visiting author, Aaron Blabey was thoroughly enjoyed by both students and teachers alike, inspiring many new budding illustrators and decorative pieces for the classrooms.

Our literary activities inspired by the Children’s Book Council, engaged the students in the latest in quality literature, with our playground quizzes ensuring a high level of student engagement for the coming year’s library lessons. Everyone thoroughly enjoyed pairing up with their buddy classes for our Book Parade, resulting in prizes for the most innovative.

Our Scholastics Book Fair was very well attended this year, providing our students with some wonderful literature to take home and enjoy. The Fair raised $7860, with a commission of $1572 going towards new library resources for next year. A huge thank you to all our parents and students for your wonderful support.

Academic achievements

NAPLAN

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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.

NAPLAN Year 3 – Literacy

In 2013, 48 students from Year 3 sat the National Literacy Assessment.

Year 3 results from NAPLAN literacy tests indicated that 77% of students were placed in the top 3 bands for reading, 96% for writing, 77% for spelling and 75% for grammar and punctuation.

2% of students were below state average in spelling and 2% in grammar and punctuation. No students were below state average in reading and writing.

Areas of strength demonstrated by students in literacy included:

- The awareness of the organisation structure of persuasive texts
- Character analysis in a narrative text
- Summarises information from a table in an information text

Identified areas for improvement include:

- Locating explicitly stated details in an information text.
- Accurate spelling of difficult words

[Graph showing Percentage in bands: Year 3 Reading]
NAPLAN Year 3 - Numeracy

In 2013, 48 students from Year 3 sat the National Numeracy Assessment.

Year 3 results from NAPLAN numeracy tests indicated that 74% of students were in the top 3 bands in numeracy, 74% in data, measurement and space and 73% in number, patterns and algebra.

No students are below state average in numeracy.

Areas of strength demonstrated by Year 3 students in numeracy included:

- Using operations to solve multi step operations
- Whole numbers including hundreds
- Addition of money

Identified areas for improvement include:

- Subtraction of two digit numbers
- Properties of 2D shapes

NAPLAN Year 5 - Literacy

In 2013, 47 students sat the National Literacy Assessment.

Year 5 results from NAPLAN literacy tests indicated that 76% of students were in the top 3 bands in reading, 57% in writing, 73% in spelling and 74% in grammar and punctuation.

No students were below state average in literacy.

Areas of strength demonstrated by Year 5 students included:

- The awareness of the organisation structure of persuasive texts
- Conjunctions and connecting words.

Identified areas for improvement include:

- Making connections in different sections of an information text
- Infers information from a given text
- Spelling some difficult words
In 2013, 47 students sat the National Numeracy Assessment.

Year 5 results from NAPLAN numeracy tests indicated that 83% of students were in the top 3 bands in numeracy, 81% in data, measurement, space and geometry, 83% in number, patterns and algebra.

2% of students were below state average in numeracy.

Areas of strength demonstrated by Year 5 students in numeracy included:

- Word problems involving multiplication and subtraction
- Finding the difference between 4 digit numbers
- Finding perimeter

Identified areas for improvement include:

- Sector graphs.

### Significant programs and initiatives

#### SRC

2013 was an extremely busy year for the SRC as we organised a broad range of fundraising events. This year the SRC selected two charities to support: The Children’s Hospital and the NSW Bushfire Appeal.

In Term 2, the SRC participated in the Bandage bear Appeal for the Sydney Children’s Hospital. We asked everyone to donate a gold coin and bring a bear to school. As a result we raised $534.70. In Term 3, the SRC organised a Pyjama Day to raise money for playground equipment. Everyone had to wear their favourite pyjamas to school and bring a gold coin donation. We managed to raise $495.40. On 12th December, term 4, we had our last fundraising event of the year. Everyone had to wear hot and cool colours...
to school to show our support for families who had been affected by the bushfires. We all donated a gold coin to the Bushfire Appeal.

Lilli Pilli Public also supported Stewart House. Kids cleared out their wardrobes and filled plastic bags with old clothes then they brought the bags to school to be donated. As a reward, for the SRC’s hard work, we were invited to participate in a two-day camp at Taronga Zoo – called Zoosnooz. We learnt about the changes to animals due to environmental issues.

**Public Speaking**

Public Speaking is part of the class program where students are guided through the development of preparing and presenting a speech. They are required to justify a point of view.

Students from Years 2-6 participate in the school public speaking competition.

Finalists are selected from each grade to present their speech at the Public Speaking Finals which are held in the school Hall, early in Term 3.

School finalists go onto Zone Finals in Stages 1, 2 and 3 and if successful continue on to Regional Finals in term 4.

**Live Life Well**

The Live Life Well at School initiative was introduced at Lilli Pilli PS in 2011 to promote healthy eating and an active lifestyle. The program includes a ‘Crunch and Sip’ were the students eat a small healthy natural food snack during the long morning session along with access to a water bottle to sip. The snack food is brought to school in a small ‘nude food’ container.

Our school has fitness programs across the K-6 incorporating 12 fundamental movement skills aimed at developing the student’s physical skills and well-being e.g. Sprint runs, catching and vertical jumps.

Our weekly newsletter contains healthy living ideas, physical activities, recipes and eating plans to promote a healthy lifestyle for all the family.

**Musica Viva**

This year the students at Lilli Pilli PS participated in the Musica Viva in Schools Program. The students received valuable experience in different styles of music. They viewed real instruments and musicians performing. Pastance and Jacana were two of the musical items who visited our school in 2013.

**Incursion Excursions and Camps**

Camps and overnight excursions encouraged leadership, cooperation and participation; developed organisational skills and celebrated student achievement when faced with challenging activities.

Year 5 attended Berry Sport and Recreation Centre and Year 6 travelled to Canberra and Point Wolstoncroft.

Years 5 and 6 – IMAX Theatre: ‘Antarctica’ and ‘Shackleton’s Antarctic Adventure as well as the Australian National Maritime Museum: Elysium

**Aboriginal education**

All stage teams collaboratively planned units of work to integrate Aboriginal history and culture into the teaching and learning programs. Stage 3 integrated Aboriginal themes both past and present into their literacy program, Stage 2 studied Aboriginal dreamtime stories and Stage 1 looked at Aboriginal history in the local area and Australia as part of their H.S.I.E unit.

**Multicultural education**

Multicultural Education was integrated into the quality literature used in Stage 3 literature. Stage 2 studied the positive influences that multiculturalism has had on Australia through history while studying the population change of Australia. Stage 1 studied and celebrated family backgrounds and engaged in a focus on China
that was followed up with an excursion to the Chinese Gardens.

**School planning and evaluation 2012—2014**

**School evaluation processes**

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Parent Survey
- Staff Survey
- Student Survey

**School planning 2012—2014: progress in 2013**

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**

To improve literacy outcomes for all students K-6 LITERACY

**Evidence of progress towards outcomes in 2013:**

- All 3-6 teachers trained in Accelerated Literacy in the classroom.
- All teachers 3-6 implementing Accelerated Literacy during literacy sessions.
- Participation in a registered NAPLAN analysis course to examine strengths and weaknesses in literacy results.
- Linkages with Woollooware HS that involved demonstration lessons and combined professional development in visual literacy.

**Strategies to achieve these outcomes in 2014**

- Ongoing evaluation of new teaching and learning units with the implementation of the new syllabus.

- Using new syllabus outcomes to backward map lessons to ensure quality teaching and learning.

- Writing of scope and sequences and use of literacy continuum to cover all modes and objectives in the new syllabus.

**School priority 2**

To improve numeracy outcomes for all students from K-6

**Evidence of progress towards outcomes in 2013:**

- Implementation of the North Coast Maths program K-6
- Sharing of assessment tasks and quality resources across the grade to ensure consistent teacher judgement.
- Implementation of ‘A problem a day’ in numeracy lessons to strengthen problem solving skills.
- Sharing of Interactive Whiteboard resources and Smart Notebook files and professional development in where to find these resources online.
- Training and Development in Newman’s Error Analysis to develop and understanding of what children are thinking when attempting problem solving.

**Strategies to achieve these outcomes in 2014:**

- Assistant Principal to lead registered course in implementing the new numeracy syllabus effectively into classroom practice.
- Staff professional development in the community of school numeracy syllabus project.
- Peer lesson observations in teaching to new mathematical outcomes from the syllabus.

**School priority 3**

To provide teaching and learning experiences that are relevant to current and future curriculum and syllabus

**Evidence of progress towards outcomes in 2013:**

- Professional development on new English Syllabus and collaboration between staff
on planning for the implementation in 2014.

- Writing of units of work in preparation for all modes in the new syllabus.
- Establishing linkages with Woollooware HS to train teachers in implementing visual literacy in the classroom.
- Development of and sharing of new assessment tasks in stage teams.

**Strategies to achieve these outcomes in 2014:**

- Building strong links and using joint staff professional learning in digital and visual literacy with Wooloware HS.
- School evaluation of the teaching of writing using the outcomes from the new English Syllabus.

**School priority 4**

Increase student achievement through the use of a broad and differentiated curriculum.

Evidence of progress towards outcomes in 2013:

- Sharing of Learning Support Team data and teaching strategies.
- Selected staff members to attend professional development in meeting the needs of students with learning difficulties.
- Development of Individual learning plans for appropriate students.
- Increase of technology into teaching and learning programs with independent use of either computer laboratory.

Strategies to achieve these outcomes in 2014:

- Improve teacher’s knowledge of the A to E grading scale for assessment tasks.
- Increase Consistency of Teacher Judgement in grade and stage meetings so teachers can know where students are at on the learning continuums and strategies to use to move students forward.
- Continue to strengthen links with local schools to combine professional development sessions on the implementation of the new English, Maths and Science curriculum.

**Professional learning**

North Coast Mathematics, Best Start, Anaphylaxis, Asthma and Emergency care, child protection, Kids Matter, New English Syllabus and Accelerated Literacy. ICT, Visual literacy,

All permanent and some temporary staff participated in professional learning at staff development days. These days focused on learning experiences outlined in the school targets from the management plan.

**Accelerated Literacy**

Six primary staff members attended the Accelerated Literacy Workshop.

This program incorporates spelling, grammar and vocabulary and also teaches the ways of thinking – the discourses or cultural knowledge that underpin what these mean. This knowledge is an essential part of being able to decode text.

Through a whole book, fluent reading and discussion of a familiar text become a powerful resource for learning.

**Australian Curriculum English**

All staff members investigated and explored the Board of Studies English Syllabus document for the Australian Curriculum.

This professional learning incorporated developing teacher understanding of the General Capabilities, Cross-Curriculum Priorities, outcomes and objectives.

Teachers have experimented with the NSW Board of Studies Program Builder as they plan for teaching and learning experiences and implementation of the new syllabus in 2014.

**Parent/caregiver, student, and teacher satisfaction**

In 2013, the school sought the opinions of parents, students and teachers about the teaching at Lilli Pilli Public School.

Their responses are presented below.
18 teachers completed the teaching survey.

- 100% of teachers believe their students are engaged in a relevant curriculum.
- 78% of teachers always believe their teaching programs respond to students' interests, needs and abilities.

144 students completed the survey about teaching and learning.

- 98.6% said that they learn about is important
- 93.8% believe teachers usually plan class activities that are interesting and help me learn.

15 parents completed the online survey

- 80% believe their child’s teacher knows what they can do and where they need to learn.
- 93.3% believe that the lessons are usually interesting and appropriate to their child’s needs and abilities.

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.

Craig Snudden - Principal
Lisa Sands - Assistant Principal
David Paget - Assistant Principal
Jenny Chapman – Assistant Principal
Michele Smith – Teacher
Neve Eacott – Teacher
Anne Martyn – Teacher
Pippa Clinch – Teacher
Elise Neilson – Teacher
Suella Wescombe – Teacher
Mel Smith – Teacher
Steve Wescombe – Teacher
Michelle Dean – Teacher
Erin Hannon – Teacher
Robyn Cooper – Teacher Librarian
Adam Longmuir – Teacher
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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: