Principal’s message

I would like to congratulate our students and staff on another very successful year of teaching and learning at Lilli Pilli Public School. Our students, regardless of their ability, have been given every possible opportunity to be challenged, achieve success and feel valued in our school.

Through our student wellbeing programs girls and boys have been explicitly taught essential skills in persistence and organisation; on being confident and resilient and on how to get along with others. Our students have the support of gifted, dedicated teachers. Our teachers not only have exceptional talent in the classroom, they have enormous energy and determination.

During the year, many of our students accepted the challenges of participating in additional academic, sporting and cultural programs. Students entered external national competitions; others represented their class, grade, stage or school in Public Speaking, Premier’s Spelling Bee, Premier’s Reading Challenge and the Premier’s Sporting Challenge. Many represented our school at zone, regional and state level sporting events.

Others learnt to play an instrument, dance, sing and perform in front of an audience in a number of different venues. Others learnt to speak another language or play chess. I congratulate them for “having a go”.

This year we saw the completion of our playground upgrade. This has been an initiative many years in the making. We have utilised the funds raised by you as a community, in combination with grants from both State and Federal governments and from the school.

Thanks also to the parents and carers who have attended and supported the many functions held throughout the year. Your presence is appreciated by both students and staff and makes a big difference in ensuring close ties between the school and its families.

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.

Narelle Purkiss,
Principal

P & C message

The P&C brings parents, friends and teachers together to discuss important issues related to the interests, welfare and education of our children. Importantly it allows parents representation in the school decision making process.

P&C meetings, from 2013 will be held only once a term. Our meetings provide an excellent insight into current issues. The meetings are informal and friendly. The Principal and Assistant Principals give an update of school activities, opinions are sought and requests for funding are considered.

Each year the P&C pledge to support the school’s IT program, rewards and library resources. Additional funds are raised to support specific initiatives for example air conditioning & interactive white boards in each classroom. This year, after many years of fundraising, the playground on the K-2 site has been refurbished and now features new asphalt and colourful synthetic grass. While on the lower primary site new handball courts and additional synthetic grass courts have been installed.

I would like to thank our Social and Fundraising Committee; class coordinators; those who participated in the many fundraising activities and everyone who has attended our P&C meetings.

Grahame Smith,
P&C President
**Student representative’s message**

This year we selected two charities to support: The Leukemia Foundation and Jeans for Genes Day.

In Term 1, Lilli Pilli Public School participated in Crazy Hair Day to support children suffering from Leukemia. We donated a gold coin and then styled our hair in all different crazy ways. As a result we raised $600. On 21 March, we celebrated Harmony Day, a day when everyone comes together and puts aside their differences.

In Term 2 we 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.

On 2 August, in Term 3, we had Jeans for Genes day where everyone came to school in jeans and a mufti t-shirt. We all donated a gold coin to support children with cancer, epilepsy, blindness and liver disease. For these children Lilli Pilli PS raised an extraordinary $688.

**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>Gender</th>
<th>2008</th>
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**Student attendance profile**

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<td>95.2</td>
<td>95.3</td>
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**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.

**Class Sizes**

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</tr>
<tr>
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<td>K</td>
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<td>6P</td>
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**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**

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<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>.2</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
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Note: 0.2 is equivalent to 1 day per week.
Teacher qualifications
All teaching staff meet the professional requirements for teaching in NSW public schools.

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

Date of financial summary 30/11/2012

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<table>
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<td><strong>Balance carried forward</strong></td>
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A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the Parents and Citizens Association. Further details concerning the statement can be obtained by contacting the school.

School performance 2012

Achievements

Arts

Band
This year our performing band has twenty-two members and our training band has seventeen members. Two staff members play in the band.

Band members have participated in a number of events in 2012:

- Bandfest – both our training and performing 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 had an opportunity to perform in a large combined band.
- Bandemonium 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.

Choir
LPPS has two school choirs. In 2012, all fifty-one students in Year 4 were in the Senior Choir, with thirty of these students making up the Performing Choir. Twenty-three students participated in the Year 2 choir in 2012. For the first part of the year the primary focus was the Sutherland Shire Schools Music Festival, culminating in the concert in August. Students worked hard to learn the large repertoire required and performed with excellence. They 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, Grandparent’s
Day, Kindergarten Spectacular and School assemblies.

Dance

Our teachers, from Ettingshausen’s Dynamic Arts Studio were talented, well organised and cooperative.

Students rehearse before school, Years 1 and 2 for four terms and Years 3, 4, 5 and 6 for three terms. During these lessons students developed knowledge and understanding about the elements of dance including action, dynamics, time, space, relationships and structure. Our dance program promoted student confidence and built self-esteem. Students are to be congratulated on their hard work, commitment, level of participation and discipline reflected in their successful performances.

Performances included:
- Sutherland Shire School’s Music Festival;
- Education Week at Westfield, Miranda;
- Shire Youth on Parade;
- Kurrumulla Dance Festival;
- The Sydney Region Dance Festival and school performances for Grandparent’s Day and Presentation Day.

Create

Each year, participation in Create South, a program for gifted and talented students in Sydney Region, is offered to outstanding students in choir, dance, technology, art, band and drama. This is a three day program culminating in a performance on the last night for friends and family. Students must learn dance routines and music arrangements; make programs and DVDs; paint sets, make costumes, and learn lines in a very short period of time. All students were required to audition. Lilli Pilli PS had five students selected for this program.

Sport

School Sport

Kidz ‘n Sport provided an in-school sport program for students not involved in PSSA during Term 4. The company developed a five week basketball skills program which catered for all students regardless of their ability. This program was fun, exciting and safe for all participants. The staff were highly skilled, well-trained, focused and had a high degree of empathy and enjoyment for coaching students.

Dance2fbfit designed a five week program for all students from Kindergarten to Year 2 and those from Years 3 to 6 not involved in PSSA. Lessons displayed high energy levels and loads of enthusiasm. The program emphasised having fun and getting fit rather than precise dance movements and routines.

Yoga for Kids delivered a five week program for students from Kindergarten to Year 2. Lessons provided relaxation techniques and activities to improve flexibility and focus.

Y2 Swimming

During Term 3, Year 2 students attended a two week intensive swimming program at Sutherland Leisure Centre. The swimming scheme was provided by the Department of Education and Communities at no cost to families, other than transport. A qualified Stage 1 teacher from LPPS assisted the professional swim teachers to implement the program.

Carnivals

Swimming

Cronulla Zone PSSA carnival – LPPS was 7th in the ‘Percentage Point Score’ and 7th in the ‘Overall Point Score’.

Three students gained a top four placing at zone level in the following events: 50m freestyle, senior medley, breaststroke and butterfly.

The senior girls’ 4 x 50m freestyle relay team was 2nd at the Cronulla Zone carnival and 4th at the Sydney East Regional carnival.

The junior boys’ 4 x 50m freestyle relay team finished 4th at the Cronulla Zone carnival.

Cross Country

Three students finished in the top six positions at the Cronulla Zone carnival in the following age
divisions: 10 yr. boys, 10 yr. girls and 12/13 yr. girls.

At the Cronulla Zone carnival Lilli Pilli PS gained 2 \textsuperscript{nd} place in the ‘Overall Point Score’.

One student gained 4 \textsuperscript{th} place at the Sydney East Regional carnival and then competed at the NSW PSSA championships held at Eastern Creek.

**Athletics**

At the Cronulla Zone carnival Lilli Pilli PS gained 3 \textsuperscript{rd} place in the ‘Overall Point Score’ and 2 \textsuperscript{nd} place in the ‘Percentage Point Score’.

Three students achieved Cronulla Zone PSSA Champion in four events – 12/13 yr. girls 800 m, 12/13 yr. girl’s shot put, 12/13 yrs. girl’s discus and 12/13 yr. boy’s long jump.

Relay Results: Senior girls were zone champions, junior girls achieved 2 \textsuperscript{nd} place with senior and junior boys gaining 3 \textsuperscript{rd} place.

Sydney East Regional Carnival: Three students finished in the top four places in the following events: 12/13 yr. girl’s 800m, 12/13 yr. boy’s long jump and 12/13 yr. girl’s long jump.

Relay results: Senior girls 1 \textsuperscript{st}, junior girls 3 \textsuperscript{rd}

NSWPSSA Championships: Senior girls relay went on to finish in 6 \textsuperscript{th} place.

**Team Sports**

Seven students were selected in various Sydney East Regional PSSA teams: Australian football (AFL), netball, rugby union, girls touch, boys and girls softball.

Stage 3 students competed in the following gala days: AFL Paul Kelly Cup (girls’ team was state runner up), Sydney East Regional water polo.

LPPS entered teams in Season 1 PSSA sport in mixed basketball, boys AFL and girl’s football.

Our Junior Division 1 football team was joint champion in the combined Cronulla and Sutherland Zone PSSA competition.

Three LPPS netball teams were joint premiers in their respective divisions in the combined Cronulla and Sutherland Zone PSSA competition.

**Other**

**Chess**

Lilli Pilli School entered four teams, comprising twenty-five students, in the 2012 Primary Schools Chess Teams Competition. There were many varied educational benefits for our students. Besides being fun, chess developed their skills in concentration, memory, imagination, creativity, logic, reasoning, strategic thinking and decision making.

The practice sessions were held each Friday morning before school, during competition season, while the games were held Friday after school with both home and away locations. Parents were involved in providing transport and afternoon tea, while two former students adjudicated every home game.

Results:

- Championship: 2 \textsuperscript{nd}
- Intermediate: 5 \textsuperscript{th}
- Rookies: 6 \textsuperscript{th}
- Junior Rookies: 2 \textsuperscript{nd}

Eighteen students participated in the One-Day Tournament in October at Miranda Public School. One Lilli Pilli team placed 3 \textsuperscript{rd} in the competition.

**French**

French lessons were available for students from K-6 on either a Monday or a Wednesday morning. The students participated in various oral and written activities from basic greetings and numbers to more complex conversations. Mrs Ann Ashton, our French teacher for more than 20 years, retired at the end of 2012. Japanese will be introduced in 2013.

**Scientists in Schools**

In 2012 Lilli Pilli PS was approached by the CSIRO to participate in the ‘Scientists in Schools Program’. Mr Adam Hart, an information architect from Westpac, requested forming a local community partnership between Lilli Pilli PS and Westpac.

In Term 1, a science fair was held on both sites, with all students participating in a range of hands-on learning activities designed to engage
students in actively learning about concepts in Science and Technology. Mr Hart provided the students with in-depth scientific knowledge about each of the hands-on activities. The day was enjoyed by all students.

**Y1 Play Day**

Once again Y1 students participated in this regional project. Our fantastic tutor was Lynda Leavers. Girls and boys grew in confidence during the tutor day-session and during follow-up class practice. The three Y1 performances from Lilli Pilli PS were outstanding at Play Day, Kogarah. The story lines were easy to follow and all performers spoke loudly and clearly. Students enjoyed dressing up in costume, watching other schools and performing for their parents.

**Y2 transition program**

During Term 4, Year 2 participated in a site transition program to prepare them for a smooth introduction to Year 3. This involved several weekly visits where the students met with the assistant principal of Stage 2 and the Year 4 students to orientate them to the lower site. They discussed rules, organisation and handy hints about school-life on our lower site.

**NSW Premier’s Reading Challenge**

The Premier’s Reading Challenge aims to improve reading and comprehension skills, as well as a love for reading and literature. 2012 marked the beginning of the second decade of the challenge and was the National Year of Reading. This year, 325 students from Lilli Pilli PS completed the challenge.

**Premier’s Sporting Challenge**

All students in K-6 were involved in the ‘Premier’s Sporting Challenge’. This was a whole school initiative. Fitness activities were recorded for each individual student.

**Crunch and Sip**

Students looked forward to ‘Crunch and Sip’. The program integrated easily into morning routines with no interruption to learning. The opportunity to eat a healthy snack and drink water enabled high energy levels to be maintained throughout the peak learning period.

**Book Fair**

In 2012 a Scholastic Book Fair was held in the lower site multipurpose room. The fair promoted reading and raised funds for the school library. The theme for the 2012 Book Fair was “Book Fair Luau”. A total of $1800 was raised for the school library. Additionally, four students were awarded prizes in the jellybean guessing competition. The fair was enjoyed by all students, parents, teachers and community members and was a great fundraiser for our school library.

**Music – Count Us In**

In 2012, all students from Kindergarten to Year 6 participated in Music, Count Us In. This federally funded initiative encouraged music education in schools. Over 600,000 students from schools throughout Australia joined together in song at 12.30pm on 1 November. The song, “Different People,” was written by a group of talented secondary students who were mentored by established musicians. All students enjoyed the opportunity to sing with students from as far away as Western Australia. The experience was fabulous; kids love it and are still singing the song.

**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.

Y3: from Band 1 (lowest) to Band 6 (highest)
Y5: from Band 3 (lowest) to Band 8 (highest)
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.

**Significant programs and initiatives**

**Public Speaking**

Public speaking is a part of each class program. Students were guided through the development, preparation and presentation of a speech where they were required to justify a point of view. Students from Years 2-6 participated in the school public speaking competition. Finalists were selected from each grade to present at the school Public Speaking finals. School finalists went on to participate at a zone level in Stages 1, 2 & 3.

**Incursions, Excursions and Camps**

All incursions and excursions provide stimulation and resource material for interesting and engaging classroom learning. Kindergarten experienced some fantastic excursions this year. Hazelhurst Art gallery was an excellent first experience. Very practical with two hands on sessions producing excellent art works in a variety of mediums. Students also got to visit a real gallery and see displayed works.

The walk across the Harbour Bridge was brilliant. Taronga Zoo was a tiring day full of excitement and interest as students hurried from one exhibit to another.

**All about Eggs – Kindergarten**

Kindergarten attended a one day incursion ‘All about Eggs” which was part of the COGs unit ‘Changes’. They learnt about the life cycle of a chicken and were able to handle one day old chicks.

**Brainstorm**

All students from K - 6 attended a Brainstorm Production that focused on cyber bullying. The sessions were fun-filled with catchy songs and live theatre. The message was relayed in a manner that all students understood the meaning of cyber bullying and what to do if confronted with these situations.
Author Visit - Lisa Shanahan

In Term 3 students at Lilli Pilli PS received a visit from renowned author Lisa Shanahan. Lisa has written many children’s picture books and novels, including “Bear and Chook”, and the student favourite, “Gordon’s Got A Snookie”. Lisa’s visit followed on from our 2011 illustrator visit from Wayne Harris, who illustrated “Gordon’s Got A Snookie”. This year the focus for Lisa’s visit was to celebrate 2012 as the National Year of Reading in Australia. Students enjoyed hearing Lisa read her books, and also hearing the inspiration behind her many stories.

Musica Viva

The live performances were excellent. Students were able to experience styles of music to which they were not generally exposed. They saw real instruments and viewed musicians as they went about their work. The program broadened the students’ minds, opened their horizons and encouraged them to accept new experiences.

Progress on 2012 targets

2012 was the first year of our three year plan to improve literacy, numeracy and student well-being.

Target 1

To increase, by 10%, the number of students performing at a proficient level in NAPLAN.

Our achievements include:

- Analysis of NAPLAN data from 2011. We had an increase of 32% in Year 3 reading and 26% in Year 3 Grammar. Target was not met in Year 5. Strategies to address this will be introduced in 2013. A more accurate evaluation will be available following NAPLAN 2013.
- Review of current spelling strategies.
- Professional learning for teachers in spelling and comprehension.
- Three teachers trained in the Accelerated Literacy program. Outcomes were pleasing and the training will be extended to all teachers in Years 3 to 6.

Target 2

To improve numeracy outcomes for all students from Kindergarten to Year 6.

Our achievements include:

- Analysis of NAPLAN data from 2011 indicated a need to improve our students’ understanding and comprehension of the language of mathematics.
- One teacher participated in the regional network ‘Leading Mathematics Learning’ and lead professional learning in Problem Solving.
- Teachers were introduced to the resource ‘Talking about Patterns and Algebra’.
- We introduced ‘A Problem a Day’.
- Three teachers trained in ‘Taking Off With Numeracy’ (TOWN) and shared their learning with colleagues. All teachers completed individual assessments of the students in their class and identified those at risk and developed differentiated activities to cater for the range of abilities in the class.
- Grade assessment tasks ensured consistent teacher judgment.
Target 3
Introduce the Australian Curriculum in English, Mathematics, Science and History.

Our achievements include:

- The proposed timeline for implementation of the Australian curriculum and NSW Board of Studies syllabus, as planned by Sydney Region was presented to staff.

Target 4
Improve student achievement through the use of a broad and differentiated curriculum.

Our achievements include:

- Learning Support Team data was shared with teachers.
- Release was provided for teachers of students with significant needs to share information prior to the beginning of a school year.
- Teachers were trained in teaching students with Autism Spectrum Disorder and Significant Reading Difficulties – Dyslexia.
- Teachers were using our computer labs independently of the RFF program and were team teaching with our IT teacher to improve their skills.
- Computer Coordinator and an additional staff member attended Computer Coordinator days.
- Stage 3 students competing in a regional interactive project designed a game and promotional material with outstanding results.

School evaluation
NSW public schools conduct evaluation to support the effective implementation of the school plan.

Teaching
Background
Student forums were held by the principal with students from each class in Years 3, 4, 5 and 6. Students were asked to think of a lesson in which they had learnt something new and comment on whether it was easy or hard; if they will remember the lesson in the future and what the teacher had done to assist their learning.

Findings and conclusions
In all grades students reported success in learning when topics were relevant and when they understood the future application. They appreciated the opportunity to repeat tasks; to have individual or small group instruction; to see a demonstration and to be given extra time when needed. They enjoyed sharing opinions and strategies; being able to question and being shown more than one strategy to tackle a problem. Overwhelmingly students felt that their teacher knew them and their ability and they were patient and listened to them.

Future directions
At Lilli Pilli PS we are ‘working together for success’. Staff, students and parents appreciate the need to build and maintain positive relationships. This shared value is essential to effective teaching and learning.

Curriculum
Mathematics
Background
Although our NAPLAN results, Best Start and class assessment data indicated a high level of achievement in most areas we felt that there are always areas in which we can improve.

Findings and conclusions
- Twelve teachers were using the numeracy continuum to assist in the profiling of their students.
- K-2 teachers continue to use individual student assessments.
• The professional learning provided for staff has highlighted the importance of the teaching of place value; increased the use of games to reinforce and practise new learning and highlighted the advantage of students discussing and sharing ideas and strategies.

Future directions
The school had identified problem solving, place value and the language of mathematics as areas for improvement. We will continue to assess students using Best Start, the Schedule for Early Number Assessment (SENA) and introduce Newman’s Analysis to support individual assessments completed as a part of Taking Off With Numeracy (TOWN). In 2013 we will review class numeracy sessions and introduce the North Coast Maths program as an alternate method of planning and scheduling teaching and learning experiences.

Parent satisfaction
In 2012 the school sought the opinions of parents about the school. Parents were given an opportunity to respond to two simple questions: three things our school does well and suggestions for improvements. Responses were received from only 10 families.

Their responses are presented below.

Things we do well:
• Professional administration and teaching staff.
• Effective communication through regular newsletters.
• Well organised events and excursions.
• Student recognition.

Processes and procedures for future consideration:
• Student access to learning support.
• Introduction of Ethics classes
• Election of student leaders.

Professional learning
Accelerated Literacy
Three teachers attended the six day Accelerated Literacy training course.
This program included the relevance of students’ literacy needs, information on how to program accelerated literacy sessions and how it should look in the classroom. This program allows all students to be learning on the same level, which is well above the most literate student in the class. Lessons are presented in a very prescriptive way which ensures outcomes are achievable for all. The program involves the teaching of spelling, writing, grammar and reading.
Teachers trialed the program and found students improved their literacy results in a short period of time. This program will be extended to all classes from Years 3 to 6 in 2013.

Leading Mathematics in Schools
This series of professional development activities provided teachers with an in depth knowledge of the learning continuum which will ensure their assessment and classroom teaching programs are relevant and meaningful.

Online: Autism
Four teachers from K-6 completed an online course to better understand children with autism and learn how to accommodate them in the classroom. The course was completed during Terms 1 and 2. Teachers attended workshops at St Peters Regional Office. The course included numerous online tasks and assessments aimed at improving teaching strategies to assist our existing students and those enrolling in the future.
During Term 3’s school development day, the trained teachers shared their knowledge and ideas with their colleagues.

Additional courses included:
• TOWN, Taking Off With Numeracy
• Online Course to better understand student experiencing difficulty with reading, including those with Dyslexia.
• Anaphylaxis training and CPR.
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.

In 2013 we will develop the strategies introduced thus far and concentrate on the preparation for the implementation of the Australian curriculum from 2014.

School priority 1
Outcome for 2012–2014
To improve literacy outcomes for all students.
Strategies to achieve this target include:
- Analyse NAPLAN data to identify areas for improvement.
- All teachers on Year 3 to Year 6 classes to be trained in Accelerated Literacy.

School priority 2
Outcome for 2012–2014
To improve numeracy outcomes for all students.
Strategies to achieve this target include:
- Analyse NAPLAN data to identify areas for improvement.
- Introduce the North Coast Mathematics Program.
- Introduce Newman’s Analysis to teachers

School priority 3
Outcome for 2012–2014
To provide teaching and learning experiences that are relevant to current and future curriculum and syllabus.
Strategies to achieve this target include:
- Professional learning for executive members of staff who will then lead teachers through a review of current school English programs.
- Assessment tasks to be updated to provide evidence of achievement in English.

School priority 4
Outcome for 2012–2014
To improve student achievement through the use of broad and differentiated curriculum.
Strategies to achieve this target include:
- Student information shared with teachers.
- New learning gained by attendance at various courses to be shared with colleagues.
- Team teaching with IT teacher.
- Learning and Support Teacher (LaST) to assist teachers in developing individual programs when required. The LaST will work closely with the Learning Support Team and provide assistance through professional learning for staff, withdrawal groups for some students and team teaching with some classes.

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: